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Learning From the Practice of Veteran and Novice Teachers : A Digital Exhibition
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What is This?

Learning From the Practice of Veteran and Novice Teachers

A Digital Exhibition

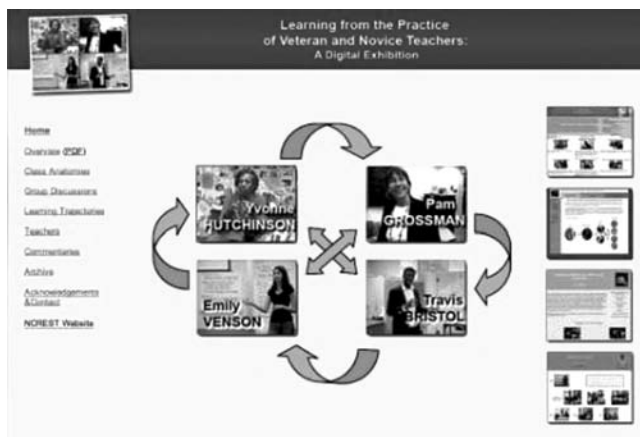Thomas Hatch
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Homepage of Learning from Practice Web site.

T his publication strives to make public and amenable to critique a digital exhibition that represents the practice of two novice teachers, a veteran teacher, and a veteran teacher educator.

The exhibition explores the challenges and possibilities of using multimedia records of practice to support opportunities to learn about teaching. The exhibition brings together materials from the Web-based representations of teaching of the four teachers in three different arrangements:

- class anatomies that document a single class or unit of instruction in the work of each teacher

- comparisons of a specific high-leverage practice—in this case, the teaching of group discussion—across these four different classroom contexts
- reflections on the learning trajectories of these novice and veteran teachers who are studying their own practices and the practices of other teachers

These arrangements illustrate some of the aspects of teaching that can be represented using these sites whereas their juxtaposition also points to aspects that remain unrepresented.

In developing this exhibition, we sought to find a way to make the digital representations themselves, and their construction and uses, the focus of examination. Like Shulman's (1992) hope for the development of a rich case literature on teaching, we are looking for ways to support and stimulate the development of critical analyses of teaching and learning and their digital representations and look forward to the development of more opportunities like this one to exchange and examine the many different kinds of multimedia representations that are being used in teaching and teacher education.

To that end, in this issue of the *Journal of Teacher Education*, we provide links to the exhibition as well as an overview that owes as much to the style and substance of exhibition catalogs as it does to the conventions of publishing in the social sciences. Like the kind of

catalogue that might accompany an art exhibition, the overview is designed to supplement, not replace, the experience of viewing the exhibition. Therefore, although we have provided a few screenshots and excerpts from the exhibition in the overview, we encourage readers to go online and view the Web-based representations, while reading the article, to get an immediate sense of the materials and the features described in the following article.

Editors' Note: We are pleased to publish in this theme issue on innovative uses of technology in teacher education an innovative publication. The "digital exhibition" that is introduced in this article is designed to be read in conjunction with the article in this issue by Hatch and Grossman, "The Boundaries of Representation: Using Technology to Examine Teaching." This somewhat unusual publication reflects the changing nature of scholarship as more scholars enter into the new territory of digital media.