Index

A
Acts of Meaning (Bruner), 65
Adams, D., 80, 116
"Alexander Solzhenitsyn's Literature and Politics" (hypothetical course), 12–13
Allende, I., 59, 63
Allison, D., 169
Angle of Repose (Stegner), 21, 23
“The architecture of self,” 36
Argyris, C., 22
Assumptions: analyzing incidents for, 116–122; using critical incidents to identify, 107–111; critical reflection required for understanding influence of, 126–127; defining, 111–112; influence of contexts on, 116, 133–134; interactions among different categories of, 128–134; made through process of locating claims, 91, 101; process of identifying, 119–122; three categories of, 101, 112–116. See also Casual assumptions; Paradigmatic assumptions; Prescriptive assumptions
Autobiographical stories. See Educational biographies; Living stories

B
Bain, K., 22, 103, 122, 126
Ball, S. J., 48
“Banking concept” of students, 37–38
Banks, R., 84
Barr, R., 18, 19, 20
“Because” statements, 59–60, 69, 129, 152

Becoming a Critically Reflective Teacher (Brookfield), 22, 101, 112
“Becoming an Effective Teacher Using Cooperative Learning: A Personal Odyssey” (Millis), 168
Beliefs. See Paradigmatic assumptions
Boyer, W., 63
Bryer, E., 32–33
Breathing Between the Lines (Martinez), 11, 78–79
“Bringing Questions to Freire” story: events of, 38–40; expectations and peripeteia in the, 60; learner role in the, 74; role of content within, 76; role of teacher in, 72; as story from professional venue, 42; symbol coding used in, 53
Brookfield, S. D., 5, 22, 48, 96, 100, 101, 112, 114, 143, 158, 161–162
Brown, R., 129, 141
Bruner, J., 60, 65, 87, 103, 107, 116, 146, 157

C
Campbell, W. G., 155
Carnegie Foundation for the Advancement of Teaching, 32, 33
Carrell, L., 49
Causal assumptions: description of, 101, 113, 130–131; examining Corrigan’s, 117, 118; exercise on exploring critical incidents for prescriptive and, 134–137; “First Day” story, 138;
Index

Causal assumptions (Continued)
interrelationship between prescriptive and, 132–134; of “Mr. Berg’s Comment” story, 157, 167; on peer-led work leading to student-to-student interaction, 132; process of identifying, 120–121. See also Assumptions; Expectations
Chow, E.N.-L., 50
Cisneros, S., 145
Claims: articulated through critical incidents, 87–91; assumptions made through locating, 91, 101; embedded within your critical incidents, 96–98; examples of locating and making, 91–96; naming the, 98–100; the personal mapmaking we undertake to make, 94; P.S. 98 story on teacher’s, 92–93
Clandinin, D. J., 56
“Classroom Interactions: Constructing a Room with a View” (Shadiow), 160
Classrooms: building “democratic reconstruction” of environment for, 162; how narratives transverse our, 26; how students bring their individual stories into the, 15–16; Millis’ essay chronicling her evolving journey in the, 168; story-making and story-telling dimensions of, 26–27; wait-time during discussions in, 35–36
Cloudsplitter (Banks), 84
Codes. See Symbolic codes
College English journal, 132
College Teaching journal, 116, 133
College Training journal, 132
Commonplaces: description of, 70; role of content in critical incidents, 75–76; role of learner in critical incidents, 73–75; role of teacher in critical incidents, 71–73
Connelly, F. M., 56
Content: claims on meaning of teaching-learning encounter, 99; critical incident role of, 75–76; as element or commonplace of critical incident, 70; using metaphors to bring to life, 26
Contexts: filling in the incomplete information on the, 153–154; influence on interpretation of teacher role, 146; influence on the assumptions by, 116, 133–134; influencing the “what” and “so what” questions of analysis, 146–147; “Mr. Berg’s Comment” story example of layered influences of, 154–158, 163; seeing the contextual interplay in teaching and learning, 160–164; the self as dependent on, 116
Corrigan, P., 116–117
Corsini, R. J., 47
Cortazzi, M., 46, 123
Cox, J. R., 72
Crites, S., 156
Critical event, 47
Critical incident symbols: applying to stories, 52–54; coding for and examples of using, 53–54; descriptive, 51–52; differentiating between critical incidents using the, 54–56
Critical incident technique, 47
Critical incident vantage points: considering the different, 66–68; determining the initial, 68–70
Critical incidents: analyzed for assumptions, 116–122; “because” statements used to describe, 59–60, 69, 129, 152; burrowing process used to understand, 56; characteristics of a story on, 47; claims that are articulated through, 87–91; claims that are embedded within your, 96–98; defining terms related to Khazanov’s, 46–48; description of, 106, 142; differentiating, 54–56; elaborating, 56–61; “excavating” in order to explore their significance, 74–75; exercise on exploring causal and prescriptive assumptions in, 134–137; exploring the patterns in your, 85–103; identifying assumptions through, 107–111; identifying patterns in your, 65–83; identifying your, 168–169; Khazanov’s description of his own, 45–46, 49, 50; peripeteia (unexpected reversal of circumstances) characteristic of, 40, 60; reflection-on-action on, 23, 106; self-described responses by professors to, 48–50; telling stories about, 50–51; three differences in literature context of, 48; as turning points toward
narrative consciousness, 107–111; vantage points and commonplaces of, 66–78. See also Critical reflection; Indelible impressions; Stories; Symbolic codes

