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Practice Teaching

A Reflective Approach

Cambridge University Press Written for language teachers in training, this book surveys issues and procedures in conducting practice teaching. Written for language teachers in training at the diploma, undergraduate, or graduate level, *Practice Teaching, A Reflective Approach* surveys issues and procedures in conducting practice teaching. The book adopts a reflective approach to practice teaching and shows student teachers how to explore and reflect on the nature of language teaching and their own approaches to teaching through their experience of practice teaching.

The Theory and Practice of Teaching

Routledge An introduction to the techniques, contemporary theories and methods of teaching from facilitating problem-based learning to the role of the lecture, this book explores the issues that underpin interpersonal methods of teaching, and offers genuine insights. It will help teachers at all levels to understand the techniques that they can use in different situations, and will enable them to develop more effective teaching practice. This fully updated second edition contains new material on e-moderating (teaching online) and its implications for teaching theory, issues surrounding discipline and teaching and the ethical dimensions of teaching. Additional topics include: the nature of teaching the ethics of the teaching and learning relationship the relationship between learning theory and the theory of teaching teaching methods, including didactic, Socratic and experiential and monitoring the issues of assessment of learning. *The Theory and Practice of Teaching* will be of interest to anyone wanting to develop a deep understanding of the key themes and latest developments in teaching and is an ideal companion volume to *The Theory and Practice of Learning*.

Connecting Policy and Practice

Challenges for Teaching and Learning in Schools and Universities

Psychology Press This volume delivers a selection of papers presented at an international teaching conference on issues of theory and practice. These key topics will be of interest to novice and veteran teachers, policy makers and all education professionals.

Practice Teaching in Healthcare

SAGE *Practice Teaching in Healthcare* is an essential textbook for anyone studying for the Practice Teacher qualification. Encouraging a critical understanding of the knowledge and competence required to fulfil the practice teacher role, the book examines and evaluates the concepts, theories, and frameworks underpinning the necessary skillset. Structured largely around the Nursing and Midwifery Council's

standards for Practice Teachers, the book provides comprehensive coverage of the knowledge and skills required to supervise and assess the learning of qualified healthcare practitioners particularly those on post-qualifying specialist or advanced practice programmes, and therefore includes: -Managing inter-professional relationships -Specialist and advanced practice and knowledge -Assessment and accountability -Leadership in facilitation of learning and assessment of clinical skills -Clinical practice development and evidence-based practice, and - Issues and further developments in learning beyond initial registration. With action points, illustrations and case studies, this is an ideal textbook for healthcare professionals who are students on practice teaching courses, and all facilitators of learning beyond initial registration.

The Theory and Practice of Learning

Routledge Learning is among the most basic of human activities. The study of learning, and research into learning is becoming a central part of educational studies. This is a comprehensive introduction to contemporary theories and modern practices of learning. Updated and expanded, this second edition should be of interest to teachers, facilitators, human resource developers and students of education. The contents cover: lifelong learning; the social background to learning; cognitivist theory; types of learning; learning using ICT; and philosophical reflections on learning.

A Guide to Teaching Practice

Routledge The fifth edition of this classic textbook will ensure that it remains one of the most useful and widely read texts for students embarking upon teacher training.

Teaching and Learning Through Reflective Practice

A Practical Guide for Positive Action

Routledge This is a practical guide to enable all those involved in educational activities to learn through the practices of reflection. The book highlights the power that those responsible for teaching and learning have to appraise, understand and positively transform their teaching.

Teacher Subject Identity in Professional Practice

Teaching with a professional compass

Routledge Teacher Subject Identity in Professional Practice focuses on a key, but neglected, element of a teacher's identity: that of their subject expertise. Studies of teachers' professional practice have shown the importance of a teacher's identity and the extent to which it can affect their resilience, commitment and ultimately their effectiveness. Drawing upon narrative research undertaken with a range of teachers over a period of 14 years, the book explores how subject expertise can play a significant role in teacher identity, acting as a professional compass guiding teachers at all levels of their professional practice. It reveals powerful individual stories of meaning-making which highlight the dynamic importance of teachers' subject expertise. The book's metaphor of a professional compass goes to the heart of teacher professionalism, and provides a valuable mechanism to enable teachers to respond to challenges they face in their daily practice. It enables teachers to consider the moral dimensions of their practice, and can constitute a significant component in professional formation and identity. Throughout the book the importance of subject expertise for teachers' professional practice is explored at a range of scales: from the classroom to broad education policy, and at different stages of a teacher's career which offers readers a deeper understanding of the importance of subject expertise for teachers. Teacher Subject Identity in Professional Practice makes a significant contribution to an under-researched area. It identifies the role and significance of teachers' subject expertise as a dimension of their teacher identity. The book is key reading for teacher educators, policy makers and researchers with an interest in teachers' professional development and practice.

