



(Re)imagining & Remaking Teacher Education

**45th ATEE Annual Conference 2020/2021
Conference Brochure
University of Warsaw, Poland**



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1 — Welcome from ATEE President

Dear Colleagues and Friends,

I'm pleased and honored to welcome you to the ATEE 2021 annual conference. I would like so much to meet you in person and to have the opportunity to talk to you and discuss important issues regarding teacher education around Europe and beyond. Unfortunately, we are obliged to stay in front of a screen.

But we are educators. And as educators, we are able to create good and innovative learning environments. The pandemic taught us and pushed us to invent new opportunities to educate and learn.

This conference is a wonderful example of how we can "(RE)IMAGINE & REMAKE TEACHER EDUCATION" for now and for the future. I wish all participants a fruitful conference and, above all, to meet new colleagues, ideas, and occasions to build new educational paths together.

Davide Parmigiani
ATEE president



2 — Welcome from University of Warsaw

Dear Colleagues,

It is a great honour for our community of educationalists at the University of Warsaw to host the 45th conference of Association for Teacher Education in Europe. The ATEE conference is a very important international annual meeting of researchers and practitioners. It creates a platform for exchange of ideas in the field of teacher education and training. This year its main theme “(Re)imagining & Remaking Teacher Education: Identity, Professionalism and Creativity in a Changed World” emphasizes at least two aspects of teacher education. The first is the ability to encounter unforeseen circumstances that appear in educational practice. We teachers have to constantly learn how to respond to challenges of the changing world if our students are to dwell in the world successfully. The second aspect indicates the necessity of cultivating creativity as a crucial educational and social value. Imagination is indispensable to valuable educational activities, particularly if they are to strengthen social justice in these difficult pandemic and political times.

I am sure that although the lectures and presentations are going to be held online, they will inspire participants to think in an inclusive and creative way on the future of teacher education. The participants represent different countries and cultures. This plurality will certainly help to create a hospitable atmosphere that is necessary for having a stimulating and fruitful conversation.

I wish all participants a great time and wonderful and unforgettable experience at the conference.

Prof. Rafał Godoń
Dean of Faculty of Education,
University of Warsaw



3 — Welcome from Scientific Committee and Organising Committee

The Faculty of Education of the University of Warsaw is honored to host the 45th Annual Association for Teacher Education in Europe (ATEE) Conference 2020/2021 entitled (Re)imagining and Remaking Teacher Education: Identity, Professionalism, and Creativity in a Changed World. The title of our conference was formulated in the fall of 2019; however, the past two years have given these words new meaning and relevance. Covid-19 Pandemic brought enormous challenges, but also opportunities for all educational endeavors as the fast-moving globalized world as we knew it came to a sudden halt. Teachers and teacher educators had to find new ways to stimulate learning from a distance. The challenges that came with the virtual world brought new opportunities, frequently extending our identity as educators, approaching professionalism and expertise, and encouraging creativity and innovation. As we move beyond the pandemic, its effects are still seen and felt in this changed world.

We would also like to thank the participants for submitting their work and research, without which this conference would not have been possible. With abstracts from so many countries, you have helped make this a truly international forum with insights from all corners of the globe. International travel safety has been an ongoing concern for all of us and we are very happy we have come together to continue our work in a virtual environment.

Considering the challenges the world has gone through over the past two years it has been an ongoing challenge to keep us all united in our efforts to advance teacher education and we all should be proud of how we have stepped up to this task. Let this conference be a forum to bring us further together as we promote and enhance the quality of Teacher Education throughout Europe and the world.

Sincerely,
ATEE 2021
Scientific Committee
Organising Committee

4 — Scientific Committee in Poland

CHAIR



Joanna Madalińska-Michalak
University of Warsaw, Poland

MEMBERS



Joanna Dobkowska
University of Warsaw, Poland



Katarzyna Brzosko-Barratt
University of Warsaw, Poland



Urszula Markowska-Manista
University of Warsaw, Poland



Marta Pietrusińska
University of Warsaw, Poland



Anna Zielińska
University of Warsaw, Poland



Małgorzata Żytka
University of Warsaw, Poland

5 — Organising Committee

CHAIR



Anna Zielińska
University of Warsaw, Poland

SECRETARY



Joanna Dobkowska
University of Warsaw, Poland

MEMBERS



Katarzyna Brzosko-Barratt
University of Warsaw, Poland



Joanna Madalińska-Michalak
University of Warsaw, Poland



Monika Gromadzka
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6 — Abstract Reviewers

- **Mhairi Beaton**, Leeds Beckett University, England
- **Tatjana Bicjutko**, University of Latvia
- **Diola Bijlhout**, University of Greenwich, UK
- **Birger Brevik**, OsloMet University, Norway
- **Cornelia Connolly**, National University of Ireland Galway, Ireland
- **Katarzyna Brzosko-Barratt**, University of Warsaw, Poland
- **Miroslava Cernochova**, Charles University in Prague, Czech Republic
- **Chandrika Devarakonda**, University of Chester, UK
- **Joanna Dobkowska**, University of Warsaw, Poland
- **Dobromir Dziewulak**, University of Warsaw, Poland
- **Onur Ergunay**, Eskisehir Osmangazi University, Turkey
- **Maria Assunção Flores**, University of Minho, Portugal
- **Mercé Gisbert**, Universitat Rovira i Virgili, Spain
- **Lorraine Harbison**, Dublin City University, Ireland
- **Ellen Beate Hellne-Halvorsen**, OsloMet University, Norway
- **Pilar Ibáñez-Cubillas**, University of Extremadura, Spain
- **Kalina Jastrzębowska**, University of Warsaw, Poland
- **Hanneke Jones**, Newcastle University, United Kingdom
- **Cendel Karaman**, Middle East Technical University, Turkey
- **Steinar Karstensen**, OsloMet University, Norway
- **Anna Kowalewska**, University of Warsaw, Poland
- **Virginia Larraz**, University of Andorra, Andorra
- **Laurinda Leite**, University of Minho, Portugal

- **Caro Lemeire**, Busleyden Atheneum Pitzemburg, Belgium
- **Monique Leygraaf**, University of Applied Sciences iPabo, The Netherlands
- **Joanna Madalińska-Michalak**, University of Warsaw, Poland
- **Urszula Markowska-Manista**, University of Warsaw, Poland
- **Deirdre Murphy**, Marino Institute of Education, Ireland
- **Elizabeth Oldham**, Trinity College Dublin, University of Dublin, Ireland
- **Davide Parmigiani**, University of Genova, Italy
- **Marta Pietrusińska**, University of Warsaw, Poland
- **Marlena Plebańska**, University of Warsaw, Poland
- **David Powell**, University of Huddersfield, United Kingdom
- **José G. Puerta**, University of Granada, Spain
- **Blerim Saqipi**, University of Pristina, Kosovo
- **Olena Shyyan**, Lviv State University of Physical Culture, Ukraine
- **Borge Skåland**, OsloMet University, Norway
- **Ronny Smet**, Karel de Grote-Hogeschool, Belgium
- **Marek Smulczyk**, University of Warsaw, Poland
- **Milan Stojkovic**, Justus von Liebig School, Germany
- **Agnieszka Szplit**, Jan Kochanowski University of Kielce, Poland
- **Elizabeth White**, University of Hertfordshire, England
- **Anna Zielińska**, University of Warsaw, Poland
- **Małgorzata Żytko**, University of Warsaw, Poland



7 — The Association of Teacher Education in Europe (ATEE)

The Association of Teacher Education in Europe aims to promote the development of both initial and continuing teacher education at all levels. Moreover, it strives to enhance scientific research and practice in teacher education. The Association was founded in 1978 and has established itself as a meeting place for educational researchers, teachers, and teacher educators in European countries and other countries in the world. The core activities of the Association involve holding an annual, peer-reviewed conference, production of the journal *European Journal of Teacher Education in Europe* as well as the ongoing work of the constituent networks Research & Development Communities (RDC). The RDC's are thematic working groups where teacher educators.

ATEE ADMINISTRATIVE COUNCIL

President: Associate Prof. Davide Parmigiani, University of Genova, Italy

Vice President: Mr. Michiel Heijnen, Utrecht University of Applied Sciences, the Netherlands

Members:

- David Powell, University of Huddersfield, United Kingdom
- Leah Shagrir, Levinsky College of Education, Israel
- Erika Kopp, Eötvös Loránd University, Hungary
- Agnieszka Szplit, Jan Kochanowski University of Kielce, Poland

8 — Research and Development Communities - RDCs

The RDCs are different working groups organized around specific teacher education themes. Each RDC has two Chairs who jointly coordinate the work in each group and who are also your main contacts. The RDC meetings are usually planned during the Annual Conference, and you can attend a meeting before deciding to join as a member of the Community.

RDCs can carry out research, publish books and prepare project proposals.

THE LISTS OF RDCS

- Methods and Theories Applicable in Teacher Education Research
 1. Ellen Beate Hellne-Halvorsen, OsloMet University, Norway
 2. Borge Skåland, OsloMet University, Norway
- Technical and Vocational Teacher Education (TVTE)
 1. Steinar Karstensen, OsloMet University, Norway
 2. Birger Brevik, OsloMet University, Norway
- Inclusion and Special Needs
 1. Deirdre Murphy, Marino Institute of Education, Ireland
- Education for Social Justice, Equity and Diversity
 1. Blerim Saqipi, University of Pristina, Kosovo
 2. Caro Lemeire, Busleyden Atheneum Pitzemburg, Belgium
 3. Chandrika Devarakonda, University of Chester, UK
- Global Education
 1. Virginia Larraz, University of Andorra, Andorra
 2. Mercé Gisbert, Universitat Rovira i Virgili, Spain
 3. Sarah-Louise Jones, University of Hull, UK
- Science and Mathematics Education
 1. Lorraine Harbison, Dublin City University, Ireland
 2. Milan Stojkovic, Justus von Liebig School, Germany

- Teacher Education and Digital Technology
 1. T. J. O’Ceallagh, University of Limerick, Ireland
 2. Cornelia Connolly, National University of Ireland Galway, Ireland
- Empowering Teacher Education
 1. Ronny Smet, Karel de Grote-Hogeschool, Belgium
- In-Service learning and the Development of Practice
 1. Christiane Kose, Ministry of Education - General Policy Affairs for Public Schools, Germany
 2. Mhairi Beaton, Leeds Beckett University, England
- Professional Development of Teachers
 1. Cendel Karaman, Middle East Technical University, Turkey
 2. Maria Assunção Flores, University of Minho, Portugal
- Health, Environmental and Sustainability Education
 1. Diola Bijlhout, University of Greenwich, UK
 2. Olena Shyyan, Lviv State University of Physical Culture, Ukraine
- Professional Development of Teacher Educators
 1. Elizabeth White, University of Hertfordshire, England
 2. David Powell, University of Huddersfield, England
- Teaching Modern Languages
 1. Agnieszka Szplit, Jan Kochanowski University, Poland
 2. Onur Ergunay, Eskisehir Osmangazi University, Turkey
 3. Tatjana Bicjutko, University of Latvia
- Enabling Teachers for Entrepreneurship Education
 1. José G. Puerta, University of Granada, Spain
 2. Pilar Ibáñez-Cubillas, University of Extremadura, Spain

9 — About Warsaw

GENERAL INFORMATION

Warsaw is the capital of Poland and its administrative, political, and financial center. Home to a great number of well-educated, talented, and capable young people, the city is easily accessible, with a fast-growing GDP and high quality of life. It is the largest city in Poland with an area of 517 square kilometers and almost 1.8 million residents (more than 3 million in the metropolitan area).

Situated on both sides of the Vistula, almost in the heart of Poland, Warsaw is also the capital of Masovia. This is a region rich in folk traditions, characterized by flat landscapes with large open fields. The river divides the city into two parts distinct in character. The more up-market western bank of the Vistula is where the majority of Warsaw's businesses, banks, theatres, and cinemas can be found. The eastern side of the city, known as Praga, is slowly changing with a growing number of cultural venues, modern shopping centers, office buildings, and blocks of flats.





HISTORY

The first settlements in the area of the city date back to the 13th century; Warsaw became the capital of Poland in 1596.

During World War II, the central area of the city was almost entirely destroyed. After the war, a five-year reconstruction campaign by its citizens resulted in today's meticulous restoration of the Old Town, with its churches, the royal castle, and marketplaces. It is an outstanding example of a near-total reconstruction of a span of history covering the 13th to the 20th century listed as UNESCO World Heritage.

CONTEMPORARY

Today Warsaw has a rich tourist offer and everyone will find something for themselves. The city has a wide cultural offer, a thriving restaurant scene, and 79 parks. Partying enthusiasts will have a chance to visit clubs and cafes, and dance till dawn.

Nearly every European architectural style and historical period can be found in the Warsaw Old Town, and it was listed as a World Heritage Site by UNESCO in 1980. Other main architectural attractions include the Royal Castle with the iconic King Sigismund's Column, the Wilanów Palace, the Palace on the Isle in Łazienki Królewskie (Royal Baths) Park, St. John's Cathedral, Main Market Square, as well as numerous churches and mansions along the Royal Route (Trakt królewski).

Aside from being the home of the University of Warsaw, Warsaw is also the seat of the Polish Academy of Sciences, National Philharmonic Orchestra, the Warsaw University of Technology, the National Museum, Zachęta Art Gallery, and the Warsaw Grand Theatre, the largest of its kind in the world.



10 — About the University of Warsaw

The history of the University of Warsaw is closely linked with the history of Warsaw as well as Poland. It was founded during the turbulent period after Poland disappeared from the map of Europe. The hope of the rebirth of the country emerged as early as in the first decade of the nineteenth century as the country reentered the map during the Napoleonic times as the Duchy of Warsaw (1807-1813) and later the Kingdom of Poland. As part of the Russian empire in 1815, the Kingdom of Poland became a weak substitute for the Polish state.

Great advocates of the formation of the University included Count Stanisław Potocki, the minister for Religions and Public Enlightenment, and Father Stanisław Staszic. By decree of the Russian Tsar and Polish monarch Aleksander I, the University was founded on the 19th of November 1816, under the name Royal University of Warsaw. Originally under the supervision of the General Council headed by Stanisław Staszic, the University opened its doors to students less than two years later, on the 18th of May 1818. The first rector of the University was Father Wojciech Anzelm Szwejkowski.





The University originally consisted of five faculties, each represented by a star on the original emblem of the University of Warsaw: School of Law, School of Medicine, Faculty of Theology, Faculty of Philosophy, and the Faculty of Fine Arts.

Following the defeat of the November Uprising [1830], a rebellion in which many University students participated, the decision was made to close the University, only fifteen years after its inauguration. However, it soon became clear that the University of Warsaw was necessary. In 1857 permission was given by the Russian authorities to open a Polish university – the Medical and Surgical Academy. Several other departments were added, and the University was reopened under a different name- known as the Main School. The inauguration took place on the 15th of November 1862 and Józef Mianowski was appointed as rector.

In 1869 another rebellion took place, known as the January uprising [1863]. Again due to the high number of students who took part in the uprising, the Main School was closed and the Imperial University of Warsaw – a

university with instruction entirely in Russian – took its place. The Imperial University of Warsaw continued to exist until 7 July 1915. Almost a month later, Russian troops left Warsaw and the German army took their place. Around the same time, women were admitted to study at the University for the first time.

After Poland had gained independence in 1918, the University was finally free in relation to education for the first time in its history. In 1920, many students and readers of the University of Warsaw formed the Academic Legion, defending Warsaw in the Polish-Bolshevik war. At the start of the Second World War, the University of Warsaw was closed. This did not stop classes from taking place, and classes continued in hiding. The secret university was unique in the world, and classes took place both in private apartments, schooling establishments, and religious buildings.

The University resumed its operation in 1945 but remained under the shadow of Stalinism. After the 1956 Polish thaw an authentic academic life emerged. Freedom

in education and research appeared in most fields of instruction. In 1968, once again in response to anger with the political system, student riots began across the city and were put down by the police. As a result, the University lost a large number of employees and students, and many were forced to emigrate out of the country. The University retained its role as a center of independent thought from which many intellectuals graduated and from which a considerable number of political opposition activists, as well as reformers, came.

Today the University of Warsaw is the largest university in Poland and is among the top research facilities in the country. More than 43 000 students and doctoral candidates are educated in its organizational structures.

NUMBERS AND STATISTICS:

- almost **48 000** students, including:
- more than **32 000** full-time students
- more than **12 600** part-time students
- more than **3200** Ph.D. students
- almost **3900** postgraduate students



- more than **7100** academic staff, including:
- more than **3600** academic teachers
- more than **820** professors
- **20** faculties
- **30** independent teaching and research units

Sources:

www.uw.edu.pl/universytet/historia-uw

11 — About the Faculty of Education

This conference is organized by the Faculty of Education at the University of Warsaw. For the last 65 years, it has strived towards supporting the innovative teaching approaches developed by its professors, students, and graduates. As an institution built on interpersonal communication and international awareness, the Faculty values strong ethics, empathy, and open-mindedness as it builds its national, European and global community. Its mission incorporates strategies of both social scientists and educators to enrich the sensitivity, skills, and mindset of learners around the world.



The Faculty of Education was founded in 1926 by Bogdan Nawroczyński, with the initial goal of preparing curricula for pedagogical seminars, later broadening its horizons to high school subjects, and finally to middle school and programs aimed at young learners. Over the course of its history, its scope has changed and developed according to social and scientific innovations of the times, and today, its impacts reach the widest branches in society. Its students and alumni are trained as teachers, pedagogical therapists, aesthetic specialists, animators, androgogues, media specialists, and NGO workers. Courses are taught in both Polish and English.

The mission of the Faculty is to educate pedagogues and guide leaders in their life-long journey of learning as world citizens and teaching as the world's educators. The Faculty of Education, and all divisions of the University of Warsaw, work with and for learners of all ages, young and old, all backgrounds, nationalities, abilities, religions, and identities. It values the diversity of cultures that enrich the community and enforces socio-cultural awareness and consideration. Our journey to *Reimagine and Remake Teacher Education* will be no different, and we are thrilled for you to join us in our exploration of *Identity, Professionalism, and Creativity in a Changed World*.

12 — Conference Themes

Main Theme:

(Re)imagining & Remaking Teacher Education: Identity, Professionalism and Creativity in a Changed World

SUBTHEMES:

Professional values, professional teachers and professional teacher educators: understanding today - building tomorrow

Teachers are universally expected to develop and demonstrate appropriate personal and professional values and yet these values are only weakly defined. While some national governments rely on cultural traditions to guide values in education, others directly intervene through policy change trying to shape the values promoted by schools and teachers. At the institutional level, school leaders vary in their efforts and strategies to encourage reflection, debate, and inquiry by teachers to help develop shared professional values as a school within its local community. This theme focuses on explorations of personal and professional values and their implications for teacher education, teachers' professional learning, school leadership, and educational policy.

Development of teacher competencies for inclusion and social justice in a changing world

The professional development of a teacher requires creating opportunities for building self-efficacy and effectiveness. In order to achieve this, one should take into consideration a diverse socio-cultural context. Professional identities of teachers should be oriented towards all students to guarantee well-being in their academic and personal life. The teacher as a promotor of inclusion and social justice in a changing world has to confront challenges. These challenges require, above all, social and ethical competencies.

Addressing current challenges in pre-service and in-service teacher education

Nowadays teachers and teachers' educators have to face changes taking place at school, its surroundings, and expectations towards teachers formulated by parents, principals, policymakers, and civil society. Teacher educators should understand these changes, prepare teachers for new challenges and equip them with appropriate competencies.

The preparation of teachers to face various new challenges and at the same time remain critical and autonomous of often contradictory expectations of various stakeholders is the fundamental task of teacher education.

13 — Useful information about the organization of the conference

A) ACTIVITIES DURING THE CONFERENCE

The conference will include various opportunities for individuals to participate in.

1. JOINT MEETINGS:

- Keynotes presentations and discussions
- Discussion panel: Current Issues in Teacher Education

2. CONFERENCE SESSIONS TO BE CHOSEN BY PARTICIPANTS:

- Five parallel sessions of paper or poster presentations held in eight virtual rooms
- Two symposium sessions, each comprised of two separate symposia held in two virtual rooms
- Several RDC meetings, devoted to discussions in thematic teams and planning further joint work (the number of the meetings vary depending on the RDC). These meetings provide opportunities to get acquainted with the subject and specificity of the work of the RDC community and are helpful in making a decision about joining a particular group. Activities within RDCs can vary from shared research, EU funded projects, preparations of shared publications (e.g. a

thematic issue of the European Journal of Teacher Education).

- A session called The Newcomers Meeting aimed only at participants attending an ATEE conference for the first time. This meeting is scheduled on the first day of the conference.
- Workshop How to publish in the EJTE, given by Prof. Maria Assunção Flores & Dr. Anja Swennen

3. COFFEE ROOMS:

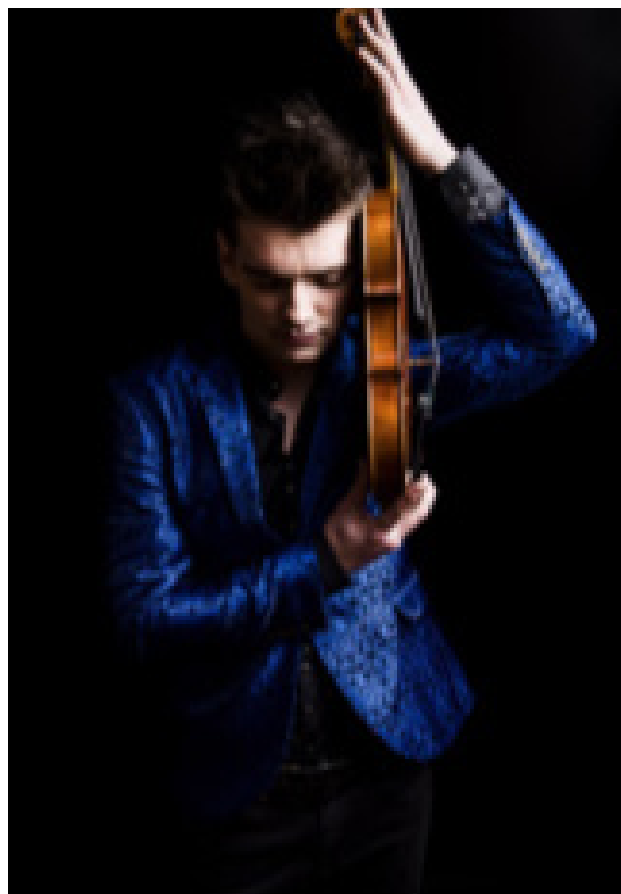
During our virtual conference we have added a special meeting place called Coffee Room to provide more space for interaction.

- Room 1 - thematic discussions related to the conference topics and current issues, will also allow for continuation of discussion following keynote addresses and parallel sessions.
- Room 2 - presentations of events, educational institutions from Warsaw, and the development of new ideas in education and teacher training.

B) CULTURAL EVENT

As part of the conference, we are pleased to invite you to attend a concert ***Symphony for Violin and DJ***

Symphony for Violin and DJ is the leading project of Tomasz Dolski related to broadly understood music education. The project aims to stimulate and develop the sensitivity and imagination of young people, building a world of values. The idea of the project is to present classical music in a modern arrangement to arouse the curiosity of young viewers and encourage them to discover classical music. The main assumption of the project is, as Stefan Szuman put, making art more accessible, its specific adaptation can be more understandable and closer to contemporary audiences. The aim of the project is to achieve the effect defined in the project method as a catalytic event. It is also an attempt to meet the expectations of modern children and youth. As Peter Gouzouasis points out it is about being up to date, about acting in line with current trends. The pandemic situation showed that an online event can be not only a receptive-auditory form but also allows the use of activating methods, e.g. methods of active listening to music. It is also a great opportunity to reflect on contemporary forms of work with a young audience as well as to relax with classical, folk, and pop music in a special form. The concert programme includes both Polish and international hits from classical and popular music (e.g. Chopin, Moniuszko, Vivaldi). All that in the convention of the Symphony for Violin and DJ – contemporary



and traditional; with the use of technology, a touch of education, and fun.

