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Titolo	Classroom authority [[electronic resource] ] : theory, research, and practice // edited by Judith L. Pace and Annette Hemmings
Pubbl/distr/stampa	Mahwah, N.J., : L. Erlbaum Associates, 2006
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Descrizione fisica	1 online resource (208 p.)
Altri autori (Persone)	PaceJudith L HemmingsAnnette B
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Soggetti	Classroom management - United States Electronic books.
Lingua di pubblicazione	Inglese
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Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and indexes.
Nota di contenuto	Contents; Foreword; Preface; 1 Understanding Classroom Authority as a Social Construction; 2 Authority, Culture, Context: Controlling the Production of Historical Knowledge in Elementary Classrooms; 3 Playing With Pedagogical Authority; 4 Saving (and Losing) Face, Race, and Authority: Strategies of Action in a Ninth-Grade English Class; 5 Authority in Detracked High School Classrooms: Tensions Among Individualism, Equity, and Legitimacy; 6 Moral Order in High School Authority: Dis/Enabling Care and (Un)Scrupulous Achievement 7 Standards and Sob Stories: Negotiating Authority at an Urban Public CollegeEpilogue: The Sources and Expressions of Classroom Authority; Author Index; Subject Index
Sommario/riassunto	This book describes and analyzes authority relationships in classrooms through explorations of theory, prior research, and contemporary qualitative studies. The emphasis is on the social construction of authority and the crucial role authority plays in K-16 teachers' pedagogy and students' academic engagement and achievement. The introductory chapter grounds the reader in social theory on authority; presents groundbreaking qualitative studies of classroom authority;

describes ideological debates over authority in schools; and discusses implications for research, practice, and policy. Si

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