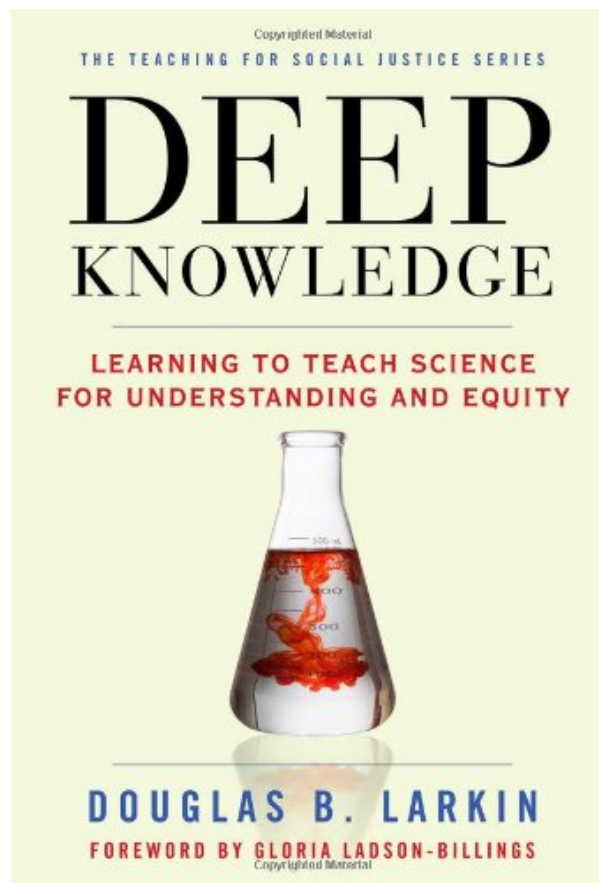


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THE TEACHING FOR SOCIAL JUSTICE SERIES

# DEEP KNOWLEDGE

LEARNING TO TEACH SCIENCE  
FOR UNDERSTANDING AND EQUITY



DOUGLAS B. LARKIN

FOREWORD BY GLORIA LADSON-BILLINGS

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## Review

"Willing to challenge the orthodoxy of science education, Larkin's *Deep Knowledge* takes on an unspoken aspect of teacher education—the intellectual lives of teachers. This volume transcends science education and engages pedagogy in every field at every level." --Gloria Ladson-Billings, Kellner Family Professor in Urban Education, University of Wisconsin Madison

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## About the Author

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Deep Knowledge is a book about how people's ideas change as they learn to teach. Using the experiences of six middle and high school student teachers as they learn to teach science in diverse classrooms, Larkin explores how their work changes the way they think about students, society, schools, and science itself. Through engaging case stories, Deep Knowledge challenges some commonly held assumptions about learning to teach and tackles problems inherent in many teacher education programs. This book digs deep into the details of teacher learning in a way seldom attempted in teacher education textbooks.

- Sales Rank: #861821 in Books
- Brand: Brand: Teachers College Press
- Published on: 2013-04-12
- Original language: English
- Number of items: 1
- Dimensions: 8.80" h x .60" w x 6.10" l, .55 pounds
- Binding: Paperback
- 176 pages

## Features

- Used Book in Good Condition

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3 of 4 people found the following review helpful.

A deep look at learning to teach

By Sam

As a teacher, I would argue that learning to teach is one of the most challenging and life-changing endeavors one can undertake. As Larkin demonstrates in this book, teachers don't just acquire a set of skills, they fundamentally change who they are. The case studies in this book make this transformation visible and show it for what it is - a highly personal journey of self examination. In an age where talk about teachers is often reduced to 'value added' calculations, teacher 'accountability', and state summative ratings, this book is a breath of fresh air. The educators in this book are looked upon as human beings - with all of their unique perspectives, beliefs, opinions, ideas, past experiences, and hopes as the raw interconnected material out of which learning is produced.

Along the way, Larkin is on the look out for patterns and moments of significant conceptual change, which he points out so that teacher educators might use this work to help shape teacher education programs. Considering that teachers' ideas will shape their practice, learning more about how concepts change in the minds of teachers is an important step toward creating more equitable and meaningful science education. Larkin's work will certainly point educators in the right direction.

0 of 1 people found the following review helpful.

Thought provoking

By Adam

The book dives into a variety of complex issues and really makes the reader reflect on the different scenarios that a teacher may encounter. I would definitely recommend this book for any teacher, new or old.

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