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Titolo	International Handbook of Self-Study of Teaching and Teacher Education Practices // edited by Julian Kitchen, Amanda Berry, Shawn Michael Bullock, Alicia R. Crowe, Monica Taylor, Hafþís Guðjónsdóttir, Lynn Thomas
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Disciplina	370.72
Soggetti	Teachers - Training of Learning, Psychology of International education Comparative education Teaching and Teacher Education Instructional Psychology International and Comparative Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di contenuto	Section 1: Foundations of Self-Study -- Introduction: Standing at a threshold -- Tracing the history and development of self-study -- Theoretical Foundations of Self-Study Research -- Self-study: Stance and Positioning -- Who does self-study and why? -- Self-study and questions of knowledge -- Self-study and issues of educational policy -- Section 2: Self-Study Methods and Methodologies -- Introduction, overview, framing of the issues -- Self-study as hybrid methodology -- Self-study as hybrid methodology -- Where do I begin? Entry points of self-study -- Methods and tools of self-study -- Where do I end? Forms and representations of self-study -- Ethical considerations of self-study -- Challenges to and from Self-study Methodology -- Section 3: Self-Study and Teaching and Teacher Education for Social Justice -- Self-Study and Teaching and Teacher Education for Social Justice -- Illuminating a Socially Just Teacher Education Stance through a Feminist Self-Study -- Queer Identity, Race, and Teacher Education

-- Race, Disability, and Teacher Education -- Self-Study Disrupts the Authority of a White Male Teacher Educator.-Self-Study Disrupts the Authority of a White Male Teacher Educator -- Inclusive Teacher Education Pedagogy -- Theater of the Oppressed for Social Justice Teacher Education -- SJ Teacher Ed in Diverse Settings -- Teacher Education for Social Action -- Using Self-Study to Strengthen SJ Teaching to Raise Awareness about Childhood Sexual Abuse -- Section 4: Self-Study Self Study Across Subject Disciplines -- Self-Study Across Teacher Education Subject Disciplines.-Mathematics Teacher Education -- Literacy/Language Arts Teacher Education: Making Meaning from Self-Studies of Teacher Education Practices -- Literacy/Language Arts Teacher Education: Making Meaning from Self-Studies of Teacher Education Practices -- Science Teacher Education -- Self-Study in Health and Physical Education -- Self-Study of Technology and On-line Learning in Teacher Education -- Self-Study and Teaching English to Students of Other Languages -- Section 5: Self-Study in Teaching, Teacher Education and Beyond -- Self-Study in Teaching, Teacher Education and Beyond -- Enacting a Pedagogy of Teacher Education through Self-Study -- The Pedagogy of Teacher Education in Exemplary Programs -- Self-Study in Elementary and Secondary Teaching -- Self-Study and Leadership in Higher Education -- Self-Study and Educational Leadership -- Self-Study in Practicum and Field Experience Settings -- The Portfolio and Self-Study -- Challenges in Engaging in Self-Study within Teacher Education Contexts -- Foundation Courses and Self-Study -- Foundation Courses and Self-Study -- Introduction -- Self-study in asia, with a focus on Korea -- Developing a self-study of teacher education research within the Latin American cultural and language context -- European Approaches to Practitioner Research using Self-Study -- Pursuing self-study in a different language from the one where I work, and the eventual interest that this generated -- Collective work with colleagues, that have adapted self-study to meet a particular culture -- The work within a particular political climate and using self-study to define identity within that climate -- A challenging and interesting culture at a university or in the academic world were the self-study researchers have been creative to do self-study and get others to come along -- Self-study in South Africa -- Self-study through different languages and cultures, collaborate between countries, explore cultural boundaries.

Sommario/riassunto

This international handbook provides a sophisticated re-examination of self-study of teaching and teacher education practices research 16 years after the publication of the first edition by Springer (2004). Through six sections, it offers an extensive international review of research and practices by examining critical issues in the self-study field today. They are: (1) Foundations of Self-Study, (2) Self-Study Methods and Methodologies, (3) Self-Study and Teaching and Teacher Education for Social Justice, (4) Self-Study Across Subject Disciplines, (5) Self-Study in Teacher Education and Beyond, and (6) Self-Study across Cultures and Languages. Exemplars, including many recent studies, illustrate the impact of this well-established research movement in teacher education in the English-speaking world and internationally. Readers of the handbook will benefit from a comprehensive review of the field of self-study that is accessible to a range of readers; theoretically and methodologically rich; highly practical to both novices and experienced practitioners; and offers a vision for self-study internationally over the next two decades.