



American Educational Research Association

Welcome: Lin Lin

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Review Form

Power Moves: Pre-service Teachers' Resistances and Concessions to Diverse

Perspectives (Paper)

Due Date: 2008-09-01

Assigned Date: 2008-08-12

Please completely fill out the form below. The required criteria to complete are indicated with an asterisk *. **WARNING: Your session will timeout after 30 minutes of inactivity.** This means if you remain on this page for 30 minutes your session will expire. If you are interrupted while working on your review, or cannot not finish your review in one sitting you may save your work and return to finish your review at a later time by checking the "Save Work and Finish Later" box at the bottom of the form. Then click the "Accept Continue" button. After you complete your review, check the "Submit Completed Review" box and then click the "Accept Continue" button.

You may not edit your review after you mark it as completed.

Paper Abstract

This paper examines the power relationships between pre-service teachers and texts that deal with issues of diversity in the classroom. Pre-service teachers from various disciplines at this conservative university are being prepared to teach in an immigrant rich area of the southwestern part of the United States. Foucault's notion of power is used to illustrate the resistances and concessions that occur with the students as they read educational texts that challenge their world-views.

Review Form

Criteria

***Significance of Problem/Topic/ Issues**

***Theoretical Framework**

***Mode of Inquiry**

***Use of Supporting Evidence**

***Depth of Analysis and Significance of Findings**

***Quality of Writing/Organization**

***Contribution to Education/ Educational Research**

***Connection to Program Theme and/ or Division K**

Program Theme: Disciplined Inquiry: Education Research in the Circle of Knowledge

Division K: Teachers and Teacher Education

***Focus on Diversity**

***Use of Research/ Literature**

Teacher Participation

This is not required criteria. If the project indicates collaboration with teachers, rate

Scale

Scale Value Name

Min: 4 1: Insignificant/ Unclear
 Max: 5: Critically Significant/ Clear

Scale Value Name

Min: 4 1: Not Articulated/ Under Developed
 Max: 5: Well Articulated/ Well Developed

Scale Value Name

Min: 2 1: Not Described/ Explained
 Max: 5: Well Described/ Explained

Scale Value Name

Min: 1 1: Weak Use of Supporting Evidence
 Max: 5: Strong Use of Supporting Evidence

Scale Value Name

Min: 3 1: Insignificant Analysis/ Findings
 Max: 5: Significant Analysis/ Findings

Scale Value Name

Min: 4 1: Unclear/Unorganized
 Max: 5: Clear/ Well Organized

Scale Value Name

Min: 3 1: Routine
 Max: 5: Innovative/ Original

Scale Value Name

Min: 3 1: Minimal Connection
 Max: 5: Significant Connection

Scale Value Name

Min: 4 1: No Attention Paid to Issues of Diversity
 Max: 5: Strong Attention Paid to Issues of Diversity

Scale Value Name

Min: 1 1: Insufficient/ Irrelevant
 Max: 5: Effective/ Supportive

Scale Value Name

Min: 1: Low Teacher Involvement

this criterion.

Max: 1 5: High Teacher Involvement

*** Comments to the Program Chair**

This field is mandatory you must comment.

This paper has significance to teacher education programs and is closely connected to the program theme. The theoretical perspective is clearly articulated. However, the proposal didn't use any evidence for its preliminary analysis. Nor did it use any other research/literature on a similar topic.

*** Comments to the Author/Submitter**

This field is mandatory you must comment.

This paper could have included evidence of your students' reactions (written responses or reflections to those wonderfully selected texts) to support your analysis and argument. The topic has significance to teacher education programs and is closely connected to the program theme. The theoretical perspective is clearly articulated. The paper could have reviewed other research/literature on a similar topic.

***Reviewer Recommendation**

☐ Accept

☒ Reject

☐ Save Work and Finish Later

☒ Submit Completed Review

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