

## **Bibliography**

- Alexy, R. (1978). Eine theorie des praktischen diskurses. In W. Oelmüller (Ed.), *Normenbegründung, Normendurchsetzung: Materialien zur Normendiskussion* (pp. 22–58). Paderborn: F. Schöningh.
- Calderhead, J. (1989). Reflective teaching and teacher education. *Teaching and Teacher Education*, 5(1), 43–51.

- Deng, Z.Y. (2005). Teacher education. In J. Tan, & P.T. Ng (Eds.), *Shaping Singapore's future: thinking schools, learning nation* (pp. 123–136). Singapore: Prentice Hall.
- Dunne, J. (1993). *Back to the Rough Ground: 'Praxis' and 'Techne' in Modern Philosophy and in Aristotle*. Notre Dame, I.N.: University of Notre Dame Press.
- Elliot, J. (2002). *Action Research as the Basis of a New Professionalism for Teachers in an Age of Globalisation*. Paper presented at a conference to celebrate the centenary year of Beijing Normal University, August in Beijing, China.
- Habermas, J. (1973). *Legitimation Crisis*. Boston: Beacon Press.
- Habermas, J. (1987). *The Theory of Communicative Action*. Vol. 2: *Lifeworld and System: A Critique of Functionalist Reason*. Translated by T. McCarthy. Boston: Beacon Press. (Originally published 1981 in German.)
- Habermas, J. (1990). *Moral Consciousness and Communicative Action*. Translated by C. Lenhardt & S. W. Nicholsen. Cambridge: Polity Press.
- Habermas, J. (1995). *Moral Consciousness and Communicative Action*. Cambridge: Polity Press.
- Hairon, S. (2006). Action research in Singapore education: Constraints and sustainability. *Educational Action Research*, 14(4), 513–523.
- Johnston, S. (1994). Is action research a 'natural' process for teachers? *Educational Action Research*, 2(1), 39–48.
- Kemmis, S., & McTaggart, R. (1998). *The action research planner*. Geelong: Deakin University Press.
- Lasley, T.J. (1992). Promoting teacher reflection. *Journal of Staff Development*, 13(1), 24–29.
- Liston, D.P. & Zeichner, K.M. (1991). *Teacher Education and the Social Conditions of Schooling*. New York: Basic Books.
- Louden, W. (1991). *Understanding Teaching: Continuity and Change in Teachers' Knowledge*. London: Cassell.
- McLaughlin, T.H. (1999). Beyond the reflective teacher. *Educational Philosophy and Theory*, 31(1), 9–25.
- Outhwaite, W. (1994). *Habermas: A Critical Introduction*. Cambridge: Polity Press.
- Schon, D. (1987). *Educating the reflective practitioner*. San Francisco, C.A.: Jossey
- Tan, C. (Ed.). (2008). *Philosophical reflections for educators*. Singapore: Cengage Learning Asia.
- van Manen, M. (2002). The pathic principle of pedagogical language. *Teaching and Teacher Education*, 18, 215–224.
- van Manen, M. (1977). Linking ways of knowing with ways of being practical. *Curriculum Inquiry*, 6(3), 205–228.

- York-Barr, J., Sommers, W.A., Ghere, G.S., & Montie, J. (1996). *Reflective practice to improve schools: an action guide for educators*. Thousand Oaks, California: Corwin Press.
- Zeichner, K.M. & Liston, D.P. (1987). Teaching student teachers to reflect. *Harvard Educational Review*, 57, 23–48.
- Zeichner, K.M. & Liston, D.P. (1996). *Reflective Teaching: An Introduction*. New Jersey: Lawrence Erlbaum Associates.
- Zeichner, K.M. (1993). Connecting genuine teacher development to the struggle for social justice. *Journal of Education for Teaching*, 19(1), 5–20.