

Progress in Education



Roberta V. Nata
Editor



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Preface

This volume consists of eight chapters that detail progress in education. Chapter one introduces the issues that contribute to feelings of unpreparedness in classroom management for novice teachers and reinforces the need for evidence-based classroom management training. The authors in chapter two articulate the main elements of a model of fully online learning communities (FOLC) and suggest strategies for implementing these collaborative workspaces across education and employment sectors. Chapter three discusses the impact of mentorship in the medical community and suggests a need for a transformative and inclusive pathway that is free from bias and discrimination for all medical professionals. Chapter four examines the connections between digital learning and experiential learning. Chapter five investigates traditional assessment and evaluation strategies, arguing cohesively that old strategies do not fit a new world order. The authors of chapter six aim to identify OAE success factors and select a suitable digital platform to maintain education quality. Chapter seven explores the nuances of professional identity among students specializing in economics, information technology (IT), and psychology. Chapter eight investigates the problems of anthropology in pedagogical education, i.e., the inherent nature of teacher training in interdisciplinary and digital educational environments.

Chapter 8

The Anthropology of Teacher Training in Interdisciplinary and Digital Education

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Abstract

Problem statement: Anthropological specifics of both students and teachers are not adequately taken into consideration in teacher training in the context of interdisciplinary and digital education. The article investigates the problems of anthropology in pedagogical education, i.e., the inherent nature of teacher training in interdisciplinary and digital educational environment. The results of the research. Based on the results of a survey on motivation (eagerness) to work as a school teacher conducted among school students, teachers, students, and parents (1435 respondents from Russia and foreign countries), a matrix of significant problems (core, key, autonomous, local) was obtained. Problem analysis according to Prigozhin revealed the anthropological nature of the problems, which characterize crisis situations in the system of teacher training in universities both in Russia and Western Europe. An anthropological mechanism for enhancement of the efficiency of teacher training was as elaborated following the study of crisis situations. The anthropological mechanism acted on the basis of interdisciplinary and digital integration of specialized training in schools, professional training in colleges and universities. The educational process in schools took the form of tutoring and mentoring; in such conditions school students gradually developed motivation (interest to the teaching profession) and at the same time advanced in pedagogical competence. In terms of

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Biographical Sketches

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