

Reconceptualizing Teaching Practice

Self-study in Teacher Education



Edited by
Mary Lynn Hankton

Reconceptualizing Teaching Practice Developing Competence Through Self Study

Sai Loo, Brian Sutton



Reconceptualizing Teaching Practice Developing Competence Through Self Study:

Reconceptualizing Teaching Practice Mary Lynn Hamilton, 1998 Over the past ten years there has been increased interest in research on various aspects of teacher education ranging from the preparation of teachers to continuing professional development The increase of interest in how teachers become competent in very complex social settings is a result of a general recognition by researchers and policy makers alike that teachers are the key to any serious efforts at educational reform This book addresses a variety of issues surrounding the field of inquiry into teaching practice that has become known as self study equivalent in many ways to the action research movement but at tertiary level

Reconceptualizing Teaching Practice Mary Lynn Hamilton, 2005-08-08 Over the past ten years there has been increased interest in research on various aspects of teacher education ranging from the preparation of teachers to continuing professional development The increase of interest in how teachers become competent in very complex social settings is a result of a general recognition by researchers and policy makers alike that teachers are the key to any serious efforts at educational reform This book addresses a variety of issues surrounding the field of inquiry into teaching practice that has become known as self study equivalent in many ways to the action research movement but at tertiary level *Advancing Social Studies Education through Self-Study Methodology* Alicia R. Crowe, 2010-06-25 *Advancing Social Studies Education through Self Study Methodology* provides a collection of works that highlights ways in which self study of teaching and teacher education practices can advance conversations and knowledge in social studies education Some of the pieces chosen for this book will provide theoretical connections between the two fields e g how values and principles important to both fields work together are similar and can help each field expand Others will provide specific examples of self studies that focus on social studies specific concepts The book provides a strong and clear introduction of self study to the field of social studies education as well as an argument for its use to further understand social studies teaching and teacher education It also provides the self study community with an example of how self study can be used to look at content specific aspects of teaching and teacher education **Teaching, Learning, and Enacting of Self-Study Methodology** Jason K. Ritter, Mieke Lunenberg, Kathleen Pithouse-Morgan, Anastasia P. Samaras, Eline Vanassche, 2018-03-15 This book offers a collection of

original peer reviewed studies by scholars working to develop a knowledge base of teaching and facilitating self study research methodology Further it details and interconnects perspectives and experiences of new self study researchers and their facilitators in self study communities in different countries and across different continents Offering a broad range of perspectives and contexts it opens up possibilities for encouraging the collaborative and continuous growth of teaching and facilitating self study research within and beyond the field of teacher education The breadth of the scholarship presented expands scholarly discussions concerning designing representing and theorising self study research in response to pressing educational and social questions By documenting and understanding what teaching and learning self study looks like in

different contexts and what factors might influence its enactment the book contributes to building a kaleidoscopic knowledge base of self study research Overall this book demonstrates the impact on participants professional learning and validates the authenticity and generative professional applications of self study methodology for and beyond teacher education providing implications and recommendations for practitioners on a global level *Writing as a Method for the Self-Study of Practice* Julian Kitchen,2022-01-01 This book focuses on the writing process in the self study of teaching and teacher education practices It addresses writing as an area in which teacher educators can develop their skills and represents how to write in ways that are compatible with self study s orientations towards the inquiry both personal and on practice The book examines effective self study writing with chapters written by experienced self study practitioners In addition to considering elements of writing as a method for the self study of practice it delves into the cognitive processes of real writers making explicit their writing practices Practical suggestions are connected to the lived experiences of self study practitioners making sense of their field through the process of writing This book will be of interest to doctoral and novice self study writers and experienced authors seeking to develop their practice It demonstrates that writing as a method of inquiry in self study and beyond can be learned modeled and taught **Self-Study of Language and Literacy Teacher Education Practices** Judy Sharkey,Megan Madigan Percy,2018-08-16 Self Study in Teacher Education Practices S STEP contribute to teacher education in culturally and linguistically diverse communities and contexts The chapters reflect the scholarly inquiry of teacher educators dedicated to investigating and improving their practice *Enhancing Professional Knowledge of Pre-Service Science Teacher Education by Self-Study Research* Gayle A. Buck,Valarie L. Akerson,2016-06-22 Self study research is making an impact on the field of science education University researchers employ these methods to improve their instruction develop as instructors and ultimately impact their students learning This volume provides an introduction to self study research in science education followed by manuscripts of self studies undertaken by university faculty and those becoming university faculty members in science teacher education Chapter authors range from those new to the field to established researchers highlighting the value of self study research in science teacher education for every career rank The fifteen self studies provided in this book support and extend this contemporary work in science teacher education They and the subsequent reflections on professional knowledge are organized into four sections content courses for preservice teachers elementary methods courses secondary methods courses and preparation of future teacher educators Respondents from various locations around the globe share their reflections on these sections A culminating reflection of the findings of these studies is provided at the end of the book that provides an overview of what we have learned from these chapters as well as a reflection on the role of self study research in the future of science teacher education Informal Learning, Practitioner Inquiry and Occupational Education Sai Loo,Brian Sutton,2020-09-06 Informal Learning Practitioner Inquiry and Occupational Education explores how practitioners in a variety of occupations perform their jobs and argues that working

and learning are intricately connected Drawing on theories around working and learning in informal formal and lifelong settings the book gives insights into how workers negotiate their occupational practices The book investigates four related concepts informal learning practitioner inquiry occupational education and epistemological perspectives The combinations of theories and empirical case studies are used to provide a conceptual framework of inquiry where knowledge abilities experiences and skill sets play a significant aspect It presents 11 case studies of professions ranging from conventional occupations of acting detective work international road transportation to emerging professions of boardroom consultancy nutritional therapy and opinion leadership This book will be of great interest for academics scholars and postgraduate students who are engaged in the study of informal education vocational education and occupation related programmes It will also offer significant insights for related education practitioners wanting to have greater understanding of their own journeys and practices

Making the Moment Matter Muffet Trout, 2012-12-30 Making the Moment Matter is a wonderful contribution to the literature on meaningful teacher education Grounded in Nel Noddings relational ethic of care this finely written book explores both the moral foundations and the lived realities of facilitating teacher development through pedagogical caring Trout's theoretically rich carefully designed and engaging inquiry could not be more timely In an era when reform talk in teaching and teacher education is increasingly characterized by reference to outcomes accountability and value added measures this book reminds us that better teaching is a process centered on caring relationships Her work has a great deal to offer many different readers educational researchers interested in models of well crafted studies of practice teacher educators looking for insights into the complex work of teacher development and others who wish to learn more about the manner of relationships that stand at the heart of education

Unsettling Narratives George Dalbo, 2025-03-21 Genocide education has become increasingly popular and prevalent in the United States over the past decade However genocide is all too often taught as something that occurred in the past or is happening far away What does it mean to teach about genocide in a settler colonial nation state that has yet to fully reckon with its violent past Unsettling Narratives Teaching About Genocide in a Settler Space examines how high school students and their teacher navigated learning and teaching about genocide and mass violence in the context of a semester long comparative genocide and human rights elective course in rural south central Wisconsin Specifically how students and their teacher individually and collectively navigated the difficult knowledge of learning about settler colonialism the genocide of Indigenous peoples in the United States during the nineteenth century the legacies of genocide and mass violence at the intersections of U S and Indigenous societies during the twentieth and twenty first centuries and the enduring legacies of white supremacy and settlerness It reveals the complexities limits and possibilities of teaching and learning about genocide in the contemporary United States

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