**APPLYING RESEARCH ON EXPERT TEACHING**

**Workshop Description:**

Can research on the difference between novice and expert teachers provide clues as to areas which we may want to develop? It appears that the answer is “yes”. This workshop will examine some interesting research findings and provide an opportunity for discussion of suggested classroom strategies.

**Facilitator:**

Norma McDonald Ewing, (newing@conestogac.on.ca), Conestoga College

**References for Expert Teaching:**

Anderson, L., (1994). Research on teaching and teacher education. In L. W. Anderson

and L.A. Sosniak (Eds) *Bloom’s taxonomy: a forty year retrospective*. (pp. 126-

145) Chicago: University of Chicago Press.

Armbruster, B. (1996) Schema theory and the design of content-area textbooks.

*Educational Psychologist, 21,* 253-276.

Bassey, Michael. (1999). *Case Study Research in Educational Settings*. Philadelphia,

PA: Open University Press.

Chi, M., Glaser, R. & Farr, M. (1988). *The Nature of Expertise.* Hillsdale, NJ: Erlbaum

Korthagen, F. (2004). In search of the essence of a good teacher: towards a more holistic

approach in teacher education. *Teaching and Teacher Education*. Vol. 20, 77-97.

<http://www.teacherstoolbox.co.uk/index.html>

Segall, A. (2004). Revisiting pedagogical content knowledge: the pedagogy of

content/the content of pedagogy. *Teaching and Teacher Education, 20,* 489-504.

Tigchelaar, A & Korthagen, F. (2004). Deepening the exchange of student teaching

experiences: implications for the pedagogy of teacher education of recent insights

into teacher behavior. *Teaching and Teacher Education, 20,* 665-679.

Valenzeno, L., Alibali, M. & Klatzky, R. (2003). Teacher’s gestures facilitate students’

learning: a lesson in symmetry. *Contemporary Educational Psychology*. 28,187-204.