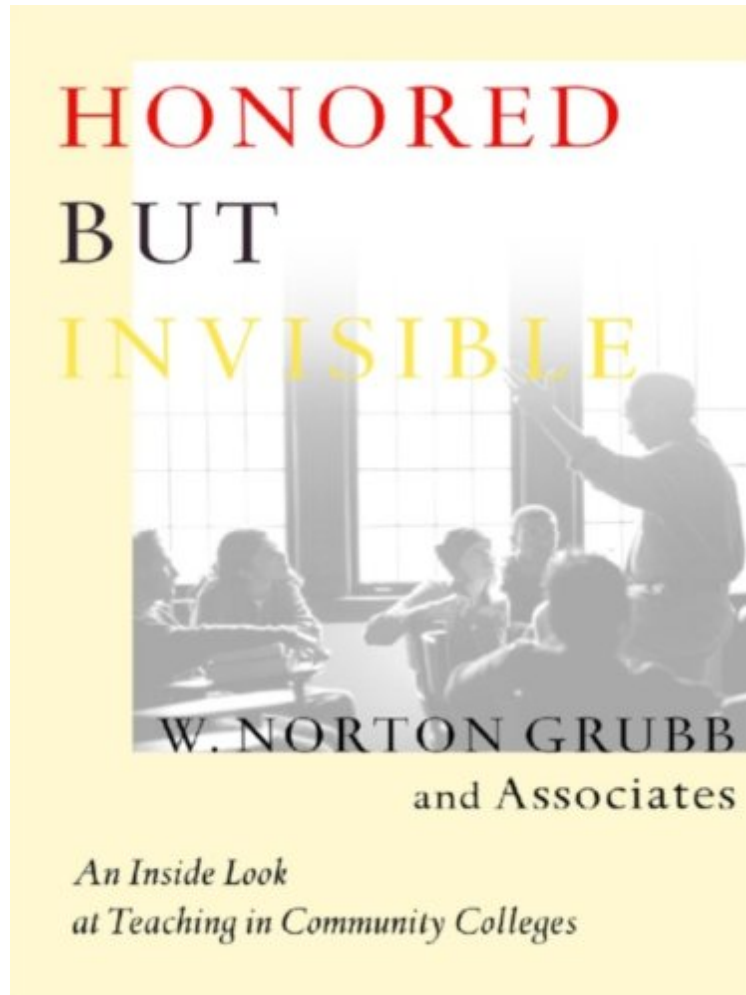


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Honored but Invisible: An Inside Look at Teaching in Community Colleges

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Von Routledge : Honored but Invisible: An Inside Look at Teaching in Community Colleges before purchasing it in order to gage whether or not it would be worth my time, and all praised Honored but Invisible: An Inside Look at Teaching in Community Colleges:

Kundenrezensionen Hilfreichste Kundenrezensionen 0 von 0 Kunden fanden die folgende Rezension hilfreich. A very good book on an invisible field Von Ein Kunde I teach client-server computing, Visual Basic and logic and critical thinking at DeVry part-time. Opinions expressed in this review are my own. This is an excellent book on teaching in schools who proclaim themselves as "teaching institutions" but which in actuality deliver a range of teaching quality, from very good to almost unspeakably bad. Many teachers at community colleges, rightfully concerned about their students' employment prospects, confuse understanding with support of a hegemonic ideological program. That is: in

computer training at the community college level, it is a "bad" student who questions the use of all computation to make a profit (rather than, say, conform to health and safety laws.) Grubb and Ellis recognize that understanding is critical understanding and they raise questions, for example about uncritical support of the Internet, that need to be raised at community colleges. Because of this, some readers may decide that Grubb et al. are "left wing" with an "ideological program." Well, perhaps they are. Many community colleges overemphasize the ideological program of business and produce people who lack needed technical training, but compensate for this by an uncritical support for the corporation. This may be, in turn, healthy for people who are entering community college so alienated from business that they can't get to work on time or dress appropriately. Their anger at real injuries done to them may have produced their dysfunctional behavior, and if it takes reading USA Today to correct this, fine. But at this point the quality of technical and general education suffers because of overemphasis on "employability", and when students are presented with ideas for their own sake, they tune out, saying "this will not help me get a job." Grubb and Ellis seem not to see the anti-intellectualism that is rampant at community colleges. You cannot ask a former welfare Mom, working three jobs, to read a book for its own sake (but you can point out that reading is a way to spend time on public transit.) But too many instructors (who themselves have low self-esteem because they wind up at two year institutions) give up at this point and try, with limited success, to ally themselves with the students. Computer instructors, for example, refer to areas of computer science of which they are not informed as "not important" in cases where they do not know whether the area is important. It is better, and Grubb and Ellis recommend doing this, to willingly adopt the role of "professor." Students don't want an ally they want a mentor, and students at "good" schools have this. The risk is that the instructor who "adopts a pose" of respect for intellect will be isolated, not so much by students, but by fellow instructors who have given up on their students. Grubb and Ellis recommend collective solutions to this problem and alliance building. This reduces the isolation of the teacher who finds herself teaching (to use one example) remedial reading in a computer class. I recommend this book to any teacher at a community or career-oriented school as a way of bettering his or her teaching style.

Kurzbeschreibung First published in 1999. Routledge is an imprint of Taylor Francis, an informa company. Pressestimmen... "the coverage of the study provided by multiple sources of data, including interviews, observations, and documents reviews, provides a sound basis for Grubb's analysis. The vast amount of data, and the wide spectrum of programs visited, offer a remarkably rich portrayal of the community college classroom.."- Educational Researcher, March 2002 "Honored but Invisible is an important contribution to our understanding of actual instructional practices and the influences that can help bridge the gap between the rhetoric and practices of teaching college.--Susan Twombly, University of Kansas."..."this is an extremely comprehensive work that is a rich source of data on teaching....The authors are also to be commended for their sympathetic treatment of the community college teaching process--they have a grasp of the institutions they examine....This book should be read by all teachers and administrators at community colleges who are interested in improving their teaching."-Jim Jacobs, "Community College Journal Kurzbeschreibung First published in 1999. Routledge is an imprint of Taylor Francis, an informa company.