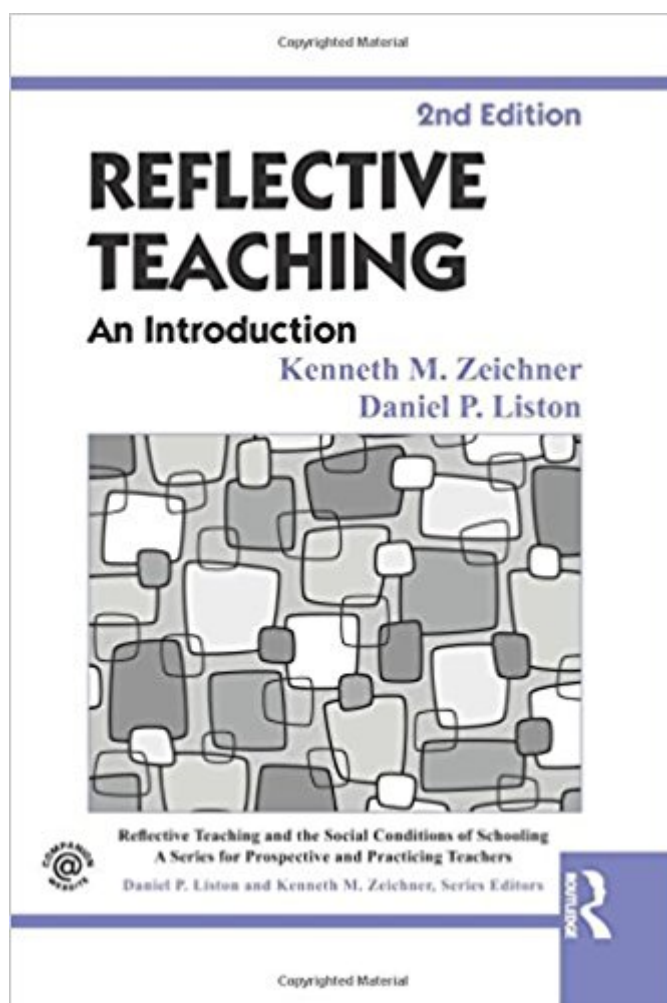


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Reflective Teaching: An Introduction (Reflective Teaching And The Social Conditions Of Schooling Series)



Synopsis

This popular text provides a clear, succinct explanation of how reflection is integral to teachers' understandings of themselves, their practice, and their context, and elaborates how various conceptions of reflective teaching differ from one another. The emphasis on the importance of both self and context is embedded within distinct and varied educational traditions (conservative, progressive, radical, and spiritual). Readers are encouraged to examine their own assumptions and understandings of teaching, learning, and schooling and to reflect on self and context. The major goal of both this book, and of all of the volumes in the "Reflective Teaching and the Social Conditions of Schooling" series, is to help teachers explore and define their own positions with regard to key topics and issues related to the aims of education in a democratic society. Its core message is that such reflection is essential to becoming more skilled, more capable, and in general better teachers.

Book Information

Series: Reflective Teaching and the Social Conditions of Schooling Series

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Customer Reviews

"... a concise introduction to teacher reflection, examining the foundations and purposes of teachers' reflective practice in clear, engaging prose." The teacher-based vignettes provide meaningful, practical connections between the act of reflection and the act of teaching. —Melanie Shoffner, Purdue University, USA "Few authors manage to handle the complexity inherent in teaching as accessibly as

Zeichner and Liston, without losing any of the nuance and subtlety needed to address these issues. I appreciate the fact that the authors do not attempt to provide recipes, but instead introduce tools to think about the profession that are historically and philosophically grounded. Daniel Friedrich, Teachers College, Columbia University, USA

Kenneth M. Zeichner is the Boeing Professor of Teacher Education and Director of Teacher Education at the University of Washington, USA. Daniel P. Liston is Professor of Education in the Educational Foundations Policy and Practice and the Curriculum and Instruction Research on Teaching and Teacher Education programs at the University of Colorado Boulder, USA.

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