

# **Researching Your Own Practice**

The Discipline of Noticing

**John Mason**



# Researching Your Own Practice From Noticing To Reflection

**Ann Kajander, Jennifer Holm, Egan J  
Chernoff**



## **Researching Your Own Practice From Noticing To Reflection:**

**Researching Your Own Practice** John Mason, 2002-11 Teachers need to develop the art of noticing if they are to improve their practice and undertake successful research in their classrooms

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[Developing Reflective Practice: A Guide For Beginning Teachers](#) McGregor, Debra, Cartwright, Lesley, 2011-08-01 Click on the link below to access this title as an e book Please note that you may require an Athens account

**The Work-Based Learning Student Handbook** Ruth Helyer, Tony Wall, Ann Minton, Amy Lund, 2020-12-15 The third edition of the original full length handbook which caters to the specific needs of work based learners Compiled by work based learning experts this hands on guide helps new learners to successfully navigate academia and get the most out of their university experience Chapters show students how to make the most of learning opportunities at university and at work and how to move from individual to organisational learning Real life case studies useful tips and reflective activities are embedded throughout to enrich students learning experience This is the essential companion for all students on work based learning degrees and degree apprenticeships across a range of disciplines including business and management health and social care law sport and exercise science and tourism It will also be an invaluable resource for work based learning tutors workplace supervisors and organisations with an interest in work based learning New to this Edition Contains two new research methods chapters on planning practitioner projects and undertaking projects at work Features new material on workplace ethics

**Mathematicians' Reflections on Teaching** Sepideh Stewart, 2023-08-07 This book opens the case on collaboration among mathematicians and mathematics educators The authors of this book provide their research and experience based insights on collaboration to inspire the young generation of the mathematics community to engage in productive collaborations and exchange of knowledge early in their careers These valuable collaborations are anticipated to generate innovative research questions that set new and novel paths for mathematics education research with ample possibilities yet to be realized and discovered

[Using Digital Video in Initial Teacher Education](#) John McCullagh, 2025-02-28 A research based critical yet practical exploration of the benefits of using digital video in teacher education Digital video is easy to use and student teachers find it incredibly helpful Since Dwight Allen first used microteaching five decades ago video has been recognised as an ideal medium for capturing the complex nature of teaching Through its accurate and honest representation of reality it reveals both the cognitive and affective aspects of learning to teach This book serves as a theory related rationale and a practice informed critical guide for teacher educators considering how best to use video within their programmes It explores how video technology can be used to enrich learning in both higher education and school settings enhancing the continuity of the learning experience Using evidence based examples of best practice and critical discussions relating theory and policy to practice it encourages teacher educators to engage with

the use of video technology and explore how it meets the needs of learners and the current requirements of initial teacher education

**Empowering Early Childhood Educators** Naomi McLeod, Patricia Giardiello, 2019-06-05 This forward thinking text challenges educators to think about and question the purpose of education and explores international understandings of the role played by early years professionals in promoting participatory ethical and reflexive practice which benefits children as independent decision makers By exploring the different perspectives concepts and practices adopted in early childhood settings in Denmark Finland Aotearoa New Zealand and Sweden Empowering Early Childhood Educators demonstrates the potential of participatory and democratic approaches in day to day practice Illustrating how pedagogical approaches such as Te Wh riki Reggio Emilia and the Montessori method may be understood and interpreted to maximise children s engagement in their socio cultural context chapters empower educators to question their professional experience knowledge and initiative to find a balance between directives and ethical practice A rich combination of case studies commentaries interviews and conversations the text offers critical insight into the daily practices and challenges of early years educators around the world and inspires critical reflection on practices which empower them A powerful revaluation of the purposes and value of early childhood education Empowering Early Childhood Educators will be of interest to early years practitioners students and researchers

Being a Teacher Educator Anja Swennen, Elizabeth White, 2020-10-01 This collection offers a timely and wide ranging contribution to the research informed improvement of the work of teacher educators Drawing on original research studies conducted across a range of European countries Canada and Israel contributors offer insight into not only questions of curriculum and programme development research and professional development but also their day to day experience as teacher educators student teachers and mentors in schools Themes explored include teaching and working with students teacher educators as researchers the partnership work of teacher educators the professional development needs of teacher educators professional development approaches for improving teacher education and teacher educator empowerment Arising from the international community of the Association for Teacher Education in Europe ATEE and drawing together theory and practice this book offers a unique survey of the contributions of teacher educators and charts a path for future directions of the field

