



Teachers' professional development in global contexts : insights from teacher education /

Mena, Juanjo,
editor

García-Valcárcel Muñoz-Repiso, Ana,
editor

García Peñalvo, Francisco José (1971-),
editor

Electronic books

Monografía

The essence of this book is to shed light on the nature of current educational practices from a variety of theoretical perspectives. Both teachers and their trainers provide a better understanding of teacher training and learning processes. Mutual interrelations and the provision of knowledge between academia and schools are essential for merging discourses and aligning positions, whereby turning practice into theory and theory into practice in today's teaching is vital for suitably responding to multiple issues and increasingly diverse contexts. The array of studies from around the world compiled in this volume allow readers to find common ground, discover shared concerns, and define goals. Studying teaching practice and training in different contexts reveals the state-of-the-art practices and identifies those issues that enable educators to understand the complexities involved. The chapters examine the development of our knowledge and understanding of teaching practices, at the same time as analysing engaging learning environments, the sustainability of learning and teaching practices, and highlighting new practices based on the use of ICTs. The diverse teaching contexts considered in this compilation of international research are organized according to the following topics: Teaching occupational learning and knowledge; Teacher beliefs and reflective thinking; and Innovative teaching procedures. The contributors are Laura Sara Agrati, Dyann Barras, Verónica Basilotta Gómez-Pablos, Benignus Bitu, Robyn Brandenburg, Heather Braund, Michael Cavanagh, Chiou-hui Chou, Jean Clandinin, Leah L. Echeverri, Maria Flores, Francisco García Peñalvo, María García-Rodríguez, Ana García-Valcárcel, Stephen Geofroy, Raquel Gómez, Jenna Granados, Hafdís Gujónsdóttir, Jukka Husu, Jóhanna Karlsdóttir, Keith Lane, Celina Lay, Samuel Lochan, Marta Martín-del-Pozo, Ella Mazor, Sharon M. McDonough, Lennox McLeod, Juanjo Mena, Wendy Moran, Brian Mundy, Nkopodi Nkopodi, Lily Orland-Barak, Edda Óskarsdóttir, Samuel O. Oyoo, Stefinee Pinnegar, Eleftherios Soleas, Lystra Stephens-James, Linda Turner, Antoinette Valentine-Lewis, and Sarah Witt

Título: Teachers' professional development in global contexts insights from teacher education Edited by Juanjo Mena, Ana García-Valcárcel and Francisco García Penalvo

Editorial: Leiden Boston Brill | Sense 2019

Descripción física: 1 online resource (344 pages)

Nota general: Includes index

Contenido: Front Matter -- Copyright page -- List of Figures and Tables -- Notes on Contributors -- Introduction Juanjo Mena, Ana García-Valcárcel and Francisco García Peñalvo -- Teacher Professional Learning and Knowledge -- Opening Possibilities for Research in Teacher Educators' Learning Jukka Husu and D. Jean Clandinin -- Investigating EFL Elementary Student Teachers' Development in a Professional Learning Practicum Chiou-hui Chou -- Becoming and Being a Teacher in Adverse Times Maria Assunção Flores -- The Mediate(zati)on of Philosophy Subject Matter Laura Sara Agrati -- Preservice Teachers' Reflection for the Acquisition of Practical Knowledge during the Practicum Raquel Gómez, Juanjo Mena, María-Luisa García-Rodríguez and Franciso García Peñalvo -- Teacher Beliefs and Reflective Thinking -- The Struggle Is Real Heather Braund and Eleftherios Soleas -- Uncovering Preservice Teachers' Positioning of Themselves and English Learners (ELs) during Field Experiences Stefinee Pinnegar, Celina Lay, Linda Turner, Jenna Granados and Sarah Witt -- Influence of Learning Attitudes and Task-Based Interactive Approach on Student Satisfaction and Perceived Learning Outcomes in a Content and Language Integrated Learning (CLIL) University Course in China Leah Li Echiverri and Keith Lane -- Helping the Learning of Science in Whichever Language Samuel Ouma Oyoo and Nkopodi Nkopodi -- Emancipatory Teaching Practices in the Understandings of Social Sciences Teachers on a Diploma of Education Programme Stephen Geofroy, Benignus Bitu, Dyann Barras, Samuel Lochan, Lennox McLeod, Lystra Stephens-James and Antoinette Valentine-Lewis -- Pedagogical Confrontations as a Lens for Reflective Practice in Teacher Education Wendy Moran, Robyn Brandenburg and Sharon M. McDonough -- Beyond the Observed in Cross-Cultural Mentoring Conversations Lily Orland-Barak and Ella Mazor -- Innovative Teaching Procedures -- Responsive Teachers in Inclusive Practices Hafþís Gujónsdóttir, Edda Óskarsdóttir and Jóhanna Karlsdóttir -- The Use of Video during Professional Experience for Initial Teacher Education Michael Cavanagh -- Storytelling and Living Praxis in the Pre-Service Teacher Classroom Brian Mundy -- Pedagogy Students' Attitudes towards Collaborative Learning with Video Games Marta Martín-del-Pozo, Verónica Basilotta Gómez-Pablos and Ana García-Valcárcel -- Back Matter -- Index

ISBN: 90-04-40536-4

Materia: Teachers- Training of Teachers- In-service training Education and globalization Educational change

Autores: Mena, Juanjo, editor García-Valcárcel Muñoz-Repiso, Ana, editor García Peñalvo, Francisco José (1971-), editor

Enlace a formato físico adicional: 90-04-40534-8

Baratz Innovación Documental

- Gran Vía, 59 28013 Madrid
- (+34) 91 456 03 60
- informa@baratz.es