

| | |
|-------------------------|--|
| 1. Record Nr. | UNINA9910969309303321 |
| Titolo | The negotiated self : employing reflexive inquiry to explore teacher identity // edited by Ellyn Lyle |
| Pubbl/distr/stampa | Leiden ; ; Boston, MA : , : Brill Sense, , [2018] |
| ISBN | 9789004388901 9004388907 |
| Descrizione fisica | 1 online resource (257 pages) |
| Disciplina | 370.711 |
| Soggetti | Teachers - Training of Teachers - In-service training Identity (Psychology) Teaching - Social aspects Teaching - Evaluation Reflective teaching |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Nota di bibliografia | Includes bibliographical references. |
| Nota di contenuto | Front Matter -- Copyright page -- Foreword: Advice in this Liquid Midst / David W. Jardine -- List of Figures -- Notes on Contributors -- Untangling Sel(f)ves through A/R/Tography / Ellyn Lyle -- Butterflies in the Knapsack: An Exploration of a Teacher's Identity / Julie K. Corkett -- Trumpism, Truthiness, and the Gospel of Education / Sean Wiebe -- Learning to Become a Pedagogically-Engaged, Democratic Teacher: Self-Study Using Dewey's Reflective Thinking Method / Isabel Martínez-Cuenca -- Reflexive Inquiry, Artistic Selves, and Epistemological Expansion / Heather McLeod , Cecile Badenhorst and Haley Toll -- (Re)Constructing Anti-Colonial Teacher Identities through Reflexive Inquiry / Adrian Downey and Casey Burkholder -- Exploring Ecological Literacy in Teacher Identity: Reflexive Inquiry through a Learning Garden Curricula / Andrejs Kulnieks and Kelly Young -- Responding Aesthetically: Using Artistic Expression and Dialogical Reflection to Transform Adversity / Sara Florence Davidson -- Teacher Identity in Formation: Social Change, Student Engagement, and a Spiritual Encounter / Guopeng Fu and Anthony Clarke -- Currere: |

Negotiating One's Failure to Represent / Valerie Triggs -- Who Are You? Developing Teacher Identity Through an Ethics of Intersubjectivity / Lana Parker -- Self-Defining as Professionally Secular in the Public Space: Reflecting on Teacher Identity and Practice / Melanie Bennett-Stonebanks and C. Darius Stonebanks -- Sharing Stories: Duoethnographically Evoking Mathematics Teacher Identities through Narratives / Derek Markides and Sandy Miller -- Becoming Community: Ranya's Story of Intergenerational Teaching and Learning in Art Education / Anita Sinner -- Symbolic World, Reflexivity, and Intentionality in the Construction of Academic Professional Identities (APIs) / Evelyn Morales Vázquez -- Critical Conversations on Reflexive Inquiry in Field Experiences / S. Laurie Hill , Amy Burns , Patricia Danyluk and Kathryn Crawford -- Preservice Teachers Explore Their Development as Teachers of Reading / Beverley Brenna and Andrea Dunk -- Insider/Outsider: Border Crossing, Liminality, and Disrupting Concepts of Teacher Identities through a Prototypical Lens / Christine Cho -- Reflexive Inquiry as a Scaffold for Teacher Identity Exploration during the First Year of Teaching / Dana Vedder-Weiss , Liel Biran , Avi Kaplan and Joanna K. Garner.

Sommario/riassunto

Teacher identity resides in the foundational beliefs and assumptions educators have about teaching and learning. These beliefs and assumptions develop both inside and outside of the classroom, blurring the lines between the professional and the personal. Examining the development of teacher identity at this intersection requires a unique reflexive capacity. Reflexive inquiry is both established and continually emerging. At its most basic, reflexivity refers to researchers' consciousness of their role in and effect on both the act of doing research and arriving at research findings. In making central the role of the researcher in the research process, reflexive inquiry interrogates agency while examining philosophical notions about the nature of knowledge. While advancements have been made in investigating the relationship between teacher knowledge and teacher practice, the research often fails to connect this meaning with self-knowledge and issues of identity. Through a consideration of these tenets, the authors in this collection embrace critical, qualitative, creative, and arts-integrated approaches to examine ways that reflexive inquiry supports studies in teacher identity. Moving between theory and lived experience, the authors individually and collectively lay bare teacher identity as negotiated while evidencing the epistemological merits of reflexive inquiry.