Critical incidents: patterns: considering role patterns across stories, 78–79; considering the vantage points, 66–68; cross-checking stories for, 81–83; determining initial vantage points, 68–70; identifying role of teacher in three critical incidents stories, 79–83; methods used to identify, 69–70; a note on the process of finding, 77–78; the three “commonplaces,” 70–76

Critical reflection: cultivated as path toward teaching growth, 8–9; description of, 23; elaboration of codes to understand expectations and peripeteia, 60–61; emotional impact of, 50–51, 52; enabling authentic alignment of action and intention, 123; heuristic process of, 61–62, 63; how teaching is enlightened through process of, 4–5; how truths about teaching practices is revealed by, 140–141; “indelible impressions” of, 45, 51–52; Khazanov on incident that triggered his, 45–46; mining metaphor of, 111–112; “pay attention” element of, 63; prompts for structured guidance for recalling and, 62; symbolic codes used for, 52–61; understanding that there a multiple ways for, 61; understanding the influence of assumptions through, 126–127. See also Critical incidents

“Critical Reflection: Reflecting on Learning to be Reflective” (Hickson), 162

“Critical Reflection: Reflecting on Learning to be Reflective” (Hickson), 162

Critical incidents: commonplaces: role of teacher, 71–73; role of the content, 75–76; role of the learner, 73–75

Critical Incidents in Teaching (Corsini and Howard), 47

Critical Incidents in Teaching (Killen and McKee), 47

Critical Incidents in Teaching (Tripp), 47

Critical Incidents in Teaching (Woods), 47

Critical Incidents in Teaching (Woods), 47

Daily story-making: curriculum vita used as story in, 10–12; examining your own practice of, 9; intersection between teachers’ and students,’ 16; “Students Asked Me to Leave” as convergence of, 15; syllabus as story, 12–16

Deliberate practice, 94

Donahue, R., 119

Double-looped learning, 22, 23

“Drill and Practice” (Spence), 93–94

Duarte, F., 49

Educating the Reflective Practitioner (Schön), 17

Educational banking concept, 37–38

Educational biographies: exploring the patterns of, 85–100; identifying patterns in your, 65–83; the table of content for your, 42–43; understanding and decoding your critical incidents, 45–62. See also Living stories; Stories; Teaching-learning encounters

Educational biographies commonplaces: description of, 70–71; role of teacher within each critical incident, 71–73; role of the content within each critical incident, 75–76; role of the learner in each critical incident, 73–75

Educational biographies table of content: making sense of your, 42–43; stories from professional venues, 42; stories where I have been a learner, 41–42; stories where I have been a teacher, 42

Edwards, N. M., 133

Elaboration of codes: “because” statements for explaining the story, 59–60, 69, 129, 152; description of process, 58; identifying the major expectation by using the, 60–61;
Elaboration of codes (Continued)