Teaching To Transgress

Routledge First published in 1994. Routledge is an imprint of Taylor & Francis, an informa company.

Equity, Teaching Practice and the Curriculum

Exploring Differences in Access to Knowledge

Routledge This book explores how different classroom discourses and concepts of knowledge permeate teaching in high- and low-performance classrooms. Drawing on empirical research from classrooms in Sweden, it presents a theory-based framework for classroom research. The book examines the central concepts of knowledge, curriculum, pedagogy and equity to discuss differences in access to knowledge and the implications of these differences for students' future opportunities and wellbeing. It analyses the relationships between different teaching factors and discusses teaching from democratic perspectives developed within curriculum theory. Combining insights from curriculum theory with insights from sociolinguistic and sociocultural classroom research, this project breaks new ground in how knowledge from curriculum content is recontextualised into concrete teaching practices in the context of a standards-based curriculum. Providing valuable insights into the intersections between classroom practice, student performance and teacher expectations, this book will be of great interest to academics, researchers and post-graduate students in the fields of curriculum research, education policy, teacher education and classroom practice.

Learning and Teaching in Social Work Practice

Palgrave Macmillan Learning on practice placement is a crucial part of social work education at pre-qualifying level and plays an increasingly central role in professional development. This new text provides students, practitioners and their assessors with an understanding of: how people learn best in the workplace; what principles are involved in work-based teaching and assessment and what the impact of these is on learning processes and outcomes; and how other disciplines contribute to work-based learning. Informed by theory and firmly located in the policy context, the book offers models for good practice and case material throughout to enhance learning.

Principles and Practices of Teaching and Training

A Guide for Teachers and Trainers in the FE and Skills Sector

Learning Matters The only all-encompassing guide to everything you need to know to teach and train in post compulsory education!

A Guide to Teaching Practice

5th Edition

Routledge A Guide to Teaching Practice is the major standard text for all students on initial teacher training courses in the UK. Authoritative yet accessible, it covers the important basic skills and issues that students need to consider during their practice, such as planning, classroom organization, behaviour management and assessment. The book's focus on the quality of teaching and learning and consideration of the latest regulations and guidelines ensures that it fits comfortably within TTA and OfSTED frameworks. In addition, comprehensively revised and fully updated, this fifth edition features brand new chapters on the foundation stage, legal issues, learning and teaching and using ICT in the classroom, as well as new material on numeracy, literacy, children's rights, progress files and gifted and talented children. This book is the most respected and widely used textbook for initial teacher training courses and will be an essential resource for any student teacher.

Practice Learning and Teaching

Red Globe Press A major part of social work education is the agency placement and its importance as a learning opportunity has been widely recognised in recent years. This book plays a central role in the preparation of social work students for effective practice.

The Essential Guide to Classroom Practice

200+ strategies for outstanding teaching and learning

Routledge The Essential Guide to Classroom Practice has been written with two questions in mind. These are the questions that are most important to all practitioners who seek to improve the quality of learning in their classrooms - what strategies work? and, how do we implement them? Covering all the areas that are key to effective teaching and learning, this text consists of over 200 practical strategies that secondary teachers can adopt and apply within their classroom. These strategies range from simple tools to improve the quality of questioning, to principles that can shape the whole approach to learning. Key topics covered include: The five-part lesson plan Developing thinking skills How to engage learners Encouraging collaborative learning Challenging and supporting Feedback and assessment A key feature of this book is the handy collection of 'Top 10s' that appear in each chapter, such as 10 ways to use data in the classroom and 10 ways to streamline your marking. The book clearly explains the benefit of each approach described and offers additional guidance on using websites and digital tools effectively in the classroom. Packed full of ideas, the book offers a one stop shop for busy teachers.

