



# Improving Teacher Education Practices through Self-study

John Loughran and Tom Russell

ROUTLEDGE



# Improving Teacher Education Practices Through Self Study

**Gayle A. Buck, Valarie L. Akerson**



## **Improving Teacher Education Practices Through Self Study:**

**Improving Teacher Education Practices Through Self-study** J. John Loughran, Tom Russell, 2002 Self study in teacher education is a growing field and a natural progression from the concept of reflective practice for pre service teachers This book is designed to introduce teacher educators to the theory and practice of self study in order to explore understand and improve their teaching about teaching With studies from an international range of contributors this book illustrates a variety of approaches to self study It describes the issues that teacher educators have chosen to study how they carried out their research and what the learning outcomes were Throughout the emphasis is on placing teacher educators knowledge and practice at the centre of their academic work This book will be of interest to all teacher educators wishing to improve their knowledge and practice Improving Teacher Education Practice Through Self-study John Loughran, Tom

Russell, 2004-11-23 Self study in teacher education is a growing field and a natural progression from the concept of reflective practice for pre service teachers This book is designed to introduce teacher educators to the theory and practice of self study in order to explore understand and improve their teaching about teaching With studies from an international range of contributors this book illustrates a variety of approaches to self study It describes the issues that teacher educators have chosen to study how they carried out their research and what the learning outcomes were Throughout the emphasis is on placing teacher educators knowledge and practice at the centre of their academic work This book will be of interest to all teacher educators wishing to improve their knowledge and practice **International Handbook of Self-Study of**

**Teaching and Teacher Education Practices** J. John Loughran, Mary Lynn Hamilton, Vicki Kubler LaBoskey, Tom L. Russell, 2007-07-03 The International Handbook on Self study of Teaching and Teacher Education Practices is of interest to teacher educators teacher researchers and practitioner researchers This volume offers an encyclopaedic review of the field of self study examines in detail self study in a range of teaching and teacher education contexts outlines a full understanding of the nature and development of self study explores the development of a professional knowledge base for teaching through self study purposefully represents self study through research and practice illustrates examples of self study in teaching and teacher education **Self-Study Teacher Research** Anastasia P. Samaras, 2010-04-22 Offer novice and experienced

teachers guidelines for the how and why to do self study teacher research Designed to help teachers plan implement and assess a manageable self study research project this unique textbook covers the foundation history theoretical underpinnings and methods of self study research Written in a reader friendly style and filled with interactive activities and examples this book helps teachers every step of the way as they plan and conduct their studies Author Anastasia Samaras encourages readers to think deeply about both the how and the why of this essential professional development tool as they pose questions and formulate personal theories to improve professional practice Key Features A Self Study Project Planner assists teachers in understanding both the details and process of conducting self study research A Critical Friends Portfolio includes

innovative critical collaborative inquiries to support the completion of a high quality final research project Advice from the most senior self study academics working in the U S and internationally is included along with descriptions of the self study methodology that has been refined over time Examples demonstrate the connections between self study research teachers professional growth and their students learning Tables charts and visuals help readers see the big picture and stay organized Accompanied by High Quality Ancillaries A Student Study Site offers a wealth of resources including additional examples and activities web based resources study questions and key terms Intended Audience Self Study Teacher Research Improving Your Practice Through Collaborative Inquiry is intended as a core textbook for a wide variety of courses in the education curriculum including Action Research Qualitative Research Methods Research Methods in Education and the capstone teacher researcher course required of all early childhood elementary and secondary education majors

**Making a Difference in Teacher Education Through Self-Study** Clare Kosnik, Clive Beck, Anne R. Freese, Anastasia P. Samaras, 2006-02-14 examples of research conducted on 15 different teacher education programs the impact the research had on the development of the program is included the text systematically describes 15 teacher education programs engaging stories of teacher educators working to renew their programs The studies include a description of the research methodology used