“Students Applaud Students” story, 58–59

“Embracing Modest Hopes: Lessons from the Beginning of a Teaching Journey” (Sandstrom), 160–161

Eva Luna (Allende), 59

Expectations: elaboration used to identify the major, 60–61; “Mr. Berg’s Comment” story revelation of my, 157; peripeteia (unexpected reversal of circumstances) used with, 60; Tanner on her critical reflections on, 144. See also Causal assumptions

Exploratory mission process: description of, 28; on memories of our professional life, 37–41; on our lives as teachers, 33–37; for remembering experience of being a student, 31–33

F

Fables (Lobel children’s book), 91

Ferguson, W., 51

“First Day” story: because statements used to understand, 152; casual, prescriptive, and paradigmatic assumptions in, 137–138; events of, 108–109; how contexts influenced interpretation of teacher role, 146; identified as critical incident, 107–111, 168; as story where I have been a teacher, 42; symbolic codes found in the, 55; three assumptions in the, 114–116; two contrasting paradigmatic assumptions in, 128

Fitzgerald, Z., 35

Flanagan, J. C., 47

Form and Style in Theses (Campbell), 155

Frame Reflection: Toward the Resolution of Intractable Policy Controversies (Schön and Rein), 17, 18

Frame reflection concept, 17–18, 21, 23

Free play, 269–270

Freeman, P. R., 50

Freire, P., 37, 67, 147, 153, 168

Freshwater, D., 107, 145

Frude, N., 51

“Geologic Disasters” course, 26, 27

Gluck, L., 45, 51, 62

“Going to the Balcony: Two Professors Reflect and Examine Their Pedagogy” (Searby and Tripses), 136, 137, 166

“Going to the balcony” process, 136, 137, 166

Goodson, E., 48

“Grad School Decision” story: basic themes shared by “Winter Saturday Classroom” and, 8; events of, 7–8; as story where I have been a learner, 42

Greene, M., 5, 31, 43, 44

Grumet, M., 46, 71, 74–75, 79, 85, 102, 111

Gudmundsdottir, S., 26, 43

Gunn, J. V., 121

H

Hall, S. S., 94, 96

Hard Times (Dickens), 19

Hawk, T., 49, 50

Hawkins, P., 47

Heaney, S., 127

Herreid, C. F., 119

Heuristic reflection process, 61–62, 63

Hickson, H., 122, 162–163, 165

The Hitchhiker’s Guide to the Galaxy (Adams), 80, 116

hooks, b., 25, 96

The House on Mango Street (Cisneros), 145

“How I Came to Understand That My Students Would Need Training Wings in Order to Learn to Fly” (Corrigan), 116–117

How We Think (Dewey), 164–165

Howard, D. D., 47

I

Ibsen, H., 43

If At First You Do Not See (Brown), 129, 141

Indelible impressions: articulating the specific responses that create, 51–52; created through images in stories, 87–88; Khazanov’s story on an incident leaving an, 45–46; new awareness developed through, 62–63; P.S. 98 story on teacher claims making an, 92–93. See also Critical incidents