Tomasz Dolski is known for his unconventional approach to both the violin and classical music. He is 25. In 2011 in TV programme *Must be the Music* presented one of Mozart's works that initiated a specific trend at that time to break the barrier between young audience and classical music (similar to Vanessa Mae and David Garrett). He played the concert during the meeting for the General Directors for Training from the European Union during the Polish Presidency of the Union in 2011 organized at the Wieliczka Salt Mine (Poland) by the Ministry of National Education. In 2018 presented his project at one of the largest music festivals in Italy „Imola in Musica”. During the four years

Symphony for Violin and DJ watched nearly 150,000 pupils and 4 editions of the project were released. Tomasz Dolski currently works as an active musician, practitioner-pedagogue of education for pupils, and practitioner-theoretician at the Faculty of Education of the University of Warsaw. He graduated from the Feliks Nowowiejski Academy of Music in Bydgoszcz and Faculty of Education at the University of Warsaw, winner of many awards, performing on the largest Polish stages.

Concert trailer: youtu.be/eObYf85KIA4

More about: www.tomaszdolski.com.pl

C) INFORMATION FOR PARTICIPANTS, PRESENTERS AND CHAIRS

CONFERENCE PARTICIPANTS

- At the latest 3 days before the conference, all participants will receive links to all conference events, such as keynotes, discussion panels, individual sessions, symposia, RDC's meetings, and a cultural event. Links will be placed in the conference programme for every session.
- When logging in to the ClickMeeting application, enter your full name. It will be helpful for other participants to be able to identify you during the discussion.
- If you are disconnected, take it easy and click the link in the programme again.
- Remember that in the ClickMeeting application it is not possible to change or blur the background - your surroundings will be visible.
- Remember to mute the microphone and turn off the camera during the presentation

of other participants - this is important for the quality of the broadcast.

- During discussions you can ask questions both in the chatbox or through the microphone.

PRESENTERS

Presenters should arrive at their sessions with enough time to get settled and check for any technical difficulties they may have before the session begins. The session chair will be available to help in any way they can.

Paper Presentations

- As a paper presenter, you should prepare a multimedia presentation for your speech. We recommend that you save it in a pdf format and do not use animations.
- **Please send the prepared presentation to the organizers by e-mail: atee2020@uw.edu.pl no later than 2 days before the presentation. In the filename, include the name of one of the authors and 2-3 words from the title, eg. Dobkowska_Let the fire burn. You should receive an acknowledgment of receipt of the message.**
- Your presentation will be uploaded to disk and it will be waiting for you on the day of the presentation. The maximum file size is 500 MB.
- In the parallel sessions 2, 3, or 4 papers will be presented. The time frame for each presentation will be 20 minutes including discussion.

Poster Presentations

- The Poster Session takes place on Friday, 10 September 2021, 16:00 – 17:30 CEST. As a poster presenter, you should prepare a poster. We recommend saving it in pdf format and not using any animations. The recommended file format is 1587x2245 px or 42x59 centimeters.
- **Please send the prepared poster to the organizers by e-mail: atee2020@uw.edu.pl by 11 a.m. CEST time, 8th September 2021. In the filename, include the name of one of the authors and 2-3 words from the title, eg. Dobkowska_Let the fire burn. You should receive an acknowledgment of receipt of the message.**
- Your posters will be posted on the conference platform and will be available to all conference participants.
- The plan of the poster session on 10th September (16.00-17.30 CEST) is as follows:
 1. You're logging into the room where the session will take place.
 2. At 16.00 (4 p.m. CEST) there will be a short welcome and introduction.
 3. Then you'll have your short presentations (max. time for one presentation is 5-6 minutes). Please keep the time limit.
 4. Every poster will be displayed directly from the platform by a staff member responsible for technical support at the conference.
 5. There's time planned for Q&A after each presentation. You can ask the questions via the chatbox or verbally.
 6. After all presentations, questions and answers, there's time planned for a short concluding discussion.

CHAIRS

- As chair, you are asked to be present in your session at least 10 minutes before the session starts. It is important that the presentation stays on schedule and that every participant keeps their time allotment and that you allow the presenters to have a chance to check for any technical difficulties.
- Before starting the presentation, remind participants to turn off the microphone and camera. If any of the participants fail to do so, you can help them.
- If a presentation is cancelled, you may either use the time for a general discussion or extend the remaining presentations. If the discussion exceeds the allotted time, encourage discussion participants to move the discussion to the Coffee Rooms (which are included in the programme below).

D) CLICKMEETING APPLICATION

- The conference will be held via the Click-Meeting platform. No additional programme is needed to log in to Clickmeeting, just open the link in your browser. In the programme
- that you will receive in a separate message, links will be provided to individual rooms according to the conference schedule.
- In each room there will be a person responsible for technical support. She/he will read the chat and help if necessary.
- Please, take care of a good internet connection and the quality of the connection during the presentation.

- During some meetings, you will not have access to cameras and microphones, and the presenter's rights will be granted by the conference staff. However, during smaller meetings and debates it will be possible to turn on cameras and microphones. Each time before turning it on, you will be asked to agree to turn it on on the monitor screen. Without your permission, the camera and microphone will remain muted.
- In case of difficulties during a conference, it is possible to contact us by phone +48 730 770 410 or at the e-mail address a.drazkiewicz@fundacjainspirator.pl
- Since all conference presentations, poster session, and symposia will be held in the ClickMeeting application, please find at-

tached the essential information and manuals regarding:

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14 — Conference Timetable

THURSDAY, 9TH SEPTEMBER 2021

09.15 – 9.45	Newcomers' meeting: presentation of the ATEE Research & Development Communities by Ronny Smet	
09.45 – 10.00	Break	
10.00 – 10.25	Opening ceremony	
10.25 – 10.30	Break	
10.30 – 11.30	Opening keynote: Gert Biesta (Maynooth University, The University of Edinburgh, The University of Humanistic Studies) <i>Reclaiming teaching for teacher education</i> Moderator: Pete Boyd (University of Cumbria)	
	Coffee rooms	
11.30 – 12.00	In focus: <i>1 million participants annually: amplifying free-choice learning at Copernicus Science Centre</i>	Let's talk: <i>Cappuccino and education</i>
12.00 – 13.30	Discussion panel. Chair: Pete Boyd, Panelists: Maria Assunção Flores, Ee Ling Low, Davide Parmigiani, Małgorzata Żytka, Robert Firmohfer <i>Current issues in teacher education</i>	
13.30 – 14.30	Lunch	
14.30 – 15.30	RDC's Meeting 1	
	Coffee rooms	
15.30 – 16.00	In focus: <i>Museum of the History of Polish Jews - heritage and modernity</i>	Let's talk: <i>Cappuccino and education</i>
16.00 – 17.30	Parallel session 1	
18.30 – 19.30	Cultural Event <i>Symphony for Violin and DJ</i>	

FRIDAY, 10TH SEPTEMBER 2021

9.00 – 10.00	Keynote: Qing Gu (UCL Institute of Education) <i>Be(coming) Professional Teachers: Why Resilience and Quality Matter</i> Moderator: Joanna Madalińska-Michalak (University of Warsaw)
10.00 – 10.15	Break
10.15 – 11.45	Parallel session 2
11.45 – 12.00	Break
12.00 – 13.30	Parallel session 3
13.30 – 14.30	Lunch
14.30 – 15.30	Keynote: Prof. Ferre Laevers from KU Leuven <i>The essence of teacher training: the development of a growth mindset, personality, and mastery in the creation of powerful learning environments</i> Moderator: Małgorzata Żytka (University of Warsaw)
15.30 – 16.00	Coffee rooms In focus: <i>Why here? Civic school in Warsaw – community of teachers, students and parents</i> Let's talk: <i>Refreshing espresso: change in education</i>
16.00 – 17.30	Parallel session 4 and Poster Session
17.30 – 17.45	Break
17.45 – 19.45	Symposium sessions
TBC	RDC's Meeting 2

SATURDAY, 11TH SEPTEMBER 2021

	Keynote: Anna Wiłkomirska (University of Warsaw)	
9.00 – 9.45	<i>Nation focused political change as a challenge for education</i>	
	Moderator: Katarzyna Brzosko-Barratt (University of Warsaw)	
9.45 – 10.00	Break	
10.00 – 12.00	Symposium sessions	
	Coffee rooms	
12.00 – 12.30	In focus: <i>No Bell School - innovative approach to education</i>	Let's talk: <i>Black coffee: challenges in education</i>
12.30 – 14.00	Parallel session 5	
14.00 – 14.15	Break	
14.15 – 15.00	Closing session	
15.00 – 15.30	Lunch	
15.30 – 16.30	RDC's Meeting 3	
16.30 – 17.00	Break	
17.00 – 18.30	Workshop "How to publish in the EJTE" Maria A Flores & Anja Swennen	

15 — Keynotes



prof. Gert Biesta (Maynooth University, The University of Edinburgh, The University of Humanistic Studies)

RECLAIMING TEACHING FOR TEACHER EDUCATION

Thursday, 9 September 2021, 10:30 – 11:30 CEST

Over the past two decades the discourse on education has seen a strong shift from teaching to learning. Although there are good reasons for getting a better balance between the teaching-side of education and the learning-side, it can be argued that the current situation is out of balance, with too much talk about learning and too little understanding of the complexities of teaching. There is, therefore, still a need to reclaim teaching, not just for education itself but also for the field of teacher education. Reclaiming teaching for teaching education is, however, not an easy task, partly because there are still reflexes in the field that see teaching as ‘of the past’ and learning as ‘of the future.’ Here any turn towards teaching can

only be perceived as a conservative re-turn. On the other hand, recent developments that seem to make a case in favour of teachers and teaching, either do so by narrowing the complexities of teaching to that of ‘direct instruction,’ or by degrading the teacher as an apparent factor in the production of learning outcomes, but not as a thinking, judging and acting professional. In my presentation I will document and analyse these developments in order to make clear what a progressive claim for teaching in our times might look like, and what this implies for teacher education. I will particularly pay attention to the idea of the artistry of teaching as a robust alternative for narrow, evidence-based understandings of the complex work of teaching.



prof. Qing Gu (UCL Institute of Education)

BE(COMING) PROFESSIONAL TEACHERS: WHY RESILIENCE AND QUALITY MATTER

Friday, 10 September 2021,
9:00 – 10:00 CEST

This chapter builds upon but extends current understanding of the conditions for sustaining teachers' learning and development over the course of their professional lives. From a social-ecological perspective and grounded in a synthesis of empirical research over the last two decades, the chapter will explore variations in the needs of teachers' professional learning and development over the course of their professional lives, and the ways in which the increasingly complex and diverse landscape of teaching supports or hinders their capacity to teach to their best in different schools and in different phases of their professional lives. Over the last decade research has consistently shown that teachers' commitment, enthusiasm and resilience – qualities that are harder to measure – are fundamental to how teachers feel about their work, how they think about themselves as professionals, and how they are (or are not) able to fulfil their professional values and core purposes by making a

real difference to children's learning and achievement.

A central argument of the chapter is that a continuing dialectic between the teacher and their practices is more likely to occur in schools where there is a supportive environment for individuals' professional learning and development, and which build trusting relationships amongst staff, foster a collective sense of efficacy and resilience and through these, sustain their continuing improvement. Rather than focussing on the physical retention of teachers, there is a compelling argument for those responsible for raising standards in schools to take measures to ensure, as far as possible, the personal, professional, organisational and policy conditions of teachers' work and lives are conducive for their learning and development so that schools will retain teachers who are willing and able to teach to their best – what we call 'quality retention'.



prof. Ferre Laevers (KU Leuven)

THE ESSENCE OF TEACHER TRAINING: THE DEVELOPMENT OF A GROWTH MINDSET, PERSONALITY, AND MASTERY IN THE CREATION OF POWERFUL LEARNING ENVIRONMENTS

Friday, 10 September 2021,
14.30 – 15.30 CEST

The essence of teacher training: the development of a growth mindset, personality, and mastery in the creation of powerful learning environments.

A blueprint for an advanced teacher training, brings us to three dimensions that should permeate the design. (1) Teacher training should invest in the safeguarding or reawakening of an exploratory attitude, a fascination for the world, a growth mindset. (2) Students must find an environment where they can encounter oneself as a person, develop a view on who they are and want to be, on their talents and aspects in which they need to invest, on their motives and engagement— allowing them to become strong personalities. (3) Then come the competencies and dispositions in view of their assignment as a teacher. On the one hand the future teacher should be well-equipped

to create powerful learning environments. They must become experts in attaining high levels of well-being and involvement when implementing the curricula for the age levels they are trained for. On the other hand: students orient themselves to become an added value for the organization they will be joining. Social competence, a positive attitude, an entrepreneurial zest and the enrichment of the setting with their specific talents, should be embedded in their profiles.

These three lines of thought must be seen as intertwined. They are the arteries that feed the system. For sure the implementation will have implications: more student participation and cooperative learning/teaching; a more flexible structure in which attachment to year levels is loosened; a more holistic approach to assessment and a climate in which well-being is cared for as much as involvement.



prof. Anna Wilkomirska (The University of Warsaw)

**NATION FOCUSED POLITICAL CHANGE
AS A CHALLENGE FOR EDUCATION**

Saturday, 11 September 2021,
9.00 – 9.45 CEST

In recent years we can observe the meaningful rise of new nationalism in the world, including states which have been iconic examples of democracy with rules of law. Disappointment with liberal democracy, which is helpless against the strength of globalization and economic and social crises, has resulted in nationalistic and autocratic ideas winning in many countries. There are strong dependencies between politics and other spheres of social life, particularly culture and education. This neo-nationalistic trend has a significant impact on education. Recent reforms of education, for example in Hungary and Poland, have allowed the rules of school management to be centralised, and introduced change in educational goals and school curricula. Nation has become an

important category of language in school documents (core curriculum, handbooks). I will pay particular attention to changes aimed at reconstructing the universal aims of education, such as: human values, relationships between people, individual and collective identity, meaningful benchmark groups and sources of social bonds. Educational reforms and school practice must contribute to the strengthening of social cohesion, and the fight against inequalities, and must develop individual and social sensitivity to the misery of vulnerable groups. Nation focused education eliminates these goals to a serious degree, which I consider to be a significant challenge for education today.

16 — Schedule of Paper Presentations

DAY 1: THURSDAY, 9 SEPTEMBER 2021
PARALLEL PAPERS
SESSION 1 - 16:00 - 17:30, CEST

ATEE 2021

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PAPER SESSION 1

DAY 1: Thursday, 9 September 2021

16:00 - 17:30, CEST

Chair: Ellen Beate HELLNE-HALVORSEN

1. The Quest for Teacher Education Quality: Stakeholders' Views

Pipit NOVITA, University of Bristol, United Kingdom

2. Linking theory and practice in training teachers: Russian perspective

Roza VALEEVA, Kazan Federal University, Tatiana Baklashova, Kazan Federal University, and Aydar KALIMULLIN, Kazan Federal University, Russia

3. Enhancing Professionalism in Education Through Living Educational Theory Research

Jack WHITEHEAD, University of Cumbria, United Kingdom

4. What Matters: Values as Guiding and Meaning-making Force in Teacher Decision-making and Professional Development

Manuela WIPPERFÜRTH, University of Vienna, Austria

PAPER SESSION 1

DAY 1: Thursday, 9 September 2021

16:00 -17:30, CEST

Chair: Chandrika DEVARAKONDA

1. Pre-service Teacher Education, Pedagogy for Linguistic and Cultural Diversity and

Identity development: Practitioner Approach

Ana Sofia PINHO, University of Lisbon, Portugal

2. Student teachers' contact with and attitudes towards immigrants

Morten LØTVEIT, Inland Norway University of Applied Sciences, Norway

Liv Susanne BUGGE, Inland Norway University of Applied Sciences, Norway

3. "It's like fuel": Rural educator collaboration for English learners

Maria COADY, University of Florida, USA

Aleksandra OLSZEWSKA, University of Florida, USA

Nidza MARICHAL, University of Florida, USA

Raisa ANKENY, Stetson University, USA

4. International teachers for tomorrow's school – presentation of international project

Maria ALEKSANDROVICH, Pomeranian University in Slupsk, Poland

Grzegorz PIEKARSKI Pomeranian University in Slupsk, Poland

PAPER SESSION 1

DAY 1: Thursday, 9 September 2021

16:00 -17:30, CEST

Chair: Lorraine HARBISON

**1. Extending the Agenda in Primary Mathematics Pre-service Teacher Education:
Preparing and Equipping with Competencies to Lead**

Lorraine HARBISON, Dublin City University, Ireland

Maurice OREILLY, Dublin City University, Ireland

Paul GRIMES, Dublin City University, Ireland

Mary KINGSTON, Dublin City University, Ireland

**2. An Analysis of Undergraduate Mathematicians' Reactions and Reflections about
Issues in Mathematics Education**

Elizabeth OLDHAM, the University of Dublin, Ireland

Aibhín BRAY, the University of Dublin, Ireland

Melanie NÍ DHUINN, the University of Dublin, Ireland

Jennifer LISTON, Mary Immaculate College, Ireland

**3. Reimagining Numeracy Development for Initial Teacher Education in Technical
Subjects**

Patricia O'REGAN, Galway-Mayo Institute of Technology, Ireland

Embedding Computational Thinking in Dutch Primary Teacher Education

Rosanne HEBING, Iselinge Hogeschool, The Netherlands

PAPER SESSION 1

DAY 1: Thursday, 9 September 2021

16:00 -17:30, CEST

Chair: T. J. O'CEALLAGH

- 1. Creativity in Pre-service Teacher Education - A Mixed-Methods Exploration of Perception, Practice and Product using a Systems Model Perspective**
Rory MCGANN, Mary Immaculate College, Ireland
- 2. Student Teachers' Online Collaboration in Research Activities: Present and Future Professional Implications**
Deirdre HARVEY, St. Angela's College, Ireland
Maria CAMPBELL, St. Angela's College, Ireland
- 3. Hermeneutics as a Philosophical Foundation for Online Teacher Education for the Digital Era**
Luiz MIRANDA, Charles University, Czech Republic
- 4. Interactive whiteboards as support to dialogic teaching?**
Kari NES, Inland Norway University of Applied Sciences, Norway
Gerd WIKAN, Inland Norway University of Applied Sciences, Norway

PAPER SESSION 1

DAY 1: Thursday, 9 September 2021

16:00 -17:30, CEST

Chair: Ronny SMET

1. Becoming a Teacher: A Case Study on Student Teacher Professional Identity Construction During an Education Practicum in a Chinese Normal University

Jingxin CHENG, University of Missouri, USA

Xiaodi LI, University of Missouri, USA

Ming YI, University of Missouri, USA

2. The Right Job Pays: Effects of Work on the Study Progress of Pre-Service Teachers

Izaak DEKKER, Erasmus University Rotterdam, Netherlands

Chun FAI CHONG, Hogeschool Rotterdam, Netherlands

Michaéla SCHIPPERS, Erasmus University Rotterdam, Netherlands

Erik van SCHOOTEN, Hogeschool Rotterdam, Netherlands

3. Unravelling the Complexity of 'Preferred' Ethico-political Primary School Teacher Identity: an Analysis of a National 'Codification' Framework for Teacher Education

Des CARSWELL, Mary Immaculate College, Ireland

Paul F. CONWAY, University of Limerick, Ireland

4. Learning to Produce Professional Knowledge in Initial Early Childhood Teacher Education: Trends and Tension in the Portuguese Context

Maria FIGUEIREDO, Polytechnic of Viseu, Portugal

Gabriela PORTUGAL, University of Aveiro and CIDTFF, Portugal

Maria do Céu ROLDÃO, Catholic University of Portugal, Portugal

PAPER SESSION 1

DAY 1: Thursday, 9 September 2021

16:00 -17:30, CEST

Chair: Mhairi BEATON

1. A Pedagogical Model to Scale Up Effective Teacher Professional Development - Findings from The Teacher Academy Initiative of The European Commission

Benjamin HERTZ, European Schoolnet, Belgium

Hannah GRAINGER CLEMSON, European Commission, Belgium

Daniella TASIC HANSEN, National Danish Knowledge Centre of e-learning, Denmark

Diana LAURILLARD, UCL Institute of Education, United Kingdom

Madeleine MURRAY, PDST Technology in Education, Ireland

Luis FERNANDES, Agrupamento de Escolas de Freixo, Portugal

Anne GILLERAN, European Schoolnet, Belgium

Diego Rojas RUIZ, National Institute of Educational Technologies and Teacher Training, Spain

Danguole RUTKAUSKIENE, Kaunas University of Technology, Lithuania

2. The Development of a Model of Future Teachers' Research Thinking Development Process as a Means of Increasing of their Professionalism

Liliya KHALIULLINA, Kazan Federal University, Russia

3. Teacher Professionalism Models based on Teacher Selection methods. An International Approach

Maialen OIARTZUN IRASTORZA, UPV/EHU, San Sebastian

4. Supporting the Professional Development and Learning of Teachers in the Hungarian Regulatory System

Zoltán RÓNAY, Eötvös Loránd University, Hungary

Judit SZIVÁK, Eötvös Loránd University, Hungary

Ágnes N. TÓTH, Eötvös Loránd University, Hungary

Magdolna SALÁT, Eötvös Loránd University, Hungary

PAPER SESSION 1

DAY 1: Thursday, 9 September 2021

16:00 -17:30, CEST

Chair: Cendel KARAMAN

1. Teachers' Stories of their Changing Work

Sonja LUTOVAC, University of Oulu, Finland

Minna UITTO, University of Oulu, Finland

Anniina HOLAPPA, University of Oulu, Finland

Virve KERÄNEN, University of Oulu, Finland

2. The Complex Network of Actors and Interests Surrounding Teachers: Between Threats and Opportunities

Jesús MANSO, Universidad Autónoma de Madrid, Spain

Lucía SÁNCHEZ-TARAZAGA, Universitat Jaume I, Spain

3. Teachers' Perceptions of Unplanned Controversial Issues in the Classroom

Charlot CASSAR, Radboud University, Netherlands

Ida OOSTERHEERT, Radboud University, Netherlands

Paulien MEIJER, Radboud University, Netherlands

4. Emotions as Part of Student Teacher Identity Construction: Storied Photographs

Anniina HOLAPPA, University of Oulu, Finland

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PAPER SESSION 1

DAY 1: Thursday, 9 September 2021

16:00 -17:30, CEST

Chair: Elizabeth WHITE

**1. Challenges in Teacher Education: The Role-perception
of University Teachers at Discipline Faculties**

Juliette BOKS-VLEMMIX, Norwegian University of Science and Technology, Norway

Lise VIKAN SANDVIK, Norwegian University of Science and Technology, Norway

**2. Current Tensions for Early Career Teacher Leadership:
Implications for Teacher Education**

Tetiana PONOMARENKO, Vytautas Magnus University, Lithuania

**3. Identifying School-based Teacher Educators
in Ireland and their Professional Learning Needs**

Ann MACPHAIL, University of Limerick, Ireland

Ciaran O'GALLCHOIR, University of Limerick, Ireland

Anmarie YOUNG, University of Limerick, Ireland

DAY 2: FRIDAY, 10 SEPTEMBER 2021
PARALLEL PAPERS
SESSION 2 - 10:15 - 11:45, CEST

ATEE 2021

2 RDC/Ses2

PAPER SESSION 2

DAY 2: Friday, 10 September 2021

10:15 -11:45, CEST

Chair: Deirdre MURPHY

1. Supporting Positive Attitudes Towards the Implementation of Inclusive Education in Initial Teacher Education

Katrin POOM-VALICKIS, Tallinn University, Estonia

Triin ULLA, Tallinn University, Estonia

2. Does an Inclusive Initial Teacher Education Curriculum Translate into an Inclusive Professional Practice? Didactic Teaching And Learning Strategies Used by Four Portuguese Student Teachers

Filomena RODRIGUES, Universidade de Lisboa, Portugal

Maria MOGARRO, Universidade de Lisboa, Portugal

3. Teachers' Professional Identity for Inclusive Education: Australian and Ukrainian Approaches

Nataliia AVSHENIUK, Institute of Pedagogical and Adult Education of NAES of Ukraine, Ukraine

Ivan ZIAZIUN Institute of Pedagogical and Adult Education of NAES of Ukraine, Ukraine

Nataliya SEMINIKHYNA, Taras Shevchenko National University of Kyiv, Ukraine

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PAPER SESSION 2

DAY 2: Friday, 10 September 2021

10:15 -11:45, CEST

Chair: Blerim SAQIPI

1. Conceptions and Practices of Teacher Education for Social Justice: A Scoping Review of the International Literature

Nina HOSSEINI, iPABO University of Applied Sciences / University of Amsterdam, Netherlands

