



Being and Becoming in the Classroom (Advances in Communication and Culture)

Wolff-Mich Roth

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Highlights the current chasm between teacher education theories (praxeologies) and the actual experience of teaching (praxis). Many traditional teacher education programs emphasize teaching based on reflection and deliberation; yet, when a new teacher is in a unique situation, there is not always time to step back and look at it objectively. Through Roth's extensive experience as a teacher, he has learned that a teacher must live in the heat of the moment, but also develop room to maneuver in the moment. These skills come only by actually being in the classroom, working at the elbow of experienced teachers and discussing the events of the day with other teachers.

Roth develops his theory by introducing the previously ignored element of temporality in teaching. When there is no time out for reflection, a teacher must develop on-the-spot decision-making skills. In part one, he presents the ideas of being-in the classroom with students and being-with other teachers. Other concepts that emerge are habitus (perceptions and expectations that lead to action), Spielraum (room to maneuver in situations), and relationality (knowing how to act without reflection, based on student-teacher rapport). In part two, Roth asserts that when novice teachers coteach and engage in subsequent cogenerative dialoguing with seasoned professionals, they are in the process of becoming in the classroom. Teachers, college students majoring in education, and professors will all benefit immensely from this book.

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