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Autore	Babione Carolyn
Titolo	Practitioner teacher inquiry and research // Carolyn Babione ; contributors, Kathy Anderkin [and seven others]
Pubbl/distr/stampa	San Francisco, California : , : Jossey-Bass, , 2015 ©2015
ISBN	1-118-60353-2 1-118-60379-6
Edizione	[First edition.]
Descrizione fisica	1 online resource (339 p.)
Collana	Research methods for the social sciences
Classificazione	EDU011000
Disciplina	370.71/1
Soggetti	Teachers - Training of Inquiry-based learning Education research Research - Methodology - Study and teaching 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 at the end of each chapters and index.
Nota di contenuto	Machine generated contents note: List of Tables, Figures Exhibits Preface Acknowledgments Author Biography Contributing Authors Part I - Perspectives, Strategies, and Methodologies Chapter I Developing a Concept of Practitioner Teacher Inquiry How to Define Research Positivism and Interpretive Research Practitioner Teacher Inquiry Study Complexities for Developing Inquiry Identity Complex Teacher Identity Teacher Dispositions Teacher Language and Professional Identity Summary Chapter II School Change and Teacher Inquiry Identity Postmodern Schooling Impact of Shifting Economies Marketization Trends Influence of Emotional Labor Crafting Inquiry Possibilities for Improving Schools Building New Curriculum and Pedagogy Studying Identity in Flux Unveiling Power Structures Summary Chapter III Inquiry Communities for Learning and Change Educators as Inquirers Individual Study Teacher Communities of Inquiry Collaborative Youth Inquiry Youth and Social Identity Student Impact on Professional Identity Inquiry Action Studies Youth Action Study Community Engaged Action

Community Impact on Teacher Identity Summary Chapter IV Where We Begin Practitioner Teacher Inquiry Finding a Focus The Possibility of Change The Power of Everyday Imagining Capturing Thoughts Through Journaling Writing a Problem Statement Seeking Expertise From Others Literature Review Theory Philosophical Orientations Summary Chapter V Guidelines for Collecting Data Ethical Issues, Choice, and Challenge Research Norms Outsider Studies in School Settings Ethical Dilemmas for Insiders Due Diligence Data Collection Relational Versus Scientific Data from People Descriptive Accounts Data Documents Case Studies Electronic Data Collection Summary Chapter VI Analyzing, Interpreting, and Managing Inquiry Study Data Analysis and Interpretation Sorting and Organizing Classifying and Conceptualizing Sense Making and Interpretations Managing the Study Planning and Organizing Contextual Considerations Ensuring Emic Perspectives Written Discourses Technology Assistance for Management Summary Chapter VII Sharing and Changing School Culture Communicating New Knowledge and Understandings Presenting Publishing Format and Style Accuracy and Credibility The Self in Writing Writing as Habit Writing with Others Grant Writing Collective Thinking and Decision Making Building Team Thinking Problem Solving and Creative Thinking Technology-Driven Problem Solving Summary Part II - Teacher Inquiry into Practice Chapter VIII Blogging in the LA Classroom: How Do We Do It Better? Kathy Anderkin Chapter IX Struggles and Successes of Problem-Based Learning Angela Durbin Page Chapter X Teaching Social Skills with Picture Books Brandon La Mar Chapter XI Increasing Readership of On-Line Student Publications James E. Lang Chapter XII One-on-One iPad Initiative Review Mark Lorence Chapter XIII The Vegas Effect: A Personal Reflection On the Obstacles to Doing Educational Research Melissa Rhinehart Chapter XIV Transferring Oral Phonemic Skills to Written Form Rosjohna Tomblin Chapter XV Connecting Socially Through a Morning Meeting Approach Kayce Ware Glossary Index .

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Sommario/riassunto

"Teacher inquiry helps improve educational outcomes Practitioner Teacher Inquiry and Research explores the concept and importance of the teacher practitioner, and prepares students in teacher education courses and programs to conduct research in the classroom. Author Carolyn Babione has extensive experience in undergraduate- and graduate-level teacher training and teacher inquiry coursework. In the book, Babione guides students through the background, theory, and strategy required to successfully conduct classroom research. The first part of the book tackles the "how-to" and "why" of teacher inquiry, while the second part provides students with real-life practitioner inquiry research projects across a range of school settings, content areas, and teaching strategies. The book's discussion includes topics such as: Underlying cultural and historical perspectives surrounding the teaching profession Hidden stereotypes that limit teacher beliefs about power and voice Current curriculum innovation and reflections on modern developments Practitioner Teacher Inquiry and Research successfully guides and encourages budding teachers to fully understand the importance of their involvement in studying and researching their classroom settings, giving a better understanding of how their beliefs and teaching practices impact classroom learning"--

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2. Record Nr.	UNINA9910782512203321
Autore	Zierold Martin
Titolo	Gesellschaftliche Erinnerung [[electronic resource] ] : eine medienkulturwissenschaftliche Perspektive // Martin Zierold
Pubbl/distr/stampa	Berlin, : De Gruyter, c2006
ISBN	1-282-19575-1 9786612195754 3-11-020210-7
Descrizione fisica	1 online resource (240 p.)
Collana	Media and cultural memory ; ; 5 = Medien und kulturelle Erinnerung ; ; 5, , 1613-8961
Classificazione	AP 14000
Disciplina	153.1/2
Soggetti	Memory - Social aspects Memory - Sociological aspects Mass media - Psychological aspects Social perception - Philosophy
Lingua di pubblicazione	Tedesco
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references (p. 205-227).
Nota di contenuto	Frontmatter -- Inhaltsverzeichnis -- Einleitung -- Gedächtnis und/als Metapher - ein Exkurs -- Gedächtnis und Erinnerung im kognitiven Bereich -- Gedächtnis und Erinnerung im sozialen Bereich I: Der Stand der Debatte -- Gedächtnis und Erinnerung im sozialen Bereich II: Eine alternative Perspektive -- Medien und gesellschaftliche Erinnerung -- Fazit und Ausblick - Für eine Zukunft der Erinnerung in der Kommunikationswissenschaft -- Backmatter
Sommario/riassunto	Das Themenfeld "Kulturelles Gedächtnis" bzw. "Erinnerungskulturen" boomt in den Kulturwissenschaften. Obwohl der enge Zusammenhang zwischen Medien und gesellschaftlichen Erinnerungsprozessen stets betont wird, bleiben bisherige Konzepte hier oft vage, und insbesondere die Forschung zu gesellschaftlicher Erinnerung in Zeiten moderner Medientechnologien steht noch am Anfang. Der Band setzt an dieser Diagnose an und rückt den Zusammenhang von Medien, Kultur und gesellschaftlicher Erinnerung in der Gegenwart in den Mittelpunkt eines neuen Theorieangebots. Aufbauend auf einer Systematisierung und Kritik bisheriger Entwürfe wird eine

medienkulturwissenschaftliche Terminologie und Modellierung von Gedächtnis und Erinnerung vorgeschlagen, die an den bisherigen Diskurs anschließt und zugleich durch eine Integration kommunikationswissenschaftlicher Überlegungen neue Perspektiven eröffnet.

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