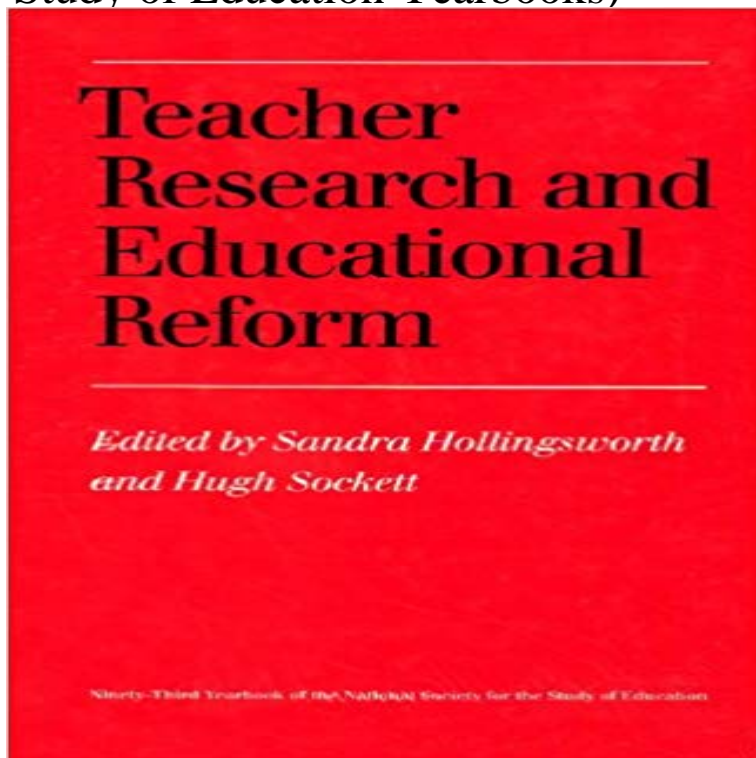


Teacher Research and Educational Reform (National Society for the Study of Education Yearbooks)



Since the late 1950s, two ideas have dominated the debate surrounding the role of teacher research in the process of educational reform. Supporters of a control paradigm believe that teachers should be subordinate to university researchers in the formulation of new educational techniques. Opposing them are members of the teacher autonomy movement who favor decentralizing the reform process and making teachers the primary source of new ideas. By challenging the assumptions of conventional reform efforts, this volume applies fresh thinking to an old problem. Three critiques form this postmodern approach to teacher research. An epistemological critique considers issues of power in the relationship of university researchers to teachers. A sociopolitical critique examines the relationships that a teacher may have to the research process. A professional critique argues for staff development programs that encourage teachers to take greater responsibility for curriculum and instruction and for institutional structures that support teacher research as a professional activity.

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