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Autore	Kompf Michael
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Nota di contenuto	chapter Introduction -- chapter 1 Teacher Education and the Development of Professional Identity: Learning to be a Teacher -- chapter 2 Teacher Learning and the Theory of Variation -- chapter 3 Areas of Professional Research: A Proposal for Organising the Content of Teacher Education -- chapter 4 How to Affect the Quality of Teacher Education: A Four-Year Policy-Driven Project Implemented at University Level -- chapter 5 Learning from the Conversation of New Teachers -- chapter 6 Inside Teacher Community: Representations of Classroom Practice -- chapter 7 The Contemporary Basic Values of School: The

Emperor's new Clothes? -- chapter 8 Exploring the Landscape of Teachers Tacitly Implied Ethics: An Aristotelian Uncovering -- chapter 9 Cultural Scaffolding: The Arts and Crafts Teacher's Mediation with Her Students with Behavioural Problems -- chapter 10 What is Actually Happening in Secondary Classrooms? The Rhetoric and Reality of Curricular Reform -- chapter 11 Students Voices at a Portuguese University: Academic Motivation and its Relationship with Academic Success -- chapter 12 Discourse Dissonance in University Policy Concerning Intellectual Property -- chapter 13 When Angels Dance With Devils: What is Sacred and Profane in the University? -- chapter 14 Listening to Students Voices: Self Study of Teacher Education Practice -- chapter 15 Doctoral Degree Assessment Criteria: Towards Transparency through Exploring Teacher Thinking -- chapter 16 The Challenge to be the Best: Research and the Teacher -- chapter 17 Tertiary Teacher Development: Connecting Policy, Personal Theory and Practice -- chapter 18 Collaboration in Cross-National Networks for Teacher Professional Development -- chapter 19 Dilemmas of Democratic Education -- chapter 20 When the Best Maps Cannot Guide Us: Exploring and Understanding Teacher Vulnerability -- chapter 21 Teacher and Student Identities as Situated Cognitions -- chapter 22 On a Pedagogy of Research Problems -- chapter 23 Shared Fundamental Democratic Values by Means of Education? A Deweyan Perspective on Some Democratic Illusions and Necessities -- chapter 24 Confronting the Person in Biographical Interviews -- chapter 25 Teachers Becoming Researchers: Reflections on Professional Development.

Sommario/riassunto

Written by members of the International Study Association on Teachers and Teaching, the papers in this volume were presented at an international teaching conference on the issues of theory and practice. Using these contributions from experienced researchers, most of whom are practising teachers, this single volume is international in scope and context, demonstrating differences and similarities between and within countries. This detailed book is clearly split into five sections focusing on the following themes: * teacher education - professional identity, professional research, and quality of te