**Enhancing Professional Knowledge of Pre-Service Science Teacher Education by Self-Study Research** Gayle A. Buck, Valarie L. Akerson, 2016-06-22 Self study research is making an impact on the field of science education University researchers employ these methods to improve their instruction develop as instructors and ultimately impact their students learning This volume provides an introduction to self study research in science education followed by manuscripts of self studies undertaken by university faculty and those becoming university faculty members in science teacher education Chapter authors range from those new to the field to established researchers highlighting the value of self study research in science teacher education for every career rank The fifteen self studies provided in this book support and extend this contemporary work in science teacher education They and the subsequent reflections on professional knowledge are organized into four sections content courses for preservice teachers elementary methods courses secondary methods courses and preparation of future teacher educators Respondents from various locations around the globe share their reflections on these sections A culminating reflection of the findings of these studies is provided at the end of the book that provides an overview of what we have learned from these chapters as well as a reflection on the role of self study research in the future of science teacher education

Self-Study of Language and Literacy Teacher Education Practices Judy Sharkey, Megan Madigan Peercy, 2018-08-16 Self Study in Teacher Education Practices S STEP contribute to teacher education in culturally and linguistically diverse communities and contexts The chapters reflect the scholarly inquiry of teacher educators dedicated to investigating and improving their practice

**Self-Study in Physical Education Teacher Education** Alan Ovens, Tim Fletcher, 2014-05-22 In this in depth examination of self study as a research methodology an

international selection of physical education scholars share their ideas and experiences and consider the value of self study as a vector for highlighting the emerging conflicts dilemmas and debates currently developing in teaching and teacher education pedagogies A vital new addition to Springer s series Self Study of Teacher Education Practices the volume is divided into three sections assessing the significance of the approach itself offering detailed subject relevant case studies and exploring the nuances and controversies attending the evolution of the methodology The contributors show how self study enables reflexivity in pedagogical practice a notable lacuna in current critical research and at the same time they make the technique accessible to scholars of physical education wanting a practicable introduction to the subject The analysis also explores the implications of applying self study to pedagogy itself to the curriculum and to human movement and educational practice more generally By embracing more organic emergent notions of research practice and learning the book achieves a broader and more inclusive survey of pedagogical work in physical education teacher education that fully acknowledges the complexities of the field

**Self-Studies of Science Teacher Education Practices** Shawn M. Bullock, Tom

Russell, 2012-03-21 Part of a vital Springer series on self study practices in teaching and teacher education this collection offers a range of contributions to the topic that embody the reflections of science teacher educators who have applied self study methodology to their own professional development The material recognizes the paradox that lies between classroom science and the education of science teachers the disciplines of science are often perceived as a quest for right answers an unintentional by product of the classroom focus on right answers in student assessment in science In contrast the profession of teaching has few right answers and frequently involves the management of conflicting tensions A dilemma thus arises in science teacher education of how to shift perspectives among student teachers from reductionist to more inclusive attitudes that are open to the mercurial realities of teaching The self studies presented here are unique fresh and stimulating They include the input of a beginning science teacher as well as science teacher educators from a range of backgrounds and varying levels of experience In addition the volume presents a truly international perspective on the issues with authors hailing from five countries Providing analysis at the leading edge of education theory this collection will make fascinating reading for those teaching science as well as those teaching science teachers

**Advancing Social Studies Education through Self-Study Methodology** Alicia R. Crowe, 2010-06-25

Advancing Social Studies Education through Self Study Methodology provides a collection of works that highlights ways in which self study of teaching and teacher education practices can advance conversations and knowledge in social studies education Some of the pieces chosen for this book will provide theoretical connections between the two fields e g how values and principles important to both fields work together are similar and can help each field expand Others will provide specific examples of self studies that focus on social studies specific concepts The book provides a strong and clear introduction of self study to the field of social studies education as well as an argument for its use to further understand social studies teaching and teacher education It also provides the self

study community with an example of how self study can be used to look at content specific aspects of teaching and teacher education