Monique LEIJGRAAF, iPABO University of Applied Sciences, Netherlands

Lisa GAIKHORST, University of Amsterdam, Netherlands

Monique VOLMAN, University of Amsterdam, Netherlands

2. Decolonising Human Rights Education: Whiteness, White Privilege, Coloniality and Teacher Education

Anne Marie KAVANAGH, Dublin City University, Ireland

3. Pre-Service and In-Service Teachers' Conceptualisation of Critical Literacies Praxis Within EFL Teaching

Silje NORMAND, University of Stavanger, Norway

ATEE 2021

PAPER SESSION 2

DAY 2: Friday, 10 September 2021

10:15 -11:45, CEST

Chair: Milan STOJKOVIC

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1. Lesson Study: A Vehicle to Support Teacher Agency

Mairead HOLDEN, University of Lincoln, United Kingdom

2. Diving deep: The Scientific Method in the Online Elementary Classroom

Kalina JASTRZĘBOWSKA, University of Warsaw, Poland

3. Environmental Literacy in Prospective Science Teachers in Angola and Brazil

Teresa VILAÇA, University of Minho, Portugal

Moisés SANTOS, University of Minho, Portugal

Leopoldo BARRETO, University of Minho, Portugal

ATEE 2021

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PAPER SESSION 2

DAY 2: Friday, 10 September 2021

10:15 -11:45, CEST

Chair: Cornelia CONNOLLY

**1. Virtual Observations: a Technological Response
to Placement Assessment During a Pandemic**

John MYNOTT, University of Aberdeen, United Kingdom

Katrina FOY, University of Aberdeen, United Kingdom

Faye HENDRY, University of Aberdeen, United Kingdom

Lorna Stewart, University of Aberdeen, United Kingdom

**2. Trainee-Teachers' Attitudes Towards Technology Use
in Engineering Education of Bangladesh**

Nafiu SALELE, Islamic University of Technology, Bangladesh

Md Shahadat HOSSAIN KHAN, Islamic University of Technology, Bangladesh

**3. The Program of Professional Development
of Teachers "Reloading - Teachers of The Future"**

Alexander GOLUBNIK, Petrozavodsk State University, Russia

PAPER SESSION 2

DAY 2: Friday, 10 September 2021

10:15 -11:45, CEST

Chair: Ronny SMET

1. Teachers' Professional Development and Learning

Krisztina CZETŐ, Eötvös Loránd University, Hungary

Sándor LÉNÁRD, Eötvös Loránd University, Hungary

Nóra RAPOS, Eötvös Loránd University, Hungary

**2. Teacher Portfolio as a Professional Development Tool
for Turkish Early Childhood Teachers**

Ramle GUL HAZAR, Bolu Abant Izzet Baysal University,

Arif YILMAZ, Hacettepe University, Turkey

**3. Development of Students' Creative Thinking in Higher Education: Studying the
Effectiveness of the Process of Teaching a Foreign Language**

Tatiana BORODINA, Kazan Federal University, Russia

**4. Influences on Learning to Teach: A Qualitative Study of Beginning Teachers'
Developing Professionalism and Retention in England**

Catharine QUIRK-MARKU, Manchester Metropolitan University, United Kingdom

PAPER SESSION 2

DAY 2: Friday, 10 September 2021

10:15 -11:45, CEST

Chair: Mhairi BEATON

1. Learning from Practice in Early Childhood Teacher Education:

Contributions from Lesson Studies

Maria FIGUEIREDO, Polytechnic of Viseu, Portugal

Helena GOMES, Polytechnic of Viseu and CIDMA, University of Aveiro, Portugal

Isabel Aires de MATOS, Polytechnic of Viseu, Portugal

**2. Developing and Trialing of a Workshop to Implement
Single/Double-Loop Learning for Nursery School**

Hironori SASAKI, Chugokugakuen University, Japan

3. Teacher Educators Becoming Academic Developers

Orsolya KÁLMÁN, Eötvös Loránd University, Hungary

Erika KOPP, Eötvös Loránd University, Hungary

Sándor LÉNÁRD, Eötvös Loránd University, Hungary

Judit SZIVÁK, Eötvös Loránd University, Hungary

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PAPER SESSION 2

DAY 2: Friday, 10 September 2021

10:15 -11:45, CEST

Chair: Cendel KARAMAN

1. Challenging Notions of a 'Good Practicum'

David JOHNSTON, University of Aberdeen, United Kingdom

**2. Teachers' Compliance with Professional Ethics:
Implications for Teaching Practices in Nigeria**

Olatunbosun OGUNSEEMI, Ikere-Ekiti, Nigeria

Yetunde ENIOLA-ARIGBE, Ikere-Ekiti, Nigeria

3. Developing Globally Competent Teacher Educators

Sarah-Louise JONES, University of Hull, United Kingdom

Kirsi KORKEALEHTO, Häme University of Applied Science, Finland

Irma KUNNARI, Häme University of Applied Science, Finland

**4. Introduction, Localization, and Divergence of Self-Study
in the Context of Japanese Society: Dilemmas of Teacher Educators**

Masahiro SAITO, Asahikawa University, Japan

Yu OSAKA, Tokuyama University, Japan

Takumi WATANABE, Hiroshima University, Japan

Kazuhiro KUSAHARA, Hiroshima University, Japan

PAPER SESSION 2

DAY 2: Friday, 10 September 2021

10:15 -11:45, CEST

Chair: David POWELL

**1. Beginning Teacher Educators' Learning Experiences
as Guidance Advisors in Physical Education Lesson Study**

Aodun QIQIGE, Hiroshima University, Japan

Aiko HAMAMOTO, Meio University, Japan

Shotaro IWATA, Hiroshima University, Japan

**2. Establishing a Virtual Community of Practice for Teacher Educators' Professional
Development: A Collaborative Self-study**

Rose DOLAN, Maynooth University, Ireland

Seamie O'NEILL, Maynooth University, Ireland

Triona STOKES, Maynooth University, Ireland

Laoise Ni CHLEIRIGH, Maynooth University, Ireland

Jerry O'NEILL, Maynooth University, Ireland

**3. Bridge over Troubled Water? Building up a Shared Perspective
of Academic Teaching Quality in Primary Initial Teacher Education**

Elisabeth AMTMANN, University College of Teacher Education Styria, Austria

Marlies MATISCHEK-JAUK, University College of Teacher Education Styria, Austria

Georg KRAMMER, University College of Teacher Education Styria, Austria

Claudia STÖCKL, University College of Teacher Education Styria, Austria

DAY 2: FRIDAY, 10 SEPTEMBER 2021
PARALLEL PAPERS
SESSION 3 - 12:00 - 13:30, CEST

ATEE 2021

1 RDC/Ses3

PAPER SESSION 3

DAY 2: Friday, 10 September 2021

12:00 - 13:30

Chair: Ellen Beate HELLNE-HALVORSEN

1. Critical Pedagogies of Performance

Dorota MACKENZIE, University of Warsaw, Poland

Piotr ZAŃKO, University of Warsaw, Poland

2. Deconstructing Ethno-centric Discourse Through Exploring Difference

Kerenina K. DANSHOLM, University of Stavanger, Norway

3. Enhancing the systemic Implementation of Research-based Lesson Study to Elevate Pedagogical Competencies in Pre-service Teacher Education

Jimmy KIHWELE, Beijing Normal University, China

4. Let the Fire Burn! Methodological Problems of Research on Teacher Dropout

Małgorzata ŻYTKO, University of Warsaw, Poland

Anna ZIELIŃSKA, University of Warsaw, Poland

Joanna DOBKOWSKA, University of Warsaw, Poland

ATEE 2021

2 RDC/Ses3

PAPER SESSION 3

DAY 2: Friday, 10 September 2021

12:00 - 13:30, CEST

Chair: Steinar KARSTENSEN

1. Examining and Implementing Multicultural Education Curriculum for Pre-service Teachers of Vocational Drivers. An Action Research From Norway

Tatjana BRU BLIXEN, OsloMet Storbyuniversitet, Norway

Kai Andre FEGRI, OsloMet Storbyuniversitet, Norway

2. Can Teacher Education Programmes Equip Teachers in Hong Kong with Multicultural Competence?

Jocelyn L. N. WONG, The Chinese University of Hong Kong, Hong Kong

3. How Can the Use of Entrepreneurial Competences Be Relevant for Students in Vocational Teacher Education, YFLRM to Understand in-Depth Learning and Entrepreneurial Processes?

Eldbjørg Marie SCHÖN, Oslo Metropolitan University, Norway

4. Collegiality as a Fundamental Professional Value in an Academic Setting: A Case Study in a Teacher Education Institution in a Small Island Developing State (SIDS) Yesha MAHADEO-DOORGAKANT, Mauritius Institute of Education

Radharani BAICHO, Mauritius Institute of Education, Mauritius

ATEE 2021

3 RDC/Ses3

PAPER SESSION 3

DAY 2: Friday, 10 September 2021

12:00 - 13:30, CEST

Chair: Deirdre MURPHY

**1. Participation of Teachers from Various Schools
in Supporting Positive Student Behaviour**

Monika SKURA, University of Warsaw, Poland

2. Students' Participations and Equality of Treatment in Classroom Discourse

Roman ŠVAŘÍČEK, Masaryk University, Czech Republic

**3. Pre-service Teachers of Mandarin in English Secondary Schools and their Beliefs and
Teaching Efficacy Regarding Differentiation**

Chuyi WANG, University of Reading, United Kingdom

Victor WU, University of UCL, United Kingdom

Congcong YAN, Peking University, China

**4. Dialogue Between the All and the Everyone in the Classroom: An Action-Training-
Research Project with a Multi-grade Group of Teachers about Differentiation Enabling
Professional Reflection Towards Transformative Change**

Giulia TARINI, Free University of Bozen, Italy

PAPER SESSION 3

DAY 2: Friday, 10 September 2021

12:00 - 13:30, CEST

Chair: Sarah-Louise JONES

1. Assessing the Global Competence Development of Trainee Teachers:

How to Design a Set of Rubrics with the Delphi Method

Davide PARMIGIANI, University of Genoa, Italy

Sarah-Louise JONES, University of Hull, United Kingdom

Chiara Silvaggio, University of Genoa, Italy

Elisabetta NICCHIA, University of Genoa, Italy

Asia AMBROSINI, University of Genoa, Italy

Myrna PARIO, University of Genoa, Italy

Andrea PEDEVILLA, University of Genoa, Italy

Ilaria SARDIU, University of Genoa, Italy

2. Teacher and Teacher-Educators (Re)imagining and Remaking their Continuing Professional Development Around their Values for the Flourishing of Humanity in Diverse Local and Global Contexts

Marie HUXTABLE, University of Cumbria, United Kingdom

3. The Key Competences for Life: The Challenge of Implementing Teacher Training in the Classroom

Emilio J. LIZARTE, University of Granada, Spain

Meriem KHALED, University of Granada, Spain

José GIJÓN, University of Granada, Spain

María DEL CARMEN GALVÁN, University of Extremadura, Spain

ATEE 2021

7 RDC/Ses3

PAPER SESSION 3

DAY 2: Friday, 10 September 2021

12:00 - 13:30, CEST

Chair: Cornelia CONNOLLY

1. Paradigm Shift in National Education System in Turkey: from In-Service Teacher Training to Continuous Professional Development

Adnan BOYACI, Ministry of National Education, Turkey

Şeyma PEKGOZ, Ministry of National Education, Turkey

Ceyda SENSIN, Ministry of National Education, Turkey

2. Developing TPACK Awareness in Teacher Education

Johan LILJESTRAND, Faculty of Education and Business Studies, Sweden

Annika ELM, Faculty of Education and Business Studies, Sweden

3. The Teacher Educator's Perceptions of Professional Agency Pre-Covid: the Paradox of Enabling and Hindering Digital Professional Development in Higher Education

Anna ROUMBANIS VIBERG, University West, Sweden

Karin FORSLUND FRYKEDAL, University West, Sweden

Sylvana SOFKOVA HASHEMI, University of Gothenburg, Sweden

PAPER SESSION 3

DAY 2: Friday, 10 September 2021

12:00 - 13:30, CEST

Chair: Ronny SMET

**1. Learning from Practice in Early Childhood Teacher Education:
Contributions from Lesson Studies**

Maria FIGUEIREDO, Polytechnic of Viseu, Portugal

Helena GOMES, Polytechnic of Viseu and CIDMA, University of Aveiro, Portugal

Isabel Aires DE MATOS, Polytechnic of Viseu, Portugal

**2. Investigating Formative Assessment as A Tool
for Learning in Early Childhood Teacher Education**

Selda ARAS, Hacettepe University, Turkey

**3. Development of Transferable Life Competencies
– Current Challenges in Pre-service Teacher Education**

Dana HANESOVA, Matej Bel University, Slovakia

**4. Curriculum Orientations of Kosovo Teacher Educators
Towards Effective Teacher Preparation**

Fitim KRASNIQI, Kent State University, USA

ATEE 2021

9 RDC/Ses3

PAPER SESSION 3

DAY 2: Friday, 10 September 2021

12:00 - 13:30, CEST

Chair: Christiane KOSE

1. Professional School Leaders as Professional Learners

Katalin TÓTH-PJECZKA, Eötvös Loránd University, Hungary

Nóra RAPOS, Eötvös Loránd University, Hungary

Judit SZIVÁK, ELTE PPK Eötvös Loránd University, Hungary

2. A Toolkit for Mentoring Experienced Teachers – Mapping the Problems of the Teacher Role Model and Solving Them with Mentoring

Beatrix FÚZI, Budapest Business School, Hungary

3. The End of Initial Secondary Teacher Education in Italy? Proposals for a Relaunch

Francesco MAGNI, University of Bergamo, Italy

PAPER SESSION 3

DAY 2: Friday, 10 September 2021

12:00 - 13:30, CEST

Chair: Diola BIJLHOUT

1. Health and Health Literacy of Student Teachers

Elena HOHENSEE, Leuphana Universität Lüneburg, Germany

Stephan SCHIEMANN, Leuphana Universität Lüneburg, Germany

2. Health and Health Literacy in Student Teachers and Teacher Trainees

- Differences and Relationship

Elena HOHENSEE, Leuphana Universität Lüneburg, Germany

Stephan SCHIEMANN, Leuphana Universität Lüneburg, Germany

**3. Medium-term Follow-up of Co-creating School-based Wellbeing Promotion:
A multiple Case Study in Portuguese Schools During the SARS-CoV-2 Pandemic**

Teresa VILAÇA, University of Minho, Portugal

4. Body, Gender and Sexuality Narratives in Biology Textbooks in Brazil and Portugal

Elenita SILVA, Universidade Federal de Uberlândia, Brasil

Maria Teresa VILAÇA, Universidade do Minho, Portugal

DAY 2: FRIDAY, 10 SEPTEMBER 2021
PARALLEL PAPERS
SESSION 4 - 16:00 - 17:30, CEST

ATEE 2021

1 RDC/Ses4

PAPER SESSION 4

DAY 2: Friday, 10 September 2021

16:00 - 17:30, CEST

Chair: Borge SKÅLAND

1. Teaching Practice in Flexible Learning Space

Mika MONONEN, University of Eastern Finland, Finland

Timo MARTIKAINEN, University of Eastern Finland, Finland

Sari HAVU-NUUTINEN, University of Eastern Finland, Finland

**2. The Contribution of Written Records as a Reflective Practice
for Teacher Professional Development**

Evangelia KOSMIDOU, National and Kapodistrian University of Athens, Greece

Maria SFYROERA, National and Kapodistrian University of Athens, Greece

**3. Academic Teachers' Digital Competencies in the Context of Technological,
Pedagogical and Content Knowledge (TPACK) Theory**

Nataliia DEMESHKANT, Pedagogical University of Cracow, Poland

Katarzyna POTYRAŁA, Pedagogical University of Cracow, Poland

ATEE 2021

5 RDC/Ses4

PAPER SESSION 4

DAY 2: Friday, 10 September 2021

16:00 - 17:30, CEST

Chair: Sarah-Louise JONES

1. K-12 Educators' Professional Growth from Local to Global Competencies:

A Study of a Teacher Education Program

Alina SLAPAC, University of Missouri-St. Louis, USA

Sarah A. COPPERSMITH, University of Missouri-St. Louis, USA

Jingxin CHENG, University of Missouri-St. Louis, USA

**2. Irish Student Teachers' Personal and Professional Readiness
for Addressing Social Justice Issues in the Primary Classroom**

Aoife TITLEY, Maynooth University, Ireland

Laura THORNTON, Maynooth University, Ireland

**3. Building Relationships in Education Using Stories to Support
the Comprehensive and Sustainable Development of Children in India.**

Jolanta GALECKA, University of Gdansk, Poland

PAPER SESSION 4

DAY 2: Friday, 10 September 2021

16:00 - 17:30, CEST

Chair: Christiane KOSE

1. An Examination of Classroom Learning Environments

Katalin Tókos, Eötvös Loránd University, Hungary

Nóra RAPOS, Eötvös Loránd University, Hungary

Judit SZIVÁK, Eötvös Loránd University, Hungary

Sándor LÉNÁRD, Eötvös Loránd University, Hungary

Judit T. KÁRÁSZ, Eötvös Loránd University, Hungary

2. Playing in an Orchestra as Experiential Training for Teachers' Orientation Towards Inclusion. A Case Study.

Francesca VERGANI, Free University of Bozen/Bolzano, Italy

3. The Effects of Pedagogical Documentation Implementation on Pre-school Teachers' Classroom Management Skills

Merve GANGAL, Trabzon University, Turkey

Arif YILMAZ, Hcettepe University, Turkey

4. Addressing Challenging Behaviors in Urban High School Classrooms through Building Relationships with Students

Madalina TANASE, University of North Florida, USA

ATEE 2021

10 RDC/Ses4

PAPER SESSION 4

DAY 2: Friday, 10 September 2021

16:00 - 17:30, CEST

Chair: Maria ASSUNÇÃO FLORES

1. Crafting Contemporary Pedagogy for Language and Content Instruction in Elementary Immersion: Re-imagining Possibilities in Teacher Education

T. J. O'CEALLAGH, Mary Immaculate College, University of Limerick, Ireland

Sylvaine NÍ AOGÁIN, Mary Immaculate College, University of Limerick, Ireland

Caitríona NÍ MHURCHÚ, Mary Immaculate College, University of Limerick, Ireland

2. A Living Educational Theory Research Approach to Continual Educational, Professional Development

Marie HUXTABLE, University of Cumbria, United Kingdom

Jack WHITEHEAD, University of Cumbria, United Kingdom

3. Facilitator and Teacher Educators' Interactions in Community: Promoting Professional Learning.

Linor HADAR, Beit Berl College, Israel

David BRODY, Efrata College of Education, Israel

ATEE 2021

11 RDC/Ses4

PAPER SESSION 4

DAY 2: Friday, 10 September 2021

16:00 - 17:30, CEST

Chair: Teresa VILAÇA

**1. Identifying Best Practices in Health, Environment and Sustainability Education:
Converging Towards the ESD for 2030 Roadmap**

Diola BIJLHOUT, University of Greenwich, United Kingdom

Olena SHYYAN, Lviv Regional In-Service Teacher Training Institute, Ukraine

Teresa VILAÇA, University of Minho, Portugal

**2. Multicultural Competence - a Key Qualification in Healthcare
Vocational Education and Training (VET)**

Oddhild BERGSLI, Oslo Metropolitan University, OsloMet, Norway

Ellen BEATE HELLNE- HALVORSEN, Oslo Metropolitan University, OsloMet, Norway

**3. The Links Between Relationships and Teacher Capacity
in a Diverse Socio-cultural Context**

Carol O'SULLIVAN, Mary Immaculate College, Ireland

ATEE 2021

13 RDC/Ses4

PAPER SESSION 4

DAY 2: Friday, 10 September 2021

16:00 - 17:30, CEST

Chair: Onur ERGUNAY

1. Towards Becoming an English Teacher:

Stories of two Trainee Teachers in Early Education

Katarzyna CYBULSKA-GÓMEZ DE CELIS, University of Sciences in Warsaw, Poland

Katarzyna BRZOSKO-BARRATT, University of Warsaw, Poland

2. Identity Narratives of Early Career English Language Teachers:

Similar Paths, Divergent Practices

Hanife TAŞDEMİR, İstanbul University-Cerrahpaşa, Turkey

Gölge SEFEROĞLU, California State University- San Bernardino, USA

3. Language Teacher Identity (Re)construction of EFL Early-Career Teachers

– A Longitudinal Case Study

Fatma TOKOZ GOKTEPE, Çağ University, Turkey

Naciye KUNT, Eastern Mediterranean University, Turkey

Teaching Content Through Language and Language Through Content Online During COVID-19: Experiences of the Secondary Immersion Teacher 2020-2021

Sarah NÍ DHUINNÍN, Mary Immaculate College, Ireland

T. J. O'CEAILLAGH, Mary Immaculate College, Ireland

ATEE 2021

14 RDC/Ses4

PAPER SESSION 4

DAY 2: Friday, 10 September 2021

16:00 - 17:30, CEST

Chair: José G. PUERTA

María del Carmen GALVÁN

1. Reframing Teacher Education: Promoting Entrepreneurship for Everyone Through the EntreCompEdu Professional Skills Framework

Russell GRIGG, Bantani Education, Belgium

2. Take a chance on CPD! How one school put their faith in the EntreCompEdu CPD programme and developed whole-school collective entrepreneurial education

Felicity HEALEY-BENSON, University of Wales Trinity Saint David, United Kingdom

Lea OKSANEN, LUT University, Finland

Elin MCCALLUM, Bantani Education, Belgium

3. It's Not Just About Teaching! Inspiring School Development and Quality Development in Initial Teacher Training through Simulation-Based Learning

Elisabeth AMTMANN, University College of Teacher Education Styria, Austria

Brigitte PELZMANN, University College of Teacher Education Styria, Austria

Marlies MATISCHEK-JAUK, University College of Teacher Education Styria, Austria

DAY 3: SATURDAY, 11 SEPTEMBER 2021
PARALLEL PAPERS
SESSION 5 - 12:30 - 14:00, CEST

ATEE 2021

4 RDC/Ses5

PAPER SESSION 5

DAY 3: Saturday, 11 September 2021

12:30 - 14:00, CEST

Chair: Caro LEMEIRE

- 1. Assessment Literacy and Ethical Professionalization.
Cultivating the Beliefs and Practices of Future Teachers**
Laura Sara AGRATI, University of Bergamo, Italy
- 2. Sentiment Analysis for Formative Group Assessment in Higher Education:
a Systematic Literature Review**
Carme GRIMALT-ÁLVARO, Universitat Rovira i Virgili, Spain
Mireia USART, Universitat Rovira i Virgili, Spain
Mercè Gisbert CERVERA, Universitat Rovira i Virgili, Spain
- 3. Development of Reading Literacy as an Essential Prerequisite for the Socio-Cultural
Adaptation of Foreign Students (on the Example of the Republic of Tatarstan)**
Leysan AKHMETOVA, Kazan Federal University, Russia
Milyausha SHAIMARDANOVA, Kazan Federal University, Russia
Svetlana NIKISHINA, Kazan Federal University, Russia
- 4. Development of Positive Psychological Capital at a Roma Student College in Hungary**
Aranka VARGA, University of Pécs, Hungary
Fanni TRENDL, University of Pécs, Hungary
Kitti VITÉZ, University of Pécs, Hungary

ATEE 2021

8 RDC/Ses5

PAPER SESSION 5

DAY 3: Saturday, 11 September 2021

12:30 - 14:00, CEST

Chair: Joanna Dobkowska

1. What do Students and Teachers Think About School? Researching School Attitudes: Theoretical Constructs and Measurement

