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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Foreword: Authentic Inquiry: A Bold Vision for the Learning Sciences -- Foreword: Getting the Most from Difference -- Preface -- Acknowledgements -- Introduction -- Teacher Voices in Generating Theory -- The "Objectivity" of Research, Knowledge and Knowing -- Why Authentic Inquiry? -- Authentic Inquiry as a Construct for Sociocultural Research -- Reflexive Axiologies and Epistemologies -- Using This Primer -- Sociocultural Theory and Teaching and Learning -- What is Knowledge? -- Sociocultural Framework -- Social Interactions -- Sociocultural Research in Teacher Education -- Teachers and Research on Teaching -- Classroom Research -- Teacher Knowledge through Systematic Research -- Elements of a Sociocultural Research Framework -- Hermeneutic Phenomenology -- Epistemologies and Ontologies -- Axiology -- Criticality -- Bricolage -- Methodologies and Methods -- Authentic Inquiry Research -- Heuristics -- Authentic Inquiry Research Framework -- The Authentic Inquiry Heuristic -- Tensions, Ethics, Conflicts, and Vulnerabilities -- The Belmont Report -- Possible Tensions -- Research for Public Dissemination and the IRB -- Recruiting Our Students as Participants -- Benefits Versus Harm -- Consent Forms -- Some Additional Thoughts on IRBS -- Doing a Research Project -- Deciding and Selecting Participants -- Multi-Level Methods and Data Resources -- Choosing

Research Questions -- A Framework for the Research -- Findings -- Generalizability -- Writing up an Informed Proposal for Your Research -- Doing Authentic Inquiry and Creating Interventions -- Writing up and Presenting Your Research -- Literature Review -- Manuscript or Thesis Component Descriptions -- Flow Chart -- Presentations -- Some Additional Suggestions -- My Beginnings as a Teacher | Researcher: The Spring 2007 Research -- The 2007 Physics Class -- Spring 2012 Study (The "BC Study") -- Challenges in Being Both the Principal Investigator and the Course Instructor -- Final Remarks -- Research as Transformative -- The Teaching | Learning | Researching Dialectic -- Practice | Theory Dialectic in Writing This Book -- Transformations.

Sommario/riassunto

Using a sociocultural approach to critical action research, this book is a primer in doing reflexive, authentic inquiry research in teaching and learning for educators as teacher | researchers. Rather than the artificial dichotomy between theory and practice, the roles of teacher and researcher are instead seen in a dialectic relationship (indicated by the symbol "|" in teacher | researcher) in which each informs and mediates the other in the process of revising and generating new knowledge that is of benefit to those being researched. In addition to providing a theoretical foundation for authentic inquiry, *Being a Teacher | Researcher* provides a detailed framework with ideas and strategies that interested educators can apply in exploring teaching and learning in both formal and informal settings. It provides concrete examples of how to use authentic inquiry as a basis for collaborating with others to improve the quality of teaching and learning while cogenerating new theory and associated practices that bridge what has been described as a theory-practice divide. Included in this book are how to plan and carry out authentic inquiry studies, choosing appropriate methodologies, methods of data collection and analysis, negotiating research with human participants, using authenticity criteria and characteristics, and addressing challenges and conflicts for teacher | researchers. As a primer, this book serves the needs of many different populations including prospective and practicing teachers, teacher educators, beginning researchers and seasoned researchers who are making changes to what and how they research.
