

<b>Cope and Kalantzis 2000 p.35C</b>	<b>Loughran 2006</b>	<b>Reflections on Practice</b>
<p><b>Situated Practice</b> Immersion in experience and the utilisation of available Designs of meaning, including those from the students' lifeworlds and simulations of the relationships to be found in workplaces and public spaces</p>	<p><b>Phronesis</b> Phronesis is a form of practical wisdom that is derived through understanding specific situations and cases (Korthagan et al 2001 in Loughran 2006 p.8)</p>	<p><b>Paradigmatic activity</b> Immersion in a paradigmatic activity as learners within imagined teaching contexts. The phronesis of the activity should be capable of connecting with epistemic (theoretical) knowledge.</p>
<p><b>Overt Instruction</b> Systematic, analytic, and conscious understanding of Designs of meaning and Design processes. In the case of Multiliteracies, this requires the introduction of explicit metalanguages, which describe and interpret the Design elements of different modes of meaning</p>	<p><b>Making the Tacit Explicit</b> thinking aloud  'disturbing practice' (Segall 2002)  anecdotes and 'critical incidents'</p>	<p><b>Multilayered teaching</b> Overt instruction which moves between different conceptual contexts: the learning in the activity; the skills to be developed; the teaching applications; the process of teaching and learning.</p>
<p><b>Critical Framing</b> Interpreting the social and cultural context of particular designs of meaning. This involves the students standing back from what they are studying and viewing it critically in relation to its context</p>	<p><b>Episteme</b> 'Propositional knowledge, consisting of assertions of a general nature that apply to many different situations and problems.' (Korthagan et al 2001 in Loughran 2006 p.8)</p>	<p><b>Pedagogical subject knowledge</b> Encouraging student teachers to see the flaws and potentials for teaching in an activity, text or software application. Relating this to wider theoretical and ideological contexts such as learning theory, literacy debates, subject cultures and educational policy.</p>
<p><b>Transformed Practice</b> Transfer in meaning-making practice, which puts the transformed meaning (the Redesigned) to work in other contexts or cultural sites</p>	<p><b>Phronesis informing episteme informing phronesis</b> Learning from experience is far from automatic. (135) To be effective teacher action research should arise from personal needs.</p>	<p><b>Transferred Pedagogy</b> Transfer of pedagogical learning to the school practice context. Adaptation and transformation of the activity to meet learning needs. Impact of the context on subject knowledge creation. (Ellis 2007)</p>