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Nota di contenuto	Book Cover; Title; Contents; Notes on contributors; Foreword; Acknowledgements; Introduction HILARY COOPER; The Big Picture: what children told us about their work with trainee teachers HILARY COOPER; Why children's perceptions? The context for the inquiry ROB HYLAND; Drama: pupils' perceptions of the power game NIGEL TOYE; Student teachers in the infant classroom: many hands make light work? SUZANNE LEA; Geography: can't you tell us the answer Miss? NEIL SIMCO; The properties that matter: children's perceptions of student teachers in science ANNE RIGGS AND AFTAB GUJRAL Technology: wheels within wheels MAUREEN HARRISON1066 and all

that!: pupil misconceptions in history MIKE MUGGINS; Literacy activities: purposeful tasks or ways of keeping busy? SAM TWISELTON; Mathematics: can trainees count? ROBIN FOSTER; Art and design: a view from the classroom JILL PEMBERTON; Music as you like it? KEVIN HAMEL; Information and communication technology: who dares wins! LIZ ELLIOTT AND PETE SAUNDERS; Physical education: challenging stereotypes JIM LAVIN; 'Oh no not Jonah again!': is aversion to 'Bible story' inevitable? LORNA CROSSMAN
'Solicitous tenderness': discipline and responsibility in the classroom KATE JACQUES
Please Sir! Yes Miss! OWAIN EVANS; Miss, why are you brown?': some children's perceptions of black and Asian trainee teachers in 'all-white' schools CHARLES BATTESON; Afterword MARION BLAKE AND FLORENCE SAMSON; Index

Sommario/riassunto

This book is unique as it focuses on pupils' perceptions of their learning with trainee teachers in primary schools. It aims to raise trainee teachers' awareness of the importance of considering pupils' perceptions in evaluating their teaching and provides frameworks for doing so. It enables teachers to make links between theory, research and practice as part of their on-going development. The text includes:
*interviews with primary pupils*examples of new teaching approaches*case studies offering pupil insights into curriculum subjects*chapter summaries giving suggestions for
