Reading Beyond the Last Page: Understandings of Teachers' Experiences in Book Clubs and Pedagogical Links

Description

Title: Reading Beyond the Last Page: Understandings of Teachers' Experiences in Book Clubs and Pedagogical Links

Authors: Rottmann, Jennifer

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Abstract: The study explores teachers' experiences in book clubs and how these experiences inform their pedagogical practices. Framed by a social constructivist epistemological stance, grounded in the work of narrative inquiry, and conceptualized by transactional reader-response theory, this study explores why teachers join and sustain book club membership, the ways books clubs are used to create meaning, how participating in a book club influences pedagogical practices, and ways in which clubs are used to negotiate aspects of their teaching identities and subjectivities. Through a multifaceted qualitative research design, I worked with thirteen teachers who belong to (or have recently belonged to) a book club as a separate entity from their teaching lives. I conducted interviews with thirteen teachers; attended three meetings of three separate book clubs to contextualize the study; and administered written reading profiles to explore participants' reading practices. This research argues that teachers join and remain in book clubs for social interaction, intellectual stimulation and motivation to read 'quality' literature. Knowledges are created and validated by a community of readers capable of such recognition in a forum that does not otherwise exist. Club meetings are used in different and complex ways to negotiate teaching subjectivities and push back against fixed notions of the teacher identity. Further, this study showcases a myriad of ways that teachers' experiences in book clubs enter the classroom both explicitly and implicitly.

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What links can be made between a teacher’s knowledge and the associated pedagogic strategies and practices to ensure successful learning? How important is the updating of a teacher’s knowledge base? What form should this take? It names teaching experience in propositional networks and so involves a mediation of time. The process-driven nature of subject knowledge which encompasses essential questions. in ways that predate Gardner (1991). 206–207) The process of didactics is carefully distinguished from pedagogy: Some research on novice teaching suggests that they have abilities to plan but encounter problems during immediate interactions. While Teacher Book Club members read, they reflected on their process and their needs as readers. They found that having uninterrupted blocks of time for reading, journaling, and discussing had a positive impact on their attitudes. —4th Grade Teacher. Teachers’ experiences with the Teacher Book Club became the underpinnings of their literacy planning. To improve student achievement with book clubs, some teachers work together to plan literacy themes; others team-teach with researchers. Another extension includes videotaping student book clubs and critiquing them. During the last meeting of the school year, we celebrated our journey as readers, teachers, and book club members.