Inspired College Teaching (Weimer), 141
Instruction-centered pedagogy:
comparing learner-centered to, 18, 20;
literature on, 18–19; shifting to
learner-centered from, 20–21
Intentions: learning to move past your,
167; tension between teaching action
and, 122, 137, 164–165, 167
Iron Range (Northern Minnesota),
111
Isenberg, J. P., 49, 52, 61, 71
J
Jalongo, M. R., 49, 52, 61, 71
Jasper, M., 107, 145
Jones, T. B., 94–95
Jordan, H., 123
Journal of Chemical Education, 132
Journal of Engineering Education,
132
Journal of Geoscience Education, 132
K
Kaleidoscope metaphor, 149, 150,
152–153, 169
Khazanov, L., 45–46, 49, 50
Kher, N., 119
Killen, R., 47
Killen, R., 51
“Kirby's Paper” story: as educational
biography story, 8; growing meaning
and significance of retelling, 33, 50–51;
on interaction between teacher and
student, 16; as story where I have been
a teacher, 42
Knowledge-in-action, 23, 123
Kuhn, T., 128
L
Lawrence-Lightfoot, S., 6, 28
Learner-centered pedagogy: comparing
instruction-centered to, 18–19;
literature on, 18, 20; shifting from
instruction-centered to, 20–21
Learner-Centered Teaching: Five Key
Changes to Practice (Weimer), 20
Learner stories: “Grad School Decision,”
7–8, 42; memories of our experience as
basis for, 31–33, 41–42; “Miss
Hentges's Recognition,” 29–31, 41;
“Mr. Berg's Comment,” 42, 154–158,
160, 163, 167
Learners: college as institution aiming to
produce, 20; critical incident role of,
73–75. See also Students
Learning: as “banking” enterprise, 38;
college as institution aiming to
produce, 20; contextual interplay in
teaching and, 160–164; double-looped,
22, 23; how deliberate practice can
ruin, 94; paradigmatic assumption that
supportive recognition is key to, 158;
prescriptive assumption on
student-to-student interactions and,
132–133; single-loop, 22, 23. See also
Teaching-learning encounters
“Learning About Oneself as a Teacher”
(Sandstrom), 161
The Learning Paradigm College (Tagg),
18
Lessing, D., 80–81
“Lessons from Room 10” (Cox), 72, 74,
76
Lewis, J. E., 132
Lewis, S. E., 132
“Library Firing” story: events of, 10–11; as
story from professional venue, 42
A Life in School: What a Teacher Learned
(Tompkins), 28, 50, 92
Living Autobiographically: How We Create
Identity in Narrative (Eakin), 145
Living stories: foundations of, 27–31;
memories of being a student basis of,
31–33; of our lives as teachers, 33–37;
from the professional arena we work in,
37–41; repertoire or table of contents
of your, 41–43. See also Educational
biographies
Living stories foundations: being a
student experience used as, 31–33;
being a teacher experience used as,
33–37; “Bringing Questions to Freire”
story example of using, 38–40, 55,
57–59, 60, 72, 74, 76; examining the
experiences that create, 27–31; “Miss
Hentges's Recognition” story example
of using, 29–31, 41; professional arena
experience used for, 37–41; “Using
Wait-time” story example of using,
35–36, 42
Living stories repertoire: stories from
professional venues, 42; stories where I
have been a learner, 41–42;
Living stories repertoire (Continued)
stories where I have been a teacher, 42; where I have been a learner, 41–42
Loy, D. R., 97, 104
Lyons, P. R., 49

MacDonald, M. P., 34
MacLean, N., 3, 4, 122
Martinez, D., 11, 78–79
McKee, A., 47
Measor, L., 47, 142
Meister, C., 61
Merchant of Venice (Shakespeare), 94
Mertova, P., 47, 48, 55, 98
Metaphors: bringing content to life through, 26; kaleidoscope, 149, 150, 152–153, 169; mining, 111–112; orienteering, 94, 96; purposeful reflection, 41; “Students Applaud Students” story on creating the best, 57–58; weaving, 85–86
Mezirow, J., 167
Millis, B., 168
Mining metaphor of critical reflection, 111–112
“Miss Hentges’s Recognition” story: events of, 29–31; as story where I have been a learner, 41
Molstad, S., 119
Moon, J. A., 100
Morrison, T., 15, 40, 100
“Moving Theory into Practice: A Reflection on Teaching a Large Introductory Biology Course for Majors” (Tanner), 144
“Mr. Berg’s Comment” story: assumptions of, 157, 167; events of, 42; layered influences of contexts in, 154–158, 163; linking teaching to intention as originating from, 160; as story where I have been a learner, 42
Mudbound (Jordan), 123
Multiculturalism and the Politics of Recognition (Taylor), 167
“My Best College Teachers” (Jones), 94–95
My Freshman Year: What a College Professor Learned by Being a Student (Nathan), 16

Narratives: critical incidents as turning points toward, 107–111; history of identities in, 101; how they transverse our classrooms, 26. See also Stories
Nathan, R., 16
Natural Critical Learning Environment, 103–104, 122–123, 126