*Early Childhood Studies* Rod Parker-Rees, Caroline Leeson, 2015-07-13 For students of Early Childhood Studies questions are as important as answers What is childhood Is childhood the same in all cultures How do children grow and develop What space do we make for children in our society How do adults approach risk and what does this mean for children Can children s play be planned by adults Early Childhood Studies tackles these questions and more It explores the why how and what of studying and working with young children and their families considering how a range of theories can help us to identify useful questions This is a comprehensive up to date challenging and accessible core text for the Early Childhood Studies course Throughout key theories and research findings are highlighted and explored to help link theory and practice It covers the important themes

of child development communication wellbeing observation working with parents inclusive practice leadership and research This fourth edition has been fully updated throughout and includes new chapters on children and risk inclusive learning environments play and adults concepts of childhood Celebrating Diversity in Becoming an Educational Researcher Debra McGregor, Sarah Frodsham, Sibel Erduran, 2024-11-13 This book offers a collection of 15 reflective biographical accounts of teachers scientists a childhood author a philosopher a dancer and other academics journeys to becoming educational researchers The personal and professional stories highlight for any would be doctoral student researcher or educationalist the challenges and problem resolutions to becoming a researcher The reflective aspects of the narrated stories also include what I wish I knew before I embarked upon the researcher journey These wise words drawing on lived experiences are useful for educational researchers educational policymakers drawing on research and also those responsible for designing doctoral programmes The penultimate chapter also introduces the passionate voices of the authors that convey the true reality of learning as they develop their identities appropriate new forms of knowledge knowing and understandings In addition to this the use of metaphors brings alive each authors experiences to demonstrate how this journey is profoundly transformational for everyone Mentoring Mathematics Teachers Rosalyn Hyde, Julie-Ann Edwards, 2013-09-23 Designed to support both teachers and university based tutors in mentoring pre service and newly qualified mathematics teachers at both primary and secondary levels Mentoring Mathematics Teachers offers straightforward practical advice that is based on practice underpinned by research and geared specifically towards this challenging subject area Developed by members of The Association of Mathematics Education Teachers the authors draw upon the most up to date research and theory to provide evidence based practical guidance Themes covered include the recognition of the importance of pedagogical content knowledge building upon subject knowledge developing skills of self evaluation in order to reflect and develop your own practice the on going need to address issues of equity and diversity within the profession the need for pre service teachers and their mentors to work together effectively as a partnership the importance of collaboration shared goals mutual benefit and growth Addressing issues of mentoring for all trainee and practising mathematics teachers Mentoring Mathematics Teachers demonstrates both the importance of mentoring in the development of new teachers of mathematics but also the benefits to all those who involve themselves in this challenging and rewarding task **Video-based Research in Education** Lihua Xu, George Aranda, Wanty Widjaja, David Clarke, 2018-11-09 The rapid development of video technology in the last decade has changed the ways in which people communicate how they learn and how research is done Video technology offers rich potential in capturing complex social interactions over a prolonged period of time and in supporting teacher professional learning and development This book explores the ontological epistemological methodological and ethical challenges associated with the different uses of video in research ranging from video as a tool for investigating social interactions and for stimulating participants reflection to the use of video for engaging varied communities and social groups

in the process of teaching learning and research Each chapter presents the authors critical reflection on the ways in which video was employed the research decisions made the methodological challenges faced and the consequences for how educational practices were understood As such it illustrates a wide range of philosophical and theoretical standpoints with respect to video based research approaches This book will stimulate broad and rich discussion among education researchers who are interested in video research and contributes to advancing knowledge of the field developing approaches to dealing with emergent ethical theoretical and methodological issues and generating new protocols and guidelines for conducting video based research across a variety of disciplinary areas in education

**Achieving your Masters in Teaching and Learning** Mary McAteer, Lisa Murtagh, Fiona Hallett, Gavin Turnbull, 2010-02-05 This book is for all those taking the Masters in Teaching and Learning MTL The contents reflect the units of this new qualification building on Initial Teacher Training deepening and broadening professional understanding and skills while addressing individual teacher needs Chapters cover core topics such as developing pedagogy assessment for learning special educational needs and behaviour The book provides invaluable support for beginning teachers as they manage their professionally based postgraduate learning including guidance on critical thinking reflective practice and research skills and is clearly linked to the newly developed framework of Professional Standards for Teachers

**Teaching and Learning Secondary School Mathematics** Ann Kajander, Jennifer Holm, Egan J Chernoff, 2018-10-24 This volume brings together recent research and commentary in secondary school mathematics from a breadth of contemporary Canadian and International researchers and educators It is both representative of mathematics education generally as well as unique to the particular geography and culture of Canada The chapters address topics of broad applicability such as technology in learning mathematics recent interest in social justice contexts in the learning of mathematics as well as Indigenous education The voices of classroom practitioners the group ultimately responsible for implementing this new vision of mathematics teaching and learning are not forgotten Each section includes a chapter written by a classroom teacher making this volume unique in its approach We have much to learn from one another and this volume takes the stance that the development of a united vision supported by both research and professional dialog provides the first step

