relevant information from many sources. The book may be especially helpful for teachers whose students take English as a second or third language. The common literature on qualitative research is quite complicated for this population.

This leads me to consider *Beginning Qualitative Research* in light of the literature on qualitative research in general. In relation to the main trends in the field, it seems that *Beginning Qualitative Research* may represent a third generation of books about the subject. The first generation, generally situated in the early 1970s, included basic textbooks that aspired to lay foundations in the field. These books emphasized the philosophical and theoretical aspects of qualitative research, setting boundaries and coining basic concepts, but their translation to practical research plans required a good deal of translation and assistance. The second generation, which began roughly in the mid-1980s, consists of collections of articles, sometimes evolving around a specific aspect of qualitative research; sometimes these publication take the form of a handbook. *Beginning Qualitative Research* is neither a basic textbook nor a handbook but rather a practice-oriented literature review, accompanied by the writers’ personal point of view and experience as researchers and lecturers on qualitative research. Thus it presents an interesting turn in the serpentine path of the literature on qualitative research, and a welcome addition to the field.

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Beyond Dichotomy. An integrative model of teacher education
UDO HANKE, 1993
Göttingen, Hogrefe & Huber
217 pp., ISBN 0889370567

Anyone who has kept abreast of the literature in the field of research on teaching is cognizant of the fact that over the past several decades a great deal has been written about this subject. Researchers have for decades concerned themselves with increasing our knowledge of the classroom learning process, with the elementary aim of understanding and if possible improving the duality and effectiveness of that process. Their object of research has varied over the years. Research has been carried out on the personality characteristics of teachers, on styles of leadership, on teaching methods and on the problems and effects resulting from the implementation of various different curricula. It was not until the late sixties that studies appeared establishing a relationship between teaching behaviors on the one hand and students’ achievements on the other. The intention of such studies has been to optimize the classroom learning process through the teacher.

Before the cognitive shift in educational psychology, research on teaching
practices that bring about the desired learning outcomes on the part of the
students, for instance, was dominated by the process-product research program.
This program fits well into the behavioristic tradition, which supported the idea
that mental processes, such as teacher thinking, are not a suitable object of study.
The process-product research program yielded some useful results (see, for
instance, Brophy & Good, 1986).

However, by the 1960s behaviorist explanations were under increasing attack.
Behaviorism is able to explain and influence certain phenomena, but certainly not
all. The explanations it offers for higher processes such as language and thought
are inadequate (Chomsky, 1968). The cognitive view in educational psychology
has a better chance of solving problems related to higher processes.

In his book Beyond Dichotomy. An Integrative Model of Teacher Education, Hanke
goes beyond the behavior-oriented approach by following the assumption of an
epistemological model of the reflective subject and by considering teachers’
cognitions of perception, decision-making and evaluation (p. 109). The intention
of his book is to update the state of research in training physical education teachers
and coaches. Hanke writes that the cognitive shift not only influenced the analysis
of teaching processes, but also affected the methods of research. The author’s aim
is a pure reconstruction of cognitive processes during interactions in teaching
situations.

Unfortunately, according to the reference list in the book and a literature search,
Hanke has not published his findings in the leading international journals to date,
although he is a widely-published researcher in the German language. His book
derives from a series of research studies in teaching conducted by himself over a
period of 15 years.

I think that the author does not fairly represent research on teaching as it has
been conducted in the behavioristic tradition. In Chapter 6: ‘Selected Investiga-
tions on the Effectiveness of Teacher Training’, the author focuses on individual
studies and the text lacks integration and discussion. The selected investigations
discussed in this chapter rely heavily on German authors. He does no justice to
existing non-German literature in that field.

A key chapter in the book is entitled: ‘The Integrative Model for Analysis and
Modification of Teacher Action: Methodological Development and Findings’. In
developing his integrative model Hanke draws on Hofer’s (1986) and Hofer &
Dobrick’s (1978) contributions. Here he puts his model to work. The chapter
stands well by itself. It reports the results of a series of studies conducted in
Germany that are very informative. The chapter describes Hanke’s procedure for
identifying action-controlling cognitions. The study reported in this chapter fo-
cuses on what Hanke calls the structured dialogue method, and offers a detailed
analysis of teachers’ and students’ cognitions. The author uses the structured
dialogue method to derive procedures enabling the diagnosis of individual
deficits in teacher action. Moreover, Hanke validates these data in dialogue
consensus with the teacher-educator. The author demonstrates the kind of obser-
vation that his method can produce. He describes a structured dialogue between
physical education teachers and students concerning an actual incident in a gym.
class that they had just attended. Hanke demonstrates how in the course of the interview, both teachers and students were questioned about their perception and interpretation of the other's understanding of the critical incident and their intentions related to that incident. The author's intention is to identify teacher and student thoughts or cognitions which underlie and serve to control teacher and student action. In other words, he investigates whether, and if so to what extent, teacher thought brings about teacher action. For the record, he does not establish a link between teacher instructional action and desired student learning outcomes in the field of physical education, as in the process-product research program. In teacher cognition research, investigators focus on the relationship of teacher thought to teacher action. I think that Hanke's research is more compatible with the interpretative approach (Anderson & Burns, 1989). He is concerned with understanding phenomena from the perspective of the teacher or coach, e.g. defining and interpreting teacher action. This approach can undeniably raise a large number of new questions which are certainly worth examining. However, the question remains whether Hanke's research program can produce more interesting results.

Still, in my opinion, the book should find a wide and appreciative readership. The book stimulates the reader to ponder long and hard about what it means to try to do good research in the field of teaching. Hanke has clarified a complex area of research and provides a conceptual foundation for further research. The book is a serious treatment of an important subject, and many non-European readers will be grateful for it. Beyond Dichotomy is a significant contribution to the literature on educating physical education teachers. The book is essential reading for those who care about the future of teacher education.

References


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