A Handbook for Teaching and Learning in Higher Education

Enhancing Academic Practice

Routledge First Published in 2002. Routledge is an imprint of Taylor & Francis, an informa company.

Teaching Practice for Early Childhood

A Guide for Students

Routledge This fully updated new edition of Teaching Practice for Early Childhood will help student and recently graduated early childhood teachers make the most of their teaching in a variety of early years' settings. Chapters cover vital topics such as ways of knowing and relating to children, the early childhood curriculum, and working collaboratively with colleagues and parents. In addition, this new edition takes into account the current demands for quality, accountability and continuity in the early childhood curriculum, and includes fresh material on: the importance of social and emotional development the role of observation in assessing children's learning and growing, and the use of documentation as a form of accountability and teacher research the value of socially responsive learning environments. This authentic, trustworthy and engaging text is written in a style that talks directly to its readers. By presenting the experiences of student teachers, as well as those of beginning and experienced teachers, the author brings into focus real situations, dilemmas, issues and rewards which student teachers are likely to face.

Teaching, Learning, and Loving

Reclaiming Passion in Educational Practice

Routledge *The book explores aspects of daily educational practice all too often overlooked by theorists, although well known to practitioners. These include such topics as eros, the pursuit of happiness, critical hope, vulnerability, mystery and domestic.*

Responsive Teaching

Cognitive Science and Formative Assessment in Practice

Routledge *This essential guide helps teachers refine their approach to fundamental challenges in the classroom. Based on research from cognitive science and formative assessment, it ensures teachers can offer all students the support and challenge they need – and can do so sustainably. Written by an experienced teacher and teacher educator, the book balances evidence-informed principles and practical suggestions. It contains: A detailed exploration of six core problems that all teachers face in planning lessons, assessing learning and responding to students. Effective practical strategies to address each of these problems across a range of subjects. Useful examples of each strategy in practice and accounts from teachers already using these approaches. Checklists to apply each principle successfully and advice tailored to teachers with specific responsibilities. This innovative book is a valuable resource for new and experienced teachers alike who wish to become more responsive teachers. It offers the evidence, practical strategies and supportive advice needed to make sustainable, worthwhile changes.*

Teaching Online

A Practical Guide

Routledge *Teaching Online: A Practical Guide is a practical, concise guide for educators teaching online. This updated edition has been fully revamped and reflects important changes that have occurred since the second edition's publication. A leader in the online field, this best-selling resource maintains its reader friendly tone and offers exceptional practical advice, new teaching examples, faculty interviews, and an updated resource section. New to this edition: new chapter on how faculty and instructional designers can work collaboratively expanded chapter on Open Educational Resources, copyright, and intellectual property more international relevance, with global examples and interviews with faculty in a wide variety of regions new interactive Companion Website that invites readers to post questions to the author, offers real-life case studies submitted by users, and includes an updated, online version of the resource section. Focusing on the "how" and "whys" of implementation rather than theory, this text is a must-have resource for anyone teaching online or for students enrolled in Distance Learning and Educational Technology Masters Programs.*

Effective Teaching and Learning in Practice

Bloomsbury Publishing *Essential for all teachers looking to develop their understanding and skilful use of a range of teaching modes and strategies to promote successful learning. >*

Teaching with Integrity

The Ethics of Higher Education Practice

Routledge *This is a book about the ethics of teaching in the context of higher education. While many books focus on the broader socially ethical topics of widening participation and promoting equal opportunities, this unique book concentrates specifically on the lecturer's professional responsibilities. It covers the real-life, messy, everyday moral dilemmas that confront university teachers when dealing with students and colleagues - whether arising from facilitated discussion in the classroom, deciding whether it is fair to extend a deadline, investigating suspected plagiarism or dealing with complaints. Bruce Macfarlane analyses the pros and cons of prescriptive professional codes of practice employed by many universities and proposes the active development of professional virtues over*

bureaucratic recommendations. The material is presented in a scholarly, yet accessible style, and case examples are used throughout to encourage a practical, reflective approach. *Teaching With Integrity* seeks to bridge the pedagogic gap currently separating the debate about teaching and learning in higher education from the broader social and ethical environment in which it takes place.

