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| 1. Record Nr. | UNINA990001884610403321 |
| Autore | FAO |
| Titolo | State of the world's forests : 1999 / FAO |
| Pubbl/distr/stampa | Roma, : FAO, 1999 |
| ISBN | 92-5-104193-8 |
| Descrizione fisica | XI, 154 p. ; 30 cm |
| Disciplina | 634.9 |
| Locazione | FAGBC |
| Collocazione | 60 FAO A 14 |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
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- | | |
|-------------------------|--|
| 2. Record Nr. | UNINA9910484870603321 |
| Titolo | Polyvocal Professional Learning through Self-Study Research / / edited by Kathleen Pithouse-Morgan, Anastasia P. Samaras |
| Pubbl/distr/stampa | Rotterdam : , : SensePublishers : , : Imprint : SensePublishers, , 2015 |
| ISBN | 9789463002202
9463002200 |
| Edizione | [1st ed. 2015.] |
| Descrizione fisica | 1 online resource (272 p.) |
| Collana | Professional Learning |
| Disciplina | 370 |
| Soggetti | Education |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | Description based upon print version of record. |
| Nota di bibliografia | Includes bibliographical references at the end of each chapters and index. |
| Nota di contenuto | Preliminary Material / Kathleen Pithouse-Morgan and Anastasia P. Samaras -- The Power of "We" for Professional Learning / Kathleen Pithouse-Morgan and Anastasia P. Samaras -- Work Gloves and a Green |

Sea Turtle / David P. Evans , Heipua Ka pua and Anne Reilley Freese -- A Dialogue on Supporting Self-Study Research in the Context of Dutch Teacher Education / Amanda Berry , Janneke Geursen and Mieke Lunenberg -- Confronting the Hearing Teacher in Deaf Education / Karen Rut Gísladóttir and Hafþís Guðjónsdóttir -- Jackie and Me, Jackie and Us / Claudia Mitchell and Fatima S. Khan -- A Technology-Enhanced Self-Study of Reversible Mentorship in a Modern Language Programme / Cristina M. Hernández Gil De Lamadrid and Esperanza Román Mendoza -- Duality in Practice and Mentorship of an English Learner Instructional Coach / Delia E. Racines and Anastasia P. Samaras -- Creating a Culture of Inquiry in Music Teacher Education / Ann Marie Stanley and Colleen M. Conway -- Learning about Co-Flexivity in a Transdisciplinary Self-Study Research Supervision Community / Kathleen Pithouse-Morgan , Nithi Muthukrishna , Daisy Pillay , Linda Van Laren , Theresa Chisanga , Thenjiwe Meyiwa , Relebohile Moletsane , Inbanathan Naicker , Lorraine Singh and Jean Stuart -- Multiple Narrators / Arvinder Kaur Johri -- Interweavings, Interfaces and Intersections / Delysia Norelle Timm and Joan Lucy Conolly -- Integrating First, Second and Third Person Research to Lead the Creation of a Learning Organisation / Joan Walton and Nigel Harrison -- Breathing Under Water / Anastasia P. Samaras , Kathleen Pithouse-Morgan , Theresa Chisanga , Joan Lucy Conolly , Lynne Scott Constantine , Thenjiwe Meyiwa , Lesley Smith and Delysia Norelle Timm -- Contributors / Kathleen Pithouse-Morgan and Anastasia P. Samaras -- Subject Index / Kathleen Pithouse-Morgan and Anastasia P. Samaras.

Sommario/riassunto

"Polyvocal Professional Learning through Self-Study Research illustrates the power of "we" for innovative and authentic professional learning. The 33 contributors to this book include experienced and emerging self-study researchers, writing in collaboration, across multiple professions, academic disciplines, contexts, and continents. These authors have noted and reviewed each other's chapters and adapted their contributions to generate a polyvocal conversation that significantly advances scholarship on professional learning through self-study research. Building on, and extending, the existing body of work on self-study research, the book offers an extensive and in-depth scholarly exploration of the how, why, and impact of professional learning through context-specific, practitioner-led inquiry. The chapters illustrate polyvocal professional learning as both phenomenon and method, with the original research that is presented in every chapter adding to the forms of methodological inventiveness that have been developed and documented within the self-study research community. "This unique book represents an inspiring step forward in self-study research. Authors from various continents provide evidence of how the "I" can be strengthened through the "we" perspective, showing convincingly how polyvocality, transdisciplinarity, and an intercultural approach deepen professional learning. This powerful book offers important new insights for the methodology of self-study, with an impact beyond teachers and teacher educators." Fred A. J. Korthagen, Professor Emeritus at Utrecht University, The Netherlands "A fascinating set of chapters illustrate the importance of many lenses and many voices when studying one's practice. Each chapter testifies that self-study and its ties to improvement through posing thoughtful questions, collecting and analyzing relevant data, and interrogating the interpretation of one's analysis of self are global and cross-disciplinary. This book is a must-read!" Renée T. Clift, Professor and Associate Dean, University of Arizona, USA".

