

# Researching School Experience

## Explorations of Teaching and Learning

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Margyn Denscombe  
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# Researching School Experience Explorations Of Teaching And Learning

**Kathy Cabe Trundle, Mesut Saçkes**



## **Researching School Experience Explorations Of Teaching And Learning:**

**Researching School Experience** Martyn Hammersley, 1999-09-09 There is a tendency in much educational thinking to view pupils in passive terms as the material on which schools operate This damaging view is challenged here Significant recent research shows the effects of changing educational conditions on the experience of teaching and learning in schools By redressing the balance and acknowledging the affective side of pupils and their learning this book shows that improved understanding leads to improved teaching Contributions from Stephen Ball Martyn Descombe Ann Filer Andy Hargreaves Bob Jeffrey Geoff Troman Andrew Pollard and Peter Woods

**Researching School Experience** Martyn Hammersley, 1999 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 Research in Education, 1971

**A Bourdieusian Analysis of 64 Students Pursuing a Second Chance in a Community College in Hong Kong** Yi-Lee Wong, 2022-07-06 A continuous expansion of higher education has made it possible not only for more students to get straight into university but also for more students to obtain a university place at their second attempt immediately after their first attempt fails However the educational experiences of students who seek such a second chance have been under examined In filling this empirical gap this book offers an application of Bourdieu s analysis of class reproduction through education together with his three concepts of habitus cultural capital and field and the concept of emotional capital derived from an extension of his framework to make sense of educational experiences of 64 community college students who seek such a second chance in Hong Kong The option of community college as a second chance became available in Hong Kong in the year 2000 The book explores how specific characteristics of community college in Hong Kong impact on the ways in which respondents of the middle and working classes see and feel about their selves throughout the course of pursuing this second chance It also revisits Bourdieu s framework and suggests the possibility of theorising an observed class contrast in orientation to making sense of academic challenges posed in educational contexts as a form of classed habitus of middle class situational interpretation as opposed to working class direct understanding Projects in Progress - Coordinating

Committee on Research in Vocational Education United States. Coordinating Committee on Research in Vocational Education, 1979

Research in Early Childhood Science Education Kathy Cabe Trundle, Mesut Saçkes, 2015-04-15 This book emphasizes the significance of teaching science in early childhood classrooms reviews the research on what young children are likely to know about science and provides key points on effectively teaching science to young children Science education an integral part of national and state standards for early childhood classrooms encompasses not only content based instruction but also process skills creativity experimentation and problem solving By introducing science in developmentally appropriate ways we can support young children s sensory explorations of their world and provide them with foundational knowledge and skills for lifelong science learning as well as an appreciation of nature This book emphasizes the significance

of teaching science in early childhood classrooms reviews the research on what young children are likely to know about science and provides key points on effectively teaching young children science Common research methods used in the reviewed studies are identified methodological concerns are discussed and methodological and theoretical advances are suggested *Exploration and Meaning Making in the Learning of Science* Bernard Zubrowski, 2009-08-14 Mountaineers Rock Climbers and Science Educators Around the 1920s rock climbing separated from mountaineering to become a separate sport At that time European climbers developed new equipment and techniques enabling them to ascend mountain faces and to climb rocks which were considered unassailable up to that time American climbers went further by expanding and improving on the equipment They even developed a system of quantification where points were given for the degree of difficulty of an ascent This system focused primarily on the pitch of the mountain and it even calculated up to de mals to give a high degree of quantification Rock climbing became a technical system Csikszentmihaly 1976 observed that the sole interest of rock climbers at that time was to climb the rock Rock climbers were known to reach the top and not even glance around at the scenery The focus was on reaching the top of the rock In contrast mountaineers saw the whole mountain as a single unit of perc tion The ascent to them is a gestalt including the aesthetic historical personal and physical sensations Csikszentmihaly 1976 p 486 This is an example of two contrasting approaches to the same kind of landscape and of two different groups of people Interestingly in the US Europe and Japan a large segment of the early rock climbers were young mathematicians and theoretical physicists while the mountaineers were a more varied lot **Resources in Education**