Teaching in Further Education

An Outline of Principles and Practice

A&C Black Jonathan Tummons has sensitively updated Curzon's long-established *Teaching in Further Education*, ensuring that not only does this new edition provide the academically rigorous approach of previous editions but it also offers an up to date guide to current practice and research. Topics covered include: - Theories of learning - The teaching-learning process - Instructional techniques - Assessment and evaluation - Intelligence and ability This is the complete guide for those training to work in the Further Education sector.

Dance Teaching and Learning

Shaping Practice

The Practice of Teaching

A Sociology of Education

Routledge This title, first published in 1990, examines the work of teachers in the classroom and the school from a sociological perspective. It will be important reading for teacher education students who have little or no background in sociology, providing them with information, understanding and techniques which will enable them to operate as competent teachers in the classroom.

EBOOK: Reflective Practice for Teaching in Lifelong Learning

McGraw-Hill Education (UK) Reflective practice is an important skill for students learning to teach in the lifelong learning sector. This book makes the case for reflective practice in post-compulsory teaching and shows how it can be used to support teachers in coping with the complexities and contingencies of practice. The book introduces a basic model of reflective practice and then explores several further models relevant to teaching in the lifelong learning sector, offering guidance on the application of each model in practice. Collaborative approaches to reflective practice are also discussed, and the place of reflective practice in teachers continuing professional development is carefully examined. Other key features of the book include: Clear links with the professional standards for teachers in the lifelong learning sector Discussion of the challenges and issues when engaging in reflection on practice Coverage of action research, often considered an extension of reflective practice Illustrations drawn from the authors' extensive experience in teaching and enabling learning *Reflective Practice for Teaching in Lifelong Learning* has been written to address the needs of student teachers across a whole range of lifelong learning courses.

The Teaching Assistant's Guide to Effective Interaction

How to maximise your practice

Routledge *The Teaching Assistant's Guide to Effective Interaction* is the definitive guide to teaching assistant-pupil interaction and an invaluable professional development tool for classroom support staff and the teachers who work with them. The authors' research and development work with schools has highlighted the need for specific, practical guidance on the role of the teaching assistant. This highly

practical and accessible book sets out a role for teaching assistants that focuses on developing pupils' independence and ownership of learning. Based on a classroom-tested framework, and covering the main contexts in which teaching assistants work, it includes practical strategies and reflective activities to help you improve the support you provide to pupils in everyday settings. This book will help you to: Improve your interactions with pupils Understand the principles behind effective classroom talk Carefully scaffold pupils' learning Work effectively in collaboration with teachers Support the Assessment for Learning process Support group work and collaborative tasks Deliver intervention programmes. This book is an essential read for all teaching assistants. It will also be of interest to school leaders, SENCOs and teachers, in both primary and secondary schools, who wish to improve their use of teaching assistants and their own interactions with pupils.

Powerful Teaching

Unleash the Science of Learning

John Wiley & Sons Unleash powerful teaching and the science of learning in your classroom Powerful Teaching: Unleash the Science of Learning empowers educators to harness rigorous research on how students learn and unleash it in their classrooms. In this book, cognitive scientist Pooja K. Agarwal, Ph.D., and veteran K-12 teacher Patrice M. Bain, Ed.S., decipher cognitive science research and illustrate ways to successfully apply the science of learning in classrooms settings. This practical resource is filled with evidence-based strategies that are easily implemented in less than a minute—without additional prepping, grading, or funding! Research demonstrates that these powerful strategies raise student achievement by a letter grade or more; boost learning for diverse students, grade levels, and subject areas; and enhance students' higher order learning and transfer of knowledge beyond the classroom. Drawing on a fifteen-year scientist-teacher collaboration, more than 100 years of research on learning, and rich experiences from educators in K-12 and higher education, the authors present highly accessible step-by-step guidance on how to transform teaching with four essential strategies: Retrieval practice, spacing, interleaving, and feedback-driven metacognition. With Powerful Teaching, you will: Develop a deep understanding of powerful teaching strategies based on the science of learning Gain insight from real-world examples of how evidence-based strategies are being implemented in a variety of academic settings Think critically about your current teaching practices from a research-based perspective Develop tools to share the science of learning with students and parents, ensuring success inside and outside the classroom Powerful Teaching: Unleash the Science of Learning is an indispensable resource for educators who want to take their instruction to the next level. Equipped with scientific knowledge and evidence-based tools, turn your teaching into powerful teaching and unleash student learning in your classroom.