Krisztina CZETŐ, Eötvös Loránd University, Hungary

2. Student Behavior Management: Evaluation of a Professional Teacher Development Training Program in Greece

Sofia MOUTIAGA, University of Macedonia Greece

Ioanna PAPAVALASSILOU-ALEXIOU, University of Macedonia, Greece

3. A Corpus-driven Conversation Analysis Approach to Mentor - Mentee Interactions in the Practicum Context

Anna BAŃK-ŚREDNICKA, Jan Kochanowski University in Kielce, Poland

ATEE 2021

PAPER SESSION 5

DAY 3: Saturday, 11 September 2021

12:30 - 14:00, CEST

Chair: Małgorzata ŻYTKO

8 RDC/Ses5

- 1. A Research Integrity Course as a Way to Tackle New Challenges.
Dealing with Fake News and Copycat Attitudes**
Agnieszka DWOJAK-MATRAS, Educational Research Institute, Poland
- 2. Digital Competence in Teacher Education Curricula
- Expectations of Teacher Educators' Knowledge**
Ilka NAGEL, Østfold University College, Norway
- 3. Development Trends on Technical Vocational Teacher Education**
Steinar KARSTENSEN, OsloMet, Norway

ATEE 2021

9 RDC/Ses5

PAPER SESSION 5

DAY 3: Saturday, 11 September 2021

12:30 - 14:00, CEST

Chair: Mhairi BEATON

1. From Theory to Practice: The Professional Identity Development of Student Teachers of English Within the Context of the Algerian École Normal Supérieure

Houda ZOUAR, Manchester Metropolitan University, United Kingdom

2. The Uncertain Language Teacher Identity: Tensions and Coping Strategies

Hanife TAŞDEMİR, İstanbul University-Cerrahpaşa, Turkey

Gölge SEFEROĞLU, California State University- San Bernardino, USA

3. Single-sex Education in the Opinion of Parents in Spain and Russia

Shamil SHEYMARDANOV, Kazan Federal University, Russia

Jaume Camps BANSELL, Universitat Internacional de Catalunya, Spain

PAPER SESSION 5

DAY 3: Saturday, 11 September 2021

12:30 - 14:00, CEST

Chair: Cendel KARAMAN

1. Teacher Collaboration and Enhanced Teaching and Learning: The Potential of Teacher Learning Communities at an Urban Second Level School

Timothy R. N. MURPHY, University of Limerick, Ireland

Mary MASTERSON University of Limerick, Ireland

2. Building a Research Infrastructure for School Teachers

Sarah-Louise JONES, University of Hull, United Kingdom

Richard PROCTER, Education Futures Collaboration, United Kingdom

Cornelia CONNOLLY, National University of Ireland, Ireland

Tony HALL, National University of Ireland, Ireland

Jan FAZLAGIC, Poznan University, Poland

3. The Complex Conceptual Framework and New Research Possibilities of Teachers' Professional Development and Learning

Katalin TÓKOS, Eötvös Loránd University, Hungary

Nóra RAPOS, Eötvös Loránd University, Hungary

Anikó FEHÉRVÁRI, Eötvös Loránd University, Hungary

Eszter BÜKKI, Eötvös Loránd University, Hungary

Erika KOPP, Eötvös Loránd University, Hungary

Sándor LÉNÁRD, Eötvös Loránd University, Hungary

ATEE 2021

13 RDC/Ses5

PAPER SESSION 5

DAY 3: Saturday, 11 September 2021

12:30 - 14:00, CEST

Chair: Agnieszka SZPLIT

1. Responding to the New Challenges of Emergency Remote Teaching: Action Research and Professionalization in Pre-service Language Teacher Education

Barbara MEHLMAUER-LARCHER, University of Vienna, Austria

Manuela WIPPERFÜRTH, University of Vienna, Austria

2. Professional Development of Language Teacher Educators in the Conditions of the Audit Culture in Poland

Agnieszka SZPLIT, Jan Kochanowski University of Kielce, Poland

3. The Impact of Distance Learning Strategies on the Teaching of Reading Skills

Hamza HAMZA, Arab Open University, Bahrain

17 — Schedule of Poster Presentations

ATEE 2021

POSTERS/Ses4

POSTER SESSION

DAY 2: Friday, 10 September 2021

16:00 – 17:30, CEST

Chair: Urszula MARKOWSKA-MANISTA

1. The Instrumentalization of Thinking: On the illusion of Reflexivity in Teacher Education

Małgorzata KOSIOREK, University of Lodz, Poland

Renata GÓRALSKA, University of Lodz, Poland

2. Next Practice – Holocaust Pedagogy for School and Teacher Education

Nicola KARCHER, Østfold University College, Norway

Ronald NOLET, Østfold University College, Norway

3. Formal and Informal Support within Teacher Induction - A Latent Profile Analysis

Julian BURGER, Johannes Gutenberg-University Mainz, Germany

Philipp SCHULZ, Johannes Gutenberg-University Mainz, Germany

4. The Influence of an Inclusive Education Course on Attitude Change of Pre-service Pre-primary Education Teacher

Mariana CABANOVÁ, Matej Bel University, Slovakia Marián Trnka, Matej Bel University, Slovakia

5. Pre-service Teacher Attitudes to Inclusive Education - Concern about Teacher Workload

Mariana CABANOVÁ, Matej Bel University, Slovakia

Marián TRNKA, Matej Bel University, Slovakia

6. Three Arguments for a Profession-specific Oracy Approach in Teacher Education: What Determines How Teachers Support Oracy?

Charlotte FOLKMANN REUSCH, Aarhus University /Copenhagen University College, Denmark

7. A Garden Party: An Ecolinguistic Approach and Perspectives on Language Production

Josh SKJOLD, University of Warsaw, Poland

8. Undergraduates' acquisition of Skills for Forming an Electronic Professional Portfolio when Studying a Discipline with a Digital Educational Resource

Rashida GABDRAKHMANOVA, Kazan Federal University, Russia

18 — Schedule of Symposia

DAY 2: FRIDAY, 10 SEPTEMBER 2021
SYMPOSIUM SESSION 1
17:45 - 19:45, CEST

ATEE 2021

SYM1/Ses1

SYMPOSIUM SESSION 1

Action Research During the Covid-19 Pandemic:

Teacher Empowerment and Student Learning

DAY 2: Friday, 10 September 2021

17:45 - 19:45, CEST

Chair: Alina SLAPAC

Study #1: Andreea Roxana Bell, Dr. Diana Elena Banu, Constanța Bordea, Elena Corina Bularca, Elena Diana Lazăr & Lorena Mirela Spuderca, Colegiul Național “Andrei Șaguna”, Romania

Study#2: Svetlana Nikic, PH.D. Candidate, University of Missouri-St. Louis, USA

Study#3: Shea Kerkhoff, Ph.D. Assistant Professor, Fatemeh Mardi, Ph.D. post-doctoral fellow, & Han Rong Ed.D. candidate, University of Missouri-St. Louis, USA

Study #4: Alina Slapac, Ed.D. Associate Professor (Chair), Sarah Coppersmith, Kate O’Brien, PH.D, Adjunct instructors, & Phyllis Balcerzak, Ph.D., Associate Teaching Instructor, University of Missouri-St. Louis, USA

ATEE 2021

SYMPOSIUM SESSION 1

Power Relations in Initial Teacher Education:

An International Perspective – part 1.

DAY 2: Friday, 10 September 2021

17:45 – 19:45, CEST

Chair: Hanneke JONES, Monique LEIJGRAAF

Senem ŞANAL ERGINEL, Final International University, North Cyprus

Sitkiye KUTER, Eastern Mediterranean University, North Cyprus

György MÉSZÁROS, Eötvös Loránd University, Hungary

Hanneke JONES, Newcastle University, United Kingdom

Monique LEIJGRAAF, University of Applied Sciences iPabo, The Netherlands

DAY 3: SATURDAY, 11 SEPTEMBER 2021
SYMPOSIUM SESSION
10:00 - 12:00, CEST

ATEE 2021

SYM1/Ses2

SYMPOSIUM SESSION 2

**(Re)imaging Teacher Education to Enable the Development of Innovative Teachers:
International Perspectives and Insights**

DAY 3: Saturday, 11 September 2021

10:00 – 12:00, CEST

Chair: Kay LIVINGSTON

Kay LIVINGSTON, University of Glasgow, United Kingdom

Karl ATTARD, University of Malta, Malta

Carol O'SULLIVAN, Mary Immaculate College, Ireland

Aparecida de Fátima Andrade da Silva, Federal University of Viçosa, Brazil

Sumru AKCAN, Boğaziçi University, Turkey

Hilal ATLI, Bilkent University, Turkey

Annika ELM, University of Gävle, Sweden

Maria ASSUNÇÃO FLORES, University of Minho, Portugal

Cendel KARAMAN, Middle East Technical University, Turkey

Marta KOWALCZUK-WALEŹZIAK, University of Białystok, Poland

Johan LILJESTRAND, University of Gävle, Sweden

Gaele MACFARLANE, Universidad Internacional Valencia, Spain

John O'DWYER, Bilkent University, Turkey

ATEE 2021

SYMPOSIUM SESSION 2

Power Relations in Initial Teacher Education:

An International Perspective – part 2.

DAY 3: Saturday, 11 September 2021

10:00 – 12:00, CEST

Chair: Monique LEIJGRAAF, Hanneke JONES

Silje NORMAND, University of Stavanger, Norway

Masahiro SAITO, Asahikawa University, Japan

Jeroen van WAVEREN, University of Applied Sciences iPabo, The Netherlands

Monique LEIJGRAAF, University of Applied Sciences iPabo, The Netherlands

Hanneke JONES, Newcastle University, United Kingdom

19 — Book of Abstracts

PAPERS

DAY 1: Thursday, 9 September 2021
SESSION 1, 16:00 - 17:30, CEST

1 RDC/Ses1

1. The Quest for Teacher Education Quality: Stakeholders' Views

Pipit NOVITA, University of Bristol, United Kingdom

Teacher quality has become a competitive area of research aimed at improving the quality of education (Barber & Mourshed, 2007). In Indonesia, several attempts have been made to enhance the quality of teachers (Kusumawardhani, 2017). However, these efforts do not show significant results yet (de Ree et al., 2018; OECD, 2019). The 2015 reviews of national policies for education called for more quality in teacher education to improve the quality of teachers (OECD, 2015). The study adopted the relevant stakeholders' related definitions proposed by Harvey & Green (1993) to explore the quality of teacher education. Thus, views of the Dean of the Faculty of Education, Head of the English Department, educators, student teachers, English teacher graduates and their principals were taken into account to get a balanced perspective. The study aimed to explore how stakeholders perceive the quality of English teacher education regarding influential aspects, strengths, weaknesses and possibilities for improvement. The data were collected in both private and state teacher education using a complex mixed-methods design. First, quantitative data was collected from 409 student teachers using the existing questionnaire from the Coherence and Assignment Study in Teacher Education (CATE), followed by interviews with representatives of student teachers to triangulate the findings. Subsequently, qualitative data were also collected from the other stakeholders. The study has shown the quality of inspiring educators to be the most influential factor in the quality of teacher education, and that the admission process is the weakest point because there is no high-stakes test and consideration of the motivation of the candidates. The results suggest that teacher education needs to look inward, outward and forward to maintain quality. The study took place in the Indonesian context. Even though the findings cannot be generalized to other countries or different contexts, it is hoped that others will be able to utilize them and the methodology, at least to some extent, in their context.

References

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- Harvey, L., & Green, D. (1993). Defining quality. *Assessment and Evaluation in Higher Education*, 18(1), 9–34.
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2. Linking theory and practice in training teachers: Russian perspective

Roza VALEEVA, Kazan Federal University, Tatiana Baklashova, Kazan Federal University, and Aydar KALIMULLIN, Kazan Federal University, Russia

The aim of the paper is the study of the organizational, content and procedural aspects of linking theory and practice in teacher training, which is being implemented in the Russian university in the context of the transformation of teacher education (the case of Kazan Federal University). Its relevance is due to the following: global trends in the development of teacher education in the 21st century (Darling-Hammond & Lieberman, 2013; Ben-Peretz & Flores, 2018); a nationwide priority for the implementation of competence-based, system-activity-based approaches in teacher education, implying a mandatory practical, professional and pedagogical orientation of the organization of educational activities of student teachers (Margolis, 2014); and institutional strategies of Kazan Federal University in relation to the development and improvement of the institute for the training of pedagogical personnel both at the initial and postgraduate levels (development programs: StrAU “Teacher of the XXI century”, “Priority 2030: Teacher for VUCA- world”) (Gafurov, 2013).

Research focus:

- I. organizational aspect: updating the content of training, taking into account new conditions (pandemic distancing, global digitalization, research-based education); improving the models of school-university partnership (Menter et al., 2017); systemic strengthening of the institution of initial teacher education.
- II. content and procedural aspects: modular architecture of curricula, logic of blocks of distributed and concentrated practices, implemented within the framework of school-university partnership (KFU lyceums) (Baklashova et al., 2020); a set of interactive learning formats (training, master -classes, design sessions, research discussion sessions, laboratory workshops in simulation classes, online training), the implementation of which allows successfully combining theory with practice in training a teacher in a classical university (Valeeva & Gafurov, 2017; Valeeva & Kalimullin, 2019; Baklashova et al., 2020).
- III. a system of comprehensive assessment of the level of competence formation: conjugation of the fund of assessment tools (FOS) of theoretical disciplines and practices; the use of professional tasks when conducting state final certification at the university; assessment procedures of learning outcomes of employers, mentors from schools, tutors from the University.

Data for this study was provided by 15 high school teachers, 7 practicing teachers (mentors of practical training), and 53 students enrolled in teacher education programs. The authors analyzed the subject of the research based on the study of psychological and pedagogical literature, reflexive-systematic analysis of professional and pedagogical activity, and factor qualitative analysis of unstructured interviews with participants in the educational process.

The results of the study indicate the potential of integrating theory and practice in teacher training, subject to the principle of modularity, continuity of the content of disciplines and practices, the dialogue of educational agents, and the conjugation of assessment tools of disciplines and practices. A particular difficulty is the transition from full-time training to distance learning, in terms of the presence of gaps in the field of digital didactics. The research results can be used in the development of educational programs, in comparative research.

References

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- Baklashova, T. A., Sakhieva, R. G., Telegina, N. V., Skobeltsyna, E. G., & Babieva, N. S. (2020). Design of Praxis Programs for Students of Pedagogical Master's Degree Studies in The Context of Federal State Educational Standards Implementation. *Talent Development & Excellence*, 12.
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3. Enhancing Professionalism in Education Through Living Educational Theory Research

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Aim

The aim is to provide an evidence-based explanation of how a Living Educational Theory approach to continuing professional educational development is enhancing professionalism in education within European and other global contexts (Whitehead, 2021). The explanatory principles include the ontological values used by educators to give meaning and purpose to their lives in education (DeLong, et al, 2021).

Scientific significance

This significance is focused on the evidence that shows the academic legitimization, in higher education within European and global institutions, of the explanations of professional educators for their educational influences in their own learning, in the learning of others and in the learning of the social formations that influence practice and understandings (Living Educational Theory doctorates, 2020).

Theoretical framework

This framework includes Living Educational Theory research and the use of Critical Theory in focusing on the importance of cultural, political and economic influences (Hall, 2015) in researching the implications of the educators' questions of the kind, 'How do I improve what I am doing in my professional practice in education?' (Whitehead et al, 2020).

Research questions

These questions are focused on professional educators exploring the implications of asking, researching and answering their questions of the 'How do I improve what I am doing?' type. The implications include drawing insights from theoretical perspectives from philosophy, psychology, sociology, history, economics, politics, leadership and management in education, in the generation of a living-educational-theory (Whitehead, 2019)

Methods

These include the use of empathetic resonance with digital visual data (Huxtable, 2009) to clarify the meanings of the ontological values used by professional educators in the course of their emergence in practice, to explain their educational influences in their own learning and in the learning of their students.

Contribution and findings

The contribution to enhancing professionalism in education is focused on the institutional and governmental support that is required to support a Living Educational Theory research approach. The findings include an educational epistemology for explanations of educational influences in learning (Whitehead & Huxtable, 2016).

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4. What matters: Values as Guiding and Meaning-making Force in Teacher Decision-making and Professional Development

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Teaching requires online decision-making under conflicting requirements and the pressure of having to make decision in the moment (Helsper 2011). The required rapidity of this decision-making needs to be guided by normative assumptions, that is by the values a teacher holds consciously and unconsciously. Normative aspects have thus been put at a central position in models of the professional knowledge base of practitioners (Shulman 1986).

This is the case not only in classroom practice, but also with professional identity: teachers – like all human beings – aspire to coherence, authenticity and the experience of meaning in their practice (Weiß & Kiel 2013). According to Frankl (2004), in the pursuit of goals values serve as guidance and orientation, as when he states, “meaning is discovered through the realization of values” (Frankl 2004).

The current study explores teachers’ values in terms of their potential for making sense of teaching practice. It draws on insights from previous research on the collaboration of teachers in video study clubs (Wipperfürth 2015), and coaching teachers on the dynamics of values in teaching (Schlick & Wipperfürth 2019), for which dialogic reflection on values had been developed into a tool for teacher education.

The research questions were the following:

- What guiding values can be inferred from teachers’ dialogic discourse and student teachers’ written reflections?
- What connections between (student) teachers’ reported satisfaction with their teaching practice and the breadth of their value awareness can be observed?

The data used were transcripts of oral discourse between novice and experienced teachers (n=8) in the form of video-based post-teaching discussions, and the written reflections on action-research projects (Burns 2015) of student teachers of English at Master level (n=25). Those texts were analyzed using qualitative content analysis (Mayring 2015).

The results show that a far broader range of values can be inferred from the teacher discourse and texts than originally expected. The qualitative analysis further allows for the tentative hypothesis of a connection between teachers’ perceived meaningfulness of their teaching practice and satisfaction with it, and the rootedness of their reflections in a stronger value awareness.

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4 RDC/Ses1

1. Pre-service Teacher Education, Pedagogy for Linguistic and Cultural Diversity and Identity development: Practitioner Approach

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Increased emphasis has been placed on pre-service language teacher education programmes, and how curriculum components impact on and support pre-service teachers' learning (Flores, 2011). In the preparation of future teachers of English as a Foreign Language (EFL), teacher educators are asked to design learning contexts that support student teachers to think critically and act in educational contexts distinguished by complex linguistic and cultural landscapes. EFL teachers are asked not only to restructure their conception(s) of the English language, but also to expand their views on the aims of FL teaching, which brings implications for identity development (Pinho & Moreira, 2012; Rodgers & Scott, 2008).

Research has pointed to the relevance of paying attention to pre-service teachers' meaning-making with regard to their self-image as language teachers, their pedagogical practices and the adoption of plurilingual approaches (Andrade, Martins, Gonçalves, & Pinho, 2012). Visual or multimodal narratives (Barkhuizen, Benson, & Chik 2014) and metaphors (Rosaen & Florio-Ruane, 2008; Thomas, & Beauchamp, 2011) are considered a research and education resource through which to unveil pre-service teachers' representations of experience and identity development, particularly when combined with the use reflective processes in the scope of pedagogy for linguistic and cultural diversity (Pinho, 2019).

Set in the context of the scholarship of teaching (Hutchings & Shulman, 1999), this presentation follows a practitioner research approach to our own practice as language educators and intends to present a study based on a corpus of metaphors, corresponding visual narratives (drawings) and explanatory texts, and meta-learning narratives collected in the context of two subject courses of a professional Master's degree for Teaching English in Primary School. A thematic content analysis was applied to the dataset, aiming to respond to the overarching question: To what extent are the subject courses potentially transformative learning environments for pre-service teachers' thinking and action regarding EFL teaching and pedagogy for linguistic and cultural diversity?

Based on the findings, the presentation concludes with a reflection upon curriculum development in initial teacher education, particularly teacher education settings as mediation spaces for professional learning towards more multidimensional views of language education and identity formation.

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2. Student Teachers' Contact with and Attitudes Towards Immigrants

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Research aim: The aim of this paper is to shed light on what effects teacher students' contact with immigrants and the students' own study period may have on their attitudes towards immigrants.

Scientific significance: We have no knowledge of any other study which examines the correlation between these variables in a manner similar to that of our study. The findings in this paper may help us understand how and why student teachers' attitudes towards immigrants change. Such knowledge can help us prepare student teachers for the task of developing inclusive schools in diverse societies.

Theoretical framework: The findings will be discussed in light of Allport's (1954) intergroup contact hypothesis and debates about the hypothesis in recent studies, among them Pettigrew et al. (2011), Hewstone & Swart (2011), and Paluck et al. (2019). The findings will also be related to recent studies of the impact of education on attitudes towards immigrants in, among others, Peri (1999), Hainmueller & Hopkins (2014) and Lancee & Sarrasin (2015).

Research questions: How may student teachers' contact with immigrants and the students' period of study influence their attitudes towards immigrants?

Method: We conduct a longitudinal and quantitative study on student teachers' views on multicultural issues. We focus on the students' attitudes towards immigrants. Data was collected in 2014 (N1 = 388, response rate 90%) and 2017 (N2 = 268, response rate 82%) at a Norwegian teacher education institution. The same student groups answered the same questionnaire in 2014 and in 2017.

Contribution and findings: We find that student teachers with immigrant contacts demonstrate more positive attitudes towards immigrants than students without such contacts. After three years of study, student teachers show more positive attitudes towards immigrants than when they began their studies.

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3. “It’s like fuel”: Rural educator collaboration for English learners

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Educator collaboration is central to the work of teachers and leaders and is increasingly important for educators of English Learners (ELs), particularly those working in rural schools where resources are limited. Rural schools in the United States have been especially overlooked in research on teacher education for ELs (Coady, 2020). Rural schools face persistent challenges, such as limited specialized second language teachers, an inequitable funding structure, and a digital connectivity divide. Educators have suffered from a ‘metrocentric’ norm that characterizes teacher education programs across the country. In short, place is more than just a backdrop in which teachers instruct and students learn (Eppley, 2015).

This paper describes how educators (teachers, leaders, coaches) in one rural school district engaged in a three-year professional development (PD) project aimed at improving learning for EL students, using a lens of educational equity. A key finding that resulted from the PD was the transformative collaboration that evolved among participants. In this study, we addressed the following research question: How do rural educators participating in a rural PD project collaborate for EL students? Using qualitative data from online and on-site coursework, focus groups, and educator interviews, findings from this study demonstrate how transformative collaboration occurred for rural educators working with EL students. We note that this collaboration had three key dimensions: relational trust (Bryk & Schneider, 2002), equity between participants, and synergy. These dimensions led to new ways for educators to meet the needs of EL students, increased family engagement, and improved learning outcomes for ELs in the rural district. We offer implications for in-service PD programs for rural educators and for teacher educators who work with them.

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4. International teachers for tomorrow's school – presentation of international project

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Grzegorz PIEKARSKI Pomeranian University in Slupsk, Poland

Research aim. The aim of the presentation is to introduce international project International Teachers for Tomorrow's School – System Change as an Occasion for Intercultural School Development and Mutual Learning, in which we participate as a partner with a project team from seven countries: Belgium, Germany, Greece, Iceland, Poland, Slovenia and Turkey.

Project significance. International immigrant teachers often face significant challenges and barriers in re-entering their profession in their new countries of residence (1; 2). Therefore, the main objective of ITTS is to support the professional re-integration of international teachers through reflection and consultation materials and to collect examples and materials to show the strengths of new colleagues. In addition, the project will develop materials to address specific challenges associated with system change. In this way ITTS aims to strengthen new colleagues as well as their schools, and promote a diversity-sensitive opening of schools.

Research questions. For the project aim we have formulated the following research questions: How can we support the professional re-integration of international teachers in Poland? What types of materials should be provided to support teachers in Poland? What are the best ways to support and strengthen Polish teachers and their schools to promote a diversity-sensitive opening of schools?

Methods. To address the above research questions we are planning to conduct, in Poland and all the other partner countries, qualitative and quantitative research on a representative sample of teachers. We are also planning a book contribution, and printed materials for teachers and schools.

Contributions. Cultural diversity is an essential feature of European school landscapes, but the professional re-integration of international teachers, including refugee teachers, is fraught with many challenges. ITTS wants to support international teachers in a strength-oriented way and to enable schools to integrate new colleagues in the sense of an intercultural opening of schools.

