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Titolo	Bridging between Research and Practice : Supporting Professional Development through Collaborative Studies of Classroom Teaching with Technology / / by Sara Hennessy
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Nota di contenuto	Preliminary Material -- Developing a Framework for Researcher-Practitioner Partnership: Using Theory to Understand Classroom Practice -- Case Study One: Supporting Knowledge Co-Construction in History / Rosemary Deane , Arthur Chapman , Sara Hennessy and Lloyd Brown -- Case Study Two: Supporting Active Learning in Science / Sara Hennessy and Chris Tooley -- Case Study Three: Fostering Collaborative Interpretation of Poetry in English / Sara Hennessy and Jackie Bullock -- Looking Across Subjects and Settings -- Developing the Methodology: A Study of Dialogue and Interactive Whiteboard Use Across Three Subject Areas -- Reflections on the Methodological Approach: Theory Building Through Collaborative Video Analysis -- Designing a Framework for Teachers' Professional Learning: Using Intermediate Theory to Develop Classroom Practice -- The Impact of Research Collaboration on Professional Learning and Practice -- Teacher-led Professional Development Using a Multimedia Resource to Stimulate Change in Mathematics Teaching / Sara Hennessy , Anne Bowker , Mark Dawes and Rosemary Deane -- Using Theory in Research to Stimulate New Ways of Framing and Supporting Classroom Dialogue / Sara Hennessy and Paul Warwick -- Conclusions and Future Directions -- Appendices -- References -- Glossary -- About the Author -- Other Contributors.

This book presents a fresh approach to bridging the perceived gap between academic and classroom cultures. It describes a unique form of research partnership whereby Cambridge University academics and school teachers together grappled with and reformulated theory – through in-depth case studies analysing practice using interactive whiteboards in five subject areas. The inquiry exploited the collaborators' complementary professional knowledge bases. Teachers' voices are particularly audible in co-authored case study chapters. Outcomes included deeper insights into concepts of sociocultural learning theory and classroom dialogue, more analytical mindsets, sustained new practices and ways of working collegially. The book reflects upon the power of lesson video review and details how the co-inquirers negotiated "intermediate theory" – bridging educational theory and specific settings – framed in mutually accessible language and embodied in interactive multimedia resources for teacher development. These include video clips, analytic commentary from multiple perspectives, lesson materials, plus optional prompts for reflection and critique – not models of "best practice". The resources make pedagogy explicit and vividly illustrate the book's ideas, offering theory-informed yet practical tools designed with and for practitioners. Hennessy and colleagues have tested a model of ongoing, teacher-led development and innovation, professional dialogue and classroom trialing stimulated by discussing selected multimedia resources. The book will interest academic and teacher researchers, initial teacher educators, professional development leaders, mentors, plus practitioners interested in using interactive whiteboards and dialogic teaching. It explores widening approaches to collegial development to reach educators working in other contexts (with and without technology). This could involve intermediate theory building or shortcutting by sharing and adapting the outcomes – springboarding teachers' further critique and professional learning. "I cannot recommend this book too highly ... it weaves a complex developmental story with a range of facets. It emphasises clearly the rigour of the research that was conducted, while demonstrating the complexity of the inter-relationships, practices and issues for both teachers and researchers in developing practical and theoretical knowledge. Its graphic insights through text and associated media provide exemplars for teachers and those who work with teachers as a rich resource. It shows us all what can be achieved and the means of achieving it." Prof. Barbara Jaworski, University of Loughborough.
