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Nota di contenuto	Introduction -- Educational reform and teacher education: A theoretical overview -- Teacher learning research: A critical overview -- The study of teacher learning on INSET -- Case studies: Teachers' experiences of change -- Teacher learning: A multifaceted, situated and dynamic process -- INSET: Essential but insufficient catalyst for teacher change -- Conclusion.
Sommario/riassunto	This pivot considers the impact of INSET courses on EFL teachers practicing under the national curriculum reform in China. Providing context-specific findings on the policy and implementation of INSET as well as its impact on teacher education initiatives in both China and similar contexts, it explores the limitations of one off training events such as INSET and the inconsistency between teacher learning results and their classroom practices. The book argues that teachers, when returning to pre-INSET teaching, are influenced by their prior deeply-rooted beliefs largely considered more powerful than newly-learnt theories. Addressing the rarely discussed fact that the complex and

dynamic characteristics of teacher learning change over time and support the construct of teacher learning as a social event rather than a one-off event, the book also offers practical solutions on how to improve teacher education and enhance the long-term INSET impact on teacher development, with the ambition of promoting education reform for both teachers and students alike. .