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6 RDC/Ses1

1. Extending the Agenda in Primary Mathematics Pre-service teacher Education: Preparing and Equipping with Competencies to Lead

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This paper reports on a module designed to develop leadership learning opportunities (King, McMahon, Nguyen, & Roulston, 2019) among 18 final year pre-service primary teachers (PSPTs). This group chose a specialism in mathematics education taking additional specialist modules in that area. The context for this study is one of these modules, Subject Leadership in Mathematics Education, taken in the final (fourth) year of the programme. A key component of this module required that the PSPTs collaborate in groups of three to design and carry out a research project. As part of their research project design, each group organised and led a collaborative event with other final year PSPTs (not taking the specialism in mathematics education). The event was intended as an opportunity for them to implement some of what they had learned about leadership with their non-specialist peers. Students took responsibility for researching a topic, engaging in peer-learning, collaboratively planning and putting into practice a research-informed mathematical event, gathering their own data, and reporting on their findings, all with appropriate direction and support from their lecturers. An online platform was used to document and share their leadership learning journey, and findings were presented as an e-poster. Data were drawn from engagement with posts, the e-posters themselves, and an online questionnaire. The impact of the module was evaluated in terms of the PSPTs' confidence in leading mathematics, their own subject knowledge of and attitudes towards mathematics, and their self-perceived ability to research and implement an interactive mathematical activity in the classroom. We also captured PSPTs' perceptions of and challenges to teaching mathematics and how they hoped to use what they learnt in the module while on school placement and as teachers in the future. The findings indicated that

engagement in the module helped this cohort of PSPTs to develop the leadership knowledge and skills necessary to meet the diverse learning needs of children in their classrooms, and make sense of the leadership that newly qualified teachers will experience and see enacted in schools.

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2. An Analysis of Undergraduate Mathematicians' Reactions and Reflections about Issues in Mathematics Education

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 Melanie NÍ DHUINN, the University of Dublin, Ireland
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Changing expectations in society and education have contributed to a need for change in the pre-service and in-service education of teachers. Among the challenges faced is the preliminary one of attracting appropriate students into teacher education courses. The study considered here focuses on prospective teachers of mathematics: in particular, students taking an optional module on mathematics education, offered to undergraduate mathematicians in an Irish university. It aims to investigate **the extent to which the module may help to produce appropriately prepared candidates for pre-service teacher education courses, notably in beginning to develop their capacity for reflection**. Analysis draws on theoretical frameworks regarding levels of reflection, for example Descriptive, Dialogical and Critical (Liston et al., in press).

This exploratory paper focuses on students taking the module in 2019/20 (N=25, of whom 18 agreed to have their work used for the study) and on their writing for one assignment: posts to a discussion board. Students are asked to make six posts, each reacting to and/or reflecting on a particular task: for example, critiquing curricula, engaging in problem solving, and considering strengths and limitations associated with use of software packages. The research questions for the paper are:

- What are students' reactions to studying issues of relevance in mathematics education, as recorded in the posts?

- What levels of reflective writing do they display?
- Is greater support for such writing needed?

Levels of reflection are addressed using Brookfield's (2017) four lenses (where appropriate): *personal experience, students' eyes, colleagues' perceptions, and theory and literature*. One author (the module lecturer) initially read all posts. Second and subsequent readings were shared among authors to select posts of greatest interest and categorize their contents in terms of reactions and levels of reflection, with disagreements being resolved via discussion. Preliminary analysis identified some very interesting work, but indicated that the students could be supported more in order to engage with critical reflection. Further analysis is ongoing.

Findings will inform the examination of other assignments and also module design. Extending the study, comparisons will be made with work by students in a pre-service teacher education program in the university.

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3. Reimagining Numeracy Development for Initial Teacher Education in Technical Subjects

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The development of numeracy competences has been highlighted by the Programme for International Student Assessment as vital for success in society and life (OECD, 2019). As a result, many countries have set about making educational reforms. Ireland's Department of Education and Skills has emphasised numeracy development as within the remit of all teachers in all disciplines, and focuses on developing numeracy skills, among others (DES, 2011). There is a significant responsibility for Initial Teacher Education (ITE) programmes to address this newfound focus (The Teaching Council, 2020). This paper aims to examine how numeracy development might be reimagined to support pre-service teachers of technical education. This research contributes to the field of numeracy development within ITE by highlighting the significance and challenges involved in embedding numeracy development, within one ITE programme specifically for technical subjects. It will potentially inform the future programme design, regarding embedding numeracy development within the programme. This research is grounded in a constructivist/interpretive paradigm, which captures the interpretations of participants (McGregor, 2019). The following research questions were addressed: 1) What does numeracy mean, in the context of this research? 2) What numeracy development opportunities are there within the technical subjects? 3) Is there a gap between the theory and practice of numeracy development within this ITE programme? and 4) How can pre-service teachers be supported in developing an awareness of, and the implementation of numeracy pedagogy within the technical subjects? The methodological framework adopted was a case-study, using a predominantly qualitative approach. With respect to triangulation, the data-gathering methods included questionnaires, dialogic-discussion groups, focus groups and interviews (Denscombe, 2010). The research participant cohort included pre-service teachers, school-placement tutors and programme staff. This paper demonstrates the ample opportunity for numeracy development within the technical subjects (NCCA, 2020), which are rich in design, problem solving and critical thinking (Ferme, 2018). However, the findings of this research indicate a lack of clarity around what is expected of pre-service teachers

and teacher-educators in terms of the development of personal, disciplinary, and pedagogical numeracy skills, and there are currently no training requirements for teacher educators (The Teaching Council, 2020). This paper proposes potential foundational elements of a future framework to address current challenges involved in embedding numeracy development within ITE in technical education.

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4. Embedding Computational Thinking in Dutch Primary Teacher Education

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Technology has become an integral part of society and, as a result, increasingly finds its way into the classroom. This has led to growing attention in primary education given to robotics, programming, and 21st-century skills such as problem solving, analytic thinking, and digital literacy (cf. Haseski, Ilic, & Tuğtekin, 2018). One particular educational phenomenon that

appears to encompass skills and practices pertaining to technology and digital literacy, as well as those pertaining to logic and analytic thinking, is computational thinking (CT) (e.g., Grover & Pea, 2013). Although research has focused on the nature of CT education, its effects on students' skills (e.g., Voogt, Brand-Gruwel, & Van Strien, 2017), what it requires from teachers (e.g., Bower, Wood, Lai, Howe, & Lister, 2017) attention to CT in primary teacher education lags behind.

The present study focuses on Dutch primary teacher education, aiming to close the gap between emerging CT practice in primary education, on the one hand, and teacher education, on the other. The research question is as follows: How do student characteristics relate to the knowledge, skills, and attitude that Dutch pre-service primary school teachers have towards CT? The academic significance of this study lies in the fact that it is the first of its kind: previous research has not taken into account the perspective of pre-service teachers. Generally speaking, scholarly attention to CT in teacher education is scarce; a comprehensive study of the Dutch context is altogether lacking.

The first step towards design criteria for a primary teacher education curriculum was a survey conducted in February and March 2020 among some 200 Dutch pre-service teachers of five Dutch teacher training institutes. The quantitative findings from this survey will be used as a starting point for qualitative focus groups with students, teacher trainers, and in-service teachers. This paper presents the findings from the student survey. These findings indicate that there are significant differences between male and female students, students with higher and lower math scores, and students of different institutes when it comes to their perspective on and confidence in teaching CT as well as their own CT skills.

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7 RDC/Ses1

1. Creativity in Pre-service Teacher Education - A Mixed-Methods Exploration of Perception, Practice and Product using a Systems Model Perspective

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From an economic and societal perspective, creativity is widely accepted as a core tenet of any modern-day skillset, with potential to offer valuable contributions in professional and labor-related marketplaces, community development and personal well-being. A consensual stakeholder appreciation for the importance of creativity is also evident among educationalists and educational policymakers (Vincent-Lancrin et al., 2019). However, while stakeholder appreciation for the importance of creativity in education is clear, a shared consensus regarding creativity-related definitions, approaches, outcomes, and assessment methods appears more ambiguous (Kupers et al., 2018). Through a multi-phase mixed methods design, this research attempts to present a socio-cultural 'big-picture' of creativity-related perceptions, practices, and products within a core tenet of education, namely pre-service teacher education. Csikszentmihalyi's Systems Model of Creativity (1999) was employed as a frame from which to interpret select elements of a "confluence" of inter-related subsystems - represented by the individual (preservice teachers, n=327), the domain (teacher education practices), and the field/gatekeepers (teacher-educators, n=6). A range of quantitative (survey, psychometric tests - Runco Ideation Behaviour Scale (RIBS), Runco et al., 2001; Creativity Fostering Teacher Behaviour Index (CFTIndex), Soh, 2000) and qualitative (reflective journal) approaches were employed across three inter-related phases. Indicative findings suggest that while preservice teachers understand the value of creativity in education, there exists a potential arts-bias in both a perceived subject conduciveness to creativity and assessment of creativity. Standardized assessments are perceived as the least beneficial approach to creativity assessment in schools. Several interesting correlations are highlighted in areas such as creative ideation, creativity-fostering behaviours, curricular preference, and the use of constructionist technologies. Thematic analysis of qualitative data sources is used to complement the study findings, adding further insights in areas such as definitions of creativity, and the perceived role of placement experiences in the support and development of creativity fostering behaviours. The respective reliability, validity and efficiency of a product-focused assessment approach is also explored. These findings have important implications for the wider context of developing understandings of creativity in educational policy, research and practice within preservice teacher education, and the inter-relationship of same.

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2. Student Teachers' Online Collaboration in Research Activities: Present and Future Professional Implications

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Teacher collaboration entails working and reflecting together to improve learning and practice (Mofield, 2020). For student teachers (STs), collaboration can afford immediate academic gains (Saqr et al., 2018), foster the creation and sharing of new ideas, reduce workloads (Forte & Flores, 2014), and improve problem solving and higher-order critical thinking (Saqr et al., 2018), now and as future teachers. More recently, collaborative practice has extended to online social platforms (Si Zhang et al., 2019), accessing a wider professional community. This research from an initial teacher education programme (ITE) in the Republic of Ireland examined STs' perceptions of the potential for online collaboration incorporating the online platform T-REX (Teachers' Research Exchange), to enhance the quality of academic outputs at group and individual levels, their perception of the benefits and pitfalls associated with the online collaborative process, and the underlying rationale for continuing to collaborate with peers and the wider educational community to inform pedagogical practices, now and as future teachers.

Drawing upon Self Determination Theory (SDT), which foregrounds autonomy, competence, and relatedness as fundamental to intrinsic motivation and autonomous self-regulation (Deci & Ryan, 2020; Orsini et al.,2016), we examined the perceived benefits, challenges and key motivational drivers informing STs engagement in a compulsory, online collaborative research assignment in year 4 of an ITE programme. A qualitative design was used in this two-phase study with Phase 1 presented here. Data was gathered using an online survey midway through the semester, which elicited 12 responses. Thematic analysis including deductive coding was employed (Fereday & Muir-Cochrane, 2006).

As expected, few STs considered academic learning or output as part of their collaborative experience. Most were orientated within the collaborative process with technological competency development, with T-REX primarily. Data also indicated STs overwhelming positive disposition to online collaboration, citing benefits including overcoming geographical and COVID restrictions, monitoring of participation, central repository for collaborative work and organisation, and an additional source for group communications. Further insights into STs autonomy, competence, and relatedness emanated from the data and informed further considerations for Phase 2.

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3. Hermeneutics as a Philosophical Foundation for Online Teacher Education for the Digital Era

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Recent works on philosophical anthropology (Capurro, 2017) explore how the changes related to the popularization of digital technologies profoundly impact the anthropological self-understanding of the “digital man.” One way of conceptualizing such transformations is considering the activities, artifacts, values, and concerns of the human mediated by digital technology as constituting a somewhat distinctive digital culture (Kultaieva, 2020; Reckwitz, 2019). The degree to which people are immersed in this digital culture is variable. However, it is argued that there is a clear generational difference in the use and access to these technologies (Ihde, 2002; Harley et al., 2018).

The educational relevance of considering these differences is brought into focus by the current increasing need to search for online educational solutions. Research and experience in the field of multicultural education have provided both a warning about the difficulty of teaching in multicultural classrooms (e.g., Banks & Banks, 2019) and possible solutions based on teacher education (e.g., Ladson-Billings, 1995). A subset of this literature draws upon the hermeneutic philosophical tradition as a source of inspiration (Pickett & York, 2011; Steinbach, 2012).

To explore how hermeneutics can serve as a tool for online teacher education to overcome the problems of the technologically mediated cultural differences, I will explore and discuss the four following questions: (1) What are the benefits of considering digital culture as a distinct entity? (2) In what ways can these differences be reproduced and accentuated between generations? (3) Can the discourse on multicultural education be translated into a discourse of cultural differences based on technology? (4) How has hermeneutics been proposed to enhance teacher education for multicultural settings?

This discussion will be based and enriched by readings of contemporary texts in the fields of philosophical anthropology, philosophy of education, philosophy of technology, hermeneutics,

multicultural education, intercultural understanding, and cyberpsychology. This presentation's contribution is not only to propose a theoretical framework as a foundation for the use of hermeneutic insights in the training of online teachers but, most importantly, to encourage further research and reflection on the intersection of philosophical thinking and online education.

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4. Interactive Whiteboards as Support to Dialogic Teaching?

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The research aim of this project is to improve our understanding of how teaching and learning are influenced by interactive whiteboards (IWBs) in the classroom. IWBs are in widespread use. Most Norwegian classrooms have one. Some argue that the IWB supports learning because it makes teaching more dialogic (e.g., Wegerif, 2007; Wikan & Mølster, 2010; Jones, Kervin & McIntos, 2011). Other studies have found that teachers only use the IWB to support pre-existing forms of teaching, such as teacher-centered instruction (e.g., Wegerif, 2007; Wikan & Mølster, 2010; Jones, Kervin & McIntos, 2011).

Theoretically, the dialogic space and different types of talk in the classroom are focused. This space is not to be understood as merely a physical space but as the social world within which one can think and interact (e.g., Wegerif, 2007; Mercer, Warwick, Kershner & Staarman, 2010; Mercer, 2019).

Our research question is as follows: to what extent is the interactive potential of interactive whiteboards used to support dialogic teaching in the classroom? This is a qualitative study inspired by action research (e.g., Kemmis, 2009). Experienced teachers in Norwegian primary

and secondary schools were invited to develop more dialogic uses of IWB, and the classroom implementation of the teachers' ideas was studied. Data consists of observations of teaching sessions as well as recordings of supplementary interviews with the teachers and of project meetings. Shorter audio and video recordings and photos from the lessons underpin these data.

Our main findings are that the teachers regard the IWB as very useful in their daily teaching in a number of ways. IWBs do to some extent support dialogic talk, but they are rarely instrumental in stimulating a dialogic space; the IWBs are rather utilized to strengthen existing practices.

To what extent, though, are teachers prepared to use the potential of the IWBs? In the wake of our findings, aspects of teacher education's contributions to teachers' professional digital competence will be discussed (e.g., Madsen, Thorvaldsen & Archard 2018)

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8 RDC/Ses1

1. Becoming a Teacher: A Case Study on Student Teacher Professional Identity Construction During an Education Practicum in a Chinese Normal University

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Previous studies have presented a clear link between teachers' professional identity construction and teacher effectiveness, and have considered the teacher professional identity as a pivotal factor in teacher effectiveness, decision-making on career, commitment, and professional development. Therefore, a study on student teacher professional identity construction during an education practicum could enhance their job competitiveness in terms of teacher effectiveness. The research questions of this study are 1. What is the status of Chinese student teachers' professional identity during an education practicum? 2. How do participants' perceptions/experiences influence their construction of professional identity during an education practicum? Bearing in mind the helpfulness of combining theories to study teacher professional identity construction as proposed by researchers, we adopted activity theory, community of practice, and positioning theory in the study as synthesized theoretical frameworks to serve as lenses for better understanding the construction of student teacher professional identity. Student teacher professional identity was investigated in this study for its construction among student teachers in a teacher college in China. The findings showed that teacher knowledge, mentorship, placement school culture and recognition by important others have significant influences on student teachers' professional identity construction during their education practicum. Using a qualitative approach, the study explored the process of Chinese student teachers' professional identity construction through examining their education practicum experiences. Data from focus group interviews and student teacher education reports showed four emerging themes to explain the findings: career identity, disciplinary identity, behavior identity, and situated identity. Based on the findings from the study, recommendations were made for bolstering teacher professional identity construction among student teachers during education practicum, and implications were discussed for the development of Chinese teacher education. These include the incorporation of teaching

simulations (e.g., workshops) and k-12 curriculum understanding in the teacher education curriculum, and enforcing content knowledge through improving teacher education strategies.

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2. The Right Job Pays: Effects of Work on the Study Progress of Pre-Service Teachers

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Several countries are having to cope with a shortage of qualified teachers (European Commission 2014). Schools in need of teaching staff may opt to offer pre-service teachers a contract before they finish college. Hiring pre-service teachers could alleviate the shortage and provide pre-service teachers experience and income (Butler, 2007). However, spending

time working during a full-time course of study might compete with class attendance or self-study, and slow study progress (Bean & Metzner, 1985; Theune, 2015). Prior research has produced contradictory results, potentially due to a lack of distinction between types of work (Riggert et al., 2006) and the different years of college. In the case of teacher education in the Netherlands, students can perform paid or unpaid work inside or outside of education. Internships are often integrated in specific years of the curriculum of teacher education and should also be taken into account, given that students might be offered a job based on their internship or may spend more unpaid (over)time on their internship than the curriculum requires. Therefore, this study posed the following research questions: 1) How does the time spent on different types of work (unpaid/ paid, outside/ inside education) affect study progress during the 4 years of college? and 2) How much time spent on different types of work relates to optimal study progress during each specific semester? The current study analyzed the effect of different types of work on the study progress of 132 Dutch pre-service teachers with repeated measures at 25 points in time over a 4-year span using growth models. Our results show that students who spent more time on a paid job as a teacher obtained significantly more study credits. The optimal number of hours spent on paid work outside of education changed during college. During the first semester, 8 hours per week related to more study progress, while more than 15 hours proved detrimental. These findings support the importance of study-job-congruence and add the roles of timing (year of college) and remuneration (getting paid) as relevant variables to role-based resource theory (Butler, 2007).

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3. Unravelling the Complexity of 'Preferred' Ethico-political Primary School Teacher Identity: an Analysis of a National 'Codification' Framework for Teacher Education

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Research topic/aim

The aim of this study is to understand the preferred ethico-political teacher identity in Ireland's codification framework for teacher education, the Initial Teacher Education Criteria and Guidelines for Programme Providers (2011, 2017).

Scientific significance

Although the chorus of conceptualisations of teacher identity (Beijaard, Meijer & Verloop 2004; Beauchamp and Little 2009; Akkerman and Meijer 2011) centres on micro understandings of teacher identity, there is a call for more specific attention to macro analysis (Zembylas and Chubbuck 2015a, 2015b; Zembylas 2018). In response to this, and given the transnational proliferation of codification frameworks, this paper is concerned with how teacher competence frameworks, as pivotal macro-narratives, construct a preferred ethico-political teacher identity.

Theoretical Framework

Adopting a Foucauldian analysis framework (Foucault 1985), further developed by Clarke (2009), we employ the four interrelated ethico-political axes of teacher identity (the ethical substance, the authority-sources, the self-practices and the telos of teacher identity) as our theoretical analytical frame.

Research Question

What is the preferred ethico-political identity of the Irish primary school teacher in the Initial Teacher Education Criteria and Guidelines for Programme Providers (2011, 2017)?

Methods

Drawing from the critical discourse analysis tradition and adopting Clarke's (2009) ethico-political framework, the study undertakes a thematic analysis that seeks to understand (i) the 'preferred' ethical substance, self-practices and telos of teacher identity and (ii) the 'preferred' institutional discursive practices that enable it.

Contribution and findings

We posit four interconnected claims: (i) there are seven preferred pillars of subjectivity that comprise the 'ethical substance' of teacher identity; (ii) these are supported by five ethical self-practices; (iii) the authority sources of teacher identity formation apply relational modes of subjection, and (iv) the three dimensions of telos drawing forward teacher identity relate to

the grit of primary school teaching. We believe that Clarke's four ethico-political axes of teacher identity capture the implicit structure of the pedagogic signature (Shulman 2005) of primary teacher education and that this affords a valuable opportunity for conversations surrounding teacher education curricula in terms of assumptions, design and impact. Furthermore, we believe that our analysis has transferability to competence frameworks in other professions.

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4. Learning to Produce Professional Knowledge in Initial Early Childhood Teacher Education: Trends and Tension in the Portuguese Context

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Teaching is a research-engaged profession, requiring high-level skills and knowledge about student and teacher learning (Darling-Hammond et al., 2017). The role of teachers in producing that knowledge has been gradually valued and promoted. That contribution of teachers' research to professional knowledge and the quality of practice has long been acknowledged, and in different ways (Cochran-Smith & Lytle, 2009; Stenhouse, 1975; Schön, 1983) including in Early Childhood Education (Figueiredo, 2020; Formosinho & Oliveira-Formosinho, 2012; Leggett & Newman, 2019).

In Portugal, initial teacher education recognizes the scientific status of educational knowledge and the requirement of a Master's degree opens the prospect of knowledge production by future teachers. This paper focuses on conceptions about research and about research as part of teachers' professional work in Initial Early Childhood Teacher Education. Two institutions (a university and a polytechnic) were selected as case studies. Interviews were conducted with the program directors and part of the teaching staff. Student teachers' conceptions were collected by an open-ended questionnaire answered by 52 respondents. The questionnaire was constructed for the study, based on a previous one answered by 134 students from another institution. A qualitative approach was taken as the point of departure and meaning categorization was used as the method of analysis.

The analysis of both data sets was organized in terms of aspects of practitioner research, based on Cochran-Smith and Lytle (2009) and on Pascal and Bertram (2012). The results show that student teachers recognize research as having formative value and a strong contribution to professional quality. The teaching staff is clearly positive about research as a part of teaching. Although a strong and positive relationship with research as a way of approaching practice is present, research as knowledge production is not valued as a feature of teacher professionalization. This is important, considering that "a status of full professionalism for teachers requires a specific knowledge which allows for recognition, professional claim and social distinction of the profession" (Rodrigues, 1997). The discussion of the results will take into account studies in other countries (Heikkilä et al., 2019; Orwehag, 2008) with similar purposes.

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1. A Pedagogical Model to Scale Up Effective Teacher Professional Development - Findings from The Teacher Academy Initiative of The European Commission

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Over the last decade teachers have faced significant changes in education policy and societal trends which require them to innovate and adapt their practices. It is generally agreed that continuous professional development (CPD), along the whole continuum of one's teaching career, is crucial in addressing these changes. However, evidence from the OECD Teaching and Learning International Survey (OECD, 2019) shows that many teachers in OECD countries struggle to access and benefit from CPD, with few, if any, improvements registered over the last decade (OECD, 2009, 2014). In this paper we explore the potential of the European Commission's Teacher Academy (TA) initiative, which offers massive open online courses (MOOCs) for teachers as a form of online CPD that addresses not only the barriers reported by teachers but also allows for easy and cost-effective scalability. The paper asks the following research questions:

1. To what extent are teacher CPD MOOCs an effective CPD format that results in changes to teachers' practices and student outcomes?
2. To what extent are teacher CPD MOOCs a scalable mechanism that allow reach-out to teachers in need of more relevant CPD?
3. What instructional design features should teacher CPD MOOCs incorporate to engage teachers in an impactful way?

The paper investigates the existing literature and reports on the data and observations from the Teacher Academy initiative to answer the research questions. The paper contributes insights and data to the still-limited literature on the topic of teacher CPD MOOCs. It is clear from the findings that teacher CPD MOOCs have significant potential when designed around the principles of peer exchange and facilitation of transfer to practice. However, scalability,

while possible, remains limited due to the need for high levels of digital competence and self-regulated learning competence for teachers to gain value from CPD MOOCs.

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2. The Development of a Model of Future Teachers' Research Thinking Development Process as a Means of Increasing of their Professionalism

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Analysis of the psychological and pedagogical literature (K.Murdoch, N.Peim, R.Taylor, M.A. Belyalova, etc.) shows that the process of future teachers' research thinking development is currently of great interest worldwide. The lack of a unified terminology for the concept, as well as the insufficient development of methods for its development, indicate the existence of a **contradiction** and the need to find ways to develop it. This allows the formulation of the following **research aim**: the development of a model of future teachers' research thinking development process.

To increase the efficiency of future teachers' research thinking development process, it is advisable to use such a method of scientific and pedagogical research known as **pedagogical modeling**.

