

Day 3

02.11.2021

● ● Session 1

Day 3

Teacher-researcher

(Teacher educator-researcher)



Perspectives of research-based teacher education in Finland

- Teacher education is developed by researching the quality of teacher education.
- Content of teacher education is based on research. Practice is based on theory => theory creates frames for practice.
- Teacher educators develop their own teaching through research-based means.
- Student teachers are educated to develop their own work by using research-based means: producing various kinds of data from their own work and by reflecting it and/ or himself/herself as a teacher systematically.

● ● Focus of today

- Analyzing various teaching methods by using four forms of participation as a starting point.
- Getting to know pedagogical action research as a tool to improve (student) teachers' skills to produce data from their own work and reflect it systematically.
- Focusing on mentors' various roles in teaching practice
- Focusing on teacher educators' assumptions of good teacher education

● ● Learners' participation

The conception of participation defines participation as a relational phenomenon.

- Firstly, participation involves having a (formally and/or informally) recognized position as an agent.
- Secondly, participation should manifest itself in action (in sayings, doings, relatings).
- Thirdly, participation should produce a feeling of participation. (Kiilakoski, Gretchel & Nivala 2012.)

Learners' participation

● ● This theoretical perspective defines participation as having social and political, as well as evocative components. To evaluate participation one should be able to analyse

1. Both formal and informal roles of pupils in school community (including encouragement and training),
2. The practices, discourses and activities that these roles will bring about, and lastly
3. The experiences of the children themselves about participation.

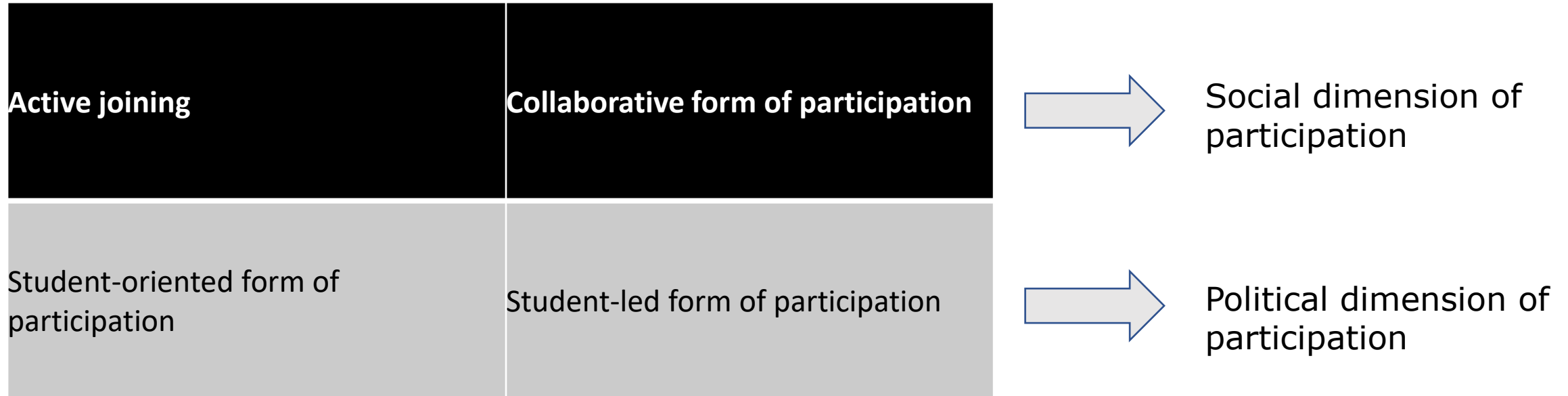
In our understanding, successful research on participation requires analysing the lived experience of the children, their roles in the learning environment and the nature and quality of activities.

=> successful teaching practice on participation requires analysing the lived experience of the children and the student teachers, their roles in the learning environment and the nature and quality of activities.

