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Nota di contenuto	Chapter 1. Practice! Practice! Practice!; Margaret Gregson and Patricia Spedding -- Chapter 2. Vocational Education Matters: Other People's Children...Not Seen and Not Heard.; Paul Kessell-Holland -- Chapter 3. The Internal Goods of Educational Leadership: Alternative Approaches to Quality Improvement; Robin Webber-Jones -- Chapter 4. Non-traditional Students and Practical Wisdom: A Perspective from a Practitioner-Researcher; Samantha Broadhead -- Chapter 5. Adaptive Comparative Judgement; Michael Smith -- Chapter 6. Their Defining Moments: Identifying Critical Influences that Prompted Progression into Post Compulsory Education in the Arts; Martell Baines -- Chapter 7. Developing Critical Thinking and Professional Identity in the Arts Through Story; Frances Norton -- Chapter 8. Identity in Focus:

Examining FE Practitioners' Informal Professional Learning Through the Lenses of Online Community Dialogues; Lynne Taylerson -- Chapter 9. Standing on the Shoulders of Giants: An Exploration into the Realities of Sharing 'Good Practice' and Developing the Craft of Teaching Through an Online Video Platform; David Galloway -- Chapter 10. Redressing the Balance: Practitioner-Research as Continuing Professional Development; Patricia Spedding -- Chapter 11. What Do We Mean by Good Work? Issues of Practice and Standards of Quality in Vocational Education; Margaret Gregson, Patricia Spedding, and Paul Kessell-Holland -- Chapter 12. Bringing Practitioners Back In; Margaret Gregson and Paul Kessell-Holland.

Sommario/riassunto

This book examines how educational practice can be improved through practice-focused educational research. The editors and contributors explore the issues involved in breaking down boundaries between educational research and practice - research often seen as an elitist activity that can only be determined by a favoured few - as well as the socially constructed nature of boundaries between academic and vocational education. Containing illuminating case studies written by practicing teachers from the further and vocational education sector, it posits that educational research should enable teachers to learn from research in order to improve their own educational practice. This book will be of interest and value to scholars of further and vocational education, as well as those wanting to bridge the gap between research and practice. .
