

1. Record Nr.	UNINA9910255117203321
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Titolo	Methodologies of Mediation in Professional Learning // by Lily Orland-Barak, Ditz Maskit
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2017
ISBN	9783319499062 3319499068
Edizione	[1st ed. 2017.]
Descrizione fisica	1 online resource (XV, 167 p. 28 illus.)
Collana	Professional Learning and Development in Schools and Higher Education, , 2543-0556 ; ; 14
Disciplina	370.711
Soggetti	Teachers - Training of Learning, Psychology of Professional education Vocational education Education and state Teaching and Teacher Education Instructional Psychology Professional and Vocational Education Educational Policy and Politics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Prologue: Getting to know the book -- Chapter One: Mediation in Professional Learning -- Chapter 2: Story as 'the telling of experience' -- Chapter 3: Visual as 'illustrations' of experience' -- Chapter 4: Cases as 'records of experience' -- Chapter 5: Video as 'observing experience' -- Chapter 6: Simulation as 'replicating experience' -- Chapter 7: Portfolio as 'documenting experience' -- Chapter 8: Lesson study as 'systematic analysis of experience' -- Chapter 9: Action Research as 'systematic investigation of experience'.-Chapter 10: Information and Communication Technologies (ICT) as 'communicating experience' -- Chapter 11: Putting it all together.
Sommario/riassunto	This book critically explores the use of nine recognized methodologies for the mediation of professional learning in the context of teacher

education: The story, the visual text, the case, the video, the simulation, the portfolio, lesson study, action research, and Information and Communication Technologies (ICT). Drawing on theories of mediation and professional learning, the book establishes connections between theoretical, empirical and practical-based aspects of each of these methodologies. It consolidates a body of knowledge that offers a holistic portrayal of these methodologies in terms of their purposes (what for), processes (how), and outcomes (what), both distinctively and inclusively. Each chapter offers four perspectives on each methodology (1) theoretical groundings of the genre (2) research-based evidence on methodologies-as-pedagogies for mediating teacher learning (3) mediation tasks for teacher education as reported in studies and (4) a synthesis of recurrent themes identified from selected books and articles, including a comprehensive list of publications organized by decades. The last chapter presents an integrative framework that conceptualizes connections and weak links across the different methodologies of mediation. .

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