Analyzing participation in teaching practice

1. Students read an article related to four forms of participation.
2. Students observed two lessons based on that article and tried to analyze teaching methods they saw on lessons.
3. Students joined a group activity in which the four forms were examined through different activities
 - Post-it cards / pre-existing knowledge, active joining
 - Discussing from pre-existing ideas, collaborative form of participation
 - Statement cards, getting to know new concepts based on students classification and needs, student-oriented form
 - Students own implementation in teaching practice, student-lead form of participation => after each teaching week practices were analyzed together and collected into a form

● ● Four forms of participation on lessons



● ● Active joining

- On this form, a teacher creates learning activities in which a learner can work actively, bring out knowledge and thoughts from the content and work as a teacher's assistant. However, all activities are led by a teacher and learners do not share power but these activities often support learners' everyday communication and relatedness to others.

● ● Examples of active joining practices

- Answering teachers' questions
- Doing study book tasks
- Completing forms and notebook work
- Learning games and plays
- Scientific research
- Post it notes -activity

● ● Collaborative form of participation

On this form, a teacher is the one who makes the first input by choosing topics for the lessons defined in the curriculum. After that, in a shared discussion between learners and teacher, the lesson finds its format. Learners' previous knowledge, thoughts and ideas together form the direction of the lesson in collaboration with a teacher. On this form, learners have an impact on decision making, but this form emphasis in strongly on the social dimension of participation.

● ● Examples of collaborative practices

- Investigative practices, i.e., working in expert groups and working as co-teachers
- Dialogic form of teaching in which lessons receive their form according to learners' pre-knowledge => e.g. activity with the post it notes
- Doing self-evaluation, creating assessment criterion => e.g. sifting

● ● Child-oriented form of participation

On this form learning situations are based on learners' own ideas and wishes and a teacher's role is to work as an assistant and a facilitator, who helps learners to accomplish their ideas. On this form, a teacher's role is continually present by setting timetables, helping group work and giving suggestions to improve learning outcomes. On this form learners have a recognized role as agents, who are able to influence decision-making in terms of their own learning and take responsibility for their own learning.

● ● Examples of child-oriented practices

Creating (artistic) learning outcomes

- writing a video script
- filming a video
- writing a letter
- writing a scene of a play
- composing a song.

=> Creating learning narratives

● ● Child-led form of participation

It means those situations that happen without adults' interference.

Those situations may occur in play that begins, continues and ends according to children's own will. By Child-led participation we also mean situations in which a learner takes a lead from a classroom activity and shares his/her expertise on behalf of the classroom community. This form of participation highlights learners' independent role in decision making.

● ● An example of child-led practice

- (A lesson for learners' own performances)

Activity

● ● Analyze in groups teaching methods used in Ukraine?

1. List teaching methods you use in teacher education.

2. List methods that are typically used in schools.

3. Fill out a table of four forms of participation. Use classification given in a table: active joining, collaborative form of participation, child-oriented form of participation and child-led form of participation.

4. Which methods do not fit to this classification? Left them out. Why they are left out?

● ● Session 2

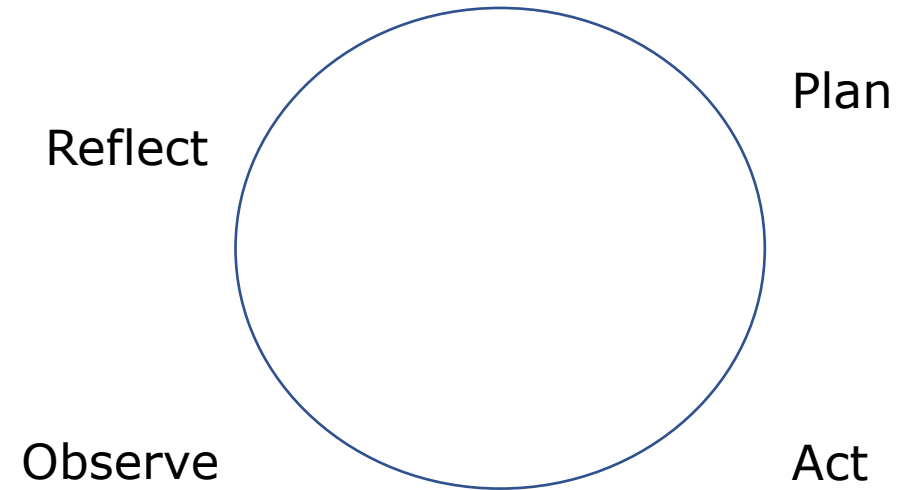
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Pedagogical action research



