

Research and the Teacher: Qualitative Introduction to School-based Research

Hitchcock, Graham

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Research And The Teacher A Qualitative Introduction To School Based Research

Jean Bleach



Research And The Teacher A Qualitative Introduction To School Based Research:

Research and the Teacher Graham Hitchcock, David Hughes, 2002-11 First published in 1995 Routledge is an imprint of Taylor Francis an informa company *A Handbook For Teacher Research* Lankshear, Colin, Knobel, Michele, 2004-04-01 A comprehensive approach to teacher research as systematic methodical and informed practice It identifies five generic features that must be present in all kinds of research and provides guidelines for teachers to meet these in studies designed to enhance their vocation as educators School-based Research Elaine Wilson, 2012-12-14 This book is an excellent resource for researchers tutors and supervisors This is the best research methods textbook I am aware of Sue Walters Institute of Education Focused on the needs of the new classroom researcher and those studying at Masters level on Education degree courses School based Research is a thorough and thoughtful guide to the research process This second edition has been updated to provide further coverage on the best ways to approach construct and carry out educational research within the classroom It contextualises methodological issues alongside key ideas which teachers are likely to be concerned with such as ability grouping pupil voice pupil behaviour teaching approaches and pupil motivation New to this edition A new chapter exploring how small scale research can be undertaken with younger pupils in order to inform understand and develop better classroom practices Coverage of action research is now split across two chapters exploring a range of approaches including guidance on how to apply mixed methods approaches to schools based action research Greater coverage of ethics exploring key issues that need to be taken into consideration for school based research projects Essential reading for students on Education degree programmes including a research methods component PGCE MEd and professional development courses Elaine Wilson is Senior Lecturer in Science Education at the University of Cambridge

Reading Educational Research and Policy David Scott, 2003-09-09 This book aims to extend the educational literacy of student teachers It will enable them to deconstruct policy research and media texts and place them within historical social and literary contexts *Work-Based Research in the Early Years* Sue Callan, Michael Reed, 2011-08-24 In the early years sector all practitioners are now expected to engage in work based research as a means of improving practice and demonstrating leadership Using examples from recent practitioner projects this text offers a real world approach to research consistent with models that involve the active participation of children and families With the aim of clarifying themes and concepts for inexperienced researchers the text explores ethical principles underpinning research supported by case studies which will be of particular relevance to students undertaking their own small scale investigations Further reading on research methodology is also included Chapters are organized under three headings planning for research doing research learning from research This book provides practitioners and undergraduates with a greater understanding of the position of the researcher how to facilitate research and the way in which research underpins raising achievement and change in the workplace There is an emphasis on impact of research on practice illustrated through reflection on the authors experience of

preparing this text Sue Callan is an Associate Lecturer with the Open University Michael Reed is a Senior Lecturer on the BA Early Childhood Studies at the University of Worcester **Researching School Experience** Martyn

Hammersley,1999-09-09 This book brings together material from wide range of studies mainly qualitative in character concerned with exploring what actually goes on in learning situations and explores the perspectives of teachers and students

Current And Advanced Researches In Science And Math Education I Tayfun Tutak,2024-05-03 **Research Methods in**

Education Louis Cohen, Lawrence Manion, Keith Morrison,2002-09-11 This is a new edition of one of our best selling textbooks The authors have thoroughly updated the fourth edition and included more text on current developments in research practice action research developments in ICT questionnaire design ethnographic research conducting needs analysis constructing and using tests observational methods reliability and validity ethical issues and curriculum research The entire text has been redesigned to cater for the increasingly sophisticated needs of the educational researcher The new edition is more comprehensive up to date and user friendly with increased accessibility The authors who are experienced teachers in the field have produced a better written book if that is possible containing readable and realistic views of research and methodology and show how to interpret the data *Teachers Learning in Communities* Michal Zeller Mayer, Elaine

Munthe, Malka Gorodetsky, Frances O'Connell Rust, Lily Orland-Barak,2007-01-01 Teachers Learning in Communities is about teacher educators by those brave enough to make their professional learning public The authors reveal the complexities of their participation in school university partnerships and their relationships with teachers Here practice informs theory greatly expanding our knowledge and understanding of these important communities Ann Lieberman Senior Scholar at the Carnegie Foundation for the Advancement of Teaching Teachers Learning in Communities is full of exciting success stories about rare and exotic teacher education episodes played out on the margin *Teaching and Learning* Alex Moore,2012

