



Practicum as an empowering practice?

Past experiences and future visions

Program

- 14.30 -15.45 Practicum as an empowering practice? Past experiences and future visions.
 - Researchers Doreen Rorrison and Sirkku Männikkö Barbutiu will introduce their research
- 15.45 – 16.20 Discussion
 - How do seminar participants see joint research/development?
 - Are there particular needs for research? Which?
 - How could practicum contribute to school development?
 - Participatory Action Research as school development ?
- 16.20 – 16.30 Gabriella Vuorenlinna concludes

Outline – the talk will include:

- The research journey thus far
- The role of Stockholm University
- International collaboration and funding
- Publication “A Practicum Turn in Teacher Education”
- The role of Järfälla and other municipalities
- Development of focus of the practicum as a participatory and empowering practice
- Role of practicum research
- Current findings and positionings
- Need for further research and networks

A guide to some concepts

- Preservice teacher = lärarstudent
- Practicum = praktik i lärarutbildningen, VFU
- Initial Teacher Education = lärarutbildning
- Teacher Educator in university = lärarutbildare i högskolan
- Mentor/Teacher Educator in school = lärarutbildare i skolan, handledare
- Practice architecture = praktikens ramar = kulturella/diskursiva, sociala/politiska, materiella/ekonomiska dimensioner som formar praktiken
- Tacit knowledge = tyst kunskap

Research Landscape

- **Collaborations**

- Stockholm University
- Municipalities in Stockholm region
- Pedagogy, Education and Praxis (**PEP**) International

- **Seminars and Research and Development (R&D) projects**

- Centre for Regional and Educational Development (**RUC**)
- Funded by **FAS** - Forskningsrådet för Arbetsliv och Socialvetenskap (Swedish Council for Working Life and Social Research)

- **Outcome**

- Focus on professional practice and workplace learning
- Opportunities to interrogate issues of mutual interest

Research methods

- **Evidence based research**
(quantitative) unsatisfactory for
practicum research
- **Narrative and voiced research**
(qualitative) provides rich data
- Deep analysis results in **emergent
themes**

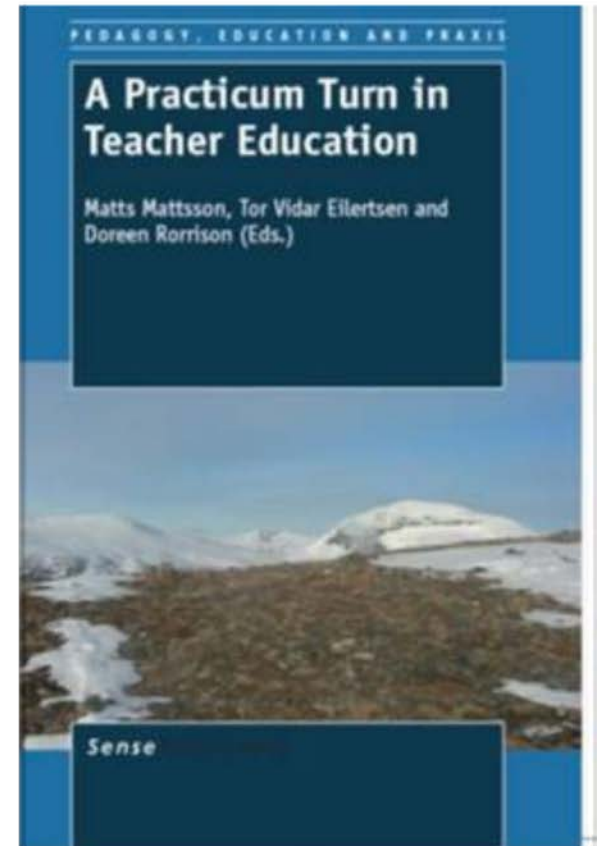
Qualitative research of teacher practice

- Situated in social, cultural and political **context**
- Multiple **discourses**, voices and identities.
- **Counter narratives** and **translators**
- **Mores-disparate**

Edited volume A Practicum Turn in Teacher Education

Volume 6 of the Pedagogy,
Education and Praxis (PEP) series

Matts Mattsson,
Tor Vidar Eilertsen
Doreen Rorrison (Eds.)



