Supporting student teachers' action-oriented knowledge construction via collegial reflection

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Introduction

- Student teachers should adopt reflective skills and action-oriented knowledge as well as practical capabilities during teacher education for their professional work as teachers (Kansanen et al., 2000; Toom et al., 2010; Mena et al., 2012)

- Teaching practice as a significant context for student teacher learning (e.g. Toom et al., forthcoming; Saariaho-Räsänen et al., forthcoming, Ahonen et al., 2013)
  - analysis and reflection of practice (Dewey, 1933; Rodgers, 2002) as tools in construction of teacher’s action-oriented knowledge (Eraut, 1995; Fenstermacher, 1998; Mena, 2011; Toom, 2012; Verloop et al., 2001)
  - relevant structure and pedagogy to support learning from practice (Husu, Toom, & Patrikainen, 2008; Leijen et al., 2012)
  - collegial resources, theoretical tools
Aims and research questions

• To promote student teachers’ learning, reflection and construction of action-oriented knowledge during teaching practice in teacher education
• To test the procedure of guided reflection with student teachers in five different teacher education contexts
• To explore the triggers of student teacher learning and characteristics of action-oriented knowledge
  1. What kinds of critical events do the student teachers identify as triggers of their learning from their classroom practice?
  2. What types of action-oriented knowledge do the student teachers express related to their classroom practice?
The procedure of guided reflection during teaching practice in TE (Husu, Toom & Patrikainen, 2008; ACTTEA 2012-2015)

**VIDEOTAPED LESSON**
- Classroom events

**VIDEOTAPING**
- Done by student teacher at classroom
  - Focus on teacher’s action
  - max 2 days

**INDEPENDENT REFLECTION**
- max 1 week
  - What happens during the lesson?
  - What are the most important incidents (2) for you during the lesson? Why?

**2 CRITICAL INCIDENTS:**
- Positive, empowering
- Challenging, difficult

**Classroom events chosen by the student teacher according to her/his aims for teaching practice**

**A) INDEPENDENT REFLECTION**
- What happens in this incident?
- Why is this incident important and meaningful?
- What is the more general meaning of this incident in a wider context?

**B) PEER REFLECTION**

**C) REFLECTION WITH SUPERVISOR**

**WRITTEN REFLECTION IN POFO/REPORT**
- At the end
  - What happens in this incident?
  - Why is this incident important and meaningful?
  - How has this incident affected to your thinking and actions?
  - What is the more general meaning of this incident in a wider context?
  - What will you do with that you have understood?
Participants and data analysis

- Participants were pre-service student teachers (primary teachers, subject teachers, special education teachers, secondary teachers: n=77) participated in the use of guided reflection procedure during their teaching practice (self reflection n=27; peer reflection n=25; supervisor reflection n=25)

- Data: Critical incidents (n=149) from classroom practice and written reports (analysis units n=1475)

- A qualitative, theory-based data analyses

- The analysis schemes
  - The instructional core relations (Herbart, 1835; Kansanen & Meri, 1999; Toom, 2006)

- Continuous discussion about the analyses to ensure the validity and reliability of the interpretation
Instructional core elements and relations

RESULTS: Critical incidents – triggers for student teacher learning
RESULTS: Types of student teachers’ action-oriented knowledge in various contexts
RESULTS: Types of student teachers’ action-oriented knowledge in various contexts
Discussion

- Pedagogical issues in didactical relation were the most important triggers for reflection and learning.
- Appraisals and practical justifications were emphasised within the action-oriented knowledge of student teachers.
- The various contexts of reflection did not produce any significant differences in student teachers’ action-oriented knowledge.

- The presented procedure makes it possible for student teachers:
  - to extract triggers of learning from professional practice.
  - To differentiate reflective judgments and construct action-oriented knowledge independently and with others.
  - To learn from practice and from collaborative reflection.

- The procedure could be used in TE to facilitate student teacher learning and structure reflection.
Key references


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