

**Transcend-Acting Relationally Without Reflecting:
An epistemological, Phenomenological and Genetic
Approach of Masterful Teaching**

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Not sure: I think it was a paper-
conference at AREA in 1999,
Montreal.

PURPOSE

On epistemological, phenomenological and genetic grounds, masterful teaching is a more appropriately and holistically characterized by the concept of transcend-acting (neologism referring to highly developed masterful acting) than by that of reflectivity. Transcend-acting relationally is relating feelingly, knowingly and empathetically to pupils, whereas reflectivity necessitates the detour of objectification of that being in a rationalizing mind. The development of masterful teaching is depicted along several genetic lines (e.g., symbiosis → exteriority → interiority; participation → interaction → transcend-action) and in apparently disparate domains such as martial arts and teacher education.

RELATIONALITY

From a phenomenological point of view, human beings are beings-in-the-world. As such, their development implies transformations of several components: “being,” “world,” and the relation “in.” Thus, as a being one may become a bus driver, psychologist, musician or teacher. The “world” may become the reality of transportation, psychology, music, and classroom. The “in” expresses being’s relationality with the world.

Epistemologically, being is the subject (S), the world is the object (O) and the “in” is their relationality (↔). So relationality refers to the existential link (↔) tying the S to the O. Its expresses the idea that if the S develops, then she will relate differently to the O; if the O is transformed, a concurrent change will occur on the S and, again, a new relationality follows; finally, all relational changes entail changes in S and O. This implies that: 1) individuals (as S) construct knowledge about the O (e.g., class setting); but what is less evident is that 2) they also construct the O itself; and 3) always elaborate their existential rapport to the object in real space-time. To put it briefly, if any part of the whole {S→O} changes, other parts also change.

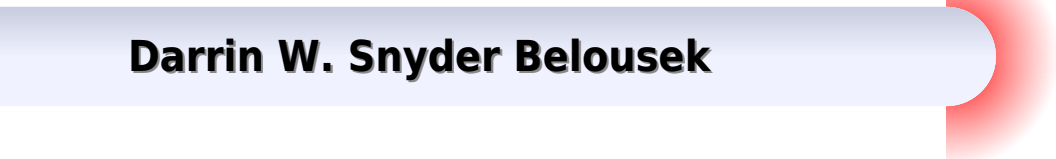
The development of relationality has been theorized in martial arts (Masciotra, 1996). The study posits that the development of the relation of Self to Other (student, patient, client, other’s culture, partner, adversary, etc.) is initially symbiotic, is subsequently transformed to become a relation of exteriority, and ends in a relation of interiority. This evolution is described in section DEVELOPMENT OF RELATIONALITY.

RELATIONALITY MODELED IN MARTIAL ARTS

The relation of Self to Other in the context of karate is pictured in figure 1. The S-O relation is symbolized by two karatekas (karate practitioners) facing each other. Let say A is the S (Self) and B the O (opponent). This relation may represent many others: teacher-student/class, husband-wife, mother-baby, patient-(her) cancer, psychologist-client, learner-concept/physics, etc.

Teaching To Transcend

Darrin W. Snyder Belousek



Teaching To Transcend:

Teaching to Transcend Cheryl L. Sattler, 2000-07-27 Examines teaching and learning in shelters for battered women

Teaching to Transcend Cheryl L. Sattler, 2000-07-27 Teaching to Transcend explores a particular kind of safe space for the education of women domestic violence shelters Women in shelters are literally taught concepts from self worth to financial management parenting and feminist values of equality and rights They also learn more subtly through counseling interaction and affirmation of their own stories and survival The ways in which women in shelters are educated are based upon the concepts of feminist pedagogy such as intent listening empowering voice and radical social action Teaching to Transcend expands both the concept of feminist spaces and feminist pedagogy and our understanding of the connections between education and politics particularly the political economy of social knowledge and non school based education spaces

Teaching about God and Spirituality Roberta Louis Goodman, 2002 A wide array of renowned scholars and practitioners share their ideas for teaching about God from a Jewish perspective in this comprehensive collection This enlightening yet practical resource includes ready to use lessons for preschool through adult and family education as well as background material to enrich the teacher s own sense of God and spirituality Chapters include Writing a Personal Theology by Dr Neil Gillman The Changing Perceptions of God in Judaism by Rabbi Rifat Sonsino The Spiritual Condition of American Jews by Dr David Ariel The Image of God as Teacher by Dr Hanan Alexander Spiritual Mentoring by Dr Carol Ochs Tell Me a Story by Rabbi Sandi Eisenberg Sasso Paths to Transcendence Reza Shah-Kazemi, 2006-02-22 In our day when there is much strife between factions this work illuminates the theme of transcendence as understood by the saints of the religious traditions Hinduism Islam and Christianity

