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Titolo	PUTTING THEORY INTO PRACTICE : Tools for Research in Informal Settings // edited by Doris Ash, Jène Rahm, Leah M. Melber
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Altri autori (Persone)	AshDoris RahmJrene MelberLeah M
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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Preliminary Material / Doris Ash , Jène Rahm and Leah M. Melber -- Introduction / Doris B. Ash and Jène Rahm -- A Reflective Hermeneutic Approach to Research Methods Investigating Visitor Learning / David Anderson -- Putting Theory into Practice / Leah Melber -- Methodologies for Reflective Practice and Museum Educator Research / Doris B. Ash and Judith Lombana -- Putting Theory into Practice / Leah Melber -- Reframing Collaborations with Informal Science Institutions / James Kisiel -- Putting Theory into Practice / Leah Melber -- Action Research as a Means to Learn to Teach in Out-Of-School Settings / Tali Tal -- Putting Theory into Practice / Leah Melber -- Tracing our Methodological Steps / Thao Mai and Doris Ash -- Putting Theory into Practice / Leah Melber -- Multi-Sited Ethnography / Jène Rahm -- Putting Theory into Practice / Leah Melber -- Mediated Action as a Framework for Exploring Learning in Informal Settings / Shawn Rowe and Jennifer Bachman -- Putting Theory into Practice / Leah Melber -- Epilogue / Steven R. Guberman -- About the Authors / Doris Ash , Jène Rahm and Leah M. Melber -- Index / Doris Ash , Jène Rahm and Leah M. Melber.
Sommario/riassunto	Informal learning, also called free choice learning or out-of-school time, is a relatively new field that has grown exponentially in the past

15 years. Research on the learning and teaching that takes place in these non-traditional, non-classroom environments, such as museums, gardens, afterschool and community programs, has enjoyed tremendous growth; yet we still need to understand much more, and more deeply, how people actually interact, participate and learn in such settings. *Putting Theory into Practice: Tools for Research in Informal Settings* is designed as a research and practice toolkit, offering a range of theoretically well-grounded methods for assessing learning for life in diverse settings and among diverse populations. We pay special attention to the full complexity, challenges and richness involved in such research into learning in places like museums, aquariums, afterschool clubs, and gardens. *Putting Theory into Practice* serves both, researchers and practitioners, as well as a more general audience. This book offers several field-tested methods for building empirically-based, informal learning settings and research deeply grounded and guided by theory. Sociocultural theory, broadly defined, forms the unifying theoretical framework for the different qualitative studies presented. Each chapter clearly lays out the theoretical underpinnings and how these inform the suggested methods. The chapters are written by recognized experts in the field, and each addresses, in its own way, “the synergy among different learning contexts and the benefits of studying how contexts influence learning.” Together they give voice to the diversity, richness, and complexity of the study of learners and learning for life.

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