Teaching and Learning Pedagogy Curriculum and Culture is designed to share important theory with readers in an accessible but sophisticated way It offers an overview of the key issues and dominant theories of teaching and learning as they impact upon the practice of education professionals in the classroom This second edition has been updated to take account of significant changes in the field young people's use of digital technologies the increasing involvement of world of business in state education and ongoing high profile debates about assessment to name but a few It examines the global move from traditional subject and knowledge based curricula towards skills and problem solving and discusses how the emphasis on education for citizenship has forced us to reconsider the social functions of education Central topics also covered include an assessment of the most influential theorists of learning and teaching the ways in which public educational policy impinges on local practice the nature and role of language and culture in formal educational settings an assessment of different models of good teaching alternative models of curriculum and pedagogy With questions points for consideration and ideas for further reading and research throughout this book delivers discussion and analysis designed to support understanding of classroom

interactions and to contribute to improved practice It will be essential reading for all student teachers those engaged in professional development and Education Studies students *The Professional Development of Early Years Educators* Jane Waters, Jane Payler, Ken Jones, 2019-07-23 This book provides a critical insight into comparative approaches to the professional learning and development of early years educators taken to include all those working in a professional capacity with young children in educative settings including home based care and education It also analyses leadership development for the early years workforce and the evaluation of the success or otherwise of professional development initiatives involving early years educators The book includes perspectives on relevant policy development at local and national levels and critical consideration of research literature on the effectiveness of professional development programmes for early years educators The book is essential reading for professionals working in early years settings for those engaged with the professional learning of early years educators and for academics researching professionalism in early years education It provides international perspectives on the professional learning and development of those working in early years education This book was originally published as a special issue of the journal *Professional Development in Education* **Getting There** Cynthia Lee A. Pemberton, Rima Karami Akkary, Donna M. Beegle, Eileen Casey White, Wangeci M. Gatimu, 2012-10-13 This book chronicles the lived experience educational journeys of women who found themselves moving forward together pursuing doctoral degrees in Educational Leadership Grounded in the realities of women s lives these inspirational first person narratives have the potential to raise awareness regarding women s socialization expectations and the role interpersonal and community connections play in the lived female experience This book provides a potential resource for those considering how relationships and support groups impact life s journey and their importance in overcoming barriers to educational attainment and success In her book *Flux* Peggy Orenstein encourages women to share their experiences and talk across lines of age and circumstance p 292 This book does that bringing into focus the complicated and convoluted knotty thorny messy realities of women s lives Seeing clearly the forest and the trees the grass the shrubs and dirt the fully fleshed out realities we as educators can more fully and accurately see and appreciate the conflicting competing chaos that characterizes and often monopolizes women s lives and from there establish a foundation of understanding from which to begin retooling higher education to better meet the life and learning needs of all our students In the end Orenstein says there is no single path to a textured satisfying life nor should there be p 293 and indeed as this book reveals there is not Despite geographical and generational differences these women s independent and intersecting lives created and even today supports and sustains their ongoing connection empowerment and achievements and as such not only leaves a legacy for others but a blueprint of and for hope *A Teacher's Guide to Philosophy for Children* Keith J. Topping, Steven Trickey, Paul Cleghorn, 2019-06-11 A Teacher s Guide to Philosophy for Children provides educators with the process and structures to engage children in inquiring as a group into big moral ethical and spiritual questions while also considering curricular necessities and the

demands of national and local standards Based on the actual experiences of educators in diverse and global classroom contexts this comprehensive guide gives you the tools you need to introduce philosophical thinking into your classroom curriculum and beyond Drawing on research based educational and psychological models this book highlights the advantages gained by students who regularly participate in philosophical discussion from building cognitive and social emotional development to becoming more informed citizens Helpful tools and supplementary online resources offer additional frameworks for supporting and sustaining a higher level of thinking and problem solving among your students This practical guide is essential reading for teachers coaches and anyone wondering how you can effectively teach philosophy in your classroom

Reflective Learning and Teaching in Primary Schools Alice Hansen, Adrian Copping, Nick Clough, Mike Pezet, Peter Dudley, Lisa Murtagh, Elizabeth Gowing, Helen Davenport, Emma McVittie, 2012-05-18 Trainee teachers are expected to demonstrate reflective practice in many ways throughout their course Unlike other texts this book takes a focused look at what primary trainees need to know and offers specific and details guidance on how to be meaningfully reflective in learning and teaching Examining reflection as a tool for both teachers and children this text considers how teachers can encourage the children they teach to be reflective in their own learning and how this can improve learning and teaching Chapters on lesson study and reflective journals offer practical guidance and a chapter on using children s voice as a tool for reflection explores this popular topical theme Case studies and activities are included to help the reader relate theory to practice and all chapters are linked to the 2012 Teachers Standards About the Transforming Primary QTS series This series reflects the new creative way schools are beginning to teach taking a fresh approach to supporting trainees as they work towards primary QTS Titles provide fully up to date resources focused on teaching a more integrated and inclusive curriculum and texts draw out meaningful and explicit cross curricular links

