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Using Habits of Mind, Intelligent Behaviors and Educational Theories to Create a Conceptual Framework for Developing Effective Teaching Dispositions

Despite the heated debates about dispositions in teacher education most accrediting agencies continue to put dispositions amongst their priorities. The authors of the current paper concur with the value of using Dewey to understand how habits can be clustered to better understand intelligent teaching dispositions. But, can we extend Dewey's epistemology to learning theories in a manner that informs the making of teaching conduct more intelligent? To address this question, the authors applied qualitative content analysis to review the literature. Through a deductive approach, dispositions as Habits of Mind were related to educational theories using intelligent behaviors as the common denominator. The conclusion is that dispositions can be clustered around Habits of Mind that are related directly to educational learning theories vis-à-vis thoughtfulness, and to learning theories that support learning or mindfulness. Grounding dispositions as habits of mind in selected educational theories may guide and support the professional development of teaching dispositions.

运用心智习惯、智能行为和教育理论构建有效教学意向之概念框架

尽管教育领域意向有激烈争论，但是，大部分机构仍然把意向作其他重点。本文作者同意运用杜威的观点来理解聚集行为从而更好的了解教师的教学意向。但是，我能够把杜威的观点推演到学习理论，一种能够使教师行为更加智能化的学习理论？了解决这一问题，本文作者使用了定性内容分析法来分析文献。通过演绎推理，本文作者认为心智习惯意向与大众智能行为教育理论相关。本文研究的问题是：意向能够与心智习惯聚集。而有些心智习惯需要满足以下两个条件：1) 和深度教育学理论直接相关；2) 与支持学习或者冥想的理论直接相关。作为心智习惯的意向理论或能引导或者支持教师的教学意向发展。