

Day 4

04.11.2021

● ● Session 1

Day 4

Practical theory in teacher education and in teaching practice



● ● Activity

Collecting ideas of good mentoring to Flinga

<https://edu.flinga.fi/s/EZ7DDF4>



Student teachers' engagement in teaching practice situations



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Student teachers' situational engagement during teaching practice in Finland and South Africa

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Operationalization of the engagement concept

To operationalize the concept of engagement, we decided to follow Csikszentmihalyi's (1990) flow theory, because it proposes three pre-conditions for engagement that are measurable with a questionnaire: interest, skill, and challenge. To be engaged in a teaching practice situation, a student should experience situational interest and challenge in the task, and skill or competence to undertake the task (Csikszentmihalyi, 2014; Schneider et al., 2016). All three pre-conditions for engagement stated in flow theory—interest, skill and challenge—relate to cognitive, emotional and behavioral components of engagement.

Student teachers' engagement in different interaction situations in teaching practice

	<i>f</i>	% ^a	% eng. ^b
Alone	355	15%	16%
In a pair	1731	73%	30%
In a group	278	12%	27%
With a mentor teacher	561	24%	36%
With an university teacher	134	6%	32%
Other person	230	10%	30%
All interaction situations	3289		

Level of engagement in different learning situations in teaching practice

	<i>f</i>	% ^a	% eng. ^b
Teaching a lesson	682	29%	40%
Planning a lesson	587	25%	27%
Reflecting on lesson	324	14%	27%
Informal discussion	239	10%	20%
Following a lesson	102	4%	8%
Participating a lecture in teaching school	40	2%	18%
Participating a workshop in teaching school	29	1%	38%
Other activity	510	22%	15%

Highlights of the results

This study examined situations in which our participating student teachers experienced engagement. The results emphasise the significance of **personal interaction with mentors and university lecturers** in supporting the emotional and cognitive aspects of engagement (Fredricks et al., 2004). The student teachers found **teaching, planning and reflecting** on their lessons more engaging than other activities or informal discussions.

Implications for practice

According to Kahu & Nelson (2018), engagement promotes achievement and thus improves self-beliefs and, subsequently, well-being. Recognising situations that support engagement might indirectly support student teachers' adherence in their teacher studies and reduce dropping out. Furthermore, studying in an engaging environment offers student teachers a model of how they can organise the learning environment once they enter work life and subsequently support their students' engagement.

Implications for practice

This research shows that **teaching and mentoring sessions are especially engaging for student teachers.** It is important to organise teaching practice in teacher training schools, where **educated mentors** can scaffold the **students' reflection process**, support the students in **combining theoretical and practical perspectives** of the teaching profession and guide students to seek information from various knowledge sources, which is the case in both Helsinki and Johannesburg university teacher training schools.

Activity: Discussion about the article

- How do the results introduced in the article relate to Ukrainian experiences? Discussion in groups of 4.

● ● Session 2

Day 4

Developing student teacher's practical theories through activating teaching methods



Teacher practical theory

- 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.
- Beliefs that teachers hold can influence their professional decisions and actions with regard to classroom instruction
- Many other sets of beliefs that teachers hold (such as moral, political, social, or efficacy-related beliefs) also strongly affect their teaching.
- Thus, beyond professional knowledge – which is also essential – beliefs play an essential role in organising elements relevant to teachers' everyday work.
- Teacher's personal experiences and experiences with schooling affect conceptions of and beliefs about teaching and the teacher's role.

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.

Development of practical theory

There are three forms of experiences that influence the formation of teachers' practical theory:

1. a teacher's personal experiences and cultural understanding;

2. a teacher's experiences with schooling; and

3. a teacher's knowledge, which has been approved within a community of scholars.

Experiences in subject matter and pedagogical knowledge are particularly significant in shaping the teacher's understanding of teaching and affect conceptions of and beliefs about teaching and the teacher's role.

Richardson, V. 1996. "The Role of Attitudes and Beliefs in Learning to Teach." In Handbook of Research on Teacher Education, 2nd ed., edited by J. Sikula, T. J. Buttery, and E. Guyton, 102–119. New York: Simon & Schuster Macmillan.

● ● Examples how to reflect student teachers' practical theories and to teach active teaching and learning methods

- Drawing (or choosing a ready made picture) and telling from it
- Mind map
- Sifting
- Aquarium

● ● Reflecting schooling experiences through drawing or by choosing a picture

1. Think of your own schooling experiences. Draw a picture that describes the teacher who was particularly good.
2. Tell others why the picture reminds you from that teacher. What made her / him such a good teacher?
3. Draw a picture that describes you as a teacher.
4. Tell others why you drew that picture.
5. Compare the two pictures you chose. Are there common features?

● ● Reflecting beliefs through mind map

1. Make a mind map of the ways how a teacher can enhance pupils' motivation.
2. Colour the marks with blue if you have learnt that through your experience as a teacher.
3. Colour the marks with green if you know that through educational theory.

● ● Reflecting beliefs through sifting

1. Write down five the most important characteristics for a good teacher.
2. Pair up and make a shared list of the most important characteristics for a good teacher.
3. Make two groups share your ideas and make a shared list of the most important characteristics for a good teacher.
4. The groups present their ideas. Make one list of the most important characteristics for a good teacher.
5. Reflect together, how this list supports child centred pedagogy? Are there some contradictions?

● ● Reflecting teacher's knowledge, which has been approved within a community of scholars through aquarium method

1. Make XX groups.

2. Discuss in groups what are the best ways for classroom management according your experiences. What makes these methods to work?

3. Choose two representatives for an aquarium discussion.

4. In aquarium discussion the discussants bring out ideas brought up in groups. The other members follow the discussion.


● ● Session 3

Day 3

Guided observations in
teaching practice



My practical theory



Values	Beliefs	Experiences	Theory

Activity: What is yours?

● ● Video

1. Look at the video and analyze it through one sheet
2. Share your observations in groups.
3. Discuss about your experiences of looking at the lesson and making observations through this form.
3. Choose one person that shares your experiences of the practise and joins aquarium discussion.

● ● Session 4

Day 4

Feedback



Activity

Write your feedback on the course (Flinga)

<https://edu.flinga.fi/s/EVZ6GQW>

Use colour codes:

- Yellow: Trainers
- Pink: Content
- Purple: Structure and activities
- Blue: Facilities