Psychologist's Guide to Adolescents and Social Media Pierre Court, 2021-09-23 The internet has become a principal venue for social interaction Young people are growing up in a world surrounded by technology that could have only been imagined a generation ago Social media have crafted a landscape that has made connection with others easy Yet this rise has become a concern So what is happening here Why is it so compelling to use social media Why is it difficult to quit social media What impact can social media have on teenagers their education and their well being Should we be worried What can be done to help Psychologist s Guide to Adolescents and Social Media aims to deliver a deeper understanding regarding the psychology of social media both positive and negative This guide is divided into four parts The reader will be guided through the purposes and merits of social media the unintended consequences of using social media author conducted research exploring the experiences of adolescent aged school children and what can be done to help those struggling with the overuse of social media including assessment resources Examines the consequences of using social media including cyberbullying and internet addiction Explores what can be done to help those who need support with their social media use Features relevant real life examples and interviews

with adolescents **Theory and Method** Mel Churton, Anne Brown, 2017-09-16 Knowledge of theory is essential to study but it often seems quite abstract and distant from the real world Research methods on the other hand are strategies that allow us to gather evidence from the people around us to help explain social phenomena This book explores these two key areas and shows new sociologists how they can understand appreciate and use both theory and method Written with student needs firmly in mind this new edition begins by exploring the most important theories and debates that are essential to understanding sociology It then goes on to examine the concepts techniques and trends in research methods and explains how these link back to theory Whilst continuing to cover traditional ideas debates and methodologies the book has also been updated to address recent thinking and research techniques It explains how sociologists have responded to contemporary developments in sociology including postmodernists views on science and introduces contemporary research techniques such as cyberethnography Exploring the basics of quantitative and qualitative methods and explaining how to choose the right method the book combines practical and theoretical coverage throughout Part of the Skills Based Sociology series Theory and Method continues to encourage an active approach to learning Each chapter uses a variety of tasks activities and practice questions that promote critical thinking and develop interpretation analysis and evaluation skills It is an invaluable guide for those learning about theory and research for the first time *Qualities of Education in a Globalised World* Diane Brook Napier, 2014-09-11 In a growing revisionist tradition comparative educational scholars challenge conventional assumptions about quality education as a singular undertaking dominated by standardised assessments and globalisation influences The contributors to this volume illustrate the complexities and global dimensions of educational quality that emerged in their research Several chapters critique educational reforms employing assessments aligned to global standards and large scale assessments revealing how considerations of contextual factors internal needs and local traditions are essential for developing a quality curriculum or for overhauling a national education system Most chapters interrogate the uses and misuses of standardised assessment results The contributors reveal the importance of asking critical questions about quality education how to access it and for what purposes what contextual and cultural factors are important what implementation issues and local level realities must be considered for true understanding of standardized assessment results what content skills and values are necessary and desirable ingredients what roles teachers and administrators play and what benefits accrue in terms of outcomes for employment and labor market needs or for achieving autonomy and stakeholder participation Critiques of narrow interpretations of standardised assessment data contrast with research based evidence that participation in large scale assessments such as PISA TIMSS and PIRLS can indeed be beneficial to identify needed reform refinements and implementation shortcomings Specific country cases include Brazil Canada the United States Spain Portugal Ukraine Kyrgyzstan and the Philippines Other chapters provide insights on quality education issues worldwide The volume offers readers a panorama of views on the diversity of paths to quality education *Cross-Curricular Primary Practice* Dr

Rosemary Webb, Rosemary Webb, 2002-11-01 This text discusses the theory and practice of several important areas of cross curricular work in primary schools It uses the National Curriculum Council's categories of themes skills and dimensions to examine what is involved in such practice and to consider its current status in schools and future possibilities Providing practical suggestions for more well established areas such as environmental studies it also examines topical but under represented themes skills and dimensions such as media education pupil self assessment and discipline The authors argue that cross curricular practice both contributes to National Curriculum requirements and gives these requirements overall coherence Cross curricular practice also enables children to develop the knowledge skills and concepts that are of value in coping with and enjoying the complexities of the 21st century Suggestions are provided on how to provide leadership and stimulate staff interest in these areas by reviewing existing policies teaching and resources *Bilingual Learners and the Mainstream Curriculum* Jean Bleach, 1990 The general purpose of the book is to further establish and maintain the place of developing bilingual students as normal learners within the mainstream of schools It argues this as a central requirement for achieving a fair curriculum in a multicultural society Chinese Language Teachers' Beliefs and Experiences in Denmark Li Wang, 2024-12-26 This book presents recent advances in foreign language education as well as recent work on Chinese language education and CFL teacher development in international contexts It also reports the results of three qualitative studies on the experiences and beliefs of teachers of the Chinese language in Denmark There are rising concerns over quality issues in both Chinese language education and teacher development in Scandinavian countries and worldwide broadly due to China's rapid growth and the increasing worldwide popularity of Chinese What CFL Chinese as a Foreign Language teachers believe in teaching and experience in the intercultural context have proposed new questions and issues The book addresses issues and topics such as teacher beliefs about Chinese language teaching factors shaping teacher beliefs the teaching of Chinese by both native and non native teachers Chinese language and culture teaching intercultural encounters and challenges etc It provides both macro and micro level insights into the key issues and challenges in the development of Chinese language teachers in Denmark and the Scandinavian region Taking the perspectives of Chinese language teachers beliefs and experiences this book reveals teachers beliefs about their roles objectives and ways of teaching at the micro level It also discusses the macro level factors that promote or impede the adaptation of native speaking teachers of Chinese and the development of Chinese language education in this Nordic country It will be of interest to teachers teacher educators administrators of Chinese as a foreign language and researchers concerned with foreign language education in an intercultural context

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