Gender, Feminism, and Queer Theory in the Self-Study of Teacher Education Practices Monica Taylor, Lesley Coia, 2014-08-07 This edited volume gives explicit attention to the influence of gender feminism and queer theory in self study of teacher education practices It builds on the self study community's interest in social justice that has mostly been focused on race ethnicity gender disability and power as well as broad conceptions that include multiculturalism and ways of knowing This is the time to examine gender both because our community is growing and because of the reconceptualization of issues of gender feminism and queer theory in teacher education This collection of papers provides a space for members of the self study field from founders to welcomed new members along with the general community of teacher educators to problematize these issues through a variety of theoretical lenses As always with self study the impetus of the research is on the improvement of individual practice Readers will find innovative approaches and insights into their own work as teacher educators

Interrogating Authenticity in Outdoor Education Teacher Education Chris J. North, 2020-03-02 This book addresses student passivity in teacher education Using a developed metaphor the author critically examines the use of authentic learning to design and implement learning experiences for preservice teachers and reveals the opportunities and limitations of a focus on authenticity This book prepares teachers for outdoor education using practice based exemplars of applied teaching theories Focusing on authentic pedagogies it applies to all teacher educators who seek to engage in high impact learning for their students and is relevant for in service educators preservice teachers and researchers in the field of self study

Learning through Collaboration in Self-Study Brandon M. Butler, Shawn Michael Bullock, 2022-02-08 Self study is inherently collaborative Such collaboration provides transparency validity rigor and trustworthiness in conducting self study However the ways in which these collaborations are enacted have not been sufficiently addressed in the self study literature This book addresses these gaps in the literature by placing critical friendship collaborative self study and community of practice at the forefront of the self study of teaching It highlights these forms of collaboration how the collaboration was developed and enacted the challenges and tensions that existed in the collaboration and how practice and identity developed through the use of these forms of collaboration The chapters serve as exemplars of enacting these forms of collaboration and provide researchers with an additional base of literature to draw upon in their scholarly writing teaching of self study and their enactment of collaborative self study spaces

**Writing as a Method for the Self-Study of Practice** Julian Kitchen, 2022-01-01 This book focuses on the writing process in the self study of teaching and teacher education practices It addresses writing as an area in which teacher educators can develop their skills and represents how to write in ways that are compatible with self study's orientations towards the inquiry both personal and on practice The book examines effective self study writing with chapters written by experienced self study practitioners In addition to considering elements of writing as a method for the self study of practice it delves into the cognitive processes of real writers making

explicit their writing practices Practical suggestions are connected to the lived experiences of self study practitioners making sense of their field through the process of writing This book will be of interest to doctoral and novice self study writers and experienced authors seeking to develop their practice It demonstrates that writing as a method of inquiry in self study and beyond can be learned modeled and taught      Self-Study Research Methodologies for Teacher Educators ,2019-02-11 Study Research Methodologies for Teacher Educators is a comprehensive text that delineates a range of research methodologies This edited volume with many chapters written by self study scholars who are noted in the field for particular methodological and epistemological perspectives helps fill the gap in the literature on self study research methods It provides readers with an opportunity to examine various methodologies which will not only help them deepen their understanding of research but also will allow them to select one that best suits their needs Both new and experienced researchers will find this text valuable We consider Self Study Research Methodologies for Teacher Educators a valuable contribution to the field of teacher education      Developing a Pedagogy of Teacher Education John Loughran,2013-01-11 A pedagogy of teacher education must go well beyond the simple delivery of information about teaching This book describes and explores the complex nature of teaching and of learning about teaching illustrating how important teacher educators professional knowledge is and how that knowledge must influence teacher training practices The book is divided into two sections The first considers the crucial distinction between teaching student teachers and teaching them about teaching allowing practice to push beyond the technical rational or tips and tricks approach to teaching about teaching in a way that brings in the appropriate attitudes knowledge and skills of teaching itself Section two highlights the dual nature of student teachers learning arguing that they need to concentrate not only on learning what is being taught but also on the way in which that teaching is conducted

