

1. Record Nr.	UNINA9910416094703321
Titolo	Teaching Literacy in the Twenty-First Century Classroom : Teacher Knowledge, Self-Efficacy, and Minding the Gap // edited by Tiffany L. Gallagher, Katia Ciampa
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Palgrave Macmillan, , 2020
ISBN	9783030478216 3030478211
Edizione	[1st ed. 2020.]
Descrizione fisica	1 online resource (297 pages)
Disciplina	302.2244 370
Soggetti	Teachers - Training of Literacy Educational psychology Language and languages - Study and teaching Teaching and Teacher Education Educational Psychology Language Teaching and Learning
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di contenuto	1. Introduction -- 2. Self-efficacy practices that impact effective reading instruction for young learners -- 3. Do teacher candidates in English-speaking countries understand the structure of the English language?- 4. Exploration of American general and special education teacher candidates' self-efficacy to teach reading and reading-related constructs -- 5. Exploring teacher candidates' self efficacy for literacy instruction in the 21st century -- 6. Teaching beyond a print mindset: Applying multimodal pedagogies within literacy teacher education -- 7. The role of critical narratives in broadening teacher candidates' literacy beliefs around ELA teaching practice -- 8. Transforming literacy instruction in second language contexts: The impact of graduate education in Colombia -- 9. Are we minding the gap? Examining teacher self-efficacy as teachers transition from teacher candidates to

full-time teaching -- 10. Utilizing relationships as resources: Social and emotional learning and self-efficacy -- 11. Building collective teacher efficacy through teacher collaboration -- 12. Teachers' collective and self-efficacy as reform agents: One teacher discusses her place in reforming literacy instruction -- 13. Concluding Thoughts.-

Sommario/riassunto

This book discusses current issues in literacy teacher education and illuminates the complexity of supporting self-efficacious educators to teach language and literacy in the twenty-first century classroom. In three sections, chapter authors first detail how teacher education programs can be revamped to include content and methods to inspire self-efficacy in pre-service teachers, then reimagine how teacher candidates can be set up for success toward obtaining this. The final section encourages readers to ruminate on the interplay among teacher candidates as they transition into practice and work to have both self- and collective- efficacy.
