

1. Record Nr.	UNINA9910453892303321
Autore	Clarke Matthew <1964->
Titolo	Language teacher identities [[electronic resource]] : co-constructing discourse and community / / Matthew Clarke
Pubbl/distr/stampa	Clevedon, UK ; ; Buffalo [NY], : Multilingual Matters, c2008
ISBN	1-84769-954-5 1-281-87848-0 9786611878481 1-84769-083-1
Descrizione fisica	1 online resource (228 p.)
Collana	New perspectives on language and education
Disciplina	428.007105357
Soggetti	English language - Study and teaching - United Arab Emirates English language - Study and teaching - Arabic speakers English teachers - Training of - United Arab Emirates English language - United Arab Emirates Women - Education - United Arab Emirates Second language acquisition Electronic books.
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 (p. 200-211) and index.
Nota di contenuto	Front matter -- Contents -- Acknowledgements -- Foreword -- Introduction -- 1. Discourse, Identity and Community -- 2. The Discursive Context -- 3. The Formation of a Community of Practice -- 4. The Discursive Construction of Systems of Knowledge and Belief -- 5. The Discursive Construction of Interpersonal Relations -- 6. The Discursive Construction of Intrapersonal Identity -- 7. Summary of Findings and Future Directions -- References -- Index
Sommario/riassunto	Set in the rapidly changing world of the contemporary United Arab Emirates and bringing together detailed linguistic analysis with cutting edge social theory, this book explores the development of the first cohort of students to complete a new Bachelor of Education in English language teaching, theorizing the students' learning to teach in terms of the discursive construction of a teaching identity within an evolving

community of practice. Both a study of the influence of issues such as gender and nationalism in language teacher education in the Middle East, as well as of the power of discourse and community in shaping identity, this book will be of relevance to anyone working in teacher education as well as to those with an interest in theorizations of discourse and identity.

2. Record Nr.	UNINA9910731457403321
Autore	White-Hancock Lorraine
Titolo	The Art and Science of Innovation : Transdisciplinary Work, Learning and Transgression / / by Lorraine White-Hancock
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2023
ISBN	9783031331329 303133132X
Edizione	[1st ed. 2023.]
Descrizione fisica	1 online resource (184 pages)
Collana	Transdisciplinary Perspectives in Educational Research, , 2662-6705 ; ; 7
Disciplina	153.35
Soggetti	Education and state Art - Study and teaching Business Management science Educational Policy and Politics Creativity and Arts Education Business and Management
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	1. Introduction -- 2. Innovation in policy and arts contexts -- 3. Workplace learning for innovation -- 4. Investigating transdisciplinary learning and innovation -- 5. Workplace learning for innovation in the arts: The Bauhaus school -- 6. Transdisciplinary spaces of innovation -- 7. The culture-order that authorises innovation -- 8. 'Doing' transgression -- 9. Conclusion. .

This book addresses how innovation is generated in transdisciplinary work and learning, focusing on the interface between art, science and technology. It considers innovation in a new way by drawing on ideas about transgression, largely from a feminist perspective. Three of five case studies examined involve Synapse artist-in-residence projects where artists worked in collaboration with scientists in their scientific organisations in Australia as a means of encouraging innovation. The remaining two cases examine innovation and transgression in the collaborative work of the prominent Australian artist Patricia Piccinini and in the German Bauhaus school. This book appeals to artists and scientists, workplace managers, policy makers, researchers and educators interested in STEM or STEAM education.
