

Excelsior
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Article Abstracts

Reports of Research and Self-Study

Adding Value: Partnering the Learning of Preservice and Inservice Teachers

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Abstract

In this paper we describe the learning of preservice and inservice teachers, teacher educators, and elementary students as a result of a school-university partnership. The principle design for this partnership is grounded in an adapted framework from Realistic Teacher Education. The content focus of the partnership was on connecting mathematics, science, and technology in grades 3 through 5. The pedagogical focus was on inquiry-based learning at all levels of this partnership. In several thematic discussions, we show that learning was pervasive and sustained beyond the partnership.

Wordless Picture Books Are Worth Noticing Deeply: A Reflection on Course Design and Implementation

Andrea Zakin
Abigail McNamee
Lehman College CUNY

Abstract

Two teacher educators collaborate to incorporate the use of wordless picture books in their classes to enhance the ability of their graduate students and the early childhood and elementary school children they teach, or plan to teach, to 1) become visually literate while understanding the correspondence between the visual and verbal, 2) release their imagination through the art of picture book illustration, 3) appreciate multiple perspectives, and 4) connect this kind of experience to their own pedagogy with children through engagement in visual discrimination, brainstorming, and critical thinking.

Sharing Perspectives and Practices

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