Orienteering metaphor, 94, 96

Palmer, P., 5
Paradigm, 128
Paradigmatic assumptions: deeper view of origins and choices through, 123, 127–128; definition of, 128–129; description of, 101, 114; examining Corrigan’s, 117, 118; “First Day” story as example of two contrasting, 128, 138; influence on our teaching practices by, 126, 128; insights possible through examining, 118–119; of “Mr. Berg’s Comment” story, 157, 167; persistence of, 143–145; process of identifying, 138–143; on supportive recognition as key to learning, 158. See also Assumptions
Paying attention, 63
Pedagogies: “going to the balcony” process of examining one’s, 136, 137, 166; instruction-centered, 18–19, 20–21; learner-centered, 18, 20–21; of supportive recognition as being key to learning, 158; value of ongoing dialogue between learned and enacted, 86–87. See also Teaching practices
Pedagogy of the Oppressed (Freire), 37
“Pedagogy, Virtue, and Narrative Identity in Teaching” (van Manen), 24
Peer Gynt (Ibsen), 43
“Perception of Credibility” story: “going to the balcony” using the, 166–167; intersection of intentions and actions related to teaching in, 158–160; as story from professional venue, 42; symbolic codes found in the, 55
Peripeteia (unexpected reversal of circumstances), 40, 60
Pinar, W., 36, 77
Politics of recognition: in classrooms
  where you were a student, 31–33;
  description of, 30; in our lives as
  teachers, 33–37; within the
  professional arena, 37–41

Power dynamics: of classroom student
  and teacher roles, 31–37; of politics
  of recognition, 30; professional, 37–41;
  tension theme of power and, 165–166

Prescriptive assumptions: description of,
  101, 113–114, 131; examining
  Corrigan's, 117, 118; exercise on
  exploring critical incidents for causal
  and, 134–137; “First Day” story, 138;
  interrelationship between causal and,
  132–134; of “Mr. Berg's Comment”
  story, 157, 167; process of identifying,
  121–122. See also Assumptions; Values

Sage on the Stage model, 5, 8

Self now”: description and story
  presentation of the, 65, 66; “Mr. Berg's
  Comment” story's perception by, 157;
  shifting meanings of your, 97–98;
  vantage point of the, 71

Self then”: description and story
  presentation of the, 65, 66; “Mr. Berg's
  Comment” story's perception by, 157;
  shifting meanings of your, 97–98;
  vantage point of the, 71

Self/selves: as context-dependent, 116;
  our teaching self, 36; retelling a story
  and presentation of the four different,
  65–66