The **theoretical contribution and significance of the research** includes an attempt to develop a system-related and practice-oriented model. This allows for the presentation of the process under consideration as a pedagogical system, which results in developed research thinking.

As a **result**, the model of students' research thinking development was created, which consists of a system of interconnected blocks. The Organizational-targeted block reflects the social order's need for universities to train future teachers with a high level of research thinking development, and contains the purpose of the modeling process and its priority tasks: education, development and socialization .

The methodological block contains approaches (research, systemic, holistic, etc.), principles (culturological, priority start, precautional, etc.) and psychological-didactic conditions (determining the leading types of activities related to student age's, sensitive characteristics, research skills etc.).

The technological block contains such stages of future teachers' research thinking development process as "sensitization", "comprehension", and "reflection". Each stage is implemented by special forms, methods, and means, and is filled with its own specific content, which is determined by the logic of the processual development of the individual's research thinking..

The evaluative-effective block provides the assessment and determination of the actually achieved level of students' research thinking.

The developed structural-functional model allows for the determination of the logic, as well as university teachers' algorithm of actions for developing future teachers' research thinking. It can serve as a basis for the teacher's choice of the optimal strategy for organizing the development of future teachers' research thinking, which in turn will enhance their professionalism.

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3. Teacher Professionalism Models based on Teacher Selection methods.

An International Approach

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What strategies and criteria do most successful education systems use to recruit and select the best teacher? How is the teaching profession built in these countries? What role does teacher selection play in it? Teacher selection is one of the key elements in ensuring the quality of teaching. Many countries have therefore introduced reforms to become more efficient in attracting and recruiting the best talent. Selection strategies and criteria vary by country and international comparative reports have identified three main methods in Europe: open recruitment, competitive examination and candidate list. However, there are few studies in this field so there is a lack of conclusive evidence about the effectiveness of its methods. Considering teacher selection as a part of a continuous teacher education, this study, which is a part of a doctoral thesis, analyses these three selection methods concerning teachers' quality policy. Here we show that there are four main models in Europe regarding the estate control over teacher selection, development and evaluation: a) decentralized and non-nationally-regulated development and evaluation; b) decentralized but nationally-regulated development and evaluation; c) centralized and nationally- regulated development and evaluation; d) centralized but non-nationally regulated development and evaluation. Our results demonstrate that there are different ways of understanding and regulating the teaching profession, even among countries using the same method. For example, while

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4. Supporting the Professional Development and Learning of Teachers in the Hungarian Regulatory System

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Teacher policy has become a central element of EU sectoral policy, focusing on developing the teacher as a human resource, focusing on continuous professional development, career development, and lifelong learning (EU 2020). Scholars have been warning for decades that teachers leaving the profession is a continuously increasing phenomenon. States employ different interventions, among which a supportive environment, including the regulatory framework, has a key role.

Our research investigated how difficult and strict regulations affect teachers' willingness to stay in their profession. As part of the complex research (individual, organizational, and system levels) of teachers' ongoing professional development processes, we sought to determine how individual system factors and elements determine the extent to and manner

in which they support teacher learning in Hungary. Due to the extremely diverse nature of the system environment, our research focused on the regulatory environment and strategic documents, analyzing approximately 200 pieces (Acts, decrees, government policy and strategic documents, official handbooks, guidelines). Based on the questions of the aforementioned research, an analytical framework was made using the following indicators: (1) the goals and expectations described by the regulatory environment that determines the professional development and learning of teachers; (2) learning or professional development processes; (3) support tools, mechanisms; (4) control mechanisms; (5) their coherence. Due to the subject matter of the research, we conducted a qualitative document analysis.

Summarizing the findings, we concluded that there is no policy model behind the definition of goals and expectations that would consistently appear at different levels of regulation and serve as a clear compass for various actors in the system. The support processes and operational elements are stressed and underdeveloped compared to the carefully regulated system of control at all levels. Nor is the legal background complex, coherent or consistent, so no unified statement can be made that the domestic legal environment would support or hinder the continuous professional development of teachers as a whole. However, comparing these findings to the official statistical data on teacher abandonment of the profession in Hungary, it seems apparent that this kind of regulatory environment is not capable of curbing this tendency.

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1. Teachers' Stories of their Changing Work

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Our presentation is a part of a larger research project on *Unpacking and redefining changing relationships in teachers' work* (RELA). The presentation focuses on what teachers' work today is about, based on teachers' stories. Prior research has partially acknowledged rapid and intense change and its impact on teachers' work (Madalínska-Michalek et al., 2018). However, what these changes mean for the individual teacher remains an underexplored matter. There is a need to listen to teachers as they make sense of the changes that most significantly impact on their work. Hence, in this study, we ask: What do teachers tell about the changes in their work?

Drawing from the narrative approach, we argue that teachers make sense of themselves and their experiences through narration (Clandinin & Connelly, 2000; Riessman, 2008). We build on prior research on teachers' work and change (e.g. Niemi et al., 2018) to understand teachers' sense-making of their work today and to highlight the new complexities in their work. Our data consists of narrative interviews with 18 teachers working in Finnish basic education (teaching students from 7 to 16 years of age). Narrative analysis methods were applied to analyse the data.

The preliminary findings illustrate multiple changes in teachers' work – those occurring over a longer period of time but also more recent ones, like the COVID-19 pandemic. Face-to-face encounters in teachers' work today have been broadened to include virtual encounters via digital communication platforms, especially with colleagues and students' parents. The findings also illustrate that teachers no longer work alone behind closed doors, as some teachers' stories depict the open architecture of new schools and the fact that teachers' work is increasingly dependent on adult relationships and co-operation. These relationships are no longer only single dyadic relationships, but rather multiple and various, with the students, their parents, colleagues, and principals are entwined in the work.

Our presentation provides knowledge about the changes in teachers' work to promote pre- and in-service professional development, and the understanding and resources used to to unravel and navigate within the new complexities of teachers' work.

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2. The Complex Network of Actors and Interests Surrounding Teachers: Between Threats and Opportunities

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We live in an era in which the principle of education as a public service (Biesta, 2010; Higgins & Abowitz, 2011; Locatelli, 2018) is increasingly being called into question in light of, among other factors, the diversification of the actors involved in defining the meaning and functions of the teaching profession (Cornelissen, 2010). This situation exerts greater pressure on teachers by modulating the debates and proposals around them (Masschelein & Simons, 2014; Saura, 2018) and contributes to a problematic context in which new private actors are involved, in strong competition with more traditional ones. Companies, foundations and social initiatives of varying size and structure are participating in defining the ideal profile of teachers, their roles and the resources they must master (Gunter, Hall & Apple, 2017). This participation can be perceived as an opportunity for positive cooperation or as an act of interference lacking legitimacy and democratic controls (Verger, Fontdevila & Zancajo, 2016).

Therefore, this paper aims to define the map of public-private partnerships in education in Spain, as well as to understand how new actors enter into direct competition with more traditional ones.

Among the traditional actors we find (a) the institution of the church, (b) trade unions, (c) publishing houses, and (d) professional associations, among other players, that arose in the light of the return to democracy in Spain. Among the new actors, the following two main sub-types are identified: (a) private companies through their corporate social responsibility actions, and (b) philanthropic organizations by means of their agendas focused on teacher-oriented activities.

The framework of relationships is complex and undoubtedly challenging (Olmedo, 2013; Ruiz, Narváez & Silva, 2016) as both parties are playing a clear role in redefining the meaning, scope and functions of the teaching profession.

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3. Teachers' Perceptions of Unplanned Controversial Issues in the Classroom

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The aim of this exploratory study is to investigate what teachers identify and address as unplanned controversial issues in the classroom and the content of such issues. Classrooms are not immune to controversial issues that characterize life in democratic societies. However, such issues are rarely addressed beyond a mandatory curriculum, and even then most teachers avoid addressing them altogether. This study aims to contribute to the scholarly discussion by focusing on controversial issues that arise unexpectedly, sporadically, and authentically in the classroom, without being planned for by the teacher. We adopt a grounded approach to what constitutes a controversial issue to encompass anything that generates conflict and polarization in the classroom to highlight the teachers' perspective. The research questions are: 1) What do teachers identify and address as unplanned controversial issues in the classroom? and 2) What is the content of unplanned controversial issues in the classroom that teachers identify and address? Semi-structured interviews were conducted with a purposive sample of 12 teachers from primary, secondary and upper-secondary schools from democratic countries in Europe. The data suggests that unplanned controversial issues identified by teachers fall into three categories: 1) mainstream controversy 2) teacher-initiated controversy, and 3) controversial pedagogy. Mainstream controversies follow mainstream definitions of controversial issues with groups of students taking opposing sides on the same issue. In teacher-initiated controversies, teachers react to statements made by students, taking a stand against examples of prejudice, stereotyping and discrimination. Controversial pedagogy refers to instances in which the teachers' own behaviour is deemed controversial by the teachers themselves and regulated by internal reflection processes related to teacher identity. The content of the unplanned controversial issues that teachers identified and addressed is multi-faceted and draws upon personal, current, cultural and historical dimensions. The study has implications for practice, particularly on teacher education and teachers' pedagogical expertise, on the political dimension of education, teacher vulnerability, and who the person in teaching is.

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4. Emotions as Part of Student Teacher Identity Construction: Storied Photographs

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Change is constant in the times we live in. Change is also essential in the process of teacher identity construction: Change can feel like a threat to one’s identity and evoke strong emotions (Flores, 2020). According to prior research, emotions play a central role in constructing student teacher identity (Timoštšuk & Ugaste, 2012). Emotions are constructed as part of relations, through language and culture, and influenced by power relations and norms (Zembylas, 2003). During their studies, student teachers encounter cultural expectations related to being a teacher that can evoke strong emotions that are difficult to experience (Shapiro, 2010). They may feel that the expectations related to being a teacher challenge their identities, which can make them feel vulnerable (Holappa et al., 2021). In preparation for their future work as a teacher, which is becoming increasingly fast- shifting, student teachers need to perform continuous identity work (Clarà, 2017). More research is needed about the role of emotions

in student teachers' identity construction in the midst of teachers' changing work. My presentation focuses on emotions as part of student teachers' narrative identity construction and asks the following question: How do student teachers tell about their identities and the emotions involved with the photographs chosen by them?

1. operate within the narrative paradigm (Spector-Mersel, 2010) and employ arts-based methods that proceed from the premise that art evokes and communicates emotions: words alone may not always be enough to describe emotions, but other ways of telling, e.g., photographs, can help (McKay & Barton, 2018). The data consist of 36 student teachers' autobiographical writings based on photographs chosen by them. The data was analyzed using narrative analysis methods. The findings show how photographs evoke a multitude of emotions, which are entangled with each other. Photographs were pivotal in constructing the stories, enabling student teachers to reflect deeply on what kind of teachers they want to become. Through understanding emotions as part of teacher identity construction, we can support our future teachers with the knowledge and tools to cope with their emotions. This can make teachers more resilient and committed to their work, which has greater societal impact, benefitting their future pupils.

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1. Challenges in Teacher Education: The Role-perception of University Teachers at Discipline Faculties

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This study aims to explore the correspondence between educational policy expectations on school-university cooperation in Norway and the perception of university teachers at the discipline faculties on their role as teacher educators. Role-perception is regarded from an educational policy perspective and a professional development viewpoint.

The research literature reflects an increasing interest in the professional development of teacher educators (Boyd, Harris, & Murray, 2011; Kelchtermans, Smith, & Vanderlinde, 2018; Korthagen, Loughran, & Russell, 2006; Loughran, 2014). Little is known about university teachers at discipline faculties who have student teachers among their subject student group. Many studies do not describe them as a distinct group or do not include them in their research (European Commission, 2013; Lillejord, 2014; Lunenberg, Dengerink, & Korthagen, 2014).

To gain insight in the role-perception of the university teachers, some sub-questions have been investigated.

First, to explore the self-understanding of the university teachers in relation to teacher education the following research question has been formulated: How do subject-oriented university teachers perceive their role as teacher educators? In 2014, Lunenberg et al.

conducted a major review study on teacher educators and their professional role. It gives us the opportunity to explore coherence between professional role and professional identity of the teacher educators (Kelchtermans, 2009). This is a qualitative interview study; the research participants are university teachers at four faculties, instructing student teachers in their discipline subjects.

Second, policy expectations of the role of university teachers in teacher education is investigated through the following research question: What are the main expectations of the Norwegian educational policy on the role of teacher educators? This is a study of national and local policy documents on Teacher Education. Among other documents the National Strategy for Quality and Cooperation in Teacher Education (2018) has been analyzed.

The preliminary findings indicate that the role-perception from an educational policy expectation perspective is not aligned with the role-perception of the university teachers at the discipline faculties, but there are clear parallels in terms of the focus of interests. The findings will be of significance for further development of cooperation between universities and schools and the development of teacher educator's profession and their professional practice.

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2. Current Tensions for Early Career Teacher Leadership: Implications for Teacher Education

Tetiana PONOMARENKO, Vytautas Magnus University, Lithuania

Research topic/aim: Teacher leadership is not a prerogative of school administration, and novice teachers are capable of exercising leadership and contributing to school improvement. The purpose of the current study is to explore the tensions faced by the early-career teachers regarding their leadership roles within the school community.

Scientific significance: The study explores the barriers encountered by early-career teachers in terms of teacher leadership, and discusses the possibilities of pedagogical support for enacting professional self-determination in teacher education.

Theoretical framework: The study is based on theories of teacher leadership, identity theory and self-determination theory.

Research question: What tensions do early-career teachers encounter while practicing leadership? What prevent teachers from practicing leadership in their classroom and/or school environment?

Methods: The focus group interview method was applied in order to explore the experiences of teachers. In total, 12 early-career teachers participated in 5 focus group interviews, and qualitative data analysis was conducted.

Findings: The research results indicated several main tensions which are the most salient for early career teachers: tension between professional and personal values, creativity and standardization, professional autonomy and professional encroachment. The teachers faced overestimated external expectations, and, as a result, expressed doubts about their willingness to practice leadership and contribute to school improvement.

Contribution: The implications for pre-service teacher education are the possibility of enhancing the dispositional self-awareness and understanding of professional self-determination through supervision, social persuasion and interaction during pre-service teacher training.

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3. Identifying School-based Teacher Educators in Ireland and their Professional Learning Needs

Ann MACPHAIL, University of Limerick, Ireland
Ciaran O'GALLCHOIR, University of Limerick, Ireland
Annmarie YOUNG, University of Limerick, Ireland

Research topic/aim

In Ireland, the term 'school-based teacher educator' (SBTEd) is not widely recognized but recent changes in educational policy have enabled teachers to engage in three spheres of professional learning experiences; within school placement, supporting newly qualified teachers, and collaborating with colleagues. The aim of this research is to explore the presence of SBTEds in Ireland and their professional learning experiences and needs.

Scientific significance

While the role of a SBTE is recognized in international contexts (White, Dickerson & Weston, 2015), there is no formal recognition of the role in Ireland. This study explores who self-identifies as a SBTEd in Ireland and their professional learning experiences and needs.

Theoretical framework

The continuum of teacher education is the theoretical framework. In the past decade, the Teaching Council in Ireland has published policy initiatives which address three identified areas of teacher education, reflecting the OECD's (1991) "three Is": Céim (Irish word for step) for initial teacher education, Droichead (Irish word for bridge) for the induction of newly qualified teachers, and Cosán (Irish word for pathway).

Research questions

Who are those who self-identify as SBTEds? (2) What types of PL opportunities have SBTEds experienced to date?, and (3) What further PL would SBTEds like to receive?

Methods

A questionnaire focused on the professional learning needs of SBTEds was constructed and distributed across seven countries involved in the International Forum for Teacher Educators

network. The questionnaire collected data on life as a teacher educator, professional learning opportunities, and teacher educators and research. Irish participants were recruited through professional networks and postings on social media. All 85 Irish respondents completed the questionnaire online.

Contribution and findings

This study provides the first official indication of who and what constitutes a SBTEd in the Irish context and explores the extent to which they are operating voluntarily and / or incognito in the school system. Initial findings report that over 50% of the respondents indicated working with both student teachers and qualified teachers, informality of preparation is strongly reflected, and role of collegiality in professional learning is widely supported.

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DAY 2: Friday, 10 September 2021
SESSION 2, 10:15 - 11:45, CEST

3 RDC/Ses2

**1. Supporting Positive Attitudes Towards the Implementation
of Inclusive Education in Initial Teacher Education**

Katrin POOM-VALICKIS, Tallinn University, Estonia

Triin ULLA, Tallinn University, Estonia

Teacher education has an important role to play in shaping the positive attitude of incoming teachers towards inclusive education and the skills and knowledge to support the learning of different students. The purpose of this study was to map students' attitudes towards the implementation of inclusive education before and after completing the new integrated course "Differentiation of Learning". More specifically, we were looking for answers to the following questions: What are the students' attitudes and readiness to implement inclusive education at the start of the course? What are the different attitudes of students before and after taking the course? Which perceived aspects of the subject course did students feel most influenced their perceptions and attitudes towards inclusive education in the classroom?

The Teacher Attitudes Toward Inclusion Scale (Cullen, Gregory & Noto, 2010) was used to measure pre-service teachers' attitude change during the course. Besides this, questions related to their confidence in including SEN-students in learning and their previous experience with people with special needs, and opinions about including specific SEN-students in the general classroom were added to the questionnaire (Forlin, Earle, Loreman, & Sharma, 2011; Räis, Kallaste, & Sandre, 2016). At the end of the course, students answered open questions to give feedback on different aspects of the course, which helped them gain better knowledge and skills, and impacted their attitudes towards inclusive education. Altogether 131 students taking the course completed the pre-survey and 118 the post-survey.

Based on the data analysis, pre-service teacher attitudes towards inclusion and its effectiveness were significantly higher at the end of the course. Their self-reported confidence in including SEN-students in learning was higher at the end of the course, and they expressed a significantly higher willingness to include special needs students with different difficulties in the ordinary classroom. One-third of all students mentioned that a course design with the possibility to conduct action research and analyze its impact was most influential on their perceptions and attitudes towards inclusive education. Thus, pre-service teachers' attitudes, knowledge and skills are subject to positive change through teacher training, but not sufficient alone for successful inclusive education policies.

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[Effectiveness of SEN and related measures for SEN pupils. Final report.]

2. Does an Inclusive Initial Teacher Education Curriculum Translate into an Inclusive Professional Practice? Didactic Teaching And Learning Strategies Used by Four Portuguese Student Teachers

Filomena RODRIGUES, Universidade de Lisboa, Portugal

Maria MOGARRO, Universidade de Lisboa, Portugal

As a promotor of inclusion (or exclusion), education has been part of the European agenda (EC, 2017, 2020). Portuguese educational policies are aligned with this agenda. Many authors have studied the significance of inclusion in teacher education. Support, collaboration and professional development are some of the skills that should be included in ITE programmes and promoted in school settings (Engelbrecht, 2013). Different main approaches to what teachers need to know about inclusion and how to endorse it have been promoted. Florian and Camedda (2020) argue that these strategies are insufficient for the promotion of inclusive practices and recommend further studies. Within this framework, a few questions arise: Are student teachers being prepared for these changes? What kind of teaching and learning strategies are used by these student teachers in their practice? Are they inclusion-oriented? It is, therefore, important to study ITE curricula and student teachers' professional practices.

In harmony with national and international trends, Portuguese initial teacher education (ITE) curricula cover this subject. With this paper, we intend to understand whether the Portuguese ITE curricula of a Lisbon higher education institution prepares secondary science student teachers to value and promote inclusive professional practices during their internships. Using a qualitative research methodology of multiple case study, we followed four Portuguese secondary science student teachers during a school year. We observed their internship-related professional practices and focused on their choice of teaching and learning strategies.

Interviews were conducted at the end of the school year to discuss their options. Fieldnotes and interviews were analysed using a qualitative content analysis approach (Schreier, 2012).

Questioning, group work, review and synthesis were some of the teaching strategies chosen by these student teachers. We concluded that all student teachers tried to vary their approaches to ensure pupil's learning and were able to substantiate their choices when questioned. However, they seldom associated their practices as part of inclusive approaches, which shows that their awareness needs to be further developed. This confirms Florian and Camedda's findings and demonstrates that these issues need to be further explored in the studied ITE programmes.

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3. Teachers' Professional Identity for Inclusive Education: Australian and Ukrainian Approaches

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The paper is devoted to the analysis of teachers' professional standards in Australia and Ukraine in order to reveal the essence and role of inclusive competence as a significant component of quality teacher professional identity. The aim of this study is to examine and compare contemporary policies and practices in both countries to provide an insight into why social justice is such a critical element in preparing qualified teachers and is crucial for enhancing quality teaching. According to the current research, quality teaching for inclusive education in Australia, as in Ukraine, has long been a hotly debated national issue – a subject of concern for politicians, lawmakers, the media, and the society. Teachers of the 21st century face challenges in their classrooms, not the least of which is meeting the varied learning needs of all their students, including those with typical, outstanding, and different exceptionalities. Students with special needs face a range of learning difficulties, requiring the need for teaching staff with advanced experience and understanding of the issues associated with inclusive education. The study's findings are based on integrated literature reviews on specific topics, which is a research method developed by R. Torraco that allows for the review, study, critical analysis, and synthesis of representative literature on an integrated basis in order to generate new conceptual ideas and promising areas of the research problem (Torraco, 2005). A comparative analysis allows us to compare the Ukrainian and Australian contexts in inclusive education by taking into account the annual state assessments and policy directives that have had an impact on quality teacher education. An analysis of theoretical and practical achievements of Australia in defining the professional competencies and personal characteristics of a quality teacher capable of successful work in an inclusive school setting allowed us to map-out favourable ways to enhance teacher training and promote inclusive education in Ukraine. The research results may have wide applicability in improving quality teaching in Ukraine as it reaches the global education space.

Keywords: inclusive education, diverse educational environment, teacher professional standards, teacher inclusive competence, Australia, Ukraine.

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4 RDC/Ses2

1. Conceptions and Practices of Teacher Education for Social Justice: A Scoping Review of the International Literature

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Monique LEIJGRAAF, iPABO University of Applied Sciences, Netherlands

Lisa GAIKHORST, University of Amsterdam, Netherlands

Monique VOLMAN, University of Amsterdam, Netherlands

Concerns have been raised over recent decades about persistent inequalities in education, and the roles schools and teachers may unconsciously and unwillingly play in the reproduction and reinforcement of structures of inequity that affect students from marginalized groups. Many teacher educators and scholars have envisioned and introduced practices of teacher education for social justice, which aims at supporting student teachers in developing socially just beliefs and practices (Mills & Ballantyne, 2016). Although various approaches to teacher education for social justice emphasize the importance of paying attention to the social and political nature and dynamics of schooling (Cochran-Smith, 2004), there are also differences in the interpretations and applications of this concept. The developments in this field have not recently been mapped systematically, to provide both researchers and practitioners with a clear overview of the fundamentals of this line of research and practice, and of the nuances it contains. For this reason, a scoping review of the literature concerning teacher education for social justice and equity was performed. This review aimed at mapping the field of teacher education for social justice, including related concepts that share the same goals of preparing student teachers to teach students from marginalized groups, increasing their critical understanding of the systemic causes of inequity both inside and outside of their own classrooms, and supporting their progress in developing practices to combat these inequities. Results show the similarities, nuances and differences in the way teacher education for social justice is conceptualized by researchers and teacher educators. The review also provides an overview of the activities that teacher educators adopt to reach their goals of preparing student teachers with socially just beliefs and practices. In this paper presentation, the preliminary findings of this study will be presented. These results will focus on showing the systemic critiques that are part of teacher education aimed at justice and equity. It will also elaborate on the practical dilemmas that arise when teacher educators convey these systemic critiques while still having to operate within the inequitable systems they are trying to challenge, which impact their own classrooms as well.