**Pedagogical Equilibrium** Jennifer Mansfield, 2019-02-01 Pedagogical Equilibrium is an innovative reconceptualisation of teachers professional knowledge development The book draws on interview data and in depth analysis of situations which challenge teachers sense of pedagogical equilibrium in both primary and secondary school contexts These moments highlight the complexity of teaching and the valuable personal and professional learning opportunities afforded by experiencing and processing moments which create uncertainty during practice Mansfield considers a variety of aspects of teaching practice including content knowledge organising for teaching organising for learning and student attitudes and behaviours Drawing on detailed examples a new framework is offered to scaffold teacher thinking around moments in practice which can challenge the sense of equilibrium in the classroom Pedagogical Equilibrium

is a highly valuable resource for educational researchers teacher educators current teachers and other educational stakeholders      *An A-Z of Creative Teaching in Higher Education* Sylvia Ashton,Rachel Stone,2021-03-31 HE students rightly have high expectations of their lecturers and tutors As staff in HE adapt their teaching to fit the changing share of HE more support is needed This A Z guide is an essential resource to support those teaching in HE today to enhance their practice This text is a rich source of innovative approaches for learning and teaching in HE It addresses some common issues faced by lecturers in HE and includes case studies and practical suggestions for teaching The text takes a critical approach to exploring themes from different perspectives and highlights important and recent theory in the field This second edition includes more content on teaching and learning online a new chapter on decolonising the curriculum and many more updates throughout      **Reflections on Identity** Neil Hopkins,Carol Thompson,2024-01-01 This book seeks to extend perspectives on professional identity in education Chapters consider the notion of expertise the impact of managerial approaches the importance of communities of practice and the effects of increasingly marketised approaches By using narratives the book opens up a conversation about this important topic Educators and leaders from a variety of settings will explore their professional experiences and the impact these have had on forming values in the professional role By drawing on personal experience individual authors will consider some of the challenges they have encountered as part of identity formation The significance of organisational cultures is discussed throughout the book and explores the ways in which individual autonomy is both threatened and claimed Issues discussed include the frequent changes imposed through government initiatives and the social perception of education professionals when compared to other professional roles Contributions have been drawn from teachers and leaders in schools colleges universities and specialist training Chapter authors have a variety of experiences offering a multi perspective approach This will include strategic leadership operational management and classroom practice all of which offer insights of interest to educators at various points on the professional journey The narrative approach adopted by authors provides the opportunity for readers to engage with others experiences enabling personal reflection on their own professional identity      *Quality Learning* Kathy Smith,John Loughran,2017-04-13 When teachers are supported to work together in ways that allow them to deepen knowledge of their professional practice the understandings that emerge from their conversations about quality learning and teaching demonstrate a high level of expertise Yet such professional knowledge is often deeply embedded within each teacher s everyday teaching the tacit knowledge that determines how and why they attend to student learning in certain ways This book captures the professional knowledge of teachers that developed as the result of an ongoing process of school based change where teachers began to work differently because they began to think differently about the learning that mattered for their students in their school The explication of their knowledge of practice became possible due to the ongoing support they received from their school leadership in most part because leadership trusted them as professionals to responsibly lead student learning Within this

culture of trust and valued collaboration working alongside external critical friends who supported their professional learning the teachers engaged in regular thought provoking and interactive professional dialogue Together they exposed and challenged each other s thinking and beliefs about learning and teaching captured and examined each other s practice and ultimately articulated and extended their professional knowledge The insights about this collaborative learning process and the emergent knowledge and understandings teachers develop about the interactive relationship between learning and teaching has much to contribute to educational discourse beyond the school setting Some of that knowledge and the way it looks in practice is shared in this book      **International Handbook of Teacher Education** John Loughran,Mary Lynn Hamilton,2016-05-04 The International Handbooks of Teacher Education cover major issues in the field through chapters that offer detailed literature reviews designed to help readers to understand the history issues and research developments across those topics most relevant to the field of teacher education from an international perspective This volume is divided into two sections The organisation and structure of teacher education and knowledge and practice of teacher education The first section explores the complexities of teacher education including the critical components of preparing teachers for teaching and various aspects of teaching and teacher education that create tensions and strains The second examines the knowledge and practice of teacher education including the critical components of teachers professional knowledge the pedagogy of teacher education and their interrelationships and delves into what we know and why it matters in teacher education      Reflective Teaching and Learning Dymoke S & Harrison J,2008-05-23 This core text is an introduction for beginning secondary teachers on developing the art of critical reflective teaching throughout their professional work



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