Theorising Teaching in Secondary Classrooms

Understanding our practice from a sociocultural perspective

Routledge Theorising Teaching in Secondary Classrooms is for all teachers who wish to fully understand and improve upon their own practice. It encourages you to reflect on and conceptualise your teaching, and helps you understand how your practice is connected to the social, cultural, political and institutional contexts in which you teach. Considering the latest international research literature and extensively illustrated with quotes from real beginning and experienced secondary school teachers talking about their teaching, it explores nine fundamental aspects of teaching that make up the sociocultural 'jigsaw'. Key issues considered include: the relationship between teacher and student classroom management teaching and communication for learning formative assessment teaching in diverse classrooms ethics in the school. Theorising Teaching in Secondary Classrooms both challenges and supports you as you explore and endeavour to make sense of the many facets of professional practice. It is highly valuable reading for all those engaged in initial teacher education, professional development and Masters degrees .

The Fundamentals of Teaching

A Five-Step Model to Put the Research Evidence into Practice

Routledge Teachers are bombarded with advice about how to teach. The Fundamentals of Teaching cuts through the confusion by synthesising the key findings from education research and neuroscience to give an authoritative guide. It reveals how learning happens, which methods work best and how to improve any students' learning. Using a tried-and-tested, Five-Step model for applying the methods

effectively in the classroom, Mike Bell shows how you can improve learning and eliminate time-consuming, low-effect practices that increase stress and workload. He includes case studies from teachers working across different subjects and age groups which model practical strategies for: Prior Knowledge Presenting new material Setting challenging tasks Feedback and improvement Repetition and consolidation. This powerful resource is highly recommended for all teachers, school leaders and trainee teachers who want to benefit from the most effective methods in their classrooms.

Teaching as Principled Practice

Managing Complexity for Social Justice

SAGE Teaching as Principled Practice: Managing Complexity for Social Justice presents a practical vision for effective teacher development emphasizing social justice. This vision is encompassed in a set of six principles that underlie the authors' work with pre-service teachers, and is intended to guide one's practice in the classroom. The text's primary focus is on children and youth who have been traditionally underserved by educational institutions in the United States. It speaks directly to both pre-service and experienced teachers in a way that addresses the challenges of urban education for teachers and children.

Teaching In Lifelong Learning: A Guide To Theory And Practice

McGraw-Hill Education (UK) This is a comprehensive book for trainee teachers and trainers in the lifelong learning sector.

Practice Learning in the Caring Professions

Routledge Dave Evans makes a convincing case that practice learning occupies a central role in the education and training of the caring professions. In doing so, he affirms the activities of many service agency staff involved in practice teaching and assessment and offers them clear models and illustrative examples to aid their development. He also explores ways in which practice learning and assessment can be effectively developed in academic settings.

Joyful Resilience as Educational Practice

Transforming Teaching Challenges into Opportunities

Routledge Teaching is hard work. Teaching is rewarding work. An abundance of research on teachers' mental health, teacher burnout, and attrition in the profession has proven the truth of the first claim. And, without reading a word of academic research, teachers know the truth of the second: there are numerous challenges and complexities involved in this noble profession. Teachers also know the truth of our second claim—that teaching is immensely rewarding work. The editors and authors of Joyful Resilience as Educational Practice: Transforming Teaching Challenges into Opportunities argue that the reciprocities of teaching keep them and countless other teachers in the profession. While teaching is one of the most demanding professions on earth, it is also one of the most rewarding professions. Editors Michelle C. Hughes and Ken Badley hope readers and teaching colleagues alike will be reminded of the rewards and the unexpected paybacks found in teaching. Joyful Resilience as Educational Practice is offered as a love letter, a "hang-in-there, you've got this" message to teacher colleagues everywhere. May readers be reminded that teaching is a calling. The editors invite readers to wrestle with, take courage, and find joyful resilience in the professional challenges named in this book.

The Professional Practice of Teaching

Social Science Press This text provides a unique and contemporary overview of teaching and learning in Aotearoa, New Zealand and will be relevant to teachers across the primary, secondary and tertiary levels. This updated third edition comprises fifteen chapters that address a broad range of themes and issues, including the practical challenges of teaching and learning, understanding curriculum and appreciating the broader social, historical and political contexts of education. It provides comprehensive national and international pedagogical knowledge that is important for both pre-service and in-

service teacher education.

