

Jennifer Ngu
Professor Duran
English 100 (#0853)
06 December 2013

My Educational Autobiography

I remember my parents recently telling me all these stories about how they never got the chance to go to school and have a good education. Both of them have somewhat similar stories that they have shared with me. Both of my parents came from very poor, but large families and had grown up in very small villages in Vietnam. They both had responsibilities of working to provide food and care for their siblings since they were both one of the oldest in the family. My mom explained how her parents had to go out to sea and fish daily to make only a few cents in U.S. currency, and how she literally had to care for her brothers as a mother would at the age of only nine. It was only until she and her family had moved to the United States when she was about the age of fifteen years. Then and there, she was finally given the opportunity to go to school, but only for a little while due to having financial issues within the family, which caused her to drop out and work full time. My dad actually never got the opportunity to get an education because his family simply just couldn't afford to send anyone in his family to school, and by the time he had moved to the U.S., it was already considered to be too late. He ended up having to work several jobs just to support himself because he had came here with nothing.

Due to their experience and lack of opportunity to good or decent education, growing up, my parents always made sure I had activities to do that would help me speak, read, or write in order to learn the English language. They provided me with everything I needed because they wanted to make sure I was given a better life and childhood than them. When it came to school

How To Write An Educational Autobiography

Craig Kridel



How To Write An Educational Autobiography:

Writing Educational Biography Craig Kridel, 2013-11-26 This collection examines the many influences of biographical inquiry in education and discusses methodological issues from the perspective of veteran and novice biographers Contributors underscore the documentary interpretive and literary concerns of biographical and archival work and their essays reveal the complexity distinctiveness and sense of exploration of scholarly endeavors Writing an Educational Autobiography as a Way to Become a Reflective Teacher Isti Rokhiyah, 2015 This dissertation presents my educational autobiography the result of my reflection on experiences during my school life my teaching life and my life as a mother to reveal who I am personally and professionally in my journey to become a reflective teacher a teacher who takes her students wellbeing into her mind in the everyday life of classrooms and schools In order to write my stories I searched incidences that related to my experiences with learning and teaching and making sense of them Through the process of framing and reframing my experiences I gained a better understanding of my journey as an educator and became capable of articulating my experiences along this journey My broad goal in this thesis is to improve the quality of teacher education at Universitas Terbuka UT through broadening the notion of reflection in its curriculum As writing autobiography is one of the pathways to becoming a reflective teacher I would like to experience the process of writing autobiography before I introduce the idea to student teachers I would like to experience the dark the disoriented the dreadful feeling and the brightness of writing autobiography narratively Writing my autobiography not only helped me to excavate my old lives and make meaning out of them revealing my self but also to realise the importance of learning from my experience Professionally writing my autobiography helped to overcome my fear of writing The process of making meaning of incidents was strengthened by my understanding of concepts and theories that could be used to illuminate them I gained new knowledge because writing my autobiography encouraged me to search for related literatures that helped me understand my experiences From my experience of writing my autobiography and synthesizing theories and practices of reflection in teacher education I propose ideas to improve UT s teacher education by strengthening the notion of reflection in its curriculum **Strategies for Student Support During a Global Crisis** Herron, Jeffrey D., Douglas, Taurean, 2021-06-25 When a global crisis impacts nearly every industry education is always one of the most impacted as students and faculty must frantically try to maintain their educational programs throughout uncertain times Beyond the educational courses themselves being shifted online or to hybrid approaches there must be a focus on the impact on students as well With newfound ways of learning new online environments and new methods for teaching students are greatly impacted by the changing face of education The traditional ways in which students have been served and assisted have changed rapidly and to make matters even more challenging students must handle both living in a time of crisis while adapting to swift educational transformations The dissemination of best practices and maintaining student success during global crises is an area of research that is not only growing in interest

but is critical in pandemic times Strategies for Student Support During a Global Crisis reflects on how educational professionals have worked with students during global crises how serving and teaching students have been impacted and the best practices for student success in both online education and hybrid formats The chapters will include topics such as mentoring models teaching methods educational technologies teacher insights academic support services and more This book is ideal for educational professionals leaders school administration teachers teacher educators practitioners stakeholders researchers academicians and students interested in the best strategies for supporting students and promoting student success during global crises

