

Sharing Expertise in Teacher Education

MIKE TURNER and LESLIE BASH

CASSELL EDUCATION



Sharing Expertise In Teacher Education

Myint Swe Khine



Sharing Expertise In Teacher Education:

Sharing Expertise In Teacher Ed Mike Turner, Leslie Bash, 1999-04-01 A commentary on changes in the initial and continuing education of teachers The authors combine reviews of the available literature with research and offer suggestions as to how teacher education may be improved Also included is a comparative research project on teacher education in the USA

What Counts as Knowledge in Teacher Education (Volume 5) James Rath, 2005-06-01 The field of education generally and teacher education particularly is experiencing some general disquiet with traditional approaches to the identification and classification of knowledge Formal research studies long the source of the knowledge base of teaching is discredited by new ideologies that are based in the women's movement the multiculturalists and persons taken up with newer research strategies called naturalistic ethnographic or case study approaches The book is a collection of essays that rehearses the issues facing the field and addresses them in forthright fashion

Handbook of Research on Field-Based Teacher Education Hodges, Thomas E., Baum, Angela C., 2018-10-26 Teacher education is an evolving field with multiple pathways towards teacher certification Due to an increasing emphasis on the benefits of field based learning teachers can now take alternative certification pathways to become teachers The Handbook of Research on Field Based Teacher Education is a pivotal reference source that combines field based components with traditional programs creating clinical experiences and on the job learning opportunities to further enrich teacher education While highlighting topics such as certification design preparation programs and residency models this publication explores theories of teaching and learning through collaborative efforts in pre Kindergarten through grade 12 settings This book is ideally designed for teacher education practitioners and researchers invested in the policies and practices of educational design

A Companion to Research in Teacher Education Michael A. Peters, Bronwen Cowie, Ian Menter, 2017-05-31 This state of the art Companion assembles and assesses the extant research available on teacher education and provides clear guidelines on future directions It addresses an important need in a collection that will be of value for teachers teacher educators policymakers and politicians There has been little sustained long term or systematic research to provide empirical support for the broad aspects of teacher education policy largely because such research has been chronically underfunded and based on traditional practitioner knowledge Many of the changes to teacher education are contentious and yet are occurring in rapid succession These policies and movements have important consequences for education teacher quality and the future of the teaching profession At the same time the policies and initiatives that support these changes seem to be based more on ideology business interests and tradition than on research and empirical findings The nature quality and effectiveness of teacher preparation have increasingly become a central focus for education policy worldwide in a fiercely argued debate among governments think tanks world policy agencies education researchers and teacher organisations

Researching Educational Practices, Teacher Education and Professional Development for Early Language Learning Sandie Mourão, Carolyn

Leslie,2024-06-03 Recognising the urgent need for further progress in teacher education and preparation for the success of early language learning this volume presents research on the education and professional development of teachers exploring how they can foster multilingual spaces in the early years of formal education Investigating a range of European contexts the book examines the effectiveness of teacher education for early language learning covering contexts of multilingualism and English as a foreign language EFL with children under the age of 12 Split into three parts examining research into teacher practices education and curricula chapters cover emerging topics such as teacher education and local linguistic encounters global citizenship and transcultural education linguistic landscapes and visual narratives mixed age classrooms and literacy skills pre service and in service teacher education and teacher and teacher educator competencies and beliefs Offering a unique combination of foci on teachers teacher education and classroom practice this book will be of great interest to researchers and postgraduate students in the fields of early language education multilingualism EFL and teacher education more broadly Student teachers and teachers working in early language learning contexts may also find the volume of interest Introduction Chapters 7 11 12 and 13 of this book is freely available as a downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license

