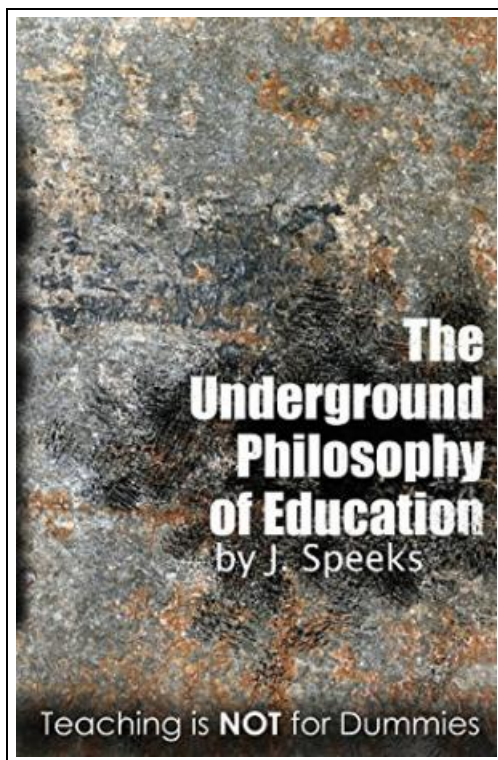


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The book is simple in read through better to fully grasp. It is rally exciting throgh looking at period of time. I discovered this publication from my i and dad encouraged this book to find out.

(Dr. Dillon Monahan)

THE UNDERGROUND PHILOSOPHY OF EDUCATION: TEACHING IS NOT FOR DUMMIES



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Paperback. Book Condition: New. Paperback. 128 pages. The Underground Philosophy of Education serves as a tool to provide realistic expectations upon entering the classroom. Individuals coming out of college will be better prepared for the workforce. They will be able to better handle the administrative barriers and the parental concerns in order to fully focus on the needs of the student. Teaching is not easy. Teaching is not for the unprepared and Teaching is NOT for Dummies!Chapter 1: The Philosophy Wait, Take, Share - page 7Chapter 2: Teachers Weed Them Out - page 29Chapter 3: Students Signs of Ignorance - page 43Chapter 4: Parents Unknowledgeable Persistence - page 55Chapter 5: The Administration Blame or Responsibility - page 75Chapter 6: Welcome to Oz - page 85Chapter 7: If Education Was a Pill - page 99Chapter 1: The Philosophy Wait, Take, ShareNow, the real deal of education can be discussed in simpler terms than pedagogical creeds and differentiated instruction of the sort. I would like to let the reader know how I decomposed the professional talk to what I will call the casual language to which one can relate and simply understand better. Just in case there is any mystery, I am a child of public housing and of a single parent family of eight children; so while I was growing up, I was clueless to any words similar to epistemology. In the field, I often had to break down the million dollar words for myself in order to connect what I see with what I know. And so, the following thoughts were constructed in the meantime to create my creed for education. The development of a child is one of the major areas of focus to address in presenting a philosophical stance on education. To that, I believe that a child...



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