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Investigating the Third Space: A new agenda for teacher education research

Abstract: The purpose of this paper is to advocate for an expansion of third-space ideology to the research conducted in clinical teacher preparation programs including research designs and methods of data collection. Clinical teacher preparation has been advocated since the 1980s and is now being systematically realized in the early 21st century. Thus, it is time to revisit research designs and data collection related to this model. The author illustrates first-, second-, and third-space programs, including an overview of teacher residency programs, before advocating a mixed methods research paradigm that aims to create democratic spaces for teacher education research. Research and practice implications are discussed.

探索第三空间：教师教育研究之新议程

内容摘要：本文旨在支持第三空间理念(third-space)在临床教师培养项目及其研究设计和数据收集方面的应用。自从20世纪80年代以来临床教师培养模式就得到支持，并且在21世纪早期得以系统实施。因此，是时候重温该模式下的研究设计和数据收集。在倡导旨在为教师教育研究创造民主空间的混合研究范式之前，本文作者对第一空间、第二空间和第三空间项目加以阐述，包括对教师访问项目的一个概述。本文讨论了对教育研究和实践的影响。