Action research cycle

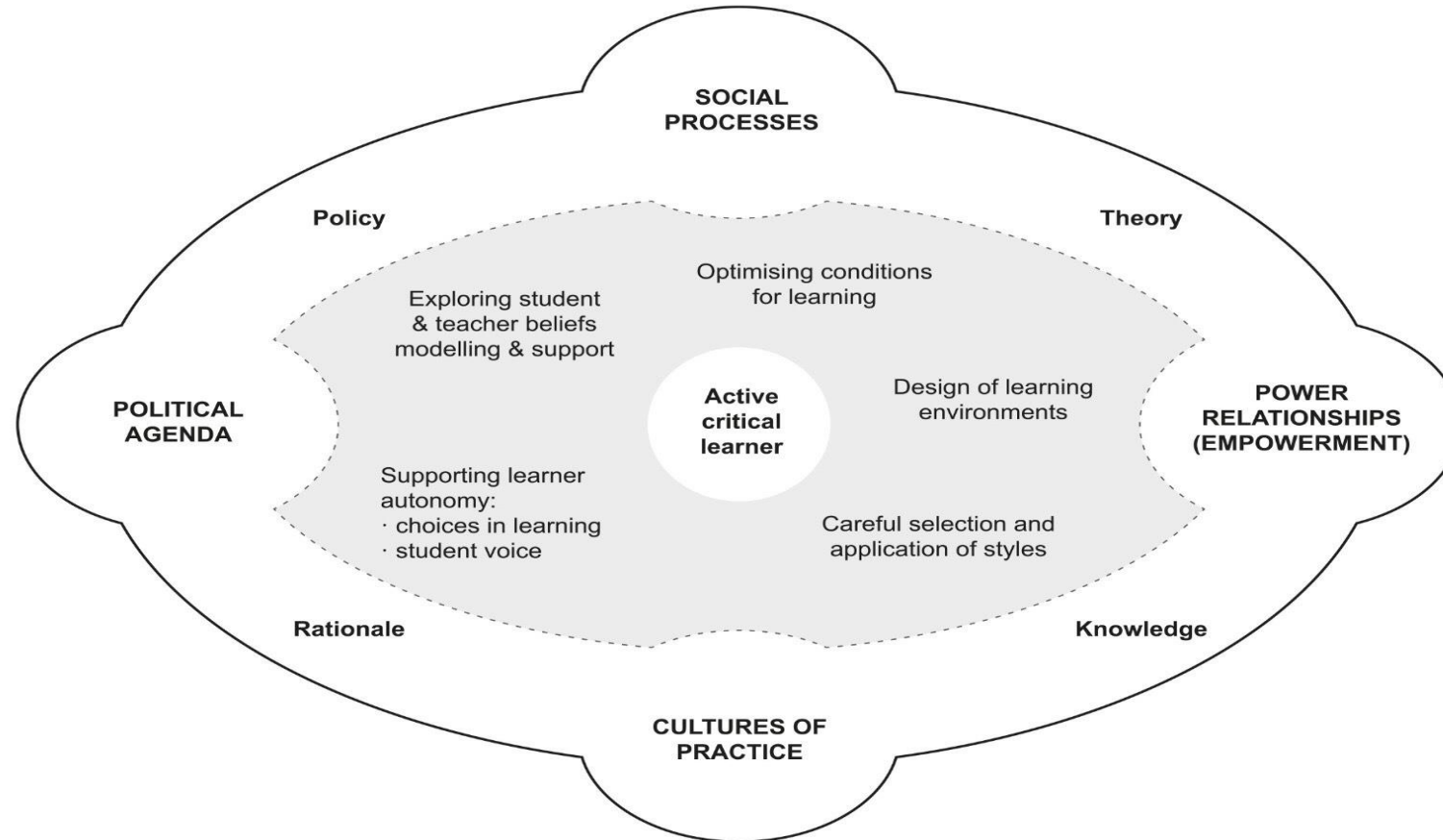
- Action research cycle was developed in Austria by Wilfred Carr and Stephen Kemmis in 1986. The cycle describes how the process of solving real life problems and doing action research goes. When people plan and reflect they are forced to think. Acting and observing on the other hand support social interaction among people.