Academic Practice

Developing as a Professional in Higher Education

SAGE This book gives a broad overview of the issues faced by early career academics and explores a variety of topics from curriculum planning to employability. Fully updated throughout, key features of this second edition include: Two new chapters on HE assessment and becoming a supervisor New case studies in every chapter What 'the TEF' means for universities This is essential reading for higher education faculty undertaking professional development courses, such as the PG Certificate in Academic Practice (PGCAP), the PG Certificate in Teaching and Learning in Higher Education (PGCTLHE/PGHE) and related courses, and also for early career academics wishing to deepen their understanding of contemporary higher education.

Better Than Best Practice

Developing Teaching and Learning Through Dialogue

Routledge Better than Best Practice offers a new way of thinking about classroom practice, professional development, and improving teaching and learning. This companion book and website together offer a selection of rich and realistic video-based case studies, context and narrative, step-by-step guidance through key issues, and commentary and debate from a range of expert contributors. Carefully chosen video clips from primary school literacy lessons show real teachers in a variety of often knotty situations: classroom conversations that take unexpected turns; grappling with assessment; managing disagreements, to name a few. The book explores the educational potential of classroom talk and, in particular, the promise and problems of dialogic pedagogy. With an emphasis on the complexity and 'messiness' of teaching, Better than Best Practice considers how to learn from observing and discussing practice in order to develop professional judgment. It offers practical advice on how to organise and facilitate video-based professional development in which teachers share their practice with colleagues in order to learn from one another's challenges, problems, dilemmas and breakthroughs. This exciting new resource argues that critical discussions of practice, which highlight dilemmas instead of prescribing solutions, help to develop and support thoughtful, flexible, and insightful practitioners: an approach that is better than best practice.

Student Plagiarism in Higher Education

Reflections on Teaching Practice

Routledge Student Plagiarism in Higher Education is a crucial read for any university teacher concerned about plagiarism. It provides the tools and information needed to assess this often complex international phenomenon constructively and effectively from a variety of angles, and provides a framework for further discussion and research. Each chapter poses a question about an essential aspect of plagiarism and examines the central theoretical, ethical and technical questions which surround it. Providing a unique perspective on the topic of academic plagiarism, this book: addresses questions which are vexing in teaching practice, but for which ready answers are not available in professional skills development materials; relates plagiarism to wider issues of learning and intellectual development; collates the thinking of international leading experts on the topic of plagiarism from different areas of the academy. Student Plagiarism in Higher Education provides an excellent insight which thoroughly interrogates all aspects of the plagiarism argument. Theoretically based and carefully considered contributions from international experts ensure that this volume is an invaluable asset to anyone wishing to read more, learn more and think more about plagiarism.

Teaching Practices in a Global Learning Environment

An Interdisciplinary Take on International Education

Routledge This book examines teaching practices in international education, focusing on two significant meanings of the notion of 'practice': the concrete activities used by university lecturers and the role of education as a platform for transferring particular skills or approaches. In addition to discussing techniques involved in programme design, curricular development, course activities, multicultural teamwork and examination, the author explores the idea of the lecturer as an actor communicating practices, considering the role and responsibility of academic staff in the development of successful international education. With attention to the importance of the context of internationalisation, the book draws on research from two major research projects, presenting extensive interview material with teaching staff engaged in international education and projects of internationalisation. Combining the approaches of 'pragmatism' and practice theory, as developed by Bourdieu and Schatzki, among others, *Teaching Practices in a Global Learning Environment* addresses themes including the international-ness of academic disciplines, the biographies of international educators, and language issues emerging in international education. As such, it will appeal to scholars across the social sciences and policy makers with interests in pedagogy, internationalisation and higher education.

Reconceptualizing Teaching Practice

Self-study in Teacher Education

Psychology Press Over the past ten years there has been increased interest in research on various aspects of teacher education, ranging from the preparation of teachers to continuing professional development. The increase of interest in how teachers become competent in very complex social settings is a result of a general recognition by researchers and policy makers alike that teachers are the key to any serious efforts at educational reform. This book addresses a variety of issues surrounding the field of inquiry into teaching practice that has become known as 'self-study', equivalent in many ways to the 'action research' movement, but at tertiary level.