A Memoir of an Educational Biographer Gerald L. Gutek, 2024-09-01 In his interdisciplinary memoir Gerald Gutek applies history and philosophy of education to educational biography The author was guided by his focusing goals of exploring his path to becoming an educational biographer and working generalizations with his colleagues in the field Gutek s narrative begins with the author s childhood experiences that inclined him to a career in education followed by chapters on his doctoral program in the College of Education at the University of Illinois in Champaign Urbana his teaching of history and philosophy and education in the School of Education at Loyola University Chicago his research and writing of biographies of Johann Heinrich Pestalozzi and Joseph Neef and his textbook Historical and Philosophical Foundations of Education a Biographical Introduction and issues and strategies in writing about Maria Montessori Throughout the book Gutek analyzes concepts and applications he developed as an educational biographer such as parallel biographies slice of life writing reconsidering overlooked and understudied educators and the role of place and space in telling life stories

ENDORSEMENTS Readers both new to educational biography or familiar with the discipline will find a valuable account of the author s long and varied career as a biographer From his childhood memory of listening to neighbors stories in his grandfather s grocery store to encounters with the important teachers in his life Gutek brings his own story to life As he recounts the influences on his personal intellectual history and the processes of his research and writing readers gain valuable insights into the methods of an experienced educational biographer Larry Prochner University of Alberta For fifty years Gerald Gutek has been and remains one of the seminal and leading voices in the field of educational biography thus it only makes sense for him to create something new an intellectual memoir From his work on Counts in 1970 to his work on Montessori 2016 and her acolytes in the US 2020 Gutek has reliably bridged the worlds of educational history educational biography and philosophical foundations of education this work cements his legacy Gutek skillfully interweaves personal and family history with movements in educational history both formal and informal then explains how these impacted his thinking and writing Throughout this eminently readable memoir Gutek also includes political and historical context without engaging in divisiveness Scholars of life writing should give this a close reading as Gutek sprinkles nuggets of methodological brilliance throughout the manuscript Junior scholars would do well to read Gutek s more substantive sections on the methods used to write each of his books it is the academic equivalent of Master Class in textual form Ed

Janak University of Toledo **Value of the Educational Autobiography as a Method of Studying Occupational Interest Patterns and Adjustment of College Students** LeRoy Wensel Ullrich, 1954 *Writing on the Wall* David S. Martins, Brooke R. Schreiber, Xiaoye You, 2023-04-01 The first concerted effort of writing studies scholars to interrogate isolationism in the United States *Writing on the Wall* reveals how writing teachers often working directly with students who are immigrants undocumented first generation international and students of color embody ideas that counter isolationism The collection extends existing scholarship and research about the ways racist and colonial rhetorics impact writing education the impact of translingual transnational and cosmopolitan ideologies on student learning and student writing and the role international educational partnerships play in pushing back against isolationist ideologies Established and early career scholars who work in a broad range of institutional contexts highlight the historical connections among monolingualism racism and white nationalism and introduce community and classroom based practices that writing teachers use to resist isolationist beliefs and tendencies *Writing on the wall* serves as a metaphor for the creative direct action writing education can provide and invokes border spaces as sites of identity expression belonging and resistance The book connects transnational writing education with the fight for racial justice in the US and around the world and will be of significance to secondary and postsecondary writing teachers and graduate students in English linguistics composition and literacy studies Contributors Olga Aksakalova Sara P Alvarez Brody Bluemel Tuli Chatterji Keith Gilyard Joleen Hanson Florianne Jimenez Perzan Rebecca Lorimer Leonard Layli Maria Miron Tony D Scott Kate Vieira Amy J Wan **Critical Approaches to Life Writing Methods in Qualitative Research** Thalia M. Mulvihill, Raji Swaminathan, 2017-04-07 Life writing projects have become part of the expanding field of qualitative research methods in recent years and advances in critical approaches are reshaping methodological pathways *Critical Approaches to Life Writing Methods in Qualitative Research* gives researchers and students looking for a brief compendium to guide their methodological thinking a concise and working overview of how to approach and carry out different forms of life writing This practical book re invigorates the conversation about the possibilities and innovative directions qualitative researchers can take when engaged in various forms of life writing such as biography autobiography autoethnography life history and oral history It equips the reader with the tools to carry out life writing projects from start to finish including choosing a topic or subject examining lives as living data understanding the role of documents and artifacts learning to tell the story and finally writing performing displaying through the voice of the life writer The authors also address the ways a researcher can begin a project work through the issues they might face along the journey and arrive at a shareable product With its focus on the plurality of life writing methodologies *Critical Approaches to Life Writing Methods in Qualitative Research* occupies a distinct place in qualitative research scholarship and offers practical exercises to guide the researcher Examples include exploring authorial voice practical applications of reflexivity exercises the relationship between the narrator and participants navigating the use of public and private archives

understanding the processes of collaborative inquiry and collaborative writing and writing for various audiences