● ● Interests of knowledge in action research

Interest of knowledge	An example
Technical	How could I improve my classroom management?
Practical / hermeneutical	How can I improve social equity in my classroom?
Emancipatory	How to increase teachers' autonomy in Ukraine?

Five approaches to pedagogical action research according Niemi 2018



● ● Approach to narrativity

Remember the stationary working video. Write down five perspectives that describe the pedagogy you saw.

The benefits of using pictures in capturing students' perspectives.

How to take pictures during lessons?

Where to upload the pictures?

●● Approach to practical theories

- Teachers use practical theory as a framework for their everyday work, but it also creates a mirror for teachers' reflections on their teaching.
- Teacher's practical theory is a concept that expands practical knowledge also to a teacher's personal beliefs, values and understandings that guide the teacher's pedagogical actions in a classroom.

Stenberg, K., L. Karlsson, H. Pitkäniemi, and K. Maaranen. 2014. Beginning student teachers' teacher identities based on their practical theories. *European Journal of Teacher Education*, 37(2), 204-219.

● ● Approach to curriculum development

Reflective question:

What are the top five topics in Ukrain's educational discussion at the moment (e.g the use of digital devises, what subjects to teach, how many hours students should study, what is the role of a teacher in a classroom...)?

● ● Approach to ethics:

- Permissions
- Teachers' power relation to students
- A research should cause good improvements in society, also in classroom contexts => how to ensure that use of images does not cause bullying?

●● Approach to pupils' agency: Diamond ranking

1. The method involves a subset of nine statement cards or photographs.
2. Participants, working in pairs or threes, cut out these pictures or statements and stick them onto a piece of paper in a diamond shape, ranking them by position so that the preferred picture is at the top and the most disliked one is at the bottom.
3. Participants also annotate the diamond with comments and explanations (Woolner et al., 2010, 2012, 2014; Clark, 2012; Clark et al., 2013).

●● Approach to pupils' agency: Diamond ranking

- Diamond ranking is valuable for extracting constructs and facilitating talk.
- In the classroom context, diamond ranking has been used as a tool to elicit pupils' beliefs because it is considered to be motivating for pupils

(Woolner et al., 2010, 2012, 2014; Clark, 2012; Clark et al., 2013)

- It can be used as a tool in formative assessment.

The most positive practice

The two most positive practices

The two most positive practices

Medium level

Medium level

Medium level

The two least positive practices

The two least positive practices

The least positive practice



AR with 2nd graders (1)

- During the learning project I had taken pictures from each practice. At the end of the project, I made a Power-Point presentation of nine slides. The practices of the slides were as follows: 1. investigative learning practices, 2. doing a trip to a garden and picking up a plant 3. planting peas and investigating living conditions of plants, 4. searching for knowledge from internet, 5. writing a narrative, 6. joining feedback discussions, 7. doing notebook tasks, 8. creating a visual narrative and. 9. baking sweet buns.
- When watching those pictures me and the pupils discussed about what was happening in each pictures and what other practices related to the project belong to the category.

● ● AR with 2nd graders (2)

- After watching the slides I informed the pupils about diamond ranking and showed an example of a diamond 9 into which she had written the meaning of each row. A also showed that I had printed handouts of the slides.
- After that the pupils cut the slides from the handouts and glued slides to a diamond 9-form.

AR with 2nd graders (3)

- After diamond ranking, I asked pupils about their ideas of questions they could use in peer-interviews according diamonds. In a shared discussion there were five questions that pupils thought important to ask: 1. What were your three first choices? 2. What were your reasons for ranking the first three slides? 3. What were your last three choices? 4. What were your reasons for ranking the last three slides? 5. How teachers should improve those practices? After that, the pupils completed peer-interviews in groups. There were three pupils in each group. One pupil at the time was an interviewer, one was interviewed and one was videotaping the interview with an iPad. The interviews took place outside the classroom during lessons.

