

# Reclaiming the Classroom

## TEACHER RESEARCH AS AN AGENCY FOR CHANGE

Edited by  
Dixie Goswami and Peter R. Stillman

# Reclaiming The Classroom Teacher Research As An Agency For Change

**Marilyn Cochran-Smith, Susan L. Lytle**



## **Reclaiming The Classroom Teacher Research As An Agency For Change:**

*Reclaiming the Classroom* Dixie Goswami, Peter Stillman, 1987 This rich collection of readings is in effect an assertion that all English teachers can and should be engaged in classroom research

**Composing Teacher-Research** Cathy Fleischer, 1995-03-02 In *Composing Teacher Research* the author provides a much needed critical look at the teacher research movement by recounting her own experiences over the past decade Informed by readings in a number of disciplines and by her own classroom practice Fleischer documents the shifts and changes she made as a teacher when she took on the additional role of researcher The book presents four case studies of classrooms and students at both the high school and college level focusing on the ways students see their own literacy in and out of school Fleischer not only reproduces these case studies as they were written at various points in her journey but provides commentary through pre and post scripts in which she points out particular issues of concern for those who practice classroom research what it means to represent others experiences how we can create research which is at the same time ethical and pedagogically sound how the stakes for being a teacher researcher have changed in a postmodern world

**Composing a Teacher Study Group** Richard J. Meyer, With Linda Brown, Elizabeth DeNino, Kimberly Larson, Mona McKenzie, 2013-10-18 There has been a flurry of writing about teachers as inquirers and researchers as well as books about children as inquirers This volume brings these two areas together teachers and students are inquiring at Ridgeway Elementary School It demonstrates the importance of thought collectives as forums for student and teacher learning The children in the primary classrooms in this book are working to understand the world around them and their place in it as literate individuals Their teachers are studying themselves and the students No other book describes the way this work affects children teachers and the ethos of the school in which the work occurs In that sense this book is groundbreaking in that it is an honest portrayal of the joys and sorrows the successes and the stumbling blocks the clear vision and the obfuscating that teachers live as they enact a life of asking questions being curious wandering and wondering Acknowledging and honoring the many faces of inquiry in schools this book demonstrates the children s inquiry their teachers inquiry and the place of that inquiry in schools It lays out the ways in which inquiry is fundamental to teaching and learning in a democracy in which all of the members of the community have a voice in deciding curricular directions and ways of presenting learning Teachers are presented as thinkers and learners not merely as technicians enacting others views of what is to be learned and when Readers will find teachers dealing with the real issues of life in schools they will see how teachers can use their existing situations as points of departure for their growth and their students learning

**Revisioning Writers' Talk** Mary Ann Cain, 1995-03-09 Stressing the social dimensions of composing this book inquires into the problems of interpreting and representing writers talk in both academic and self directed writing groups arguing for the value of such talk as a distinct mode of knowing that both complements and criticizes more traditional forms of inquiry Emphasizing the role of writers talk in shaping the text that they produce it discusses the problem of

representing and interpreting writers talk in the context of composition studies using feminist theoretical perspectives to illuminate the difficulty in representing the writer as a knowing subject neither essentialist nor totally constructivist Revisioning Writers Talk also investigates the idea of the social in social constructivist theories of composing arguing that they maintain rather than demystify hierarchies of discourse and in turn the subjects and objects of composing Cain's own story of composing is told in the context of her educational experiences as a writer Finally the book discusses the constructions of power and authority by both academic and self directed writing groups

**The Action Research Dissertation** Kathryn Herr, Gary L. Anderson, 2014-05-06 The first edition of The Action Research Dissertation A Guide for Students and Faculty was a first of its kind reference distilling the authors decades of action research experience into a handy guide for graduate students The Second Edition continues to provide an accessible roadmap that honors the complexity of action research while providing an overview of how action research is defined its traditions and history and the rationale for using it Authors Kathryn Herr and Gary L. Anderson demonstrate that action research is not only appropriate for a dissertation but also is a deeply rewarding experience for both the researcher and participants This practical book demonstrates how action research dissertations are different from more traditional dissertations and prepares students and their committees for the unique dilemmas they may face such as validity positionality design write up ethics and dissertation defense

**The Oxford Handbook of Qualitative Research in American Music Education** Colleen M. Conway, 2014-04-01 Qualitative research has become increasingly popular in music education over the last decade yet there is no source that explains the terms approaches and issues associated with this approach In The Oxford Handbook of Qualitative Research in American Music Education editor Colleen Conway and the contributing music educators provide that clarification as well as models of qualitative studies within various music education disciplines The handbook outlines the history of qualitative research in American music education and explores the contemporary use of qualitative approaches in examining issues related to music teaching and learning It includes 32 chapters that address a range of topics from ways of approaching qualitative research and ways of collecting and analyzing data to the various music teaching and learning contexts that have been studied using qualitative approaches The final section of the book tackles permission to conduct research teaching qualitative research publishing qualitative research and provides direction for the future An ambitious and much needed volume this handbook will stand as a key resource for drawing meaning from the experiences of students and teachers in music classrooms and communities both in America and in other countries

