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The Reflective Educator's Guide to Classroom Research: Learning to Teach and Teaching to Learn Through Practitioner Inquiry

By Nancy Fichtman Dana, Diane Yendol-Hoppey

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Editorial Review

Review

"The Reflective Educator's Guide to Classroom Research is the best step-by-step (but non-prescriptive) action research guide I have come across. This book guides teachers to ask important questions about their own teaching while empowering them to affect change through teacher inquiry. The authors engage the reader in thought-provoking exercises through which an action research project is designed – a great guide through a truly transformative process."

(Emily Bonner, Assistant Professor, Curriculum and Instruction)

"This book is a practical step-by-step guide to get you started on a journey of investigating your own practice. The exercises and examples will carry you through the process of inquiry and support and guide you along the way to a successful ending."

(Rita Hagevik, Graduate Director of Science Education)

"This text provides teachers with easy to follow steps to conducting their own teacher inquiry. The authors provide examples throughout the chapters that illustrate the steps and their explanations. Teacher inquiry has the potential to be a powerful change agent in education. This text empowers teachers to become classroom researchers." (Virginia Harder, Professor)

From the Back Cover

This updated bestseller offers both an in-depth examination of teacher inquiry as well as step-by-step instructions, giving prospective and practicing teachers everything they need to engage in this vital process.

About the Author

Nancy Fichtman Dana is currently Professor of Education in the School of Teaching and Learning at the University of Florida, Gainesville, and has been studying practitioner inquiry for the last twenty years. During this time, she has developed and taught classes on practitioner research for undergraduate, masters, and doctoral students, coached the practitioner research of numerous educators from various districts across the nation, as well as published nine books and over 50 book chapters and articles in professional journals focused on teacher and principal professional development and practitioner inquiry.

Diane Yendol-Hoppey is the Director of the Benedum Collaborative and a Professor of Education at West Virginia University. The Benedum Collaborative is one of the oldest school/university partnerships in the nation. Diane spent the first thirteen years of her career in education teaching in Pennsylvania and Maryland. In her work at Penn State, the University of Florida, and West Virginia University, Diane focuses on job-embedded teacher professional development and the cultivation of teacher leadership. Her research explores how powerful vehicles for teacher professional development including teacher inquiry, professional learning communities, and coaching/mentoring can support school improvement. She has authored numerous studies which have appeared in such journals as *Teachers College Record* and *Journal of Teacher Education*. She is coauthor (with Nancy Fichtman Dana) of three books, *The Reflective Educator's Guide to Classroom Research: Learning to Teach and Teaching to Learn through Practitioner Inquiry*, *The Reflective Educator's Guide to Professional Development: Coaching Inquiry-Oriented Learning Communities* and *The Reflective Educator's Guide to Mentoring: Strengthening Practice through Knowledge, Story, and Metaphor*, all from

Corwin Press.

Users Review

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