,2001 **Young People and Sexuality Education** L. Allen, 2011-01-19 This book innovatively re envisions the possibilities of sexuality education Utilising student critiques of programmes it reconfigures key debates in sexuality education including Should pleasure be part of the curriculum Who makes the best educators Do students prefer single or mixed gender classes

*Resources in Vocational Education* ,1978 Reconsidering Inclusion Alison Ekins, 2016-09-13 Informed by research undertaken on the reality of developing inclusive practices in schools and years of practitioner experience in the field of education Reconsidering Inclusion shows how staff s social and emotional relationships can sustain and build inclusive practices Providing engaging discussion of key findings and themes central to the practitioner encouraging them to critically engage in developing inclusive practices in their schools readers will find reflective questions about their practice and examples of key competing perspectives to enhance deeper understanding Ekins presents authentic accounts and discussions of the reality of developing inclusive practices as experienced and explained by teachers faced with the responsibility of enacting those practices The book concludes with a discussion on achievable implications for practice both at a personal and professional level Reconsidering Inclusion is suitable for all those interested in inclusive practice and provides a much needed critical insight into inclusive practices in schools Handbook of Research on Efficacy and Implementation of Study Abroad Programs for P-12 Teachers An, Heejung, 2016-11-17 Study abroad programs offer a unique opportunity for students

to immerse themselves within different cultural backgrounds as they continue to further their education. By experiencing this first hand in service and pre service educators are better prepared to address diversity issues within their classrooms. The Handbook of Research on Efficacy and Implementation of Study Abroad Programs for P 12 Teachers highlights program developments geared towards pre service and in service teachers. Featuring the pedagogical opportunities available to participants and the challenges encountered during the development and implementation of study abroad programs, this publication is a critical reference source for pre service and in service teachers, school administrators, higher education faculty, educational researchers, and educators in multicultural and international education programs.

*Researching International Pedagogies* Meeri Hellstén, Anna Reid, 2008-10-13. In our rapidly globalizing world, students are able to access learning through mobility through computer mediated experiences and through the diverse perspectives of their peers and teachers. All of these components impact on the ways in which universities and their staff prepare and present courses for their students. This book presents an edited selection of chapters compiled under the theme of new international pedagogies. The objective is to document current pedagogical frameworks and practices in the teaching and learning context of international education. It showcases innovative teaching and learning methods, methodological frameworks, and novel pedagogies that contribute to improving the effectiveness of teaching and learning in international settings and diverse student groups. The collection of seventeen chapters offers new debate on applied critical educational thought, innovation in teaching and learning, and culturally sensitive and inclusive curriculum practices across a broad disciplinary spectrum. Of central interest is the production of teaching and learning examples that provide evidence for implementing progress and advancement in the field. The book aims to stimulate further debate, research, and application in the field of international pedagogies.

*Play, Exploration and Learning* S. John Hutt, Stephen Tyler, Corinne Hutt, Helen Christopherson, 2002-11-21. Originally published in 1989, *Play, Exploration and Learning* was a valuable contribution to the evaluation of nursery practice in Britain at the time. This natural history of the activities of children and caring adults presents a comparative study of four types of provision for the under fives: nursery schools, nursery classes, playgroups, and day nurseries. All four types of provision are seen as happy, busy, caring environments, but they vary greatly in terms of staffing levels, training, and material provision. The authors look at the play of three to five year old children and the activities of the adults who care for them. They examine in detail children's choices of materials and their use of them, with special attention given to the way language is used by both children and adults during play. They also describe adults' expectations of the various provisions and the values of the activities pursued in them. Of special interest is the emphasis placed by adults upon fantasy play and the often large discrepancy between expectation and practice. Also covered are the differences in the play activities of part time and full time nursery school children and the transition from pre school to first school. The book will still be of historical interest to pre school practitioners, to developmental psychologists, and to educational administrators.

