

《主引多元意见的协商讨论》

图书基本信息

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内容概要

《主引多元意见的协商讨论:美国"社会研究"课程教师的课堂话语分析》的录像资料取自于由美国国家人文基金会和高等教育革新基金会共同资助的科研项目“纵贯历史的永恒主题”的资料库，其中包括课堂教学以及对每位教师课前课后所进行的三次访谈。《主引多元意见的协商讨论:美国"社会研究"课程教师的课堂话语分析》适合从事相关研究工作的人员参考阅读。

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作者简介

冯豫：美国印第安纳大学教学系统技术和教育心理学双专业博士、应用语言学/TESOL硕士，原为复旦大学大学英语部副教授，现任上海杉达学院大学英语部主任、教授。曾为复旦和高教出版社出版的《二十一世纪大学英语（读写教程）》（1999）主要编写人员之一，参加编写美国SAGE出版社出版的《社会和科学百科辞书》（2009），以及为已故张亚伦教授续译《国史概要》（樊树志著）（2011）。

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A concrete theory of scaffolding historical empathy during deliberative discussion can be a tangible object to which other practicing teachers can relate experientially. It can help teachers to build and rebuild interpretive frameworks for conceptualizing their own scaffolding practices. The explicit categories of scaffolding strategies from this study can help teachers examine their repertoires of discussion-scaffolding skills. An upshot of such conscious knowledge is that to help students learn better, teachers who are working online can allocate their cognitive resources purposefully so that they can focus on noticing students' gradual appropriation of scaffolding practices. From a teacher learning perspective that emphasizes inquiry as a stance (Cochran-Smith & Lytle, 2001), this study of teachers' scaffolding strategies stands to contribute toward understanding-for-practice. In other words, theory building is extended in further practice through other teachers' situated, experiential, and reflective development of "practical argument" (Fenstermacher, 1994) amidst the complexity of teaching. It, in essence, serves as a significant epistemic bridge in two ways. One is a rich, active constructivist and contextualized understanding of why and how the scaffolding strategies work. The other is the conceptual tools for monitoring and reflecting on the use of discourse strategies purposefully to create substantial learning opportunities for students.

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精彩短评

- 1、英文著述，有详细的研究过程。但是作为案例研究或者说质性研究本身具有不可复制性。
- 2、还没有时间读，应该还不错
- 3、是英文，请注意哈。

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