Learning is Uncomfortable

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The Uncomfortable Learning

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The Uncomfortable Learning:

Gaudino, Robert L.: The Uncomfortable Learning Gaudino,Robert L., *Language Identity, Learning, and Teaching in Costa Rica* Lena Barrantes-Elizondo,Cinthya Olivares-Garita,2023-07-19 This edited collection provides a comprehensive and locally situated understanding of English language teaching from the perspective of dedicated and experienced language professionals and researchers in Costa Rica The book uses a series of reflective sections that interconnect theory and practice in a non English dominant context in order to inform and transform pedagogical practices The chapters depict a wide ranging image of English language teaching and learning in the region encouraging in service teachers TESOL specialists and ELT scholars to critically reassess rethink and relearn teaching and learning as more than a political decision in an educational curriculum Ultimately promoting the practice as dynamic ever changing and culturally situated the book will be highly relevant to researchers academics scholars and faculty in the fields of teacher education educational research EFL and modern foreign languages **Learning Is Going to Be Uncomfortable** Christy Anana,2025-02-12 Share with your child or students the idea that learning and growing their brain is going to be uncomfortable and that s OK In fact when you are learning and growing your brain being uncomfortable is that sign that you are doing it right Keep going We are doing this work together Difficult Subjects Badia Ahad-Legardy,OiYan A. Poon,2023-07-03 Difficult Subjects Insights and Strategies for Teaching about Race Sexuality and Gender is a collection of essays from scholars across disciplines institutions and ranks that offers diverse and multi faceted approaches to teaching about subjects that prove both challenging and often uncomfortable for both the professor and the student It encourages college educators to engage in forms of practice that do not pretend that teachers and students are unaffected by world events and incidents that highlight social inequalities Readers will find the collected essays useful for identifying new approaches to taking on the difficult subjects of race gender and sexuality The book will also serve as inspiration for academics who believe that their area of study does not allow for such pedagogical inquiries to also teach in ways that address difficult subjects Contributors to this volume span a range of disciplines from criminal justice to gender studies to organic chemistry and demonstrate the productive possibilities that can emerge in college classrooms when faculty consider identity as constitutive of rather than divorced from their academic disciplines Discussions of race gender and sexuality are always hot button issues in the college classroom whether they emerge in response to a national event or tragedy or constitute the content of the class over a semester long term Even seasoned professors who specialize in these areas find it difficult to talk about identity politics in a room full of students And many professors for whom issues of racial and sexual identity is not a primary concern find it even more challenging to raise these issues with students Offering reflections and practical guidance the book accounts for a range of challenges facing college educators and encourages faculty to teach with courage and conviction especially when it feels as though the world around us is crashing down upon our students and ourselves *When Is Free Speech Hate Speech?* Martin

Gitlin,2017-07-15 Free speech is guaranteed under the First Amendment Although it may hurt and offend hate speech is still free under most circumstances But what happens when institutions like universities adopt policies prohibiting offensive speech Do such policies cause more harm than good Should measures be taken to curb threatening or insulting comments Or does that amount to little more than censorship Is our quest to be polite and politically correct curtailing opportunities to express learn and grow When does free speech become criminally threatening These questions and more are thoughtfully examined in this important resource **Encountering Faith in the Classroom** Miriam R. Diamond,2023-07-03 When faculty unexpectedly encounter students religious ideologies in the classroom they may respond with apprehension frustration dread or concern Instructors may view this exchange as a confrontation that threatens the very heart of empirical study and worry that this will lead to a dead end in the learning process The purpose of this book is to explore what happens and what can happen in the higher education and even secondary school classroom when course content meets or collides with students religious beliefs It also considers the impact on learning in an environment where students may feel threatened angry misunderstood or in which they feel their convictions are being discredited This is a resource that offers ways of conceptualizing engaging with and responding to student beliefs This book is divided into three sections student views on the role of religion in the classroom general guidelines for responding to or actively engaging religious beliefs in courses such as legal and diversity considerations and specific examples from a number of disciplines including the sciences social sciences humanities and professional education Professors from public private and religious institutions share their findings and insights The resounding lessons of this book are the importance of creating a learning space in which students can express their beliefs dissonance and emotions constructively without fear of retribution and of establishing ground rules of respectful discussion for this process to be valuable and productive This is an inspirational and practical guide for faculty navigating the controversial sensitive yet illuminating lessons that can be learned when religion takes a seat in the classroom **The Learning Paradox** Jim R. M. Harris,1998 **Learning** ,1975-08 **Our Pupils and how They Learn** Frances Cole McLester,1930 Since religious education is primarily concerned with persons an understanding of the processes by which the human spirit grows and develops is essential to the success of the religious teacher and parent This text undertakes to reveal those laws by which the human spirit grows in such untechnical language that Sunday school workers who have not had the advantage of college training can understand them How Children Learn Frank Nugent Freeman,1917 Academy; a Weekly Review of Literature, Learning, Science and Art ,1896 The Poetical gazette the official organ of the Poetry society and a review of poetical affairs nos 4 7 issued as supplements to the Academy v 79 Oct 15 Nov 5 Dec 3 and 31 1910 *The Ladder* Vernon Knowles,1929 **Cycling for Health and Pleasure** Luther Henry Porter,1890 The Criterion ,1924 **The Next Learning System** Roland Meighan,1997 Why Home Schoolers are Trailblazers *Psychopathology* Edward John Kempf,1920 *Nursing the insane* Clara Barrus,1908 The Fundamentals of Speech Charles Henry Woolbert,1927

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