Education pamphlets ,1903 **Choreographing Creativity** Jennifer Lynne Bird,2009-12-03 Choreographing Creativity Teaching as Artistic and Technical within the Curriculum of Composition views teaching as a combination of artistic and technical elements similar to a figure skating or dance routine Dr Jennifer Bird presents a fictional story founded in factual teaching methods to illustrate this concept The fifteen teachers in Cohort for Change join her on this journey to share snapshots of their classroom experiences and advice for educators who wish to reclaim classroom creativity in the current teach to the test culture of education **Succeeding with Autism** Judith Cohen,2005-03-15 This book reveals a silent world through the voice of an insightful articulate young adult with autism It gives perspectives from those who have known him from diagnosis in early childhood through to independent adult life After each chapter the author presents reflections that highlight the key issues pertinent to autism *"Stretching" Exercises for Qualitative Researchers* Valerie J. Janesick,2015-08-25 In the new Fourth Edition of her inventive one of a kind book Stretching Exercises for Qualitative Researchers author Valerie J Janesick uses dance yoga and meditation metaphors to help researchers tap into the intuitive and creative side of their research In every chapter stretching exercises help readers develop practice and hone fieldwork skills and vital habits of mind such as observation interviewing writing creativity technology and analysis While reading the book and working through the exercises readers can complete a researcher s reflective journal an invaluable tool that will remain useful throughout their careers *Becoming One With the World* Kathleen Kesson,2024-08-01 *Becoming One With the World* A Guide to Neohumanist Education responds to an urgent need to reconceptualize the fundamentals of education in light of the many social ecological and political challenges facing humanity today It answers the call for a new educational paradigm one based on a far richer more insightful understanding of human possibility one that decenters human exceptionalism in favor of a new ecological consciousness one that promotes harmony and cooperation between humans and non human others and one that cultivates wisdom Neohumanist education strives for a harmonious balance between spiritual development and critical engagement with the world in the belief that an awakened conscience translates into transcending differences and creating a sense of unity with all beings The book is designed to enhance the spiritual and pedagogical knowledge and skill of teachers parents and school leaders who are seeking more holistic approaches to educating young people Both richly theoretical and eminently practical the book applies the primary commitments of Neohumanist education cultivating love and kinship with humans and non human others freeing the mind from dogma and limitations fostering a balanced approach between inquiry into the outer objective world s and the inner subjective world s and awakening the desire for social and environmental justice to the full spectrum of traditional subject matter It draws upon a wide range of new research and scholarship to illustrate an educational model capable of maximizing human potential and inspiring young people to create a future that is just joyful and sustainable **ENDORSEMENTS** What a wonderful book Packed into its pages