Each chapter- different focus

Ch 2 New ways to talk about practicum

Ch 3 Preservice teachers tell about memorable moments

Ch 4 Learning beyond the traditional

Ch 5 Integrative pedagogy

Ch 6 Situated professionalism

Ch 7 Exploring the self

Ch 8 Reflections in relation to theories

Ch 9 Assessing Practicum

Exploring professional practice knowledge in different settings (9 countries)

Ch 2 Three states of Australia (South Australia, Northern Territory, New South Wales), one Province of Canada (Ontario), Five Stockholm municipalities

Ch 3 Stockholm, Sweden; New South Wales, Australia; Shandong Province, China

Ch 4 Tromsø Region, Norway

Ch 5 Jyväskylä Region, Central Finland

Ch 6 Denmark

Ch 7 Sweden (Practicum in Social Work)

Ch 8 Stockholm region, Sweden

Ch 9 Malmo region and Stockholm region, Sweden

Ch 10 & 11 critical friends Holland and Australia

Sirkku Männikkö Barbutiu & Doreen Rorrison



Stockholm
University

Range of models, methods and traditions

Ch 2 Narrative and cross-border comparisons

Ch 3 Voiced research and narrative inquiry

Ch 4 Collaborations and learning communities

Ch 5 Faded scaffolding and partnerships

Ch 6 Situated professionalism and re-visioning

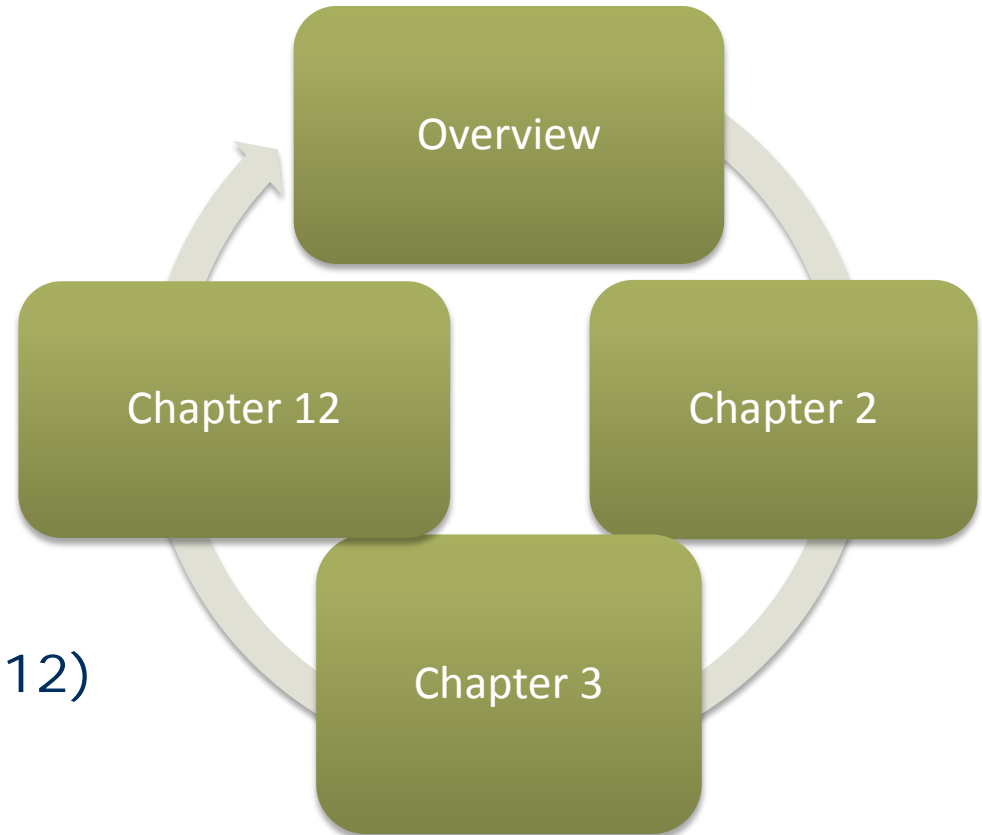
Ch 7 Comparative and reflective analysis

