

1. Record Nr.	UNINA9910255114703321
Titolo	A Companion to Research in Teacher Education // edited by Michael A. Peters, Bronwen Cowie, Ian Menter
Pubbl/distr/stampa	Singapore : , : Springer Singapore : , : Imprint : Springer, , 2017
ISBN	981-10-4075-3
Edizione	[1st ed. 2017.]
Descrizione fisica	1 online resource (XIX, 850 p. 33 illus.)
Disciplina	370.711
Soggetti	Teaching Professional education Vocational education Formació professional Educational policy Education and state International education Política educativa Educació comparada Comparative education Teaching and Teacher Education Professional & Vocational Education Educational Policy and Politics International and Comparative Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
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Sommario/riassunto

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. .