are decades of experience as a meditator yogi parent educator and Neohumanist This latter is the crux of this text designed to lay out in clear accessible language the fundamentals of this rich and inspiring philosophy and to touch on ways it can find its way into the daily flow of the classroom and school A philosophy worth its salt is one that actually makes a difference in the day to day lives of people In Kathleen Kesson and her comprehensive book we find just this practical pragmatic insights into a philosophy both new and ancient It is a gift to educators and anyone committed to wholesome futures for children society and of course the planet Marcus Bussey University of the Sunshine Coast Australia *Becoming One With the World* is an extraordinary book While its primary aims are explaining the philosophy of Neohumanism and detailing a Neohumanistic approach to education it is simultaneously a comprehensive summary and synthesis of scholarly literature in the field of holistic education Unifying knowledge and methods from many curricula areas including spirituality ecology aesthetics literacy cultural diversity and ethics it offers a clear orientation to a way of educating young people that seems key to human surviving and thriving Aostre Johnson Saint Michael s College in Vermont [How to Teach Manners in the School-room](#) Julia M. Dewey,1894 [Elementary Psychology](#) Amos Markham Kellogg,1894 **Primer to Developing a Successful Pre-service Teacher Portfolio** James P. Takona,Roberta J. Wilburn,2004 This guide for pre service teachers provides the means for documenting professional growth and development Takona educational technology and media LeMoyne Owen College and Wilburn early childhood education LeMoyne Owen College explain the principles and practice of developing and using a port **Introduction to Human Development and Family Science** Bridget A. Walsh,Dana A. Weiser,2024-10-03 Now in its second edition *Introduction to Human Development and Family Science* was the first text to introduce human development and family studies HDFS as inextricably linked areas of study Pioneers of research paradigms have acknowledged that the family is one setting in which human development occurs and much work is inherently multidisciplinary and interdisciplinary This book helps to fortify an understanding of HDFS and subareas within it Key features include Chapters aligned with Certified Family Life Educator CFLE Guidelines An applied focus with vignettes exploring diverse family structures and human experience a brand new appendix with helpful tips to encourage the effective utilization of research Discussion of the wide variety of career paths for HDFS students Rich pedagogical features including Challenge Integration sections bringing together content from all chapters Journal Questions encouraging reflection on content as well as personal experience and Suggested Resources listing relevant websites books articles and video links for further study Incredibly user friendly this is essential reading for students new to Human Development and Family Science A fully developed Instructor and Student Website includes flashcards self testing quizzes and discussion questions for students as well as activities lecture slides test banks and video recommendations for instructors **Moments that Matter in the Learning and Development of Children** Kelly Ann Kolodny,2020-08-01 *Moments that Matter in the Learning and Development of Children* Reflections from Educators explores the significant moments that unfold for young people in their

schooling from the perspectives of teachers and school staff Educators often reflect on moments as being a critical piece of their work with children They can help make things better for students and produce a difference in lives They are meaningful for young people as well as consequential for teachers and school staff as they reflect on the outcomes of their efforts Yet as they are difficult to define and capture these moments often are not studied for the value they offer This book promotes awareness of these moments as well as their connected meanings and possibilities Recognizing the significance of moments extends an opportunity to situate schooling in broader contexts and to understand learners as whole embodied beings engaged in social interactions making sense of their surrounding world and generating transformations in it When educators reflect deeply about the possibilities connected to the moments they share with children they recognize the multitude of opportunities that support their learning and development They become awake to some of moments promises

The SAGE Guide to Curriculum in Education Ming Fang He, Brian D. Schultz, William H. Schubert, 2015-06-05 The SAGE Guide to Curriculum in Education integrates summarizes and explains in highly accessible form foundational knowledge and information about the field of curriculum with brief simply written overviews for people outside of or new to the field of education This Guide supports study research and instruction with content that permits quick access to basic information accompanied by references to more in depth presentations in other published sources This Guide lies between the sophistication of a handbook and the brevity of an encyclopedia It addresses the ties between and controversies over public debate policy making university scholarship and school practice While tracing complex traditions trajectories and evolutions of curriculum scholarship the Guide illuminates how curriculum ideas issues perspectives and possibilities can be translated into public debate school practice policy making and life of the general public focusing on the aims of education for a better human condition 55 topical chapters are organized into four parts Subject Matter as Curriculum Teachers as Curriculum Students as Curriculum and Milieu as Curriculum based upon the conceptualization of curriculum commonplaces by Joseph J Schwab subject matter teachers learners and milieu The Guide highlights and explicates how the four commonplaces are interdependent and interconnected in the decision making processes that involve local and state school boards and government agencies educational institutions and curriculum stakeholders at all levels that address the central curriculum questions What is worthwhile What is worth knowing needing experiencing doing being becoming overcoming sharing contributing wondering and imagining The Guide benefits undergraduate and graduate students curriculum professors teachers teacher educators parents educational leaders policy makers media writers public intellectuals and other educational workers Key Features Each chapter inspires readers to understand why the particular topic is a cutting edge curriculum topic what are the pressing issues and contemporary concerns about the topic what historical social political economic geographical cultural linguistic ecological etc contexts surrounding the topic area how the topic relevant practical and policy ramifications and contextual embodiment can be understood by theoretical perspectives and how forms of inquiry

and modes of representation or expression in the topic area are crucial to develop understanding for and make impact on practice policy context and theory Further readings and resources are provided for readers to explore topics in more details

Writing Educational Biography Craig Alan Kridel, 1998 First Published in 1998 Routledge is an imprint of Taylor Francis an informa company **Developing Multicultural Teacher Education Curricula** Joseph M. Larkin, Christine E. Sleeter, 1995-01-01 This book explores how to make teacher preparation more multicultural

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