



Narrative Inquirers in the Midst of Meaning-Making: Interpretive Acts of Teacher Educators (Advances in Research on Teaching)

By Elaine Chan



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Narrative Inquirers in the Midst of Meaning-Making: Interpretive Acts of Teacher Educators (Advances in Research on Teaching) By Elaine Chan

Narrative Inquirers in the Midst of Meaning-making: Interpretive Acts of Teacher Educators illustrates interim narrative field texts of identity as teacher educator stories and demonstrates how researchers utilize common places of temporality, sociality, and place in analyzing narratives. It describes conceptualizations of narrative research processes, bringing forward narrative tools and methods of layering narratives from experienced narrative researchers. Through the metaphor of braided rivers, the chapters are woven together through unique chapter interim dialogues which spotlight the insights discovered within the three-dimensional inquiry space. From chapters on the temporal dimension of narrative inquiry, on burrowing and broadening through narrative, on openness and inconclusivity in interpretation, on plotlines discovered through the interpretive tool of chronotypes, and on the cross-cultural interpretation of field texts, researchers and teacher educators can reach new conclusions about the ontology and epistemology of narrative research, in the midst of meaning-making.



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Editorial Review

Review

Chan (College of Education and Human Sciences, U. of Nebraska), Keyes (teacher education, Arkansas State U.), and Ross (teaching and learning, Northern Arizona U.) present eight papers that are intended to illuminate the processes of narrative inquiry methodology (as influenced by John Dewey and formulated by Clandinin and Connelly) in teacher education. Collectively, the papers illustrate interim narrative field texts of identity as teacher education stories; demonstrate 'thinking like a narrative inquirer' demonstrate how researchers use temporality, sociality, and space in analyzing narratives; discuss tensions and conceptualizations of narrative research processes; and illuminate connections between narrative understandings of teacher educator identity in relationship to scholarship in teacher education and identity. Each contribution is accompanied by a corresponding editor dialogue. Distributed in North America by Turpin Distribution. --Book News Inc. Portland, OR

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Dixie Keyes - Arkansas State University, USA

Vicki Dea Ross - Northern Arizona University, USA

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Blake Westerman:

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