Sexton, A., 35

Schlink, B., 109

Schmidhuber, J. Z., 50

Searby, L. J., 136, 137, 166

Sexton, A., 35

Shields, C., 98–99

“Shoulder-Shrugger” story: articulating
  claims through telling of the, 89–90; as
  collection of pivotal incidents, 144;
  used as cross-check for critical incident
  patterns, 81–83; events of, 81–82;
“Shoulder-Shrugger” story (Continued) similarities between “Students Asked Me to Leave” and, 90; as story where I have been a teacher, 42; symbolic codes found in the, 55 SIETAR conference (1992), 38 Sikes, A. L., 47, 142 Single-loop learning, 22, 23 “The Site of Memory” (Morrison), 100 Slife, B. D., 112 Smith, A. M., 98 Smith, M. K., 22 “Sociology of Everyday Life” course, 161 Soltenitisyn, A., 12 Spence, L., 93–94, 95, 100 Starcher, K., 5–6 Start with a Story: The Case Study Method of Teaching College Science (Herreid), 119 Staying Put: Making a Home in a Restless World (Sanders), 41, 167 Stegner, W., 21 Stenberg, S., 86–87, 164 Storied foundations: being a student experience used as, 31–33; being a teacher experience used as, 33–37; “Bringing Questions to Freire” story example of using, 38–40, 42, 55, 60, 72, 74, 76; examining the experiences that create, 27–31; “Miss Hentges’s Recognition” story example of using, 29–30, 41; professional arena experience used for, 37–41; “Using Wait-time” story example of using, 35–36, 42 Stories: as being about us and also are us, 145; choices and values impacting the line of action (or plot) of, 98; considering role patterns across all, 78–79; daily story-making, 9–16; imperatives for paying attention to, 63; indelible impressions left by, 45, 51–52, 62; living, 25–44; recalling storied accounts, 45–63; story-making and story-telling dimensions of, 26–27, 43; vantage points and commonplaces in, 66–77; weaving metaphor of, 85–86. See also Critical incidents; Educational biographies; Narratives Story-making dimension, 26–27, 43 Story patterns: determining the initial vantage points, 68–70; methods for examining your educational biographies and finding, 69–70; vantage points, 66–68 Story-telling dimension, 26–27, 43 Story titles: “Bringing Questions to Freire,” 38–40, 42, 55, 60, 72, 74, 76; “First Day,” 42, 55, 107–111, 114–116, 128, 137–138, 146, 152, 168; “Grad School Decision,” 7–8; “Kirby’s Paper,” 8, 16, 33, 42, 50–51; “Lessons from Room 10” (Cox), 72, 74, 76; “Library Firing,” 10–11, 42; “Miss Hentges’s Recognition,” 29–31, 41; “Mr. Berg’s Comment,” 42, 154–158, 160, 163, 167; “Perception of Credibility,” 42, 55, 158–160; “Shoulder-Shrugger,” 42, 55, 81–82, 89–90, 144; “Students Applaud Students,” 42, 55, 57–59, 68–69, 72, 74, 75–76, 79, 87, 140, 144, 150–153; “Students Asked Me to Leave,” 13–15, 19, 22, 33, 42, 46, 52, 55, 79, 90, 144, 145–146, 168; “Using Wait-time,” 35–36, 42; “Walk with Sharon” story, 42; “Winter Saturday Classroom,” 3–4, 8, 18, 19, 33, 42, 53, 70–71 “Storytelling as Inquiry” (Reason and Hawkins), 47 The Structure of Scientific Revolutions (Kuhn), 128 “Student Self-Grading in Social Statistics” (Edwards), 133 Students: “banking concept” perception of, 37–38; claims on what it means to be a, 99; intersection between the stories of teachers’ and their, 1; memories of our experience as, 31–33, 41–42; “Students Asked Me to Leave” as convergences of stories by, 15. See also Learners “Students Applaud Students” story: as collection of pivotal incidents, 144; context of, 153; creating the “best” metaphor in, 57–58; determining the initial vantage points in, 68–69; dormant assumption in, 140; elaboration of the codes for, 58–59; events of, 57–59; expectations and peripeteia found in, 60; individual and
cumulative surprises of each stage using the, 150–153; revealing the hidden layers of, 87; role of content within the, 75–76; role of teacher in the, 72; role of the learner in, 74; as story where I have been a teacher, 42; symbolic codes found in the, 55; symbolic coding used to examine critical incident of, 58–59; vantage point and teacher role in, 79

“Students Asked Me to Leave” story: as catalyst for reflection, 22, 46; as collection of pivotal incidents, 144; discovery of a teaching value through the, 145–146; events of, 13–15; growing meaning and significance of, 33; identifying as a critical incident, 168; similar expectations in “Winter Saturday Classroom” and, 19; similarities between “Shoulder-Shrugger” and, 90; as story where I have been a teacher, 42; symbolic codes of critical incident during, 52, 53–54, 55; vantage point and teacher role in, 79

Syllabus as story, 12–16
Symbolic codes: “because” statements added to each, 59–60, 69, 129, 152; to differentiate critical incidents, 54–56; used for each critical incident, 53; elaboration of the, 58–61; how to apply the, 52–54; identifying assumptions through the, 129; as representing a type of response to the story, 52; “Students Applaud Students” elaboration of the, 58–59. See also Critical incidents

T
Tagg, J., 18, 19, 20
Tanner, K. D., 143–144
Taylor, C., 30, 167
Teacher Professor (Starcher), 6
Teachers: claims on what it means to be a, 99; critical incident role of, 71–73; “First Day” story on context influencing role of, 146; making claims about what it means to be a, 94–95; ongoing dialogue between learned and enacted pedagogies used by, 86–87; paradigmatic assumption on key to learning is supportive recognition by, 158; stories from our life as, 33–37, 42; understanding the foundations of our practices as, 28