Teacher Education: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources,2016-05-19 Educators play a significant role in the intellectual and social development of children and young adults Next generation teachers can only be as strong as their own educational foundation which serves to cultivate their knowledge of the learning process uncover best practices in the field of education and employ leadership abilities that will inspire students of all ages *Teacher Education: Concepts Methodologies Tools and Applications* explores the current state of pre service teacher programs as well as continuing education initiatives for in service educators Emphasizing the growing role of technology in teacher skill development and training as well as key teaching methods and pedagogical developments this multi volume work compiles research essential to higher education professionals and administrators educational software developers and researchers studying pre service and in service teacher training *International Handbook of Mathematics Teacher Education: Volume 3*,2019-12-09 This second edition of the *International Handbook of Mathematics Teacher Education* builds on and extends the topics ideas in the first edition while maintaining the themes for each of the volumes Collectively the authors looked back beyond and within the last 10 years to establish the state of the art and continuing and new trends in mathematics teacher and mathematics teacher educator education and looked forward regarding possible avenues for teachers teacher educators researchers and policy makers to consider to enhance and or further investigate mathematics teacher and teacher educator learning and practice in particular The volume editors provide introductions to each volume that highlight the subthemes used to group related chapters which offer meaningful lenses to see important connections within and across chapters Readers can also use these subthemes to make connections across the

four volumes which although presented separately include topics that have relevance across them since they are all situated in the common focus regarding mathematics teachers Volume 3 Participants in Mathematics Teacher Education focuses not only on prospective and practicing teachers as learners but also on school colleagues teacher educators researchers and others who work to provide effective learning opportunities for teachers The emphasis is on describing and analysing participants engagement in mathematics teacher education collaborations and contexts from various perspectives Thus as the third volume in the series it further broadens our understanding of the development of mathematics teachers

Funds of Knowledge in Teacher Education: Sustaining Local Diversity Amidst Global Standards Liu, Laura B., Mohamed, Naashia, Lin, Ching-Ching, Bauler, Clara Vaz, Kapur, Kirti, 2025-05-02 Key concepts emerge in the field of teacher education showcasing practices needed to keep pace with new evolutions across global societies The first of these concepts is glocalization interactions between the global and local spaces that emerge as third cultures including K 12 and teacher education formal and informal learning spaces Glocalization shapes discussions about diversity including how it is experienced understood and conceptualized It highlights the education practices policies and standards needed to support and sustain diversity K 12 and teacher education spaces and the practitioners therein have key roles to play in helping students and societies build meaningful connections within global and local dynamics Funds of Knowledge in Teacher Education Sustaining Local Diversity Amidst Global Standards explores teacher education and professional development practices for glocal sustainability It brings together key intersections of global local diversity such as culture language ecology and highlights the interdependence of these intersections Covering topics such as culturally responsive practices co learning and intercultural communication this book is an excellent resource for educators sustainability practitioners business owners researchers academicians and more

Contemporary Pedagogies in Teacher Education and Development Yehudith Weinberger, Zipora Libman, 2018-08-22 As with most dynamic activities that are based on social and cultural contexts and rely on interactions education is a complex and often ambiguous endeavor Despite this complexity scholars and educators are often required to find ways of defining and explaining what good teaching is and to incorporate these conclusions into teacher education This book contains eight scholarly articles from various countries around the world and offers unique and up to date perspectives on relevant practices and pedagogies for teachers professional education and development In this international book it is argued that there is a significant inspiration and enrichment to be gained by investigating the policies and practices of teacher education systems from all over the world

Handbook of Research on Teacher Education Myint Swe Khine, 2022-07-07 This comprehensive book presents emergent findings and promising results in teacher education curriculum assessment teaching and learning approaches pedagogical innovations and practices and professional development in educating the next generation of students The volume reflects the current trends and highlights teacher education programs in all 14 MENA countries in one place The chapters in this handbook discuss the

challenges and the ways to improve teacher education by the educators in the Middle East region including Bahrain Egypt Iran Iraq Jordan Kuwait Lebanon Oman Palestine Qatar Saudi Arabia Syria Turkey United Arab Emirates and Yemen It also provides an extensive and rich reference for future comparisons across the countries The book contains chapters written by experienced international teacher educators who draw on their experience and expertise to perennial issues and formidable challenges in teacher preparation and meaningful school reforms This volume is a valuable resource and essential companion for teacher educators faculty members staff developers trainee teachers undergraduate and postgraduate students

researchers school leaders policy makers and professional learning communities to refresh their knowledge and improve their understanding This book is a must read for anyone interested in evolving issues in teacher education in the Middle East region

