Ethnographic Interviewing For Teacher Preparation And Staff Development: A Field Guide

Carolyn Frank

According to Hensen, action research helps teachers develop. Many guidelines and models of action research are available. Action research plays an important role in the preparation and professional development of teachers. In qualitative research, and ethnographic interviewing techniques. A Review of “Ethnographic Interviewing for Teacher Preparation and.” One of the most important skills we need to develop in Pre-K–16 teachers is their. My ethnographic research pertaining to this topic spans over 5 years. I conducted interviews with both teachers and parents prior to the conference. the teacher preparation institution's program of study and field-based experiences. NEW Ethnographic Interviewing for Teacher Preparation and Staff. Exploring the Preparation of Teachers to Teach about HIV/AIDS in. Author: Frank, Carolyn. Title: Ethnographic interviewing for teacher preparation and staff development: a field guide. Call No.: LB 1027.28 Fra 2011. Action Research in Education: A Practical Guide - Google Books Result Ethnographic interviewing for teacher preparation and staff development: a field guide Cover. Observational research in U.S. classrooms: new approaches for Ethnographic Interviewing for Teacher Preparation and Staff. HIV/AIDS in a primary teacher training college in Kenya. Abstract: workshops? do not lead to professional development of teachers (p 177). Indeed, identification of teacher-trainers involved in teaching about HIV/AIDS education. forms of question in the interview guide in order to follow up the answers given and the.