

1. Record Nr.	UNINA9910461882503321
Autore	Jones Phyllis
Titolo	Creating Meaningful Inquiry in Inclusive Classrooms [[electronic resource]] : Practitioners' stories of research
Pubbl/distr/stampa	Hoboken, : Taylor and Francis, 2012
ISBN	1-280-68190-X 9786613658845 1-136-28339-0 0-203-11267-9 1-136-28340-4
Descrizione fisica	1 online resource (157 p.)
Altri autori (Persone)	WhitehurstTeresa EgertonJo
Disciplina	371.9046
Soggetti	Education - Research Education -- Research EDUCATION / General EDUCATION / Inclusive Education EDUCATION / Research Inclusive education Inclusive education - Research Inclusive education -- Research Education Social Sciences Theory & Practice of Education Education, Special Topics Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di contenuto	FrontCover; Creating Meaningfullnquiry in InclusiveClassrooms; Copyright Page; Contents; List of illustrations; Contributors; Foreword; Acknowledgements; Chapter1 Reclaiming research: connecting research to practitioners; Chapter2 What do I want to accomplish

through my inquiry? Raising practitioner awareness of Fetal Alcohol Spectrum Disorders; Chapter 3 What has been said before? Stand tall on the shoulders of giants; Chapter 4 What are the possible ways to investigate what I want to know? Understanding the family journey through a series of inquiry projects
Chapter 5 Informed consent and assent: an ethical consideration when involving students in research
Chapter 6 Voice for Choice; Chapter 7 Making sense of data: an analysis of alternate assessment; Chapter 8 Sharing discoveries about students' experiences of inclusive practice; Chapter 9 Relating discoveries to practice: student self-monitoring; Chapter 10 The ARC in action: practitioners' perspectives; Chapter 11 Back to the future: moving forward with practitioner research; Index

Sommario/riassunto

In recent years, the concept of teachers as researchers in both special and mainstream school settings has become part of our everyday language. Whilst many educational practitioners will see the need for research within their setting, many may not be familiar with the technical elements they believe are required. *Creating Meaningful Inquiry in Inclusive Classrooms* shows how practitioners can engage in a wide range of educational research and explores its value to the practice of teaching and learning. It introduces the Accessible Research Cycle (ARC), an understandab
