Igniting the Imagination of Teacher Education: Learning from Our Own Best Ideas and Practices... and from Our Neighbors

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Date
March 8, 2018 (Thursday)

Time
9:00 am – 10:00 am

Venue
Rayson Huang Theatre,
The University of Hong Kong

This symposium invites us to re-imagine teacher education. What kinds of knowledge and skill distinguish teachers from members of other valued professions? Is “pedagogical content knowledge” (PCK) a sufficiently distinctive accomplishment to qualify? I now prefer to add “pedagogical context knowledge” to the equation. Both kinds of PCK are concepts that are both essential and incomplete, both formative and continuously emergent. We stimulate our imaginations from the study of education in our sister professions — medicine and nursing, law and engineering, the clergy and business. Through a comparative lens, we can become far more imaginative in re-thinking the education of teachers.

Lee S. Shulman is President Emeritus of the Carnegie Foundation for the Advancement of Teaching and Charles E. Ducommun Professor of Education Emeritus at Stanford University. He was previously Professor of Educational Psychology and Medical Education at Michigan State University.

Shulman is a past president of the American Educational Research Association (AERA) and also of the U.S. National Academy of Education. Shulman's book The Wisdom of Practice was honored with the Gruber Award in Education. He received the Lifetime Achievement Award of the American Association of Colleges for Teacher Education (AACTE) in 2008. He has been awarded twenty honorary doctorates.

Shulman’s work examines the study of teaching and teacher education; pedagogical content knowledge; the assessment of teachers; medical education; the psychology of instruction in science, mathematics, and medicine; the logic of educational research; and the quality of teaching in higher education. Shulman’s most recent work has been the conceptualizing and description of signature pedagogies in the preparation of professionals.

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