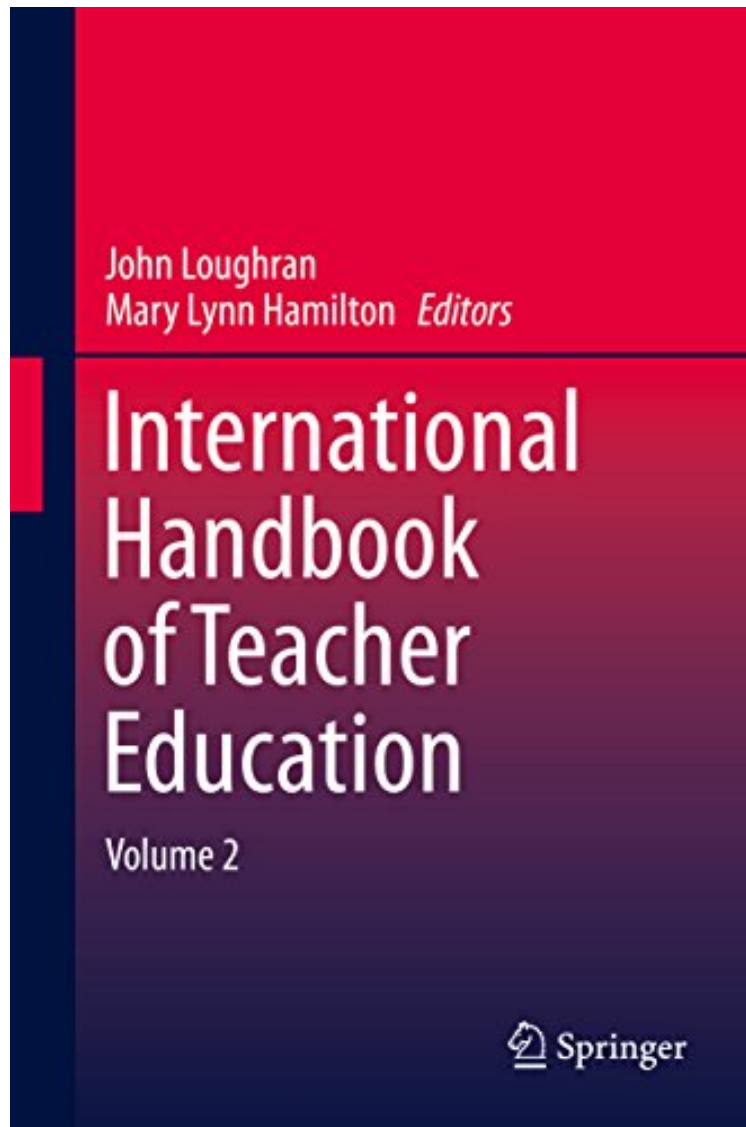


International Handbook of Teacher Education: Volume 2

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The International Handbooks of Teacher Education cover major issues in the field through chapters that offer detailed literature reviews, designed to help readers to understand the history, issues and research developments across those topics most relevant to the field of teacher education from an international perspective. This volume is divided into

two sections: Teacher educators; and, students of teaching. The first examines teacher educators, their role, and the way that role influences the nature of teaching about teaching. In turn, the second explores who students of teaching are, and how that influences the relationship between teaching and learning about teaching.

From the Back Cover
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About the Author
John Loughran is the Foundation Chair in Curriculum Pedagogy and Dean of the Faculty of Education, Monash University. John was a science teacher for ten years before moving into teacher education. His research has spanned both science education and the related fields of professional knowledge, reflective practice and teacher research. John was the co-founding editor of *Studying Teacher Education* and an Executive Editor for *Teachers and Teaching: Theory and Practice*. He was awarded the AERA, Division K Excellence in Research in Teaching and Teacher Education for his book *Developing a Pedagogy of Teacher Education* (Routledge Press).

Mary Lynn Hamilton, Professor in Curriculum Teaching, University of Kansas, combines research interests in teachers' professional knowledge, issues of social justice, and the self-study of teaching and teacher education practices. Recent publications include (co-authored with Stefinee Pinnegar): *Self-Study of practice as a genre of qualitative research: Theory, methodology, and practice* (2009) and *Knowing, Doing, Becoming as Teacher Educators: Identity, Intimate Scholarship, Inquiry*. Additionally, she is the former co-editor of *Teaching and Teacher Education*, an international journal.