Record Nr. UNINA9910829084803321 Autore Kincheloe Joe L Titolo Teachers as researchers: qualitative inquiry as a path to empowerment // Joe L. Kincheloe New York, NY,: Routledge, 2012 Pubbl/distr/stampa **ISBN** 1-136-62308-6 1-283-45948-5 9786613459480 0-203-80155-5 1-136-62309-4 Edizione [Classic ed.] Descrizione fisica 1 online resource (298 p.) Collana Rutledge education classic edition series EDU000000EDU003000EDU026000 Classificazione Disciplina 370.72073 Soggetti Education - Research - United States Teachers - United States Qualitative research - United States 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 index. Nota di contenuto Front Cover; Teachers as Researchers; Copyright Page; Contents; Research as an act of enlightenment, empowerment, and resistance; 1. Introduction: positivistic standards and the bizarre educational world of the twenty-first century; 2. Teachers as researchers, good work, and troubled times; 3. Connecting knower and known: constructing an emancipating system of meaning; 4. Exploring assumptions behind educational research: defining positivism in a neo-positivist era; 5. What constitutes knowledge?; 6. Purposes of research: the concept of instrumental rationality; 7. The quest for certainty 8. Verifiability and the concept of rigor in qualitative research9. The value of the qualitative dimension; 10. Values, objectivity, and ideology; 11. The foundations of teacher research: a sample syllabus; References: Index Sommario/riassunto "Teachers as Researchers urges teachers - as both producers and consumers of knowledge - to engage in the debate about educational

research by undertaking meaningful research themselves. Teachers are

being encouraged to carry out research in order to improve their

effectiveness in the classroom, but this book suggests that they also reflect on and challenge the reductionist and technicist methods that promote a 'top down' system of education. It argues that only by engaging in complex, critical research will teachers rediscover their professional status, empower their practice in the classroom and improve the quality of education for their pupils. Now re-released to introduce this classic guide for teachers, the new edition of Teachers as Researchers now also includes an introductory chapter by Shirley R. Steinberg, McGill University, that sets the book within the context of both the subject and the historical perspective. In addition, she also provides information on some key writing that extends the bibliography of this influential book thereby bringing the material fully up to date with current research. Postgraduate students of education and experienced teachers will find much to inspire and encourage them in this definitive book"-- Provided by publisher.