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2. Decolonising Human Rights Education: Whiteness, White Privilege, Coloniality and Teacher Education

Anne Marie KAVANAGH, Dublin City University, Ireland

Human rights education (HRE) gives “practical expression” to the norms set out in the Universal Declaration of Human Rights (UDHR) (Tibbitts, 2017, p. 69). However, it is precisely these norms which render human rights theory and HRE itself problematic. While presented as universally applicable, the UDHR in fact embodies liberal and Eurowestern ontologies and epistemologies (Zembylas, 2020). It is therefore constitutive of and privileges the knowledge, values, assumptions and perspectives of those associated with the (predominantly) white, male occidental philosophical canon. In this context, it is arguably exclusionary and deeply classed, gendered and raced. Writing within the context of history education, Moncrieffe and Harris (2020) argue that decolonising the curriculum necessitates more than curricular inclusion of subaltern perspectives, experiences and counter-histories, it additionally “requires an awareness of ‘white privilege’ and an appreciation that mindsets have created institutional structures that favour the white majority” (p. 15). Drawing on this and framed within the context of teacher education, this paper argues that student teachers need to be provided with opportunities to examine and critically reflect on the ideologies and structures of whiteness, white privilege and coloniality, as pre-requisites to teaching forms of HRE that have the potential to be transformative. It proffers that both decolonial theory (Zembylas, 2020) and culturally responsive pedagogy (Howard & Terry, 2011) offer HRE useful frameworks for educators to engage in critical reflection, dialogue and (potential) transformative practice.

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3. Pre-Service and In-Service Teachers' Conceptualisation of Critical Literacies Praxis Within EFL Teaching

Silje NORMAND, University of Stavanger, Norway

This paper addresses how Norwegian pre-service and in-service teachers conceptualise critical literacies praxis within the EFL (English foreign language) subject, drawing on lesson plans, logs and teacher interviews from the Erasmus+ project, Critical Literacies and *Awareness in Education* (CLAE), and on student logs, lesson plans, and teaching practice reflections from a newly-designed initial teacher education (ITE) course on critical literacies pedagogy. Much of the critical literacy research within the Norwegian EFL context focuses on the multimodal use of picturebooks, graphic novels, digital media and film, with scholars highlighting the need for language learners to develop critical visual literacy (Brown, 2019), to question textbook representations of indigenous and minority populations (Brown & Habegger-Conti, 2017) and to benefit from the affordances of children's and YA global literature to develop their critical cultural awareness (Bland, 2013). The Norwegian LK20 English curriculum (ENG01-04) emphasises critical reflection, appreciation of cultural diversity and recognition of minority perspectives as key aspects of learners' development of intercultural competence, while an awareness of English as a lingua franca, the multiplicity of global Englishes, and language learning's encouragement of multi-perspectivity point to the relevance of developing learners' intercultural understanding through critical literacy practices (Bland & Mourão, 2017).

Thematic analysis of the data indicates that both pre-service and in-service EFL teachers emphasise multimodality in their critical literacy praxis and highlight the importance of raising language learners' awareness of representations and cultural stereotypes. However, ITE students' lessons and logs more frequently draw on critical drama pedagogy, address issues of discrimination and social injustice, emphasise multilingualism as a resource and problematise power hierarchies within language learning. In contrast, the in-service CLAE teachers underline the importance of enacting critical literacies themselves by taking learner concerns as starting points for their lessons, encouraging multiple perspectives, legitimising learners' viewpoints, and promoting learner agency. The study points to similarities and differences in pre-service and in-service teachers' conceptualisations of critical literacy praxis

within the EFL subject and to the benefits of further dialogue between ITE students and the practice field in order to negotiate additional spaces for critical literacies in Norwegian EFL classrooms (Vasquez et al., 2013).

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6 RDC/Ses2

1. Lesson Study: A Vehicle to Support Teacher Agency

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2. Diving deep: The Scientific Method in the Online Elementary Classroom

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Teaching science poses a challenge for early elementary school teachers not only because of difficulties with mastering the subject matter but also due to pre-service and in-service teachers' misunderstandings of what a scientific inquiry-based classroom is. Providing opportunities for scientific investigations and supporting science talk can benefit students' higher-order thinking skills and help them develop an understanding and appreciation for the existing links between science and mathematics.

Is it possible to create meaningful scientific experiences within an online elementary classroom? How can school and home environments be bridged in order to advance children's agency in searching for knowledge?

The aim of this research was to investigate the relationship between online teaching that allows for dialogue and students' involvement in pursuing scientific inquiry. As part of broader research that lasted for three years, this process combined elements that have been implemented in mathematical dialogic teaching and expanded them into the area of science

lessons. The teacher-researcher taught elementary grades 1 to 4 over the course of nine months of the pandemic virtual school.

Observational data was collected in the form of field notes and students' work samples. This was used to demonstrate the students' engagement and level of understanding of scientific ideas.

Examples of lesson content can inspire both pre-service and in-service teachers in their own search for the meaning of the educational value of dialogue.

Participating in designing experiments, hypothesizing, collecting data and communicating findings presented opportunities to feed the students' curiosity and to find answers to complicated questions. Guiding the children through scientific discoveries resulted in a deeper understanding of concepts and in a profound sense of ownership on the pupils' part.

Touching the hearts of young inquirers can only be done by allowing them to experience being true scientists, which is possible even in the presence of online learning.

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3. Environmental Literacy in Prospective Science Teachers in Angola and Brazil

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Moisés SANTOS, University of Minho, Portugal

Leopoldo BARRETO, University of Minho, Portugal

The development of environmental literacy can be done through Environmental Education (EE), as an independent curriculum area or as part of other subjects, especially in science subjects. Conceptions of the environment and EE, as well as of attitudes and behaviors towards the environment, are some of the indicators of the level of environmental literacy. The development of young people's environmental literacy depends, in part, on teachers' conceptions related to environmental literacy, which may influence their practices. Therefore, the general objective of this research was to compare environmental literacy among prospective science teachers in Angola and Brazil.

Data collection was focused on the ecological knowledge, local and global environmental problems, and representations of EE practices of prospective science teachers. In Angola an anonymous questionnaire was used with prospective science teachers (n = 170) and in Brazil an interview was implemented (n = 12).

Most respondents in both countries had a naturalistic conception of the environment and more than half of these teachers had a scientifically accepted or incomplete knowledge about what an ecosystem or other specific ecological concepts are. The global environmental problems most indicated by prospective science teachers in Angola were global warming, air pollution and deforestation, and in Brazil the excessive production of solid urban waste, water pollution and deforestation.

More than half of the prospective teachers in both countries were aware of the local environmental problems and suggested ways of solving them by preventing tree cutting, treating solid urban waste, reducing water consumption and water treatment. These results showed that the level of prospective science teacher's environmental literacy needs to be increased.

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7 RDC/Ses2

1. Virtual Observations: a Technological Response to Placement Assessment During a Pandemic

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Research topic/aim

In response to the Covid-19 pandemic, Initial Teacher Education departments needed to find a way to undertake student teacher assessments during teaching practicum placements. With in-person visits to schools severely restricted, tutors from the University of Aberdeen, Scotland, used video recordings as a tool to observe and complete assessments of student teachers in practice.

Scientific significance

Adopting video observations for assessment purposes had not previously been undertaken at scale in Scotland and while its introduction was out of necessity, this research critically reflects on the usage of video observations as part of teacher education in the Scottish context. In doing so, it identifies areas of strengths, challenges and potential opportunities for video observation that may warrant its continued use in a post-pandemic context.

Theoretical framework

Using Grounded Theory as a qualitative frame (Merriam & Tisdell, 2016), this research uses constant comparative textual analysis (Kolb, 2012) to provide insights into the use of video as an observation tool in teacher education practicum placements.

Research questions

The research questions are:

- **What were the experiences of tutors using video to assess student teachers on their school placements?**
- **To what extent does video support assessment of student teachers in the classroom?**

Methods

The research method involves gathering and collation of individual, written, critical reflections using a short series of questions in a semi-structured format. The participants were tutors who volunteered to write a short reflection on their experience of using video as part of the

assessment process. The prompt questions were designed to encourage reflection (Galletta, 2013). These pieces of reflective writing were then thematically analyzed and the resulting coding used to identify commonalities and trends.

Contribution and findings

Through this exploration we are able to reflect on the use of video recordings/observations as part of student teacher school experience. Conclusions are drawn on the potential advantages and challenges of using video as a method of student placement assessment. The strengths demonstrate the positioning of video observation in a post-pandemic context and the challenges experienced suggest that while there are benefits there are also reasons why video observation needs to be used in conjunction with in-person assessments within school experience placements.

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2. Trainee-Teachers' Attitudes Towards Technology Use in Engineering Education of Bangladesh

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Adequate technological engagement is required in preparing students to fit in today's workplace. In order to meet this demand, teachers are the main agents through which students could be infused with the desire to accept, adapt and use those technologies in the pursuit of their careers. However, regardless of the evidences that indicate positive effect of technology on educational policy and practices, and its possibility of transforming the primitive conceptions of learning processes, application at instructional level still remain negligible in many cases. This leads to great deal of researches that sought to examine the in-service teachers' attitudes towards technology acceptance. While prior researches focused on in-service teachers and

trainee-teachers with social and general science background, the main aim of the current study is to examine trainee-teachers' attitudes towards technology adoption and use in tertiary engineering education of Bangladesh. To achieve this aim, we seek to find out the overall attitude of engineering trainee-teachers towards technology acceptance and use, and whether there is any variation of the attitudes with respect to age, gender, engineering disciplines, perceived confidence, and years of technology use. A cohort of 110 engineering trainee-teachers with prior experience of technology use were purposefully selected from two universities in Bangladesh, being the only universities offering engineering teacher education program as of the year 2017, when the research was conducted. For data collection, the participants were administered a self-reported survey questionnaire, which was developed using Computer Attitude Scale (CAS) with inclusion of social influence component to examine whether social norms affect the acceptance of technology by teachers. Data analysis was conducted using IBM SPSS and AMOS. To assess the measurement model, a structural equation modelling (SEM) was employed using maximum likelihood estimation (MLE). To observe the variation of the participants attitudes in terms of age, gender, engineering specialization, and years technology use, a one-way MANOVA on the five constructs was performed on each independent variable (age, gender, specialization, years of technology use), with Wilk's lambda (Λ) reported in the analysis at significant alpha level of (0.05). In general, the findings revealed that their attitude towards technology was positive. It has been observed from the results that significant variation exists between age groups of the participants, with participants within the age of 30's being more positive than those in the age group of 40's. In terms of gender, there was no significant difference observed on the four constructs, except for social influence in which female participants were found to be more influenced by social factor than male participants. The findings also show that significant difference exists between participants with respect to engineering specialization. This significant difference could be attributed to their perception being shaped by their job expectations. Trainee-teachers who expect to encounter technology more in their future career might have perceived technology as more useful relative to those who expect less encounter in their future carrier. Overall, the findings show that, teachers attitudes constitute based on the four factors: the way they like (affect) and intend to use technology (behavioral), their perception on its usefulness in their daily tasks (perceived usefulness), and the control they perceived to have over technology while using (perceived control). Additionally, this study confirms that social influence is also an important predictor of trainee-teachers attitude towards using technology, which could be merged with these four major components (affect, perceived usefulness, perceived control and behavioral intention) that influence technology integration in tertiary engineering education of Bangladesh. Finally, it has become apparent that societal norms should be one of the important aspects to be considered for effective technology integration in educational system of Bangladesh and similar other countries. The research also provides important information for teacher trainers to consider for course design of training programs of trainee-teachers. In this way, trainee-teachers can be best prepared on how to adopt technology in their teaching carrier.

3. The Program of Professional Development of Teachers “Reloading - Teachers of The Future”

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In this article, the author presents his program for professional development of teachers in the field of digital education. The time we are experiencing today is characterized by a “reloading” of the education system. The new school needs a teacher is a leader who can adapt to the new realities of the information society. The author in the article draws conclusions about improving the computer literacy of teachers in the Republic of Karelia and creating a professional community characterizing the readiness to innovate in the field of digitalization of education.

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8 RDC/Ses2

1. Teachers’ Professional Development and Learning

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The quality of teaching and teachers’ continuous professional development have a remarkable impact on educational effectiveness (Hattie, 2003; Barber & Mourshed, 2007; Darling-Hammond, 2017). The present research aims to explore those individual-, organizational- and system-level factors that have a positive effect on teachers’ professional development and learning and reveal the impact of these factors on the different phases of them. Professional learning has diverse organizational forms (e.g., professional learning

communities, communities of praxis, or working communities) (Korthagen, F., 2017) and different organizational factors can be described as enhancing conditions for professional learning (Opfer, V. D., Pedder, D. G., 2011, Sieller J. L., 2011). One of the unique features of our research, compared to previous studies, on the one hand, is that it explores professional development and learning from the perspective of the individual and therefore considers it as a part of professional identity formation. On the other hand, we study organizations from the perspective of neo-institutionalism (Biigart, 2015), according to which the legitimacy of an organization is not ensured by legal and formal structures, but by the perceived significance of it for its members.

The presentation focuses on the organizational-level factors supporting the professional development of teachers. Our study 1) explores the organizational forms of professional learning; 2) analyzes how diverse organizational forms and patterns influence professional development and learning; and 3) identifies those elements of professional learning and development that can be supported effectively on an organizational level. Our research employed a mixed-methods design. In the quantitative phase, a representative (N=5100) questionnaire-based study was conducted, while in the qualitative phase we used the case study method. Six schools were selected by expert sampling, and our study explored the most important characteristics of the informal learning activities within these organizations through document analysis, interviews, focus group interviews, and observations. Due to the coronavirus pandemic, we conducted online case studies. Our results highlighted that 1) school leaders have a supportive role in professional learning on the individual level through cultural and structural factors; 2) small learning communities within organizations have a larger impact on teachers' professional development than the impact of general organizational climate; and finally 3) the character and the vision of the school leader strongly influence teachers' professional learning within organizations.

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2. Teacher Portfolio as a Professional Development Tool for Turkish Early Childhood Teachers

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The purpose of this research is to examine early childhood teachers' use of the teacher portfolio as a professional development tool and its contribution to their professional development. Professional development in early childhood education is a critical factor for the quality of education (Tout et al., 2006). Professional development activities carried out in Turkey are often work against the development of effectiveness. There is a need for school-based, work-embedded professional development activities in which the teacher actively participates (Buldu, 2014). The teacher-led professional development approach is a teacher-centered professional development approach that is designed in line with the decisions taken by teachers regarding their classes, and addresses the professional development needs of teachers (Macias, 2017). The teacher portfolio is a professional development tool in the teacher-led professional development process of teachers that offers needs analysis, documentation, reflection and the opportunity to evaluate their performance (Aras, 2019). The research question is "What is the contribution of the teacher portfolio to the professional development of early childhood teachers?" In this qualitative study; a case study design was adopted, and the holistic multiple case design, one of the multiple case study designs (Yin, 2009), was used. The study group consisted of 9 early childhood teachers who were selected with the maximum variation sampling strategy (Patton, 2002). Data were collected through interviews, observations and document review. Professional Development Framework for Early Childhood Teachers was developed by the researchers in order to guide the implementation process of the research. For data analysis, a contents analysis (Saldana, 2016) was carried out within the scope of case analysis, then individual case reports were created and, finally, multi-case analysis (Stake, 2006) was used. Evans' Professional Development Conceptual Model (Evans, 2014) was used as the framework for analysis. The findings show that the teacher portfolio was an effective professional development tool for early childhood teachers in the areas of behavioral, intellectual and attitudinal change respectively. The results of the research provide implications for the work to be carried out to increase teacher qualifications.

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3. Development of Students' Creative Thinking in Higher Education: Studying the Effectiveness of the Process of Teaching a Foreign Language

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The priorities of modern education are to support and stimulate the personal abilities and qualities of students. Thus, the main tasks of creatively oriented learning, which is considered to be the direction education is developing in , are to provide the psychological-pedagogical conditions for students' creative activities, their production of creative products, and the actualization of their creative potential. Despite the high interest in the problem of creativity development, many questions like the organization of the process of the development of creative thinking in the context of professional education remain unexplored.

The purpose of this study is to identify opportunities for the development of creative thinking in higher school students in the process of teaching a foreign language. The study of peculiarities of teaching a foreign language and creative thinking made it possible to formulate the assumption that the creation of a number of psychological and pedagogical conditions in the process of teaching German as a foreign language can contribute to an increase in the levels and formation of students' creative thinking. A pedagogical experiment was carried out to test the stated hypothesis. During the experimental activity, an attempt was made to provide the necessary conditions and the didactic content of the German language course

was also revised. Technologies and methods of creatively oriented teaching were actively used in the university setting. A diagnosis of the development of creative thinking was carried out using a variety of techniques. The results obtained were analyzed using the methods of mathematical and descriptive statistics. It was found that providing a creatively oriented process of teaching reading in German promotes the development of creative thinking. This is evidenced by both the significance of the Student's t-test, the positive change in the average values of individual indicators of creative thinking, and an increase in the proportion of students forming their creative thinking at a high level.

As a result of the study, the following **conclusions** can be drawn:

- The creatively-oriented teaching of a foreign language in higher education can be aimed at the development of creative thinking.
- The main condition for increasing the effectiveness of the process of developing students' creative thinking is the appropriate selection of teaching methods and means.
- The implementation of interactive, productive, heuristic and gaming technologies contribute to the development of the future teachers' creative thinking .

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4. Influences on Learning to Teach: A Qualitative Study of Beginning Teachers' Developing Professionalism and Retention in England

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This paper will share emerging findings from an ongoing research project. The project illuminates a detailed contextual understanding of ten teachers' experiences of learning to teach and influences on their developing professionalism and retention during their PGCE (Postgraduate Certificate of Education) course. Four participants undertook a school-led PGCE course and six participants completed a university-led PGCE.

The research questions are:

1. What factors do the beginning teachers identify as being influential on their developing professionalism and retention during their PGCE course?
 - What are the beginning teachers' views of how these factors influence their professionalism and retention?
2. How does THE policy context influence the beginning teachers' professionalism and retention during their PGCE course?

The study is placed in the context of existing empirical research (Anspal, Eisenschmidt, and Lofström 2012; Buchanan et al., 2013; Flores and Day, 2006; Johnston, 2016). The research aims to make an original contribution to this field by illuminating our understanding of how THE policy context, which is complex, contested and dynamic, influences these beginning teachers' professionalism and retention.

This study is framed within Engestrom's (1987) cultural-historical activity theory to serve as an analytical framework to explore a multiplicity of influences affecting the participants. Ten teachers took part in the research and evidence was gathered over a one-year time period: September 2018 to August 2019. Evidence was collected using three qualitative research

methods: two semi-structured interviews with each participant; two classroom observations of each participant; and field notes of the settings in which each participant was working. The research methods were layered and offered multiple, sometimes conflicting, perspectives on influences affecting each teacher's professionalism. Dissonances in the data are a source of interest to explore reasons underlying these differences.

An inductive approach to data analysis has unraveled the data using a combination of thematic analysis (Guest, MacQueen and Namey, 2012) and discourse analysis (MacLure, 2003). The influences were sometimes fragmented and concealed. Preliminary findings illuminate these factors as influential on the participants' developing professionalism: their former teachers and education; their family; accountability; policy context; workload; their PGCE course; colleagues in their placement schools; pupils' learning and engagement; and differentiation. Two participants chose to stop teaching before the end of their PGCE course. Preliminary findings suggest that proliferation of policies and a culture of governmentality (Foucault, 1982) contributed to this decision (Smithers and Robinson, 2001). Additional influences that these participants cited as reasons for leaving the PGCE course were: high expectations and pressure; workload; personal reasons; and concerns about their capability in behaviour management, resourcefulness, leadership and interpersonal skills. This is of specific relevance given the existing concern about the retention of Early Career Teachers (Committee of Public Accounts, 2016).

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9 RDC/Ses2

1. Learning from Practice in Early Childhood Teacher Education: Contributions from Lesson Studies

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A Lesson Study (LS) about length measurement in Early Childhood Education was developed collaboratively by students in initial Early Childhood Teacher Education as part of their practicum. The paper reports on a study about the way student teachers' perceived this experience. Although Lesson Studies are commonly used for in-service teacher education, some studies consider it for initial teacher education (Bjuland & Mosvold, 2015; Cajkler & Wood, 2016; Conceição et al., 2020; Leavy & Hourigan, 2016; Ponte et al., 2019), although rarely for Early Childhood Education (Figueiredo et al., 2021). An essential dimension in the education of future teachers is the development of their ability to learn from pedagogical practice, and Lesson Studies have the potential to serve as a context for this process.

The students from the Master's Degree in Early Childhood and Primary Education were organized into groups, working with 125 children from 3 to 6 years old. The "Lesson" was planned by the group and developed in three ECE settings in each of the two LS cycles. The planning was based on listening to children as well as on valuing play as a means to understand children's knowledge and experiences (Ministry of Education, 2016; Thiel et al., 2020). Data was collected so it could be discussed in terms of a) children's knowledge about measurement revealed in actions and discourse, and b) features of the planning that were aligned with ECE Pedagogy. The second cycle of planning, implementation, and reflection was developed after

the analysis and discussion of LS cycle one. In the end, reports were prepared by each group, including a reflexive account of their own activities and learning. Consent was gathered to use that information for the study. A content analysis across all reports supported the emergence of categories that describe the process as: collaborative, challenging, a support for a new view of the contribution of Others to one's professional education, and transformative of one's perspective of children. In the presentation, these categories are further explained and illustrated with utterances from the participants. The potential of Lesson Studies for Early Childhood Education is discussed

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2. Developing and Trialing of a Workshop to Implement Single/Double-Loop Learning for Nursery School

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The research aim is to develop a workshop and trial lesson using “theory of action” (Argyris & Schon, 1978). The Faculty of Teacher Training, which the author of this article teaches, introduced a “reflective practitioner model” in 2014 (Sasaki, 2015). Consequently, the faculty has developed several workshops to help student teachers to reflect on their teaching practice as reflective practitioners and to gain practical knowledge (Sasaki, 2016). However, the student teachers’ practical knowledge tended to pertain to their underlying values and assumptions (Sasaki, 2018). Therefore, there is scientific significance in developing a workshop to change their practical knowledge beyond their underlying values and assumptions. The theoretical framework of developing the workshop is “theory of action”, which indicates that the distinction between an individual’s “espoused theory” (what they say) and their “theory-in-use” (what they actually do) is an important aspect of the theory. The student teachers’ practical knowledge was based on their theory-in-use. In single loop learning people modify their action strategies according to the consequences. In double loop learning people change not only their action strategies but also their governing strategies, which are frameworks of their operating values and assumptions (Argyris & Schon, 1974). These assumptions should be questioned. Hypotheses about behavior should also be examined publicly. The workshop was designed to implement single/double loop learning and was expected to change participants’ practical knowledge. Thus, the research question is whether the developed workshop can or cannot modify student teachers’ practical knowledge and change their frameworks beyond their underlying values and assumptions. The methodology was as follows: the participants of the trial workshop were 60 student teachers who experienced teaching practice in nursery schools. They were divided into 12 groups and trialed the workshop in June 2019. Their practical knowledge was discussed and examined in the workshop. Their contribution and the research findings revealed that 18 students implemented single loop learning since they modified their action strategies, and only 2 students implemented double loop learning since they changed their governing strategies. Therefore, it was suggested that difficulty of implementing double loop learning in the developed workshop.

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3. Teacher Educators Becoming Academic Developers

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The traditional core group of teacher educators working in universities have often been perceived as low status in relation to other disciplines (Murray, 2017); however, they are experts in teaching and learning, precisely the areas in focus in the recent developments in higher education. Teacher educators develop many sub-identities throughout their professional life such as first and second order teacher, teacher in higher education and researcher (Swennen, Jones & Volman, 2010). In this study, we focus on a new and emerging role of teacher educators, namely the academic or educational developer in university. Academic or educational development enhances the capacity and quality of teaching and learning in higher education, applying a scholarly, evidence-informed approach (Macdonald, 2003; Taylor & Rege Colet, 2010). It is our aim to explore how teacher educators construct this new sub-identity, and how they learn and practice their new role in a Hungarian research-intensive university.

As a bottom-up initiative, a group of eight teacher educators has launched programs for university teachers’ professional development at two faculties. Applying a collective self-study approach (Bodone, Guðjónsdóttir & Dalmau, 2007), we have been engaged in an ongoing process of reflection on our identity construction, professional learning and development of practice at three levels: as a group of academic developers, as practitioners of team teaching, and as individual teacher educators. In the self-study, primarily individual interviews, reflective memos, and meeting memos were collected, and secondarily feedback from university teachers and leaders as well as their products were analysed.

