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Nota di contenuto	Part 1. Conceptual Frames for Teacher Thought and Action -- 1. The Place of Process-product Research in Developing the Agenda for Research on Teacher Thinking -- 2. Perspectives on the Teaching Profession or Relative Appraisal -- 3. The 'Collective Student as the Cognitive Reference Point of Teachers' Thinking about their Students in the Classroom -- 4. A Contrast of Novice and Expert Competence in Math Lessons Part 2.Methods and Approaches to the Study of Teacher Thought and Action -- 5. Strategies and Methods in Research on Teacher Thinking -- 6. The Ground of Professional Practice -- 7. Case Study in Research on Teaching:A ground for reflective practice -- 8. Teachers' Personal and Professional Ideals about Practice -- 9. Computer Simulation as a Tool in Studying Teachers' CognitiveActivities During Error Diagnosis in Arithmetic Part 3. Teacher Judgment and Evaluation of Students -- 10. Goal Dependent Perception in Relations between Teachers and Students -- 11. Grading as a Quasi-rational Judgment Process -- 12. Analyzing Teachers' Thoughts Prior to Student Assessment -- 13. Teachers' Causal Attributions in Problematic Situations -- 14. Teachers' Need for Pupil Information in Special Education Part 4.Teacher Thinking and Teacher Education -- 15. Asking the Right Questions about Teacher Preparation: Contributionsof research on teacher thinking -- 16. Using Textbooks and Teachers'

Guides: What beginning elementary teachers learn and what they need to know -- 17. Supervision Conferences and Student Teachers' Thinking and Behaviour -- 18. Examining Complexity of Thought in Secondary Student Teachers -- 19. Knowing, Thinking and Doing in Learning to Teach: A research framework and some initial results.

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Sommario/riassunto

Over the past twenty years the International Study Association on Teachers and Teaching (ISATT) has become world-renowned as an organisation dedicated to the discussion of current thinking in educational policy and practice. As such, the ideas aired at ISATT conferences are of the greatest significance to today's educational practitioners. This book satisfies the demand for a lasting record of ISATT's illuminating discussions on the theme. It is based on a selection of papers presented at their third bi-annual conference and has been updated by each contributor to include their current thoughts and opinions. Containing nineteen articles, each an in-depth examination of the topic, it is divided into four sections: conceptual frames for teacher thought and action methods and approaches to the study of teacher thought and action teacher judgment and evaluation of students teacher thinking and teacher education. Broad in theme, international in scope and detailed this book is essential and enlightening reading for anyone with a serious interest in the ongoing development of educational thought.

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