E-5: Programmatic infrastructures and preservice teachers' learning

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Learning-teaching-research integrated model of teacher preparation in a masters’ program: Focusing on a pedagogical content case

Fan Liu, Capital Normal University, China
Menghua Wang, Capital Normal University, China

In Shulman’s idea, “Case Method” has a unique place in teacher education which unifies theory and practice, at the same time makes pedagogical content knowledge explicit, accumulative and transmittable. In our attempts with teacher preparation in a masters’ program, we extend Shulman’s model and suggested a two-year-long integrated model focusing on a Pedagogical Content Case with combines intensive and extensive learning, simulation and in-class teaching and educational research together which raise the student-teachers to a level of philosophical reflection on education and their identities, a deep understanding of disciplinary core concepts and towards an effective teaching design with leads to SUZHI education. The learning outcome will be a well-designed teaching package around a case, a solid master thesis, and most importantly a reflective teacher who sees teaching as a continuous effort with no limit of perfection, and the reward of teaching is the ever-expanding self-identity of the teacher herself.

Keywords: Case Method, Learning-Teaching-Research Integrative Model, teacher identity, SUZHI education
The responsibilities of collegiate administrators in supporting faculty and lesson study in teacher education

Benjamin Haywood Dotger, Syracuse University, United States
Sharon Dotger, Syracuse University, United States

Context:
We operate from the premise that Lesson Study – as a teacher development model – holds the capacity to enhance teaching, by engaging teacher candidates (TCs) in Lesson Study cycles at the preparatory level, followed by cycles during induction years of practice. To engage TCs, faculty need specific structures to support their guidance of Lesson Study teams of TCs within field placements in schools. Supporting faculty to facilitate Lesson Study cycles requires specific structures and principles. We focus on the role of the collegiate administrator in fostering Lesson Study within teacher education.

Method:
This inquiry is in distinct sections; each centers on the structures and principles a college administrator must promote for Lesson Study to be enacted. We offer three basic assumptions about effective teacher education that must be understood and supported at the administrative level in order for teacher education faculty to effectively facilitate Lesson Study in teacher preparation contexts. The first assumption is that situating faculty alongside teacher candidates in public school classrooms is what moves us closer to the interrogated practice principles evident in Lesson Study. Lesson study cycles do not occur if faculty, host teachers, and TCs are not all in the same space. The second assumption is that TCs must engage with specific instructional practices, must collect evidence of their enactment, and must collect data on how student learning occurs through those practices. Interrogation of instructional practices and evidence of student learning is the data base on which teacher education must rely. The third assumption is one of the necessary shift from traditional models of teacher education – where only one TC engages in a single classroom – to a Lesson Study model in teacher education where multiple TCs engage with each other, students, and content. The traditional “TC on her/his own” does not support the community-of-practice model at the heart of Lesson Study.

Second, we offer two research/scholarship considerations that require the endorsement of collegiate administrators to foster support for faculty engaging in Lesson Study. Lesson Study is inherently scholarship-in-action, in that it is a distinct line of applied scholarship. Recognition of this inquiry – and its in-school research contexts, multiple groups, and shifting curricula – is critical. In addition, different and often-complex Institutional Review Board (IRB) permissions across college and K-12 school contexts are necessary to support teacher education researchers as they document changes to lessons, and study the impact of Lesson Study cycles on teacher thinking and student learning.

Third, we suggest perspectives on personnel management that college administrators must consider in order to support Lesson Study in teacher education contexts.
The college administrator must shift personnel assignments; if field supervisors are not directly engaged in the Lesson Study processes, they are not assigned to supervisory roles in those classrooms. Because the teacher education faculty present for the Lesson Study cycles are in direct observation of the TCs, additional personnel not engaging in Lesson Study cycles are not needed. Additionally, college administrators must recognize the time element associated with Lesson Study cycles, and that this time in schools impacts the degree to which faculty can be available for on-campus office hours.

Finally, facilitating Lesson Study with TCs might also necessitate different course models, where atypical blocks of time (e.g., three dedicated weeks each semester) are designated for faculty and TCs to concentrate on Lesson Study cycles in schools.

**Contributions to Knowledge:**

While we recognize the value of Lesson Study cycles in enhancing teacher preparation, we must also recognize the structures and principles that collegiate administrators must enact to support their teacher education faculty in guiding Lesson Study cycles.

**Keywords:** Administrators, Lesson Study, Structures
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A case study on pedagogy of teacher education in an M.A. Program- from the perspective of activity theory

Wei Jin, Beijing Normal University, China

Object

There is an increasing awareness on pedagogy of teacher education, which has become a great impetus for the quality of teacher education program, especially in developing student teacher’s capacity of learning to teach. This research aims to explore the activity system in pedagogy of teacher education and the tensions within it in an innovative M. A. teacher education program in a key normal university in China. This study tries to demonstrate the interactive nature of pedagogy of teacher education in a behavioral, belief and cultural level.

Method

The data source for this study is a two-hour video of an integrative course in the teacher education program and interviews with the teacher educator in the course and several student teachers. This study takes a two-hour course as a case, with the method of video analysis to explore the teaching-learning activity linguistically, behaviorally and culturally based on the third generation activity theory. The researcher transcribed the video and then analyzed the data with the help of the 3rd generation teacher education activity.

Result

The research finds that the activity systems in pedagogy of teacher education is very complicated. There are tensions or non-tensions between teacher educator’s and student teacher’s activities. In terms of the six activity elements, the community, artefacts and division of labor are weak. Also the research shows the tensions between didactics and modeling, teaching to teach and learning to teach, talking about teaching and doing teaching.

Conclusion

The research concludes that teacher educator should develop a realistic pedagogy of teacher education, linking practice to theory instead of putting the theory into practice. In the future, the realistic learning-to-teach activities should be well-designed and researched, thus informing the practice, theory and policy of teacher education. Tensions are not always bad in the teacher education program, which can sometimes motivate the communication between teacher educators and student teachers. In the future, more cases should be involved in the pedagogy of teacher education and the unit of analysis within the activity theory framework should be made more explicit.

Keywords: pedagogy of teacher education, activity theory, learning to teach