

RESEARCH AS A BASIS FOR TEACHING

Readings from the work of
**LAWRENCE
STENHOUSE**

JEAN RUDDUCK AND DAVID HOPKINS

Research As A Basis For Teaching

AN Whitehead



Research As A Basis For Teaching:

Research as a Basis for Teaching Lawrence Stenhouse, 1985 These selections from the work of Lawrence Stenhouse make a sustained argument for research as a basis for teaching

The Study of Primary Education: Classrooms and teaching studies Brenda Lofthouse, Marion Dadds, 1990 These books were compiled to help the professional development of primary school teachers and represent wholly enlarged updated and revised editions of the three primary source books published by Falmer Press in 1985

Research as a basis for teaching Lawrence Stenhouse, 1985 *The Study of Primary Education* Marion Dadds, Brenda Lofthouse, 1990 These books were compiled to help the professional development of primary school teachers and represent wholly enlarged updated and revised editions of the three primary source books published by Falmer Press in 1985

Teacher Professional Learning in an Age of Compliance Susan Groundwater-Smith, Nicole Mockler, 2009-04-29 Teacher Professional Learning in an Age of Compliance Mind the Gap examines ways in which practice based inquiry in educational settings in a number of different countries and contexts can transcend current ways of working and thinking such that authentic professional learning is the result The authors contend that education policy under pressure from a number of quarters is retreating into a standardized audited and backward looking arena with the advances of more progressive educational philosophy being rolled back In an age where practitioner inquiry and action research have often been hijacked for the purposes of broad based policy implementation this book offers a rationale for reclaiming the critical edge so fundamental to inquiry based professional learning It examines the potential of inquiry based forms of teacher professional learning to contribute to the growth of professional knowledge for and about teachers work The authors intend that the book will assist in building new forms of professional knowledge that go beyond the current compliance model engineered from less enduring materials to inform a new model with its foundations in a strong ethical and moral framework They also believe that this new model if implemented will help to reverse today's conservative educational trends and make teacher professional development a force for genuine progress once again They have consciously moved away from the celebratory tone of much of the academic reporting of teacher professional learning adopting instead a genuinely critical edge In covering a wide range of policies and practices from across the international spectrum they have allowed themselves the freedom to engage in serious epistemological arguments about the nature of professional knowledge as well as how it is constructed and employed

Developing Research in Teacher Education Ian Menter, Jean Murray, 2013-09-13 Good teacher education informed by relevant research is judged by policy makers and practitioners alike to be central to increasing the quality of schooling in many countries of the world Yet in the UK research on teacher education is often acknowledged to be less well developed than other areas of educational research and to be over determined by education policy It has also been accused of a lack of rigour and of being atheoretical A further challenge in developing good research in teacher education is that new teacher educators commonly face the challenge of moving into academic work without

relevant research skills and the ready capacity to produce high quality research outputs For these reasons then strengthening research in and on teacher education is high on educational agendas in the UK This book examines the exact nature of these challenges in teacher education and the initiatives arising to address them in different settings across the four nations of the UK The central theme of all the chapters is how to build research capacity so that teacher education can contribute more strongly to the improvement of schooling as well as becoming a high quality research informed enterprise in its own right The insights will be valuable to teacher educators around the world This book was published as a special issue of the Journal of Education and Teaching

The Research Basis for Autism Intervention Eric Schopler, Nurit Yirmiya, Cory Shulman, Lee M. Marcus, 2007-05-08 As the past President of the Israel Society for Autism it gives me great pleasure to congratulate Professor Schopler and his colleagues on the publication of their new book concerning the relationship between scientific research and treatment When we in Israel began our specifically structured education program for young children with autism our work was based on slim to scarce knowledge and information and with no experience whatsoever Whatever information we could gather was mostly from psychological educational centers in the U S One of the most important and significant connections was established between the TEACCH program of North Carolina led and conducted by the two important scholars Professor Eric Schopler and Professor Lee Marcus and our Israel Society for Autism During our many encounters seminars and conferences we profited enormously from all their accumulated expertise and scientific research while perhaps it was also an important experience for them to see how a young society with very limited means was eventually shaping its educational program and arriving at some excellent results We of course have the highest esteem for Governor Hunt who has been following this program with so much attention and support and we still remember his visit to Israel with distinguished representatives of the TEACCH Program I wish the new book every success I know it will be an enormous contribution to all those who must cope with a difficult and painful issue autism for whom there is no end to the need for research and continuously improving methods of care and education