The Theory and Practice of Teaching Peter Jarvis, 2006-08-21 An introduction to the techniques contemporary theories and methods of teaching from facilitating problem based learning to the role of the lecture this book explores the issues that underpin interpersonal methods of teaching and offers genuine insights It will help teachers at all levels to understand the techniques that they can use in different situations and will enable them to develop more effective teaching practice This fully updated second edition contains new material on e moderating teaching online and its implications for teaching theory issues surrounding discipline and teaching and the ethical dimensions of teaching Additional topics include the nature of teaching the ethics of the teaching and learning relationship the relationship between learning theory and the theory of teaching teaching methods including didactic Socratic and experiential and monitoring the issues of assessment of learning The Theory and Practice of Teaching will be of interest to anyone wanting to develop a deep understanding of the key themes and latest developments in teaching and is an ideal companion volume to The Theory and Practice of Learning

Luce Irigaray Luce Irigaray, Mary Green, 2008-11-18 Luce Irigaray is one of the world s most important and influential contemporary theorists and this book presents a collection of essays exploring the full range of her work from an international team of academics in many different fields Tsung-mi and the Sinification of Buddhism Peter

N. Gregory, 2002-04-30 This study of Tsung mi is part of the Studies in East Asian Buddhism series Author Peter Gregory makes extensive use of Japanese secondary sources which complements his work on the complex Chinese materials that form the basis of the study *Mediated Learning Experience (MLE)* Reuven Feuerstein, Pnina S. Klein, Abraham J.

Tannenbaum, 1991 **Buddhism** Paul Williams, 2005 This eight volume set brings together seminal papers in Buddhist studies from a vast range of academic disciplines published over the last forty years With a new introduction by the editor this collection is a unique and unrivalled research resource for both student and scholar Coverage includes Buddhist origins early history of Buddhism in South and Southeast Asia early Buddhist Schools and Doctrinal History Theravada Doctrine the Origins and nature of Mahayana Buddhism some Mahayana religious topics Abhidharma and Madhyamaka Yogacara the Epistemological tradition and Tathagatagarbha Tantric Buddhism Including China and Japan Buddhism in Nepal and Tibet Buddhism in South and Southeast Asia and Buddhism in China East Asia and Japan **St. Andrew's Cross**, 1908 *Zen Baggage* Bill Porter, 2009-03-01 In the spring of 2006 Bill Porter traveled through the heart of China from Beijing to Hong Kong on a pilgrimage to sites associated with the first six patriarchs of Zen Zen Baggage is an account of that journey He weaves together historical background interviews with Zen masters and translations of the earliest known records of Zen along with personal vignettes Porter's account captures the transformations taking place at religious centers in China but also the abiding legacy they have somehow managed to preserve Porter brings wisdom and humor to every situation whether visiting ancient caves containing the most complete collection of Buddhist texts ever uncovered enduring a six hour Buddhist ceremony searching in vain for the ghost in his room waking up the monk in charge of martial arts at Shaolin Temple or meeting the abbess of China's first Zen nunnery Porter's previously published *Road to Heaven Encounters with Chinese Hermits* has become recommended reading at Zen centers and universities throughout America and even in China in its Chinese translation and *Zen Baggage* is sure to follow suit *Towards a Trinitarian Theology of Religions* Pan-Chiu Lai, 1994 Peeters 1994 **The Lost Teachings of Jesus** Mark Prophet, Elizabeth Clare Prophet, 1986 Reveals that concepts regarded as purely Eastern like karma reincarnation and chakras can be found in the mysteries Jesus taught Tells how you like Jesus can be in close contact with your Divine Source Gives you the tools to transcend life's circumstances and realize more of your higher self every day With inspirational stories of seven saints and mystics and their individual paths to self mastery

Transdisciplinarity in Mathematics Education Limin Jao, Nenad Radakovic, 2017-10-15 The book explores various facets of transdisciplinarity in mathematics education and its importance for research and practice The book comprehensively outlines the ways that mathematics interacts with different disciplines world views and contexts these topics include mathematics and the humanities the complex nature of mathematics education mathematics education and social contexts and more It is an invaluable resource for mathematics education students researchers and practitioners seeking to incorporate transdisciplinarity into their own practice *The Gospel of John* John Paul Heil, 2015-11-05 The Gospel of John has been

examined from many different perspectives but a comprehensive treatment of the theme of worship in this Gospel has not yet appeared John Paul Heil offers a contribution toward a remedy of this deficiency by analyzing the entire Gospel of John from the perspective of its various dimensions of worship The aim is to illustrate that three different but complementary dimensions of worship confessional sacramental and ethical dominate this Gospel Indeed these different types of worship represent the ways one expresses and demonstrates the faith that includes having divine life eternal which is the stated purpose for writing the signs Jesus did in this Gospel that you may believe that Jesus is the Christ the Son of God and that believing you may have life in his name John 20 31