● ● Analysis: an example

	1	2	3	4	5	6	7	8	9
1	II	IIIIIII			II	I	IIII		
2	II	III	I		IIIIII	II	IIII	I	III
3	IIII	I	III	II	II	IIIIII	II	II	IIII
4	I		III	III		I		IIII	II
5			III	IIII				II	

- ●
 - The use of diamond ranking in data collection.
 - How to analyse diamonds?
 - What to do with the results?

- ● 1. Collecting pre-existing knowledge
- 2. Writing down notes
- 3. Searching for knowledge
- 4. Playing learning games
- 5. Discussing with one another
- 6. Presenting my own ideas
- 7. Listening to a lecture
- 8. Doing creative learning outcomes
- 9. Evaluating my own learning

● ● Activity

- How to use diamond ranking in teacher education? Create nine statements from certain content from Ukrainian perspective (e.g. Means of classroom management).

●● Session 3

Day 3

Example of a research project



Research-based teaching and mentoring in teaching practice

1. The starting point was the model used in the University of Helsinki:

Read an article => observe two lessons => join group discussion => apply new ideas and skills to your own teaching

2. Research-based mentoring

Mentor's own interest related to learners' participation => creating a model of mentoring that forces student teachers to analyze their own work systematically through lenses of participation

3. Research-based teaching

Student teachers learned to analyze their own work and connect theory to practice

4. Research-based teacher education

Data was collected from student teachers' experiences of the mentoring system.

● ● The study also reveals

- Sayings of participation in Finland
- Pedagogical doings of participation
- Relating between teachers and learners

=> Theory of practice architectures by Kemmis et. al 2014

Theory of practice architectures (1)

The architectures that enable and constrain practices exist along three dimensions in parallel with the activities of *saying*, *doing* and *relating*. These dimensions are:

- *the cultural-discursive arrangements, which are the resources that make possible the language and discourses used in and about this practice;*
- *the material-economic arrangements, which are the resources that make possible the activities undertaken in the course of the practice; and*
- *the social-political arrangements, which are the resources that make possible the relationships between people and non-human objects that occur in the practice (Kemmis et al., 2014, p. 32).*

● ● Theory of practice architectures (2)

- *sayings that are* characteristic of the practice => what is relevant or the language and concepts that are appropriate.
- *doings that are* characteristic of the practice => what can be done and how physical environments are arranged.
- *relatings* of the practice => creating the organisational functions, rules and roles, for example.

● ● Transferring practices

Practices can not be transferred from a context to another as they are, but they have to be reinvented in local circumstances based on local sayings, doings and relations.

● ● Activity

How this study could be transferred to Ukraine?

What kind of language you use from learners' participation? What kind of language you use from student teachers' role and work teaching practice?

What kind of physical and material resources you have in terms of supporting learners' participation and student teachers' skills to analyze their own work in teaching practice?

How do you see power-relations between teachers and learners or mentors and student teachers?

● ● Session 4

Day 3

Supporting student teachers' professional development in the ZPD



● ● Mentor's various roles in teaching practice

- Starting point in mentoring are student teachers own goals and needs.
- There is no one role for a mentor. A role changes every time.
- A mentor can be a mirror for reflection, an 'assistant teacher' on a lesson or a co-teacher.

Video

- 5th year student teachers
- No previous skills to teach music
- Long term plan was made together.
- Before the first lesson a mentor taught student teachers, how play each instrument and other basic skills elated to teaching music.
- Student teachers had autonomy to plan lesson. However, after each lesson a mentor gave ideas, what could be done next. The student teachers made the decision, what advices and ideas they wanted to use.
- During a lesson, a mentor worked as a co-teacher playing piano and helping in difficult spots.

● ● Activity

What are your beliefs related to good mentoring in teaching practice. Write statements and be ready to share your ideas on Thursday 4th November.