Second Handbook of Research on Mathematics Teaching and Learning Frank K. Lester, 2007-02-01 The audience remains much the same as for the 1992 Handbook namely mathematics education researchers and other scholars conducting work in mathematics education This group includes college and university faculty graduate students investigators in research and development centers and staff members at federal state and local agencies that conduct and use research within the discipline of mathematics The intent of the authors of this volume is to provide useful perspectives as well as pertinent information for conducting investigations that are informed by previous work The Handbook should also be a useful textbook for graduate research seminars In addition to the audience mentioned above the present Handbook contains chapters that should be relevant to four other groups teacher educators curriculum developers state and national policy makers and test developers and others involved with assessment Taken as a whole the chapters reflect the mathematics education research community's willingness to accept the challenge

of helping the public understand what mathematics education research is all about and what the relevance of their research findings might be for those outside their immediate community

Research on Teaching and the Content of Teacher Education Programs Christopher M. Clark, 1984 *Research a Basis for Teaching* Lawrence Stenhouse, 1988 **A Critical Analysis of Principles of Teaching as a Basic Course in Teacher-training Curricula** Samuel Andrew Krusé, 1929

Research in Education, 1969 **Curriculum, Pedagogy and Educational Research** John Elliott, Nigel Norris, 2012-03-15

Lawrence Stenhouse was one of the most distinguished original and influential educationalists of his generation. His theories about curriculum, curriculum development, pedagogy, teacher research, and research as a basis for teaching remain compelling and fresh and continue to be a counterpoint to instrumental and technocratic thinking in education. In this book, renowned educationalists describe Stenhouse's contribution to education, explore the contemporary relevance of his thinking, and bring his work and legacy to the attention of a wide range of students, teachers, teacher educators, and others involved in education. Stenhouse saw the primary aim of education as the development of individuality through a creative and critical engagement with culture. He was an early advocate of inclusive education and was committed to making available to all pupils an education that was challenging and empowering. For Stenhouse, many of the problems of education stemmed not so much from its content as from the terms and conditions under which students were required to access it. Consequently, he pioneered an approach to curriculum reform that stressed the quality of the educational process and the values that defined it, as opposed to rational curriculum planning which stressed the pre-specification of measurable learning outcomes. Stenhouse devised the curriculum reform movement's most ambitious strategy, the process model, and was its principal theorist. His idea of the teacher as researcher lay at the heart of this strategy, as the means by which the values that define a worthwhile educational process could be progressively realized by teachers in concrete forms of action within their classrooms and schools. What marked out Stenhouse's unique contribution to the field of curriculum was his distinctive conceptualisation of the relationship between the teacher, authority, the learner, autonomy, and the subject matter, understanding. Founded on his epistemological scepticism and forged in his encounters with expertly discerning teachers who valued and nurtured the intellectual independence of students, Stenhouse acquired an acute appreciation of the ways in which teaching enhances or inhibits, develops or displaces the potential for autonomous thinking of students. He changed the relationship between curriculum theory, educational research, and teachers, placing teachers right at the heart of the curriculum development process and the teacher as researcher at the heart of teacher professionalism.

Handbook of Complementary Methods in Education Research Judith L. Green, Judith L. Green, Gregory Camilli, Patricia B. Elmore, Patricia B. Elmore, 2012-01-04

Published for the American Educational Research Association by Routledge. The Handbook of Complementary Methods in Education Research is a successor volume to AERA's earlier and highly acclaimed editions of Complementary Methods for Research in Education. More than any book to date, including its predecessors, this new volume

brings together the wide range of research methods used to study education and makes the logic of inquiry for each method clear and accessible Each method is described in detail including its history its research design the questions that it addresses ways of using the method and ways of analyzing and reporting outcomes Key features of this indispensable book include the following Foundations Section Part I is unique among research books Its three chapters examine common philosophical epistemological and ethical issues facing researchers from all traditions and frames ways of understanding the similarities and differences among traditions Together they provide a tripartite lens through which to view and compare all research methods Comprehensive Coverage Part II the heart of the book presents 35 chapters on research design and analysis Each chapter includes a brief historical overview of the research tradition examines the questions that it addresses and presents an example of how the approach can be used Programs of Research Part III examines how research programs connected to eight specific lines of inquiry have evolved over time These chapters examine phenomena such as classroom interaction language research issues of race culture and difference policy analysis program evaluation student learning and teacher education Complementary Methods As the title suggests a central mission of this book is to explore the compatibility of different research methods Which methods can be productively brought together and for what purposes How and on what scale can they be made compatible and what phenomena are they best suited to explore Flexibility The chapters in Parts II and III are largely independent Therefore selected portions of the book can be used in courses devoted to specific research methods and perspectives or to particular areas of education Likewise established researchers interested in acquiring new techniques or greater expertise in a given methodology will find this an indispensable reference volume This handbook is appropriate for any of the following audiences faculty teaching and graduate students studying education research education researchers and other scholars seeking an accessible overview of state of the art knowledge about specific methods policy analysts and other professionals needing to better understand research methods and academic and research libraries serving these audiences