Ch 8 Reflective theorising

Ch 9 Transparent assessment and evaluation

Ch 10 & 11 Critique and inquiry

Focus today on three chapters



Authors

Sirkku Männikkö (ch 3)

Doreen Rorrison (ch 2, 3, 12)

Matts Mattsson (ch 12)

Tor Vidar Eilertsen (ch 12)

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Chapter 2

Border Crossing in Practicum Research: Reframing how we talk about practicum learning

Chapter 2-background

- 'a-theoretical' or under theorised
- seldom able to be abstracted beyond the local context
- robust theoretical frameworks
- 7 Guiding practicum learning principles emerged from data
- These were checked in different settings and traditions

Narrative as Research-supported in the literature

- Claims
 - ‘verisimilitude’
 - compelling
 - may or may not be actual experience
 - rich descriptions
 - emergent themes

Connell (1985)

Van Maanen’s (1988)

Creswell (1998)

Connelly (2004)

Clandinin (2006)

Bryman (2008)

Hammersley (2008)

Punch (2009)

Critical Analysis- the imprint of power

Apple 1975-2003: Critical
sociology/educational work

Smyth 1989-2009: Critical Cycle, Critical
Questions

Kincheloe 2004-2008: Developing a Critical
Complex Epistemology

- **Critical Spiral**

Describe

What does it look like?

Inform

How did it come to be like this?

Confront

Who benefits or is disadvantaged?

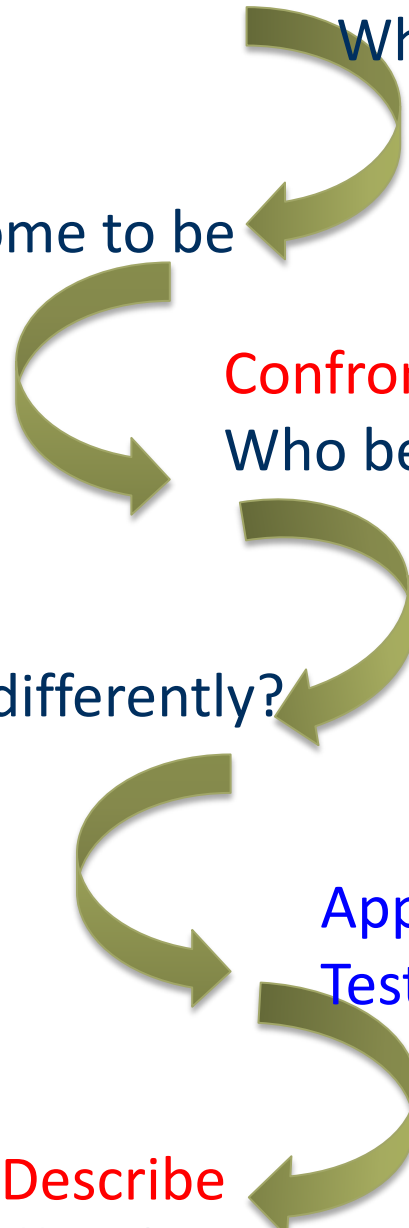
Reconstruct

What can we do differently?

Apply

Test in the field

Describe



Emergent themes provide guidelines for practicum learning

- tested in Swedish schools
- Modified from 9 guiding principles to 7
- A valuable framework for talking about the practicum
- Apply and re-test

Ch 2- summary

- Offers insight into the relationships, connections, inconsistencies and silences in current practice
- Uncovers the settlements, understandings, beliefs, attitudes and habits that make things the way they are in the practicum
- Move beyond identifying local problems/issues and offer fresh ways of talking about practicum by building a more theoretical contribution on which to base sound decisions and policies
- Provide an educational rationale for change (not economic)
- Attempt to influence policy translators...



