Record Nr. UNINA9910783074603321 Improving teacher education practices through self-study / / edited by **Titolo** John Loughran and Tom Russell Pubbl/distr/stampa London;; New York:,: RoutledgeFalmer,, 2002 **ISBN** 1-134-47456-3 1-134-47457-1 1-280-16906-0 0-203-01863-X Descrizione fisica 1 online resource (273 p.) Altri autori (Persone) LoughranJohn <1957-> RussellTom <1941-> 370.711 Disciplina 370/.71/1 Soggetti Teachers - Training of Teacher educators Education - Study and teaching (Higher) Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Description based upon print version of record. Note generali Nota di bibliografia Includes bibliographical references and indexes. Nota di contenuto Cover; Improving Teacher Education Practices Through Self-study; Copyright; Contents; Contributors; Acknowledgments; Introduction; 1. Can self-study improve teacher education?; Part I Understanding teaching in teacher education; 2. Developing an understanding of learning to teach in teacher education; 3. A balancing act Self-study in valuing the individual student; 4. Opposites attract What I learned about being a classroom teacher by being a teacher educator; 5. Selfstudy as a way of teaching and learning A research collaborative reanalysis of self-study teaching portfolios Part II Studying teacher educators' roles and responsibilities6. Guiding new teachers' learning from classroom experience Self-study of the

faculty liaison role; 7. Learning about our teaching from our graduates,

professional discourse with teachers Professional Working Theory; 9. Can self-study challenge the belief that telling, showing, and guided practice constitute adequate teacher education?; Part III Fostering social

learning about our learning with critical friends; 8. Framing

justice in teaching about teaching; 10. The (in)visibility of race in narrative constructions of the self

11. "Nothing grand" Small tales and working for social justice12. Change, social justice, and re-liability Reflections of a secret (change) agent; Part IV Exploring myths in teacher education; 13. Myths about teaching and the university professor The power of unexamined beliefs; 14. What gets "mythed" in the student evaluations of their teacher education professors?; 15. Research as a way of knowing and seeing Advocacy for the other; Conclusion; 16. Understanding self-study of teacher education practices; Name index; Subject index

Sommario/riassunto

Self-study in teacher education is a growing field and a natural progression from the concept of reflective practice for pre-service teachers. This book is designed to introduce teacher educators to the theory and practice of self-study, in order to explore, understand and improve their teaching about teaching. With studies from an international range of contributors, this book illustrates a variety of approaches to self-study. It describes the issues that teacher educators have chosen to study, how they carried out their research and what the learning outcomes were. Throughout, the emphasi