Education and Psychology in Interaction Brahm Norwich, 2000 The author takes an in depth look at how these subjects relate to each other and at the current state of this relationship He develops the theme that despite differences in aims education and psychology are interconnected

Putting Research to Work in Elementary Physical Education Lawrence F. Locke, Dolly Lambdin, 2003 Features 30 clear summaries of studies on elementary physical education instruction class management program design workplace conditions and more Includes practical tips for navigating the typical research report to improve the ability of teachers to glean new ideas and useful facts from research Shows the differences between the vantage point of the researcher and that of the teaching practitioner and how to find the common ground between the two Covers new teaching strategies measuring instruments and program alternatives and how to think about teaching physical education in more sophisticated ways This textbook and reference provides teachers with valuable insights for using research to improve their teaching

Putting Research to Work in Elementary Physical Education

Conversations in the Gym lets readers eavesdrop on a career long conversation between a well known scholar and a top notch teacher who have a combined 75 years of professional physical education experience Together they take a close look at 30 studies to help educators learn how to glean valuable information from research The book opens a window into the minds of 69 scholars as they puzzle about teachers students and programs Readers do not need a highly technical vocabulary advanced scientific or mathematical knowledge or a detailed background concerning research methods The authors have provided translations in the form of brief nontechnical annotations that teachers and other nonresearchers will actually enjoy reading Each study is briefly described and then commented on from a researcher s perspective a teacher s perspective and finally a shared perspective The 30 reports address important practical issues recognizable to anyone familiar with what happens in a physical education class The book shows how the studies can be useful to teachers in their own work and it points out how valuable information from research can be used to improve teaching The book also demonstrates how stimulating and fruitful dialogue can be when the knowledge of researchers and practitioners is brought together around a single study By discussing each study from both perspectives the book sheds light on the common ground between researchers and physical educators and fosters mutual respect between the two The varied perspectives can also provide a valuable springboard for thought provoking discussions among colleagues in a school setting or in a graduate level physical education course The book presents 12 guidelines that will help readers navigate through the difficult aspects of the typical research report plus four annotated bibliographies to help readers explore topics that are more specific and more advanced No other resource makes such a diverse group of studies so accessible If educators are to put research to work in their own teaching methods and program designs there s no better place to start than with these straightforward conversations in the gym

Handbook of Research on Science Education, Volume II Norman G. Lederman, Sandra K. Abell, 2014-07-11 Building on the foundation set in Volume I a landmark synthesis of research in the field Volume II is a comprehensive state of the art new volume highlighting new and emerging research perspectives The contributors all experts in their research areas represent the international and gender diversity in the science education research community The volume is organized around six themes theory and methods of science education research science learning culture gender and society and science learning science teaching curriculum and assessment in science science teacher education Each chapter presents an integrative review of the research on the topic it addresses pulling together the existing research working to understand the historical trends and patterns in that body of scholarship describing how the issue is conceptualized within the literature how methods and theories have shaped the outcomes of the research and where the strengths weaknesses and gaps are in the literature Providing guidance to science education faculty and graduate students and leading to new insights and directions for future research the Handbook of Research on Science Education Volume II is an essential resource for the entire science education community

Christian Education ,1928 **Collections of United States Joint Publications Research**

Service Translations in the Social Sciences Emanating from Communist China United States. Joint Publications Research Service, 1961 **Handbook of Research in Second Language Teaching and Learning** Eli Hinkel, 2011-01-25

This landmark volume provides a broad based comprehensive state of the art overview of current knowledge and research into second language teaching and learning All authors are leading authorities in their areas of expertise The chapters all completely new for Volume 2 are organized in eight thematic sections Social Contexts in Research on Second Language Teaching and Learning Second Language Research Methods Second Language Research and Applied Linguistics Research in Second Language Processes and Development Methods and Instruction in Second Language Teaching Second Language Assessment Ideology Identity Culture and Critical Pedagogy in Second Language Teaching and Learning Language Planning and Policy Changes in Volume 2 captures new and ongoing developments research and trends in the field surveys prominent areas of research that were not covered in Volume 1 includes new authors from Asia Australia Europe and North America to broaden the Handbook s international scope Volume 2 is an essential resource for researchers faculty teachers and students in MA TESL and applied linguistics programs as well as curriculum and material developers

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Research As A Basis For Teaching Introduction

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