

1. Record Nr.	UNINA9910836888203321
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Titolo	Innvielse til læreryrket : en analyse av praksislæreres veiledningssamtaler / Andreas Reier Jensen
Pubbl/distr/stampa	[Oslo], : Cappelen Damm akademisk, : NOASP, [2019]
ISBN	82-02-63253-6
Edizione	[Digital original]
Descrizione fisica	1 fil : illustrasjoner
Disciplina	370.711
Soggetti	Veiledning Rettleiing Lærerrollen Lærarrollen
Lingua di pubblicazione	Norwegian (Bokmal)
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	1. e-bokutgave tilsvarer 1. trykte utgave 2019
Sommario/riassunto	NB! hentet fra prosjektbeskrivelse, tidlig utkast: This study investigates cooperating teachers' 'recontextualisation' of a 'pedagogical discourse' (Bernstein, 2000) in the pre-service teacher practicum. Throughout what is known as formal feedback conversations (FFC), cooperating teachers guide and control pre-service teachers to ensure that they hold sufficient skills and abilities to teach. My aim is to grasp both the aspects of 'how' and 'what', as well as 'social positioning' in the FFC. The empirical base consists of 17 cases of FFCs in five primary and secondary schools in southern Norway.