**Enhancing Practice through Classroom Research** Caitriona McDonagh,Mary Roche,Bernie Sullivan,Máirín Glenn,2013-06-17 Enhancing Practice through Classroom Research is an accessible introduction to understanding and improving teaching and learning through a process of reflection research and action Written by teachers for teachers it offers a straightforward guide to classroom research and considers issues central to effective professional development Including questions for reflection and illustrated with case studies and vignettes of the authors own experiences of undertaking classroom research it offers a step by step guide to beginning your own research identifying an area of professional concern or interest articulating your own educational values developing a better understanding of your practice thinking critically about educational practices depicting practice as it is and as it evolves finding a research methodology providing evidence of improved practice developing theory from practice Acknowledging the busy nature of classroom teaching and focussing on personalising professional development this friendly sensible text offers support and guidance for all student and practising teachers interested in research either for your own professional development or to pursue postgraduate studies in your area of interest      Cultivating Dialogue, Language, and Literacy for Social Justice in Teacher

Education Adam Devitt, 2025-07-22 Within sociocultural traditions language dialogue and social literacies play an institutional role in learning and human development Discourse practices however go far beyond the traditional focus of using speaking and listening to support the learning of content knowledge Teacher discourse practices ought to promote critical literacies and linguistic practices and promote anti racism and social and environmental justice Classroom discourse however is missing from teacher education programs on a large scale in these significant ways Teacher educators need to understand the social and political policies pedagogical role and multitude of practices for helping pre service teachers and teacher practitioners learn to acquire and facilitate quality discursive practices in K 12 schools and understand related pedagogy This book *Cultivating Dialogue Language and Literacy for Social Justice in Teacher Education* offers a variety of models for integrating discourse practices and pedagogies into the field of teacher education including pre service teaching professional development and even critiques on policy and subsequent affordances and consequences that inhibit or promote the quality of teacher discourse and the purposes for which teachers utilize classroom discourse I would recommend this book for teacher education programs as well as professional developers who work with pre and in service teachers Additionally I recommend this book for researchers committed not only to classroom discourse analysis but to promote speaking and listening among teachers and students in ways that enhance learning and development

Envisioning Music Teacher Education Susan Wharton Conkling, 2015-05-27 This volume will contain selected proceedings from the 2013 Symposium on Music Teacher Education sponsored by NAFME s Society for Music Teacher Education and hosted at University of North Carolina After an introduction written by SMTE Chair Doug Orzolek the initial chapter will represent the keynote address of the symposium by Karen Hammerness Director of Program Research for the Bard Master of Arts in Teaching Program Hammerness will bring her comparative work with music teacher educators in Finland and Norway to bear in her address From Inspiring Visions to Everyday Practices Exploring Vision and Practice in Music Teacher Education Hammerness s research distills into three main themes To mitigate against the fragmentation that characterizes so much of contemporary education teacher education programs must 1 promote a clear vision of teachers and teaching 2 be coherent reflecting shared understanding of teaching and learning among faculty and students 3 be built around a strong core curriculum that is deeply tied to the practices of teaching These three themes will orient the remainder of chapters in the volume which will come from invited primary presenters at the 2013 Symposium Due to selectivity of blind peer review twenty one percent accept rate these presentations represent the most rigorous research and best practices grounded in research that the music education profession has to offer

*Inspiration and Innovation in Teaching and Teacher Education* Karen Goodnough, Gerald Galway, Cecile Badenhorst, Rob Kelly, 2013-03-22 Inspiration and Innovation in Teaching and Teacher Education is an edited collection that offers a variety of conceptual and research based discussions on teaching and teacher education in Canada and internationally The ideas research and practices presented in the book focus on three broad



themes the essence of teacher education innovative practices in teacher education and emerging issues in teacher education The book includes chapter contributions from a group of international scholars teacher educators and teachers who are adopting innovation in how they are conceptualizing teaching and teacher education and in how they are engaging in the practices of teaching and teacher education The contributions examine emerging issues that have far reaching implications for what we do in teacher education elucidating the successes opportunities and challenges inherent in teacher education The contributors to this book are inspiring others to examine their own beliefs and practices about what constitutes effective teacher education

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