

**Special  
Discount!\***  
\*(Only with this flyer)

# Cultural-Historical Perspectives on Teacher Education and Development

## Learning Teaching

**Edited by Viv Ellis, Anne Edwards and  
Peter Smagorinsky**

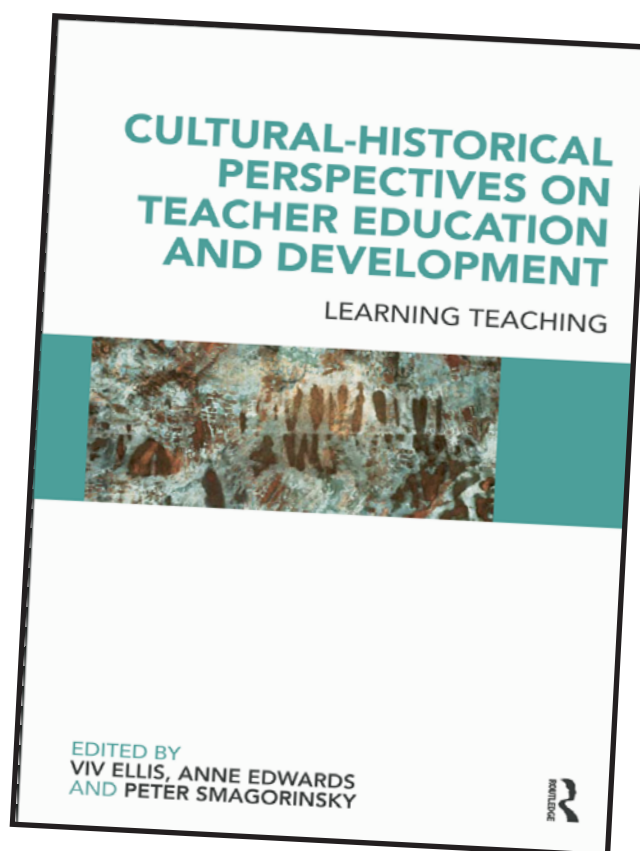
Teachers, both in and beyond teacher education programmes, are continual learners. As society itself evolves, new settings and the challenges they provide require new learning. Teachers must continually adapt to new developments that affect their work, including alterations to qualification systems, new relationships with welfare professionals, and new technologies which are reconfiguring relationships with pupils.

*Cultural-Historical Perspectives on Teacher Education and Development* is an international volume which clarifies the purpose of initial (pre-service) teacher education and continuing professional development, and the role of universities and higher education personnel in these processes. An edited collection of chapters by leading researchers from the UK, the US and Europe, it gains coherence from its theoretical orientation and substantive focus on teacher learning.

This book:

- demonstrates the contribution of sociocultural and cultural-historical activity theory (CHAT) towards our understandings of teacher learning
- offers a strong exemplification of a research focus on teachers as learners in specific sociocultural settings
- shows what teachers learn, how they learn and where they learn, using specific research examples, in the context of broader interests in the development of professional practice and professional education.

As the only volume now available that applies CHAT principles to teacher education and learning, *Cultural-Historical Perspectives on Teacher Education and Development* will be highly useful for teachers and teacher educators undertaking postgraduate and doctoral studies, particularly in the area of professional learning and development. It will also be of relevance to the continuing development of teachers and other school-based professionals.



January 2010: 234x156: 272 pp  
Hb: 978-0-415-49758-9: ~~£75.00~~ **£60.00**  
Pb: 978-0-415-49759-6: ~~£22.99~~ **£18.00**

### CONTENTS

Acknowledgements List of contributors 1. Introduction Viv Ellis, Anne Edwards & Peter Smagorinsky

#### PART I: THE SOCIAL SITUATION OF TEACHER DEVELOPMENT

2. A Vygotskian analysis of the construction of setting in learning to teach Peter Smagorinsky 3. What and how do student teachers learn from working in different social situations of development in the same school? Alister Douglas 4. Taking a sociocultural perspective on science teachers' knowledge Jane McNicholl and Ann Childs 5. How can Vygotsky and his legacy help us to understand and develop teacher education? Anne Edwards 6. From instructing pupils to coaching children: Pupil health and the broadening of responsibilities for the teacher profession Eva Hjörne, Pernilla Larsson and Roger Säljö

#### PART II: A CULTURAL-HISTORICAL METHODOLOGICAL PERSPECTIVE

7. Studying the process of change: The double stimulation strategy in teacher education research Viv Ellis 8. Investigating teacher language: A comparison of the relative strengths of conversation analysis and critical discourse analysis as methods Gill Boag-Munroe 9. Learning to become a teacher: Participation across spheres for learning Cecilie Flo Jahreie and Eli Ottesen 10. Breaking out of a professional abstraction: The pupil as materialized object for trainee teachers Annalisa Sannino

#### PART III: CULTURAL-HISTORICAL DESIGNS FOR TEACHER EDUCATION

11. Deviations from the conventional: Contradictions as sources of change in teacher education Thurídur Jóhannsdóttir 12. 'What have we learnt after we had fun?': An activity theory perspective on cultures of learning in pedagogical reforms Yongcan Liu and Linda Fisher 13. When third space is more than the library: The complexities of theorising and learning to use family and community resources to teach elementary literacy and mathematics Lori A. Norton-Meier and Corey Drake 14. Learning-for-teaching across educational boundaries: An activity-theoretical analysis of collaborative internship projects in initial teacher education Charles Max Afterword: CHAT and good teacher education Willem Wardekker

