Content

Nicole Hollenbach, Klaus-Jürgen Tillmann:
An Introduction ........................................................................................................ 7

Teacher Research – International Perspectives

Herbert Altrichter:
Practitioner Research as an Accepted Element of
Educational Science? Domestic and Foreign Developments ..................21

Elgrid Messner, Peter Posch:
Action Research in Austrian Schools ...............................................................49

Colleen McLaughlin:
Teacher research in the UK – architecture and development ..................67

André Mottart, An De Bisschop:
Research for and by Teachers in Flanders and the Netherlands ..............85

TEACHER RESEARCH – German Perspectives

Klaus-Jürgen Tillmann:
Teacher Research and School Development
or: What Can Praxis Research Achieve in Schools? ..............................101

Wolfgang Fichten, Hilbert Meyer:
Research-based learning in Teacher Education –
the Oldenburg Model .....................................................................................119

Andreas Feindt:
About Losing and Finding Research. Notes on the Researching
“Habitus” of Teachers in the Development of Teaching ............................145

Marianne Horstkemper, Wolfgang Lauterbach:
Educational Research as an Accompaniment to School
Development Projects: Is There a Concept “Between Survey
and Action Research”? ........................................................................165

Bibliografische Informationen
http://d-nb.info/1008772518
TEACHER RESEARCH – Bielefeld Perspectives

Annemarie von der Groeben:
Teacher Research: Hartmut von Hentig’s Concept ...........................................185

Nicole Hollenbach, Klaus-Jürgen Tillmann:
The Teacher-Researcher Model at the Laboratory School:
Initial Concept and Today’s Practice .................................................................201

Josef Keuffer, Gabriele Klewin:
The Teacher-Researcher Model at the Advanced Level
Secondary School: Initial Concept and Today’s Practice .................................209

Nicole Hollenbach:
Between Professionalization and Overload:
The Laboratorys’ Teacher-Researcher Model from the Actors’
Point of View ........................................................................................................219

Wiltrud Döpp:
Teacher Research: Experiences from over 30 Years ........................................243

About the Authors ................................................................................................257