Teaching frames: challenge of incorporating pedagogical literature into, 17–18, 21–23; instruction-centered, 18–19; learner-centered, 18, 20; shifting from instruction-centered to learner-centered, 20–21

Teaching-learning encounters: claims on what the content means to, 99; considering role patterns across all stories of, 78–79; considering vantage points and role patterns of the, 66–78; critical incidents, 45–63; examples of role of teacher in three stories of, 79–83; exploring the patterns of your stories of, 85–102; four selves presented during stories of, 65–66; identifying patterns in your stories of, 65–83; peripeteia (unexpected reversal of circumstances) in, 40, 60. See also Educational biographies; Learning

Teaching practices: contextual interplay in learning and, 160–164; cultivating reflection as path toward improved, 8–9; goal of becoming conscious of tensions to grow in our, 167–169; how critical reflection reveals truths about, 140–141; influence of paradigmatic assumptions on our, 126, 128; “Perception of Credibility” story on intentions and actions of, 158–160; question and answer wait-time during, 35–36; recognizing the autobiographical roots of our, 6; reflecting on stories to understand our own, 4–5;
Index

Teaching practices (Continued)
shifting perspectives experienced when, 5–9; tension between intention and action of, 122, 137, 164–166, 167; tensions related to, 104, 117, 118, 122, 137, 164–167; understanding the foundations of our practices for, 28.
See also Pedagogies
The Teaching Professor, 72
The teaching self, 36
Teaching Sociology journal, 132
Tensions: control, uncertainty, and change patterns of, 165; Corrigan on using reflection and dialogue to address, 117; goal of grow in our teaching by becoming conscious of, 167–169; “going to the balcony” to understand, 136, 137, 166–167; between intention and action of teaching, 122, 137, 164–165, 167; moments of disquieting, 104; power, control, and expertise themes of, 165–166; recognizing the potential of, 164; reflective thinking for looking into our, 165; between teaching practice and underlying belief structure, 118
Thoreau, H. D., 125–126
Tompkins, J., 28, 31, 50, 92, 95
Torres, C. A., 101
Tripp, D., 47, 50, 51, 107
Tripses, J. S., 136, 137, 166
Two or Three Things I Know for Sure (Allison), 169

U
U.S. Commissioner of Education, 33
“Using Critical Event Narrative Analysis in Research on Learning and Teaching” (Webster and Mertova), 48
“Using Critical Incidents to Explore Learners’ Assumptions” (Brookfield), 48
“Using Humor in the College Classroom to Enhance Teaching Effectiveness in ‘Dread Courses’” (Kher, Molstad, and Donahue), 119

“Using Wait-time” story: events of, 35–36; as story where I have been a teacher, 42

V
Values: exploring our assumptions to expose, 123, 127; “Mr. Berg’s Comment” story revelation of my, 157; “Students Asked Me to Leave” story on discovery of, 145–146; Tanner on her critical reflections on, 144. See also Prescriptive assumptions
van Manen, M., 24
Vantage points: considering the teaching-learning encounter, 66–68; determining initial, 68–70; identifying commonplaces through the, 70–76; locating a story, 67–68

W
“Walk with Sharon” story, 42
Watson, C., 149, 151
Weaving metaphor of stories, 85–86
Webster, L., 47, 48, 55, 98
Weeber, S., 161, 162
Weimer, M., 9, 20, 23, 115–116, 141
What the Best College Teachers Do (Bain), 22, 103
“When the Instructor Must Take the Back Seat” (Khazanov), 46
Wilson, S., 69, 77, 163–164
“Winter Saturday Classroom” story: basic themes shared by “Grad School Decision” and, 8; beliefs about role as teacher started with, 18; events of the, 3–4; growing meaning and significance of, 33; similar expectations in “Students Asked Me to Leave” and, 19; as story where I have been a teacher, 42; symbolic codes used to describe critical incident in, 53, 54; three commonplaces of the, 70–71
Wise Women: Reflections of Teachers at Midlife (Freeman and Schmidt), 50
Woods, P., 47, 77, 142

Y
Yancher, S. C., 112