



Envisioning New Technologies in Teacher Practice: Moving Forward, Circling Back using a Teacher Action Research Approach (New Literacies and Digital Epistemologies)

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How do classroom teachers envision new technologies within their practice? In the conversation on incorporating new technologies into classrooms, teachers are often sidelined. *Envisioning New Technologies in Teacher Practice* looks at the complex ways in which teachers move forward to embrace change as well as how they circle back, continually revising their practices while subtly resisting change. In addition to examining how teacher identities change over time, the book also reveals how they can be changed. Co-authored by a university research team - four teachers, a principal and LWL's pedagogical leader - the book discusses the professional development model that emerged and foregrounds how a teacher action research component contributed to teachers' - and students' - learning.

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