

<<发展关于教师的专业知识>>

图书基本信息

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前言

The book *Developing Professional Knowledge about Teachers* represents a significant step forward in our work with teachers. This book provides a vital link between work on teachers' voices, life-history and new patterns of analysis and pedagogy. The book fits into our growing understanding of the crisis of teacher education and of the representational crisis at the root of some of the problems. The Representational Crisis Educational study is again undergoing one of those recurrent swings of the pendulum for which the field is noted. But, as the contemporary world and global economies are transformed by rapid and accelerating change, such pendulum swings in scholarly paradigms seem to be alarmingly exacerbated. Hence, we see a set of responses to a specific structural dilemma in which educational study has become enmeshed. But alongside this, the field is becoming engulfed (though more slowly than in many fields) by a crisis of scholarly representation. A specific structural dilemma now becomes allied with a wider representational crisis.

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内容概要

《发展关于教师的专业知识》一书标志着教师研究领域向前发展的重要一步。本书为教师的声音、教师的人生里程和新的分析路径与新的教学研究模式提供了至关重要的领域整合。此著作的出版从根本上帮助和加深了我们对教师教育问题与教师研究的再现危机的认识与理解，并展示了新的发展路径。

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章节摘录

This chapter surveys the relevant works on teachers knowledge research and sets up the theoretical framework and the conceptual landscape for developing knowledge about teachers, by introducing the key concepts, such as the teachers voices, stories and folkways; image and/or metaphor. These notions are further linked up with life-history synthesized to generate professional knowledge in the field. Educational research has long been studying teachers and the nature of teaching, and it has been increasingly recognized that teachers themselves, as well as the methods and materials they use, are central to improving teaching and students learning (Calderhead, 1987; 1988; 1996; Elbaz, 1983; Shulman, 1987; Freeman and Johnson, 1998, 2006). Studies of teachers knowledge and professional lives (e.g. Ball and Goodson, 1985; Goodson, 1992; Goodson and Sikes, 2001; Huberman, 1989; Clandinin and Connelly, 1996, 2000; Wu, 2005; Zhao, 2008a) have further developed the knowledge base for recognizing the dialectic relationship between teachers understanding of teaching and the wider social contexts in which they teach and live. That, to some extent, has established a baseline foundation for developing professional knowledge about teachers and their work. The question as to what makes someone a good and able teacher provoked the study into the nature of the knowledge for, and of, teachers, and the sources of that knowledge. Their understanding of teaching and learning results from various learning experiences constitutes the major sources for teachers underlying knowledge that guide their day-to-day practice (Calderhead, 1988; Elbaz, 1983; Grossman, 1990; Shulman, 1999, 2006).

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