**Teacher Research in Language Teaching** Simon Borg, 2013-03-28 Based on original research this book explores the fundamental relationship between research and practice in English language teaching Teacher Research in Language Teaching uses empirical evidence taken from an international survey of over 1 700 teachers and educational managers over a period of six years It examines their views of research whether they read ELT research and whether they do their own research The author goes on to explore the

process which teachers go through in learning to do research and the research cultures within teaching institutions The book concludes with a review of the key findings to emerge from the research and a discussion of strategies through which language teacher research engagement can be promoted more productively *Inquiry as Stance* Marilyn Cochran-Smith, Susan L. Lytle, 2015-04-25 In this long awaited sequel to *Inside Outside Teacher Research and Knowledge* two leaders in the field of practitioner research offer a radically different view of the relationship of knowledge and practice and of the role of practitioners in educational change In their new book the authors put forward the notion of inquiry as stance as a challenge to the current arrangements and outcomes of schools and other educational contexts They call for practitioner researchers in local settings across the United States and around the world to ally their work with others as part of larger social and intellectual movements for social change and social justice Part I is a set of five essays that conceptualize inquiry as a stance and as a transformative theory of action that repositions the collective intellectual capacity of practitioners Part II is a set of eight chapters written by eight differently positioned practitioners who are or were engaged in practitioner research in K 12 schools or teacher education Part III offers a unique format for exploring inquiry as stance in the next generation a readers theatre script that juxtaposes and co mingles 20 practitioners voices in a performance oriented format Together the three parts of the book point to rich possibilities for practitioner inquiry in the next generation Contributors Rebecca Akin Gerald Campano Delvin Dinkins Kelly A Harper Gillian Maimon Gary McPhail Swati Mehta Rob Simon and Diane Waff Cochran Smith and Lytle once again prove themselves to be among the best at melding theory and practice Instead of merely making the case for practitioner inquiry they go the next step to show us exactly what this genre brings to our field rigor relevance and passion The interplay of conceptual clarity and powerful exemplars make this a text we will read well into the next decade Gloria Ladson Billings University of Wisconsin Madison Once again Marilyn Cochran Smith and Susan Lytle point the way to new and hopeful understandings of practitioner research Rather than blame teachers for all that is wrong with education they and their fellow authors remind us that if school reform is to have any chance of fulfilling its stated goal of equal opportunity for all students teachers must have a significant voice in research policy and practice With its focus on social justice and its view of practitioner research as transformative this is a powerful and welcome sequel to their classic *Inside Outside* Sonia Nieto Professor Emerita University of Massachusetts Amherst *Inquiry as Stance* should be a blockbuster This brilliant sequel re calibrates relationships between practitioner inquiry and social justice Carole Edelsky Professor Emerita Arizona State University This optimistic and generous book is sure to become a central reference for teacher researchers in K 16 schools and their colleagues and supporters throughout the system Elyse Eidman Aadahl Director National Programs and Site Development National Writing Project University of California Berkeley This view of the intellectual and personal work of teaching is a major counter to the contemporary emphasis on testing and packaged curricula Cynthia Ballenger reading specialist Cambridge Public Schools Once again Cochran Smith Lytle and their

colleagues bring us an invaluable book on the enormous possibilities of practitioner research Luis C Moll College of Education University of Arizona     Inside/Outside Marilyn Cochran-Smith, Susan L. Lytle, 1993 The central concern of Inside Outside is the assumption that pedagogical knowledge is generated outside in that is from the university to be applied at schools The first half provides a thoughtful conceptual framework for reading and understanding teacher research exploring its history potential and relationship to university based research In the second half the voices of teacher researchers contrast engage and combine as contributors explore the meaning and significance of their approaches and findings These authors enter into the national conversation about school reform teacher professionalism multicultural curriculum and pedagogy and language and literacy education     Handbook of Reading Research, Volume III Michael L. Kamil, Peter B. Mosenthal, P. David Pearson, Rebecca Barr, 2016-11-18 In Volume III as in Volumes I and II the classic topics of reading are included from vocabulary and comprehension to reading instruction in the classroom and in addition each contributor was asked to include a brief history that chronicles the legacies within each of the volume s many topics However on the whole Volume III is not about tradition Rather it explores the verges of reading research between the time Volume II was published in 1991 and the research conducted after this date The editors identified two broad themes as representing the myriad of verges that have emerged since Volumes I and II were published 1 broadening the definition of reading and 2 broadening the reading research program The particulars of these new themes and topics are addressed

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