Teacher Education Ulas Kayapinar,2021-09-22 Teacher education is an increasingly complex and challenging area of research and practice ultimately vital for generations This book imparts insight and directions for both research and practice in teacher education Chapters cover a variety of topics such as collaborative teaching experiences creativity education in curricula innovations in science and technology in education new techniques for learning and teaching subjects such as entrepreneurship history mathematics science technology heritage and early childhood education and using online social platforms in education

Teacher Education: Methods And Perspective Dr. P.R.V.N. Kesava Kumar, Dr. Kavita Padegaonkar,Dr. Dinesh Hukum Singh Thakur, Dr. Gomatam Mohana Charyulu, Methods and Perspective of Teacher Education refers to the policies and practices created to provide aspiring teachers the information attitudes behaviours and abilities they need to carry out their duties successfully in the classroom school and larger community The development of a teacher s proficiency and competency is the focus of a program called teacher education This program equips teachers with the knowledge and skills they need to fulfil the demands of their profession and take on its difficulties In order to improve educator s ability to organize and deliver instruction offer appropriate reinforcement and perform successful assessment it is necessary to equip them with training and experience in a variety of methods approaches and tactics According to this book the effective classroom management techniques the creation and utilization of teaching materials and communication abilities are all part of it Pedagogical theory encompasses philosophical social and psychological factors that provide educators with a solid foundation on which to build their classroom practices

Constructivist Teacher Education Virginia Richardson,2005-08-15 bringing together issues of theory research and practice in constructivist teacher education this book raises the questions and offers answers as to how does one persuade students and teachers to change their fundamental beliefs and practices about teaching and learning

Lesson Study-based Teacher Education Jongsung Kim,Nariakira Yoshida,Shotaro Iwata,Hiromi Kawaguchi,2021-05-26 The philosophy of Lesson Study in Japan teacher ownership teacher professionalism student learning focused dialogue teacher collaboration and teacher professional community has attracted educators and researchers worldwide However Lesson Study does not have the same meaning as its original Japanese

expression Jugyou Kenkyuu a combination of two Japanese words Jugyou meaning instruction or lesson s and Kenkyuu meaning study or research To bridge the gap between Jugyou Kenkyuu and Lesson Study and therefore maximize the potential of Lesson Study in the world this edited volume provides two mirrors for those who wish to reflect on and implement Lesson Study within their own contexts One section discusses how Lesson Study is utilized in Japanese teacher education and how this system reproduces the very culture of Lesson Study The other section addresses case studies showcasing Lesson Study implementation in several countries such as the United States Germany Norway Peru and Uganda and discusses the opportunities and challenges that arise when Lesson Study based teacher education expands beyond Japan to the rest of the world This book will appeal to anyone interested in learning about Lesson Study

Partnerships in Educational Development Iffat Farah, Barbara Jaworski, 2006-05-15 This book is about the development of one institution and its developmental work in education in south and central asia and in east Africa the Institute for Educational Development IED at the Aga Khan University AKU in Karachi Pakistan The IED came into being in 1993 and launched its first programme in 1994 an M Ed in teacher education It recruited 20 teachers carefully selected from schools in Pakistan east Africa Tajikistan and Bangladesh There should have been a teacher from India but sadly she was not granted a visa to come These 20 teachers graduating from the M Ed course 18 months later were the first graduates from the IED They became the first Professional Development Teachers PDTs working with schools and running short courses for other teachers at the IED After three years of PDT work some of these graduates were selected for Ph D studies overseas and are now doctoral graduates and central IED faculty The wheel has come full circle In the meantime the M Ed programme has flourished and developed with eight cohorts of selected teachers The IED programmes have expanded in a variety of ways and in a variety of directions Some are academic programmes educating teachers and educational managers in a university environment albeit with school focused work Some are professional programmes located in the field albeit with theoretical elements perceived as central to the developmental process The IED has attracted attention both nationally and internationally In the countries listed above professional programmes have developed to run alongside the central IED operation The IED s work has become visible to government agencies who from tentative initial investment are now looking towards the IED to work with them in the developmental field Other countries have seen the results of the IED s work in the original countries and have asked to join the developmental enterprise The IED now works with three countries in east Africa namely Kenya Tanzania and Uganda in Afghanistan Syria and several central Asian countries including Tajikistan and Kyrgyzstan There are possibilities of initiating work in other countries in the region Perceived in such terms the IED s growth and influence reads like an educational developmental success story And of course it is a success But this is not to say that there are not many issues and problems to face in its day to day and decade to decade development In 2003 the IED celebrated 10 years of operation This was a time to celebrate and also to take stock of its achievements and issues It has many impact programmes in place