Chapter 3

Memorable Encounters; Learning narratives from preservice teachers' practicum

Concerns

- The **learning experiences** and practices of the practicum in teacher education are not fully understood and in many ways left to chance
- The voice of the preservice teachers is seldom heard or **theorised** to develop new and current understandings or frameworks to **guide change**

Study

- “What was the most critical moment in your practicum?”
- “What did you learn from this?”

What seems to be crucial for student teachers in all settings are their **encounters** with their pupils and how these encounters are enacted and reflected upon.

One study— several contexts

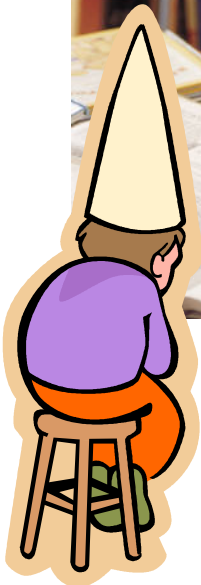
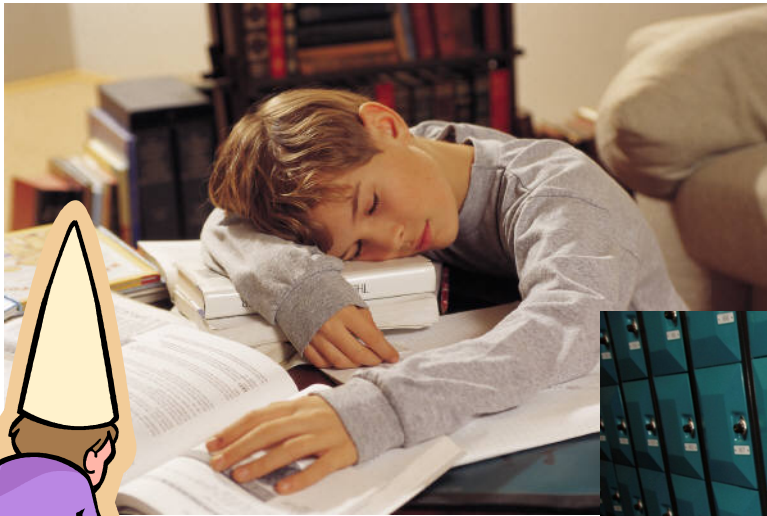


What are preservice teachers telling us?

- the practicum experiences can be daunting, overwhelming and challenging
- sometimes leaving the preservice teachers uncertain, perplexed and frustrated, wondering “if they did the right thing”, “what could they have done instead” or “did they fail to engage all the pupils in learning”.
- Are these rich messages within these narratives of practicum experiences suggesting that there is potential for further learning from timely conversations with mentors?



Encounters



Differing ways of understanding practicum:

- Challenging (Swedish students)
- Transformative (Australian students)
- Reformative (Chinese students)

