

1. Record Nr.	UNINA9910827487403321
Titolo	Study to teach : a guide to studying in teacher education // edited by Steve Herne, John Jessel, and Jenny Griffiths
Pubbl/distr/stampa	London ; ; New York, : Routledge, 2000
ISBN	1-280-33308-1 0-203-02029-4 0-203-15923-3
Edizione	[1st ed.]
Descrizione fisica	1 online resource (214 p.)
Altri autori (Persone)	HerneSteve <1950-> JesselJohn GriffithsJenny <1943->
Disciplina	370/.71
Soggetti	Teachers - Training of Teaching Learning
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 and indexes.
Nota di contenuto	Study to Teach A guide to studying in teacher education; Copyright; Contents; List of Illustrations; List of Contributors; Preface; 1 Study: some guiding principles; Introduction; What do we know about learning?; Constructivism and learning; Making connections; Models, metaphors and analogies; Being an active learner; Deep and surface approaches to learning; Using language; Thinking critically; Metacognition; Postscript; References; 2 Getting to know yourself as a learner; What is learning?; Getting to know yourself as a learner; Strategies for improving your learning; Studying under pressure ConclusionReferences; 3 Curriculum studies; Introduction; Three contributory disciplines: philosophy, psychology and sociology; Curriculum studies; Models of curriculum; Developments in curriculum studies; Summary; Reference; 4 Developing subject knowledge; Introduction; Content knowledge; Curriculum knowledge; Pedagogical content knowledge; The importance of teachers' educational experiences and attitudes; Constructing our own knowledge as teachers; Summary; References; 5 Strategies and case studies;

Introduction: from styles to strategies

Auditing subject knowledge: defining the field of knowledge  
The 'tools' in the learning strategies 'kit'; Summary; References; 6 From starting point to fair copy: reading, writing and thinking; Introduction;

Clarifying the task; Finding a focus; Talking about progress with tutors or peers; Carrying out classroom-based work; Writing up the fair draft (including referencing); The pains and the pleasures of study: some student conclusions; References; Appendix 6.1; 7 Using information and communications technology; Accessing information and resources: hypertext, CD-ROMs and World Wide Web

Learning in hyperspace  
Working at a distance; Wordprocessing; New kinds of authorship; References; 8 Presenting your work orally;

Introduction; Structuring your presentation; Preparation;

Communicating with your listeners; Conclusion; References; Appendix 8.1; Appendix 8.2; 9 Starting your research project; The context; What do we understand by educational research?; Doing research;

Conducting your research - approaches to adopt; Writing up your research; Conclusion; References; 10 Establishing and maintaining professional working relationships; Introduction; Initial Teacher Training (ITT)

Those returning to full- or part-time study  
Concluding comments;

References; 11 Some final comments; References; Name Index; Subject Index

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## Sommario/riassunto

For all those preparing to teach or involved in further professional development it will provide an essential, accessible and readable companion to their course. Theories of learning are integrated with practical strategies for approaching a topic. Each of the following areas discussed: \*active reading and using the library \*referencing correctly \*making notes and writing clearly \*presenting your work orally \*developing subject knowledge \*using information and communications technology \*continuing professional development \*developing key relationships \*partn

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