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(Brunel University, UK) and Janet Orchard (University of Bristol, UK)Part II: Multiple Perspectives on Learning Teaching from Experience2. Already at Work in the World: Fictions of Experience in the Education of Teachers, Madeleine Grumet (University of North Carolina, USA)3. Acculturation or Innovation in Experiential Learning? Pedagogical Practices of Teachers on an Alternative Certification Programme, Daniel Muijs (University of Southampton, UK)4. The Rhetorics of Experience in Teacher Education: David Cameron and The Importance of Teaching, Tom Are Trippstad (Bergen University College, Norway)5. Learning from Experience in Teaching: A Cultural Historical Critique, Anne Edwards (University of Oxford, UK)6. Teacher Identity and the Complexities of Learning from Experience in Current Reform Contexts, Brad Olsen (University of California, Santa Cruz, USA)7. Teachers' Storied Experiences: Rules or Tools for Action?, Eli Ottesen (University of Oslo, Norway)Part III: Perspectives in International Contexts8. Restoring Higher Education's Mission in Teacher Education: A Global Challenge from a Canadian Perspective, Elizabeth Sloat, Ann Sherman, Theodore Christou, Mark Hirschhorn, Paula Kristmanson, Lynn Lemisko and Alan Sears (University of New Brunswick, Canada, Queen's University, Canada and University of Saskatchewan, Canada)9. The Authority of Experience, Deficit Discourse and Teach for America: The Risks for Urban Education, Heidi Pitzer (Syracuse University, USA)10. Experience as a Contextual Basis to Connect Professional Concerns and Conditions of Practice: A Case Study of Teachers Implementing a Curricular Reform in Italy, Paolo Sorzio (University of Trieste, Italy)11. The Vertical Integration of the Business of Teaching: Experience as a Mode of Production, Torie Weiston-Serdan (Claremont Graduate University, USA) and Sheri-Dorn Giarmoleo (The Los Angeles Public Schools, USA) 12. Learning from Experience as Continual Processes of Design: A Norwegian Case Study, Anne Line Wittek (Vestfold University College, Norway)Part IV: The Experience of Learning to Teach English, Maths and Science13. Learning to Teach English in an Urban Teacher Residency: The Experience of Race, 'Compassion' and Cultural Connection, Lauren Gatti (University of Nebraska, USA)14. Developing Knowledge for Teaching from Experience: Mathematics Teaching and Professional Development in the United States of America, Erik Jacobson (University of Georgia, USA)15. Creating a Shared Pedagogical Language: Interpreting How Teacher Candidates Learn from Experiences in a Science Methods Course, Shawn Bullock (Simon Fraser University, Canada)Afterword: Teacher Education and the Politics of Experience, Ken Zeichner (University of Washington, USA)Index.

Sommario/riassunto

"Draws on international research to addresses the current key question in teacher education policy and practice: what and how do teachers learn from experience?"--

"What do teachers learn 'on the job'? And how, if at all, do they learn from 'experience'? Leading researchers from the UK and Europe, the USA and Canada offer international, research-based perspectives on a central problem in policy-making and professional practice - the role that experience plays in learning to teach in schools. Experience is often weakly conceptualized in both policy and research, sometimes simply used as a proxy for 'time', in weeks and years, spent in a school classroom. The conceptualization of experience in a range of educational research traditions lies at the heart of this book, exemplified in a variety of empirical and theoretical studies. Distinctive perspectives to inform these studies include sociocultural psychology, the philosophy of education, school effectiveness, the sociology of education, critical pedagogy, activism and action research. However, no one theoretical perspective can claim privileged insight into what and

how teachers learn from experience; rather, this is a matter for a truly Educational investigation, one that is both close to practice and seeks to develop theory. At a time when policy-makers in many countries seek to make teacher education an entirely school-based activity, Learning Teaching from Experience offers an essential examination of the evidence-base, the traditions of enquiry - and the limits of those enquiries."--
