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**Education : Teaching and Teacher Education**

Ritter, J.K., Lunenberg, M., Pithouse-Morgan, K., Samaras, A.P., Vanassche, E. (Eds.), Duquesne University, Pittsburgh, PA, USA

# Teaching, Learning, and Enacting of Self-Study Methodology

**Unraveling a Complex Interplay**

- Describes how leaders in the self-study community engage others in learning about and enacting self-study
- Offers embedded exemplars of self-study teaching and learning in progress across diverse settings, fields, and contexts
- Examines an international overview of contributions from teacher educators, teachers and other academics

This book offers a collection of original, peer-reviewed studies by scholars working to develop a knowledge base of teaching and facilitating self-study research methodology. Further, it details and interconnects perspectives and experiences of new self-study researchers and their facilitators, in self-study communities in different countries and across different continents. Offering a broad range of perspectives and contexts, it opens up possibilities for encouraging the collaborative and continuous growth of teaching and facilitating self-study research within and beyond the field of teacher education. The breadth of the scholarship presented expands scholarly discussions concerning designing, representing, and theorising self-study research in response to pressing educational and social questions. By documenting and understanding what teaching and learning self-study looks like in different contexts and what factors might influence its enactment, the book contributes to building a kaleidoscopic knowledge base of self-study research. Overall, this book demonstrates the impact on participants' professional learning and validates the authenticity and generative professional applications of self-study methodology for and beyond teacher education, providing implications and recommendations for practitioners on a global level.

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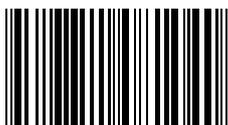
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