

# Teachers Pedagogical Thinking Theoretical Landscapes Practical Challenges American University Studies

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teachers' pedagogical content knowledge, knowledge of the content and students' learning/thinking processes are exceptionally significant matters, research remains to lack

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Teachers' Pedagogical Thinking Theoretical Landscapes, Practical Challenges New York: Peter Lang Ketamo, H (2002) User and Platform Adaptation in Web-based Learning Environments Publications of Tampere University of Technology, no 381 Doctoral thesis, Tampere University of Technology, Finland

### **Developing Teachers and Teaching**

versity of Helsinki His special interests are research on teachers' practical knowledge and the issues of virtual classroom He has published several articles in international journals and is a co-writer of the book Teachers' Pedagogical Thinking: Theoretical Landscapes, Practical Challenges (Peter Lang)

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### **Pedagogy of reflective writing in professional education**

not likely to promote critical thinking (Brookfield, 1995) The literature on adult education, experiential learning, and critical thinking/writing skills

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provide a theoretical framework for the utilization of reflective writing as a pedagogical strategy The nature of professional disciplines requires practical connections between academic content

### **Technology-integrated pedagogical practices: a look into ...**

Theoretical underpinning and frameworks Vidal-Hall's study applies Educational Design Research (EDR) methodology to show how technology-focused interventions change teachers' approach to integrating digital media into child-centred pedagogy This study demonstrates children learn with and about technol-

### **Design perspectives on technology, language teaching and ...**

The Call Triangle: student, teacher and institution Design perspectives on technology, language teaching and language teacher education Juha Jalkanena, Ilona Laakkonen<sup>b\*</sup> aUniversity of Jyväskylä Language Centre, POBox 35,40014 University of Jyväskylä, Finland bUniversity of Jyväskylä Centre for Applied Language Studies, PO Box 35,40014 University of Jyväskylä, Finland

### **The Effect of Concept Mapping on Preservice Teachers ...**

eliminating sequencing errors, and enabling teachers to develop lessons that are truly in-terdisciplinary Reflecting on decisions involved in producing high quality lessons is only the beginning In order to be considered effective teachers, preservice teachers are required to demon-strate pedagogical content knowledge as well