*New Teacher Education for the*

*Future* Yin Cheong Cheng, King Wai Chow, Kwok Tung Tsui, 2001-06-30 Serves to provide readers with an international understanding of how researchers and practitioners in different countries address some essential issues and initiatives in teacher education and development what they have found from their known and applied research and what the implications are of which are crucial to coping with challenges from the ongoing developments in teacher education Research in Education ,1972 **Handbook of Qualitative Research in Education** Sara Delamont, 2012-01-01 The Handbook of Qualitative Research in Education offers both basic and advanced discussions of data collection analysis and representation of all the best qualitative methods used in educational research It contains four comprehensive yet concise sections on perspectives settings data collection and data analysis and representation Authors from North America Europe Australia and New Zealand contribute to a wide ranging and provocative Handbook that will inspire novice researchers and re invigorate experienced scholars Its 44 well documented chapters will serve academics and graduate students in educational research across all sectors of education from pre school to graduate school and all settings from formal to non formal

**Third-Space Exploration in Education** Kaye, Candace, Haynes Writer, Jeanette, 2023-08-07 The third space can simultaneously be a safe haven for experimentation and creativity and a risky space in which there is likely to be contestation and uncertainty Understanding the strategic role in examining and activating third spaces is necessary which applies not only to organizations that seek to apply the contemporary concept of third space in either digital or face to face settings but also to individuals who exist as actors in third space environments These organizations and individuals often have to perform outside of the first space a dominant social or settler colonial identity group Third Space Exploration in Education investigates the knowledge relationships legitimacies and languages that problematize and accommodate the paradoxes tensions and possibilities at the heart of understanding education related third space environments The book is useful in providing insights and support for readers concerned with the creation management negotiation or reconceptualization of expertise knowledge information and organizational development within culturally diverse third space communities and environments This reference work is ideal for audiences in various disciplines centering on education as well as interdisciplinary areas or areas that can relate to education such as ethnic studies sociology psychology medicine technology and business *Rethinking Sociological Critique in Contemporary Education* Radhika Gorur, Paolo Landri, Romuald Normand, 2023-12-19 This book explores a new repertoire for critique in the sociology of contemporary education focusing on emerging social theories that respond to contemporary challenges in education education policy and governance Presenting a variety of approaches in the sociology of education including pragmatist critical sociology neo Marxism post digital sociology new materialisms affirmative critique of education and post colonial studies the chapters in this book engage in a novel collective dialogue and reflection on the affordances limitations and challenges of emerging social theories in contemporary education The book further justifies this novel approach through inclusion of a series of interviews with

leading scholars and thinkers from within and outside the field of education on the subject of critique in contemporary society and education The book offers relevant global and decolonial perspectives to study current transformations drawing on innovations in theorizing and empirical illustrations from different countries Highlighting alternative visions of these transformations in an era of globalization fragmentation and growing nationalism this cutting edge book will be of great interest to researchers academics and postgraduate students in the fields of the sociology of education the philosophy of education social theory political science and comparative policy and politics more broadly

**The Palgrave Handbook of Autoethnographic and Self-Study Education Research Methods** Deborah L. Mulligan, Meg Forbes, Emilio A.

Anteliz, Patrick Alan Danaher, 2025-07-21 This edited handbook focuses on the methodological design of autoethnography and self study Contributions delve into the diverse usage of these novel methodologies providing the reader with a range of applications and researchers are presented with a full discussion of the challenges and the successes of the contributors experiences Beginning with the important developments in contemporary philosophy and theory in autoethnography and self study the book goes on to examine critiques and misunderstanding surrounding these methods how researchers can engage effectively and ethically with them their impact on researcher identity and how researchers design the methodology involved in their autoethnographic and self study writings Drawing on research conducted in the United Kingdom the United States Canada Continental Europe Asia Africa and Australia the book will appeal to academics and researchers applying or researching autoethnography and or self study as well as students deploying these approaches in their work and counsellors psychologists and social workers who use self narrative techniques with their clients

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