seeking to provide sound research evidence to document processes in learning and growth and issues that have to be addressed. One problem of rapid growth is that it is easy for the institute and its faculty to become overextended so that in-depth review of programmes and outcomes is never achieved. Despite considerable overextension the IED is striving to avoid this danger. This book is a product of the 10 years of development. It had been hoped to complete it for the 10-year celebrations but as with other aspects of the IED it kept on growing. This volume tries to provide an account of development from a number of perspectives such as historical, chronological, issues-based and honestly critical. **Expansive Learning in Teacher Education** Ainat Guberman, Kari Smith, 2021-09-10

Halvorsen: Sharing Knowledge, Transforming Society, 2023-01-10. In June 2016 the Norwegian Programme for Capacity Development in Higher Education and Research for Development Norhed hosted a conference on the theme of knowledge for development in an attempt to shift the focus of the programme towards its academic content. This book follows up on that event. The conference highlighted the usefulness of presenting the value of Norhed's different projects to the world, showing how they improve knowledge and expand access to it through co-operation. A wish for more meta-knowledge was also expressed and this gives rise to the following questions: Is this way of co-operating contributing to the growth of independent post-colonial knowledge production in the South based on analyses of local data and experiences in ways that are relevant to our shared future? Does the growth of academic independence as well as greater equality and the ability to develop theories different to those imposed by the better-off parts of the world give rise to deeper understandings and better explanations? Does it at least spread the ability to translate existing methodologies in ways that add meaning to observations of local context and data and thus enhance the relevance and influence of the academic profession locally and internationally? This book in its varied contributions does not provide definite answers to these questions but it does show that Norhed is a step in the right direction. Norhed is an attempt to fund collaboration within and between higher education institutions. We know that both the uniqueness of this programme and ideas of how to better utilise the learning and experience emerging from it call for more elaboration and broader dissemination before we can offer further guidance on how to do things better. This book is a first attempt. **The AMTE Handbook of Mathematics Teacher Education** Babette M. Benken, 2024-02-01. This new volume of The Association of Mathematics Teacher Educators (AMTE) Professional Book Series is a critical and timely resource that paves the way and guides the future of mathematics teacher education. The collection of work in this AMTE Handbook of Mathematics Teacher Education reflects on research and what we know about how best to prepare and support both mathematics teachers and mathematics teacher educators and presents what is happening in the field. Examples included in the 22 chapters highlight how we are preparing teachers across multiple contexts e.g. within district in content courses for the major and grade ranges K-20 and all chapters highlight relevant connections to the AMTE Standards for Preparing Teachers of Mathematics. Most importantly, this volume explores what we do not yet fully understand and where we are going. In essence it considers how we

can move the field forward The 95 contributing authors range from graduate students to those who have served as leaders in the field in multiple ways for many years Authors include K 12 teachers school administrators district leaders graduate students higher education faculty and professional development facilitators *Understanding a Pedagogy of Teacher Education* Brandon M. Butler, Shawn Michael Bullock, 2024-04-01 Providing readers with insights and examples of how teacher educators learn and teach a pedagogy of teacher education PTE Butler and Bullock organize a wholistic and practical resource for the next generation of teacher educators Expanding on the highly referenced scholarship of John Loughran and Tom Russell *Understanding a Pedagogy of Teacher Education* explores the learning of PTE through individual and collaborative endeavors and large scale institutional and cross national initiatives Contributors highlight their experiences teaching PTE in formal learning spaces in international workshop settings and on the program wide scale in order to uncover how they came to understand PTE and enact it effectively Each chapter connects broad strokes concepts of PTE to well defined teacher education fields such as social justice literacy early childhood education and communities of practice Blending well established theory with contemporary examples this book is a great tool for teacher education faculty doctoral students and those interested in improving their PTE or supporting others in their PTE learning *High Quality Teaching and Learning* Linda Darling-Hammond, ANN LIEBERMAN, 2013-06-19 This book brings together and compares the teacher education policies and practices of eight high achieving countries to consider what creates high quality teachers in today s world

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