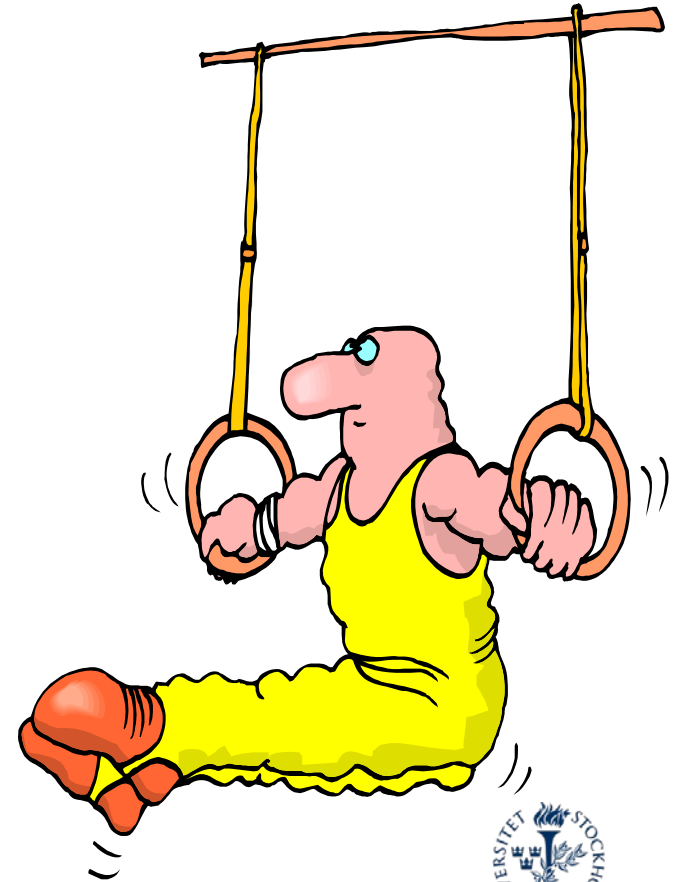
Learning in practicum

- Personal development
- Growing insights of the complexities of the teaching profession
- Dealing with frustration and insecurity when facing the 'unplanned', 'unexpected'
- Memorable practicum



Professional practice knowledge

- Developed during/out of interaction with pupils
- Learning of practice knowledge differs from other learning
- Teacher educators need to actively make use of the memorable encounters so that these can contribute to learning



On-going practicum research

Findings- Preservice teachers focus on "encounters"

Analysis- Insufficient deep conversations about learning from encounters

Proposal- 2012/13 multisite research on reflective and **focused professional dialogues** between preservice teacher and mentors/teacher educators.