Atonement, Justice, and Peace Darrin W. Snyder Belousek, 2012 In this substantial study Darrin W Snyder Belousek offers a comprehensive and critical examination of penal substitution the most widely accepted evangelical Protestant theory of atonement and presents a biblically grounded theologically orthodox alternative Attending to all of the relevant biblical texts and engaging with the full spectrum of scholarship Belousek systematically develops a biblical theory of atonement that centers on restorative rather than retributive justice He also shows how Christian thinking on atonement correlates with major global concerns such as economic justice capital punishment the war on terror and ethnic and religious conflicts Thorough and clearly structured this book demonstrates how a return to biblical cruciformity can radically transform Christian mission social justice and peacemaking

Nurturing a Daoist-Inspired Classroom Pedagogy Through the Contemplative Lenses of Teacher Diaries David McLachlan Jeffrey, 2024-08-01 The harmonizing influence of ancient Daoist philosophy is of much relevance to the world in which we live today and this is especially so in the field of global education Among the growing numbers of contemporary teachers and scholars who nurture Daoist wisdom in their classrooms this book takes the unique pathway of considering its applications through the contemplative lenses of teacher diaries Its South African born author has taught academic English for over three decades in Japan the Middle East and the People's Republic of China Since early childhood he has infused his fascination for Daoist wisdom with his enjoyment of writing diaries and in ways that derive insights into the compassionate frugal and humble foundations of Daoist inspired pedagogies within contemporary classroom environments This book presents Daoist wisdom in terms of it being the Supreme Ultimate of all ways It introduces the classical Daoist texts of the Laozi the Zhuangzi and the Liezi and shares a short historical overview of Daoism with its growing global influence As such it emphasizes that Daoist inspired pedagogies encourage a delicate balance between intuitive insights and intellectual analysis and in ways that are not antagonistic toward each other but which dance together as one In this regard the role of meditation during the undertaking of diaries is specifically highlighted concerning its propensity to bring one into the present moment pacify racing thoughts and transcend the ego It also shows how a meditative state of mind that accompanies the reading writing and analysis of the diary entries contributes to deeper self discernment along with unique intuitive insights related to oneself as a teacher and the classroom environment In addition this book describes how the Wordsmith Tools Program and

the Book of Changes can be used as additional approaches to analyzing thought patterns within the diary entries and how these also nurture inward contemplations and the intuitive insights that accompany them Thereafter considerations based on the applications of core Daoist principles for classroom pedagogies are filtered through the contemplative lenses of teacher diaries These principles are the unintentional integrity of de the complementary duality of yin yang the cosmic vitality of qi the self so ness of ziran the unforceful spontaneity of wuwei and the unblemished purity of pu This book illustrates through its diary lenses how these six Daoist principles can be nurtured in ways that contribute to a scholarliness that is grounded in an equal appreciation for the logical applications of intelligence along with the uniqueness of intuitive creativity which cannot be explicitly taught but which spontaneously arises from within the deep reservoirs of intuitive wisdom which exist within the true selves of everyone In addition this book shares pearls of Daoist wisdom for teachers from within the poetic chapters of the Laozi as well as within the amusingly enlightening stories in the Zhuangzi and the Liezi such that their ancient teachings can be applied to Daoist inspired pedagogies and nurtured in ways that unite the joyfulness and scholarly efficacy of both teaching and learning It is shown how doing so enhances a sense of awe wonder openness and contemplative oneness within the classroom environment making it a happier more contented and more meaningful place for both teachers and students *Journal Indian Economic Society*,1921 **Handbook of Research on K-12 Online and Blended**

Learning Richard E. Ferdig,Kathryn Kennedy,2014 The Handbook of Research on K 12 Online and Blended Learning is an edited collection of chapters that sets out to present the current state of research in K 12 online and blended learning The beginning chapters lay the groundwork of the historical international and political landscape as well as present the scope of research methodologies used Subsequent sections share a synthesis of theoretical and empirical work describing where we have been what we currently know and where we hope to go with research in the areas of learning and learners content domains teaching the role of the other and technological innovations Book home page **The Routledge Handbook of Tourism and Hospitality Education** Dianne Dredge,David Airey,Michael J. Gross,2014-10-03 Tourism is much more than an economic sector it is also a social cultural political and environmental force that drives societal change Understanding responding to and managing this change will inevitably require knowledge workers who are able to address a range of problems associated with tourism travel hospitality and the increasingly complex operating environment within which they exist The purpose of this Handbook is to provide an insightful and authoritative account of the various issues that are shaping the higher educational world of tourism hospitality and events education and to highlight the creative inventive and innovative ways that educators are responding to these issues It takes as its central focus a dynamic curriculum space shaped by internal and external factors from global to local scales a variety of values and perspectives contributed by a range of stakeholders and shifting philosophies about education policy pedagogy and teaching practice A benchmark for future curriculum design and development it critically reviews the development of conceptual and theoretical approaches to tourism

and hospitality education The Handbook is composed of contributions from specialists in the field is interdisciplinary in coverage and international in scope through its authorship and content Providing a systematic guide to the current state of knowledge on tourism and hospitality education and its future direction this is essential reading for students researchers and academics in Tourism Hospitality Events Recreation and Leisure Studies

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