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| Nota di contenuto | Intro -- Contents -- Tables -- Introduction -- 1. Motivation and Method -- Method and Overview -- The Utility of This Project -- Acknowledgments -- How This is a Different Kind of Educational Research -- The School Context -- 2. What I Saw in Laura's Classroom -- The Cognition Underlying Laura's Practice -- 3. Beth's Course on Methods of Teaching Seconding English -- Beth Evaluates My Description of Laura's Practice -- 4. Laura's Response to Beth -- 5. What I Saw in Jim's Classroom -- The Cognition Underlying Jim's Practice -- 6. Liza's Course on Methods of Teaching Secondary Social Studies -- Liza Evaluates My Description of Jim's Classroom Practice -- 7. Jim's Response to Liza -- 8. Where and Why the Professors and the Teachers Disagreed -- Points of Difference: Comparing the Two Perspectives -- Interviews with the Student Teachers -- Echoes in the Literature of Teaching and Teacher Education: The Functional Value of Each Perspective -- Inferences and Implications -- Where We Might Go from Here: The Moral of the Story -- References -- Index -- A -- B -- C -- D -- E -- F -- G -- H -- I -- K -- L -- M -- N -- O -- P -- Q -- R |

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Sommario/riassunto

Many teachers do not conform to the views of teaching espoused by professors of education. Yet these teachers are often judged as outstanding by colleagues, students, parents, and administrators. This thoughtful, timely book is a qualitative inquiry that addresses this contradiction. It focuses on two outstanding high school teachers, Laura and Jim, who were observed and interviewed by Kagan over a five month period. Two education professors who teach methods courses in corresponding fields (English, social studies) were also interviewed. Kagan juxtaposes the two entirely different views of teaching that emerged from her observations and examines the functional value of each. This book then is ultimately about the politics of teaching: the power to define 'good' teaching and determine how novices will be prepared for the classroom. Laura and Jim represent a silent underground of practitioners who have lost the right to legislate their own profession. This is their story. Dona M. Kagan is Professor of Education at the University of Alabama.
