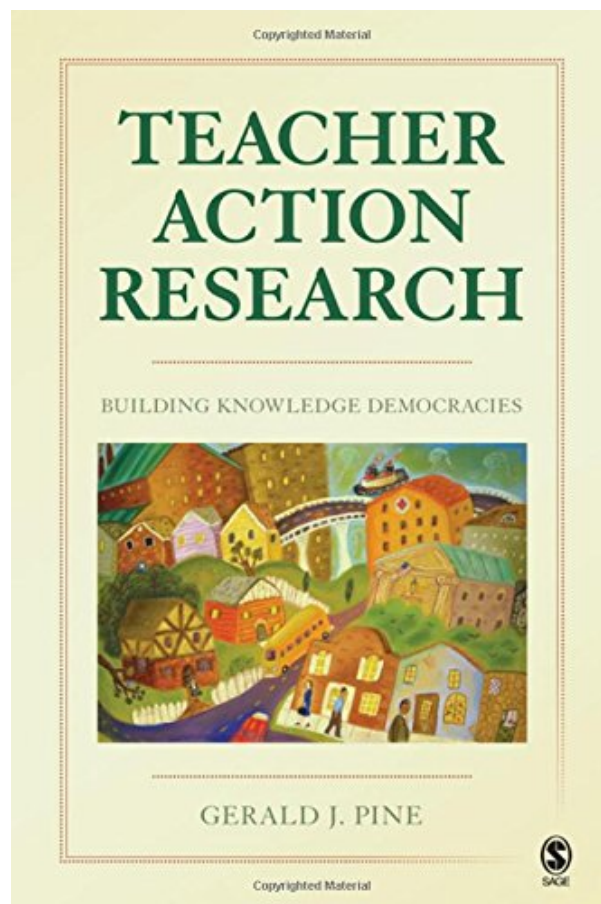


TEACHER ACTION RESEARCH: BUILDING KNOWLEDGE DEMOCRACIES BY GERALD J. PINE



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“I have never seen a book on this topic with such intellectual depth. It is a great book to provoke thought, reflection, and discussion in an action research class. I see this having a huge impact on the discipline, with ‘knowledge democracy’ becoming a catchphrase around which dissertations, conferences, grants, and public policies are built.”

(Lynne Masel Walters)

“Its greatest strength is that it is very different from other texts on action research. I believe that it could impact the ways ‘the academy’ views the place of action research in RESEARCH. Dissertations and publications counted in things such as tenure and promotion could move toward action research and be legitimized. I believe the author’s arguments and rationales are that compelling?kudos!”

(Cathy Mogharreban)

"This is a wonderful book with deep insight into the relationship between teachers' action and result of student learning. It discusses from different angles impact of action research on student learning in the classroom. Writing samples provided at the back are wonderful examples." (Kejing Liu 2009-01-22)

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Teacher Action Research: Building Knowledge Democracies focuses on helping schools build knowledge democracies through a process of action research in which teachers, students, and parents collaborate in conducting participatory and caring inquiry in the classroom, school, and community. Author Gerald J. Pine examines historical origins, the rationale for practice-based research, related theoretical and philosophical perspectives, and action research as a paradigm rather than a method.

Key Features

- Discusses how to build a school research culture through collaborative teacher research
- Delineates the role of the professional development school as a venue for constructing a knowledge democracy
- Focuses on how teacher action research can empower the active and ongoing inclusion of nontraditional voices (those of students and parents) in the research process
- Includes chapters addressing the concrete practices of observation, reflection, dialogue, writing, and the conduct of action research, as well as examples of teacher action research studies

- Sales Rank: #905786 in Books
- Brand: Brand: SAGE Publications, Inc
- Published on: 2008-10-31
- Original language: English
- Number of items: 1
- Dimensions: 8.80" h x .70" w x 5.90" l, .95 pounds
- Binding: Paperback
- 416 pages

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"Its greatest strength is that it is very different from other texts on action research. I believe that it could impact the ways 'the academy' views the place of action research in RESEARCH. Dissertations and publications counted in things such as tenure and promotion could move toward action research and be legitimized. I believe the author's arguments and rationales are that compelling?kudos!"

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By SMW

good read for action research

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