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Nota di contenuto	Cover; Improving Teacher Education Practices Through Self-study; Copyright; Contents; Contributors; Acknowledgments; Introduction; 1. Can self-study improve teacher education?; Part I Understanding teaching in teacher education; 2. Developing an understanding of learning to teach in teacher education; 3. A balancing act Self-study in valuing the individual student; 4. Opposites attract What I learned about being a classroom teacher by being a teacher educator; 5. Self-study as a way of teaching and learning A research collaborative re-analysis of self-study teaching portfolios Part II Studying teacher educators' roles and responsibilities6. Guiding new teachers' learning from classroom experience Self-study of the faculty liaison role; 7. Learning about our teaching from our graduates, learning about our learning with critical friends; 8. Framing professional discourse with teachers Professional Working Theory; 9. Can self-study challenge the belief that telling, showing, and guided practice constitute adequate teacher education?; Part III Fostering social

justice in teaching about teaching; 10. The (in)visibility of race in narrative constructions of the self  
11. "Nothing grand" Small tales and working for social justice12. Change, social justice, and re-liability Reflections of a secret (change) agent; Part IV Exploring myths in teacher education; 13. Myths about teaching and the university professor The power of unexamined beliefs; 14. What gets "mythed" in the student evaluations of their teacher education professors?; 15. Research as a way of knowing and seeing Advocacy for the other; Conclusion; 16. Understanding self-study of teacher education practices; Name index; Subject index

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#### Sommario/riassunto

Self-study in teacher education is a growing field and a natural progression from the concept of reflective practice for pre-service teachers. This book is designed to introduce teacher educators to the theory and practice of self-study, in order to explore, understand and improve their teaching about teaching. With studies from an international range of contributors, this book illustrates a variety of approaches to self-study. It describes the issues that teacher educators have chosen to study, how they carried out their research and what the learning outcomes were. Throughout, the emphasis

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