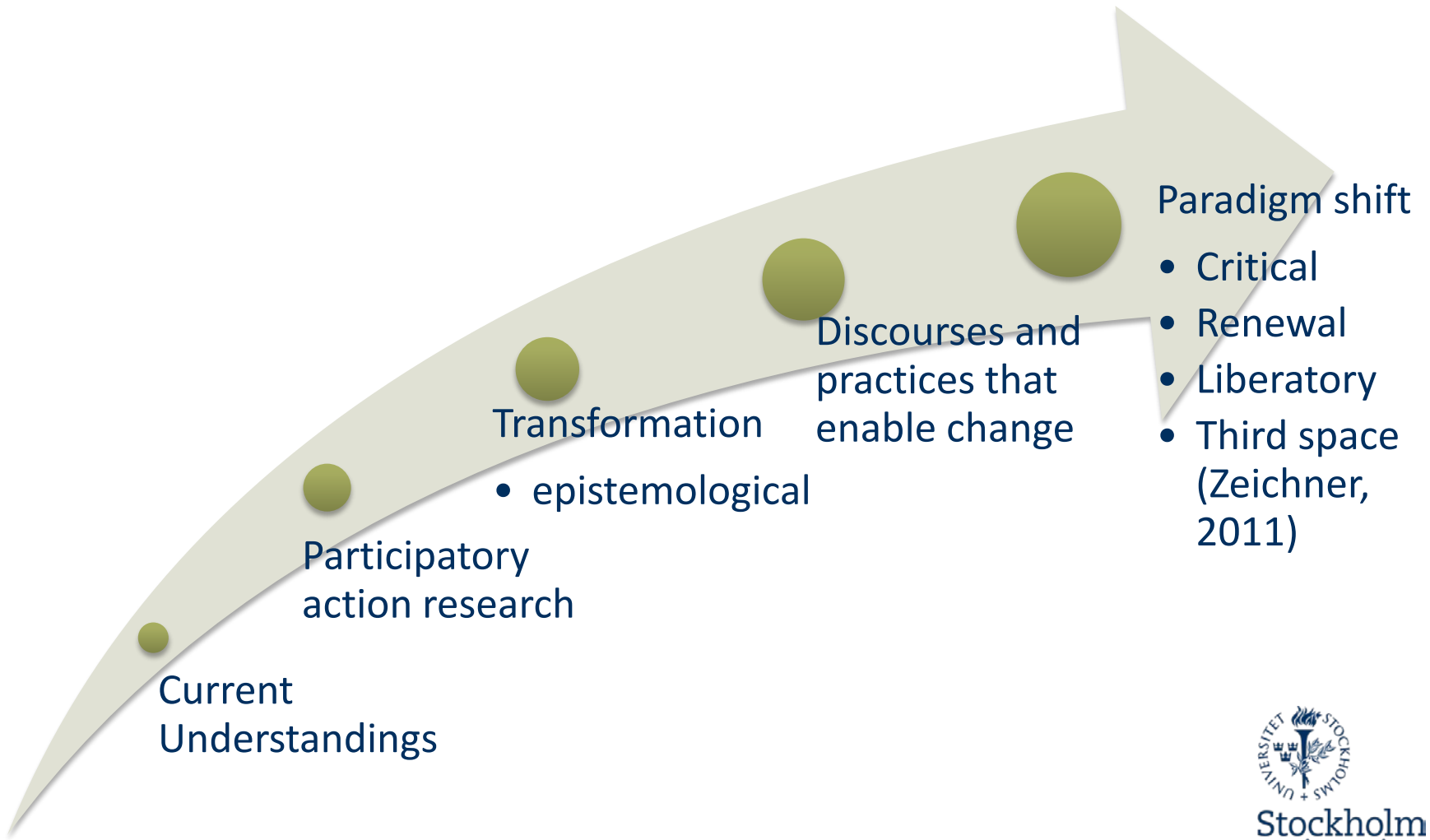




Chapter 12

Conclusions and Challenges

Chapter 12 Challenges



Summary of the Conclusions

- **Proper resources required**
 - Time, economy, personal, material
- Professional practice knowledge needs to be understood
 - Communities of practice
 - authenticity
- Forming a **personal and professional identity** in practicum
- Practicum as a **complex learning situation**
- **Inclusive assessment methods** of practicum required
 - Developing models, instruments and criteria
- **Partnerships**
 - Joint research projects based on mutual needs and interests



Models for Practicum

1. The master – apprentice model
2. The laboratory model
3. The partnership model
4. The community development model
5. The integrated model
6. The case based model
7. The platform model
8. The community of practice model
9. The research and development model

- Several authors have demonstrated that a 'practicum turn' can be achieved through **collaborative efforts** by teachers, school leaders, preservice teachers, teacher educators and researchers taking 'practice' as a point of departure for reflection on educational issues. (p. 242)
- As our research demonstrates, practice can serve as a point of departure for '**a realistic teacher education**'. However, it is vital that this approach is scaffolded by well informed teacher educators.

Practicum Turn

- Moves beyond the view that professional practice in teacher education is about applying theories of teaching and learning
- Establishes the field (practicum) as a place where practices can, and do determine sayings, doings and relatings that are rational and emerge from practical understandings of those actions.
- Provides evidence from empirical studies to support the 'practicum turn in teacher education'



Future Plans

Purposeful Encounters
International Network
Funding and research partners



Research questions

What procedures exist to take full advantage of the learning chances uncovered through “encounters with pupils” during the practicum?

Knowledge building and theoretical frameworks focusing on ‘encounters’ should be constructed by analysis of rich data

Can the structure of practicum be influenced to focus on these new theoretical frameworks?

Three questions for practicing teacher/mentor

- Do you recognise encounters as a phenomenon in teacher education? Can you provide some examples?
- How do you take “encounters” into consideration during your teaching/discussions/debriefing/further learning?
- How can you envisage the concept of preservice teacher/pupil encounters enriching your program or teaching about teaching?

Next step

- Theories as guidelines for action.
- Theory as a base for reflection
- Possibilities of reflection
- Interplay between theoretical and practical learning

Concluded that practicum development and research would be improved by

- A. Establishing a **strong international network** with clearly identified profile and parameters
- B. Encouraging and supporting relevant theory-practice discourses
- C. Forming an international program for research and development

Call for interest sent to 50 contacts in May

- 69 responses from professors, lecturers, practicum coordinators and PhD students
- 15 countries (Denmark, Sweden, Netherlands, Canada, Norway, Iceland, Australia, Finland, China, United Arab Emirates, Malta, UK, China, Italy, Israel)
- over 40 universities/institutions.



Thank you

Sirkku sirkku@dsv.su.se

Doreen drorrison@csu.edu.au