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Nota di contenuto	Part I: Systems Thinking, Soft Systems Methodology and Critical Realism -- Chapter 1. Systems Thinking and Soft Systems Methodology -- Chapter 2. Critical Realism as an Underpinning Philosophy -- Chapter 3. Critical Realism in the Social Sciences -- Chapter 4. The Stepping-Stones Model and the Worldview, Metaphor and Power of Social Objects (Womposo) Strategy -- Part II: Practicum Study: Context -- Chapter 5. The Three Jurisdictions: England, New South Wales and Ontario -- Chapter 6. The Literature on Policy Borrowing, Learning, Professional Identity and the Practicum -- Chapter 7. Research Stages of the Practicum Study -- Part III: Practicum Study: Data Collection and Interpretation -- Chapter 8. The Perspectives of Pre-service Teachers -- Chapter 9. Faculty Advisors' Perspectives on Becoming a Teacher -- Chapter 10. Mentors' Expectations and Perspectives -- Chapter 11. Findings from the Practicum Study -- Part IV: Appraising the Womposo

Sommario/riassunto

This book explores the application of Soft Systems Methodology in educational research as a qualitative research tool to generate theory, and identifies the mechanisms that engender the behaviours and discourse of social groups. Grounded within the literature from philosophy and science, the approach is predicated on the ontology and epistemology of critical realism. The authors consider the tenets of systems thinking, recognizing that emergent features appear at higher levels of complexity within a hierarchy and that unintended consequences can occur when making decisions in complex situations with interacting components. The central element of the book is the formulation of a research strategy entitled 'Worldview, Metaphor and Power of Social Objects' (Womposo) and its application to a research study of the practicum experience of teachers in training. Integral to the methodology is the creation of rich pictures and diagrams. Additionally, images representing different stakeholders' views of the whole system are presented in revealing illustrations, allowing the reader to grasp each holistic metaphor. It is suitable for postgraduate students and researchers in education and other social science programmes.