Our findings show that in understanding the new role, the ongoing negotiation of tasks with partners makes a crucial influence. We were also accepted as experts of university teaching

and learning at other faculties, but not at our own. In our professional learning as academic developers we experimented with various forms of personalized support, as well as finding the balance in program and professional development. In our two-year long practice, we have shifted from professional training sessions to co-development and have identified a special community level focusing on key courses, where academics can be better motivated and supported for professional development in our university context.

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10 RDC/Ses2

1. Challenging Notions of a 'Good Practicum'

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There is now world-wide agreement that the teaching practice elements of Initial Teacher Education programmes, often subsumed in the term 'practicum', are both necessary and significant in terms of student teacher learning and development (Cohen, Hoz and Kaplan, 2013). As part of the so-called 'practice turn' (Mattsson et al, 2012), there have been attempts from different national perspectives to characterise what makes a successful placement environment for students at this early point in their journey towards fully registered teacher status. For example, both Beck and Kosnick in Canada (2002) and Ulvick and Smith (2011) in Norway have explored the key components of a 'good placement', while Torrez and Krebs (2012) in New Mexico have attempted to characterise 'quality student teaching placements'.

While these studies have all extended the knowledge base around the teaching placement aspect of early professional development, one danger in this kind of approach is that it could lead to the essentialisation of the practicum as something that exists as separate or apart from the student teachers themselves who participate in it. This paper explores a rich data set, generated via self-authored digital recordings as well as individual and focus group interviews, involving student teachers and the teacher colleagues working with them in a school placement context, concluding that student teachers make significant contributions to the nature of their own placement experiences and ultimately to their own support and mentoring. This line of thought in turn leads to a consideration of the kinds of research methodology that might enable a richer, more complex and situated perspective on teaching practice within ITE.

Making use of theoretical ideas from Barbara Rogoff (1995) and Emirbayer and Mische (1998), the paper focuses on 'persons-in-context' as the unit of analysis and explores the very different experiences of two student teachers in the same Secondary English departments as part of an ITE programme in a Scottish University.

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2. Teachers' Compliance with Professional Ethics: Implications for Teaching Practices in Nigeria

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Yetunde ENIOLA-ARIGBE, Ikere-Ekiti, Nigeria

The study was carried out to determine teachers' familiarity and compliance levels with professional ethics in secondary schools in Ikere Local Government Area of Ekiti state. The study was conducted on the basis of a descriptive survey design. The target population was 185 teachers. The sample comprised 50 teachers randomly selected from five secondary schools. Three research questions were developed for the study. A structured questionnaire was used to collect data, which were analyzed using simple percentages. The findings revealed that some secondary school teachers are quite familiar and compliant with some of the acts adjudged to be misconduct in the profession. But some of the teachers did not show the same level of familiarity and compliance. It was also revealed that some teachers have not registered with the Teachers Registration Council of Nigeria. It was therefore recommended that teachers should be encouraged to do so. The newly employed teachers should also be given orientation on the professional code of ethics for teachers. Periodic workshops, conferences and seminars should be organized for teachers. The minimum National Certificate of Education (NCE) requirement for teaching should be enforced to encourage professionalism. Registration and licensing of teachers should be done in the teaching institutions for students before graduation. Practicing teachers who have not registered and are teaching should be given a time frame within which to register, while those teaching

without the necessary qualification should be encouraged to undergo a post-graduate diploma program in Education from recognized institutions. Also, the Teachers Registration Council of Nigeria (TRCN) should produce and widely circulate Teachers Code of Conduct booklets to all teachers.

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3. Developing Globally Competent Teacher Educators

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Irma KUNNARI, Häme University of Applied Science, Finland

At this current time in the history of our peoples, we are facing a global crisis of culture and identity (Appiah, 2019) as evidenced through, for example, the rise in nationalism across Europe, the pathway to BREXIT and the 'wall building' between the USA and Mexico. Discourse appears to revolve around our differences, rather than an exploration of what makes us similar. An acknowledgement of this trajectory has led to the notion of Global Competence, which is

quickly rising to the forefront of an international agenda, with the hope that the development of such a competence will enable us to 'live harmoniously in multicultural communities' (OECD, 2018) going forward.

This paper presents an initiative funded by the Erasmus+ KA2 programme, which fosters Global Competence in future cohorts of teachers, so they have the skills to develop Global Competence in their students. Specifically, this paper will focus on research we have carried out with 28 Teacher Educators across the globe to both raise awareness of the need for Global Competence in ITE programmes and to support Teacher Educators as they too develop their own Global Competence. We will demonstrate how this process can be employed across different educational contexts internationally to support teacher educators, as they build international networks and develop their understanding of Global Competence, for the benefit of themselves, their trainee teachers and, ultimately, students in schools.

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4. Introduction, Localization, and Divergence of Self-Study in the Context of Japanese Society: Dilemmas of Teacher Educators

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Yu OSAKA, Tokuyama University, Japan

Takumi WATANABE, Hiroshima University, Japan

Kazuhiro KUSAHARA, Hiroshima University, Japan

This paper explores how educators see self-study in the context of Japanese school education. Self-study research is rooted in teachers' desire to gain tacit knowledge about their domain to improve their teaching and contribution to teaching knowledge (Samaras, 2011, p. xiv). Japanese teacher educators' interest in self-study has been growing over the years. Furthermore, teacher educators should be aware of their aims and identity (Bates, Swennen, & Jone, 2012; White & Swennen, 2020). Therefore, our research question is the following: Why do Japanese teacher educators become interested in self-study? The authors, who are four university-based teacher educators, engaged in promoting self-study for five years. Six teacher educators were interviewed in the process, each with a teaching experience of over

20 years at both the university and school levels. We have employed qualitative research methods (Creswell, & Poth, 2016) to analyze the data.

The research findings and contributions are as follows:

1) There are three reasons to become interested in self-study: professional development and reflection as a teacher educator; changing the school culture and organizing a learning community for teacher educators; and critically analyzing the educational system and social norms.

2) Although all interviewees acknowledged its positive effects on their teaching practices, they have also faced difficulties, conflicts, and dilemmas in developing their practice through self-study. It is demanding for them to both express their feelings and emotions, and reflect on their practices.

3) Our initial perception was that self-study was still in its initial stages in Japan; however, it has progressed beyond that as four of the six interviewees have encountered it in their networks and/or through self-study literature translated into Japanese.

Japanese culture discourages talking about oneself and considers it abnormal. Loughran (2006) insists that self-study should make the tacit explicit. Therefore, teacher educators face dilemmas and find it challenging. This is a critical issue that must be addressed by Japanese self-study researchers for progress to be made towards the next phase.

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1. Beginning Teacher Educators' Learning Experiences as Guidance Advisors in Physical Education Lesson Study

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Aiko HAMAMOTO, Meio University, Japan

Shotaro IWATA, Hiroshima University, Japan

The purpose of this study was to clarify what and how beginning teacher educators learned from their experiences as guidance advisors in physical education lesson study (PELS). Specifically, the following two research questions (RQs) were formulated:

RQ1) What did beginning teacher educators learn from their experience as guidance advisors in PELs?

RQ2) How did beginning teacher educators learn through the process of their experience as guidance advisors in PELs?

The focus of the study was the process of participation in Lesson Study of two beginning teacher educators (graduate students enrolled in a doctoral program) and one experienced teacher educator (four years of experience as a physical education teacher, followed by fifteen years as a university teacher). Qualitative research methodology was employed to collect and inductively analyze the six sets of qualitative data that were collected. The results were as follows: Firstly, there were ' learnings from the Four Stages in the Lesson Study proposed by Lewis (2002). In the "Study" stage, it was difficult to learn, and issues such as how beginning teacher educators should build relationships with schools and teachers became apparent. In the "Plan" stage, it became clear that beginning teacher educators learned the importance of confronting teachers' concerns and anxieties in the process of revising their instructional plans. In the "Do" stage, it became clear that the beginning teacher educators learned the importance of lesson observation skills as a guidance advisor, such as the perspective of lesson observation and how to make notes for the discussion meeting. In the "Reflect" stage, the beginning teacher educators learned the need for a sense of responsibility and consideration for the teachers in providing guidance as s. Secondly, it was inferred that there was learning in the "Between" area, which was not included in the four stages of Lesson Study proposed by Lewis (2002). In the process of beginning teacher educators' participation in PELs as instructors and advisors, it became clear that the positive influence of the encouragement of experienced teacher educators, and cooperative activities with other teacher educators, were significant.

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2. Establishing a Virtual Community of Practice for Teacher Educators' Professional Development: A Collaborative Self-study

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Seamie O'NEILL, Maynooth University, Ireland

Triona STOKES, Maynooth University, Ireland

Laoise Ni CHLEIRIGH, Maynooth University, Ireland

In September 2020, a group of 20 teacher educators from Maynooth University met virtually with the intent to form a community of practice. While two of the group initiated the CoP, a more distributed form of leadership began to emerge as the CoP developed. Goodnough et al.'s (2020) research on the evolution and functioning of a CoP noted that the issue of how distributed leadership might be embedded in the process would bear further research. Following from that, our research aims to

1. explore the thinking and actions of those involved in establishing the CoP,
2. identify the process used, issues that emerged, and our responses to them,
3. interrogate the developing leadership roles within the group.

Five of us who have taken a leadership role within the CoP are now engaging in self-study research in order to explore the following question: how does the leadership of a newly established virtual community of practice develop over time?

Our self-study research is grounded in the following principles. It focuses on our own practices, privileges the use of qualitative research methods, is collaborative in its nature, and its validation is based on trustworthiness (Vanassche & Kelchtermans, 2015). Data sources include email correspondence between the five researchers, audio recorded group-directed conversations and Self Study Research meetings, as well as personal reflections.

Our research employs the following theoretical frame: Wenger's (1998) *Communities of Practice*, Wenger et al.'s (2002) principles for cultivating communities of practice and Priestly et al.'s (2015) concept of agency and context. Priestley et al. (2015) maintain that agency is

achieved through engagement with very specific contextual conditions. In their view, agency is not regarded as a property or capacity, but as an emergent phenomenon of the ecological conditions through which it is enacted. Through the development of a supportive and collegial professional network, confidence and professional knowledge can grow, and agency can increase.

Our research contributes to the understanding of how leadership roles in CoPs change and develop and the contextual factors that contribute to establishing a more distributed leadership culture.

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3. Bridge over Troubled Water? Building up a Shared Perspective of Academic Teaching Quality in Primary Initial Teacher Education

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Marlies MATISCHEK-JAUK, University College of Teacher Education Styria, Austria

Georg KRAMMER, University College of Teacher Education Styria, Austria

Claudia STÖCKL, University College of Teacher Education Styria, Austria

Due to the increasing awareness that successful academic teaching is closely linked with quality development, teaching quality has begun to receive more attention in tertiary education (Egger, 2016; Schneider & Preckel, 2017). For teacher educators, teaching is one of the core elements of their professional identity. They fulfil a unique dual role of teaching a specific content area and acting as models of exemplary teaching (Loughran, 2006; Lunenberg et al., 2007). Students are seen as privileged observers and assessors of teaching performance. Teacher educators are required to critically reflect on their practice. Yet both groups have a partial and biased perspective of “academic teaching quality” due to those aspects of teaching and learning that cannot be observed systematically, possible particular motives or conflicts of interest (Apodaca & Grad, 2005). So what does it mean to bring these different perspectives together and to build up a shared perspective of academic teaching among students and teacher educators? Is it a bridge over calm or troubled water?

This paper presentation compares the perspective of primary student teachers with the perceptions of teacher educators (N=43) along the Teaching Competence Model of the Science Space Styria (TCM-S). The students’ perspective is reconstructed from three surveys throughout their bachelors’ programme: they were asked about their expectations at the beginning of their studies (N=78) and about their experiences in the second year (N=138), as well as close to the end of the study programme (N=95).

The findings of these four different surveys will be presented and comparatively interpreted within and across the two stakeholder groups. Results show that student teachers start with high expectations regarding all main competence areas (attitudes & values, methodological & didactical skills, institutional contextual knowledge and social & self competence). Along this line, teacher educators for example indicated similar attitudes and values as being fundamental for their teaching to those students considered to be highly essential in their perspective. Nevertheless, student expectations could not be fulfilled, as they reported in their second and last year. Possible implications for quality management and professional development of teacher educators will be discussed.

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DAY 2: Friday, 10 September 2021
SESSION 3, 12:00 - 13:30, CEST

1 RDC/Ses3

1. Critical Pedagogies of Performance

Dorota MACKENZIE, University of Warsaw, Poland

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The aim of our paper is to show that thinking about teachers and teaching only in an institutional context is not adequate in a world of “liquid modernity”. We put forward the thesis that live forms of education nowadays operate mostly outside of schools in the traditional sense. A good example of this are the (critical) pedagogies of performance, inspired by the idea of cultural resistance and political theatre. According to Norman K. Denzin, these are practices which aspire to critical citizenship and cultural democracy, and honoring the subjugated and the suppressed. These practices act as a vehicle transferring the artists and public into new critical spaces of education. (Critical) pedagogies of performance may shape the cultural politics of change and have an impact on creating a more democratic reality. The acts of civil disobedience such as the “march of the black umbrellas”, manifesting women’s rights to safe abortions or performative eating of bananas #bananagate (as a reference to Natalia LL’s Consumer Art) outside the National Museum in Warsaw as a protest gesture against censoring artists – are just some examples of critical pedagogies of performance which we will analyze during our speech. Following Jerzy Grotowski, the teacher-figure as a performer, is a man of action. Modern teachers, as critical performers are not actors who embody another, but doers, influencing the world around them. Therefore, tracing the roots of critical pedagogies of performance is not discovering something new, but rather remembering something forgotten.

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2. Deconstructing Ethno-centric Discourse Through Exploring Difference

Kerenina K. DANSHOLM, University of Stavanger, Norway

This paper aims to explore ways to ethically deconstruct ethno-national citizenship narratives in citizenship education classes, which is vital considering the current climate of fear and populist discourse in the public sphere. Global citizenship education has been critiqued for its potential to service Western-centric 'we are all the same' discourses which gloss over diversity as well as structural inequalities (Howard et al., 2018). In contrast, Hannah Arendt's understanding of action rooted in freedom and plurality celebrates the human capacity for newness and uniqueness, while she also rejects ethnic identity as a basis for political community (d'Entreves, 2019). Intersectionality also contributes to understandings of the unique positionality of each individual within multiple frames of social construction (Yuval-Davis, 2007).

In this paper, I explore these issues through reflecting on the methodology employed in a research project consisting of focus group interviews with youth on the topic of citizenship. Through utilizing my own 'same but different' intersectional positionality (white with an unusual cultural upbringing), I was able to challenge the youths; ethno-centric framing of citizenship in a comfortable conversational way. While intersectionality is often used to highlight the challenges faced by minorities, by drawing on Arendt's freedom as uniqueness it is understood that each individual – and educator – has experiences or interests which are particular to them. I therefore argue that these differences may be viewed as a tool for building social and ethical competencies – and that by acknowledging and owning our own difference and intersectionality, we are empowered to celebrate diversity more effectively.

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3. Enhancing the systemic Implementation of Research-based Lesson Study to Elevate Pedagogical Competencies in Pre-service Teacher Education

Jimmy KIHWELE, Beijing Normal University, China

Progress towards achieving equitable quality education in Sub-Saharan countries has not been fully on track. The pace of achieving the goal is associated with teachers' pedagogical competencies in the specific countries. Teachers lack opportunities for continuous professional development to improve their professional capacities in facilitating equitable learning. The implementation of lesson study has provided opportunities for teachers to collaborate in teamwork to develop professional competencies, resulting to a transformation in classroom interactions. In Sub-Saharan countries, lesson study is gradually taking its course with South Africa and Zambia leading the way. This study seeks to achieve three specific objectives. The first is to examine the perceptions of pre-service teachers of lesson study. The second is to explore the conditions necessary for the propagation of lesson study in local contexts. The third is to examine the factors necessary for sustaining lesson study. Data will be collected through documentary review and interviewing lesson study practitioners.

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4. Let the Fire Burn! Methodological Problems of Research on Teacher Dropout

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In 2018, the European Commission reported that almost half of the countries in Europe are faced with an ageing teacher population. The problems faced by students of faculties of education/newly qualified teachers and the lack of adequate support from both their superiors and other institutions often results in rapid professional burnout and can result in a high dropout rate.

Since September 2020, researchers from the University of Warsaw and the Warsaw Centre for Education, Innovation and Social Training, together with partners from Turkey and Wales, have been participating in a project on recruitment and retention in the teaching profession in three different countries. The project is investigating the reasons why student- teachers abandon their studies before obtaining qualifications and why so many younger, novice teachers leave the profession early. The research includes the search for answers to the following questions:

1. What are the expectations of student teachers towards the profession and what is their relationship to their first experiences during their studies?
2. What professional competences do they acquire during teaching practice and what kind of support do they receive?
3. How do they evaluate their first teaching experience in new schools?
4. What are the social, pedagogical, and psychological conditions for a successful/failed adaptation to the profession?

This study addresses specific target groups: student teacher candidates and qualified teachers who have been working from 1 to 5 years.

A significant challenge in the project was to develop the research methodology in such a way as to enable the most complete analysis of the studied phenomena - from the psychological, sociological and didactic perspectives - to ensure coherence and consistency across the tools used. Finally, tools were selected that combine methods of data gathering, including the Short Scale of Professional Burnout and Quality of Family Upbringing Retrospective Scale (Kwiatkowski 2019). We will present a methodological approach to the research design in a mixed paradigm - qualitative and quantitative.

In addition to analyzing the methodological approach to research, which was the result of discussions in the Polish, Turkish and Welsh teams, we will present preliminary results obtained in the group of Polish student- and novice-teachers.

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2 RDC/Ses3

1. Examining and Implementing Multicultural Education Curriculum for Pre-service Teachers of Vocational Drivers. An Action Research From Norway

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The proportion of non-native students who wish to become professional lorry, bus or coach drivers in Oslo/Norway is increasing, and so is the need for teachers' formal competence in multicultural education and vocational second language pedagogy. This indicates that both vocational teachers and vocational teacher educators need expertise in multilingual training and systematic mentoring of these students. Efficient second language learning requires more focus on cognitive strategies and skills in different combinations for different purposes. The study is an action research undertaken in cooperation with a selected group of vocational teacher students in driver's education at one university in Oslo. The overall aim is to organize, lead and finally measure the effects of a number of continuous professional development sessions with the selected pre-service teachers who wish to improve and strengthen their students' literacy practices – their critical thinking, listening and talking skills in authentic dialogs and reading comprehension when encountering complex professional texts. The researchers aim is to guide the non-literacy teachers into a membership of an imagined community of holistic multicultural educators who would embrace appropriate strategies for dealing with second language speakers, in their classrooms and practical driving sessions. The project sets out to answer the following question: What kind of teaching practices are most effective in guiding and educating non-native vocational drivers in their transition from theory to practice?

The pre-service teachers are given opportunities to conduct an action research themselves, to continuously monitor the effects of new, implemented teaching methods and reflect on their own practice. In this qualitative case study and quasi-experiment, we intend to employ both semi-structured interviews and observations in order to a) find out what actually works in praxis and present a number of ways in which vocational teachers can work with non-native students, b) show that appropriate continuous professional development sessions may contribute to the emergence of a relatively unified instructional tool that will enhance learners' reading competence, and c) measure the effects of the implemented method(s) and find evidence to support the main hypotheses that all teachers can and should function as language teachers and transformative literacy leaders.

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2. Can Teacher Education Programmes Equip Teachers in Hong Kong with Multicultural Competence?

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Many teachers are generally under-prepared as culturally responsive teachers who can encounter challenges brought by the varied cultural needs of students. Some even fear handling cultural diversity in their classes and are reluctant to deal with matters related to race and racism directly. The cultural blindness of teachers may affect their pedagogical strategies for managing student learning and teaching effectiveness. Given this, developing cultural competency in order to work with ethnic minority students, their parents and communities has been an emerging issue in teacher education. Studies show, however, that the extent of teacher education with a focus of nurturing cultural sensitivity is limited. Without equipping teachers with the relevant knowledge for cultural understanding and sensitivity serving as the basis for the handling of matters of teaching and learning with ethnic minority students, and building culturally responsive learning environments for them, seem to be very difficult to achieve.

Hong Kong is no exception. Teachers' lack of cultural awareness and sensitivity becomes an obstacle to the development of intercultural environments for students to learn within. The provision of relevant teacher education programmes, which can help teachers move away

from a monocultural teaching style and enhance their proficiency in cultural responsiveness becomes increasingly important. In view of this, this government-funded project aims to respond to the following research question: “What teacher education programmes have teachers received, if any, to equip them with cultural competency and awareness in teaching?” It is anticipated that answers to this question will help to evaluate the relevance of teacher education programmes in the area of teaching ethnic minority students, and to recommend possible ways to nurture teachers as ‘cultural brokers’ through multicultural teacher education programmes.

The theoretical perspective of this study is drawn from Banks’ (2004) view of multicultural education. His view is applicable to the teaching and learning issues in relation to the development of cultural awareness. Banks’ four approaches to multicultural education will be applied to examining the extent of multicultural teacher education in Hong Kong.

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3. How Can the Use of Entrepreneurial Competences Be Relevant for Students in Vocational Teacher Education, YFLRM to Understand in-Depth Learning and Entrepreneurial Processes?

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Entrepreneurship and in-depth learning, are they to sides of the same issue?

The interest in entrepreneurship has increased significantly in recent years. The development and introduction of entrepreneurship has been central to the EU's follow-up to the Lisbon process (NOU: 2014: 7). Since the Norwegian reform Knowledge promotion of 2006, entrepreneurship has been an important issue in curricula in Restaurant and Food Science at high school level. The purpose of this is to meet tomorrow's demands for skilled workers, especially when based on competences and skills in the context of collaboration, multi-disciplined learning, creativity, democracy and critical thinking (Hiim, H & Hippe, E., 2009; Haaland, G. & Nilsen, S.E., 2018). This corresponds to the Norwegian acronyms VEKST / VATNES (Røe, Ø. IK & Nøvik, T.V., 2019).

The aim of this research is to study how entrepreneurial competences are implemented in Vocational Teacher Education to provide students with in-depth learning and exposure to entrepreneurial processes.

Research question: How can the use of entrepreneurial competences be relevant for students in Vocational Teacher Education in Restaurant and Food Science to understand in-depth learning and entrepreneurial processes?

Methods: The study highlights how students experience entrepreneurship in Restaurant and Food Sciences by using various methods: Participant observation was conducted over a period of one week, followed by a survey of 26 students after their completion of the module

in Entrepreneurship. Finally, the students evaluated the RM 2000 module and group exam. The process starts in November and ends in January.

Theory: Findings are discussed against Dreyfus & Dreyfus's learning theory "from beginner to expert" (Dreyfus, H & Dreyfus, L: 2000). The study is designed to explore how students can develop their depth learning through entrepreneurial processes. The learning process matches the four elements of depth learning, where students perform different educational practices, use digital resources, their learning environment, and form a collaborative learning partnership (Sylte, A. L., 2016; Fullan, M & Quinn, JM, 2019).

Results: The students have shown through the survey, examination, and evaluation that they develop more competences and skills in entrepreneurial learning. Also, when they work with entrepreneurial learning over time, they experience in-depth learning.

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4. Collegiality as a Fundamental Professional Value in an Academic Setting: A Case Study in a Teacher Education Institution in a Small Island Developing State (SIDS)

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The definition of collegiality within the literature is still quite hazy (Seigel, 2004), though corporate setups capitalize on collaborative efforts and teamwork among their employees to optimize output. Siegel (2004, p.411) goes on to define “(e)ssential collegiality (as entailing) always acting in good faith, that is, in concert with one’s honest judgment as to the best interests of one’s institution.” Collegiality as a concept has been extended to the concept of teacher collegiality, but within the literature there is very little mention of how collegiality influences the working atmosphere in higher education institutions, and whether it is well understood and practiced as a concept (Jarzabkowski, 2002; Löfgren & Karlsson, 2016; Shah, 2012). This paper, therefore, seeks to explore the understanding that academics from a teacher education institution in a SIDS have of the concept of collegiality and its impact on their professional stance and job-related well-being. It also addresses the question of whether collegiality should be incorporated as a fundamental professional value within a teacher education institution. These questions have implications for human resource management and human capital development.

The study, which is qualitative in nature and set within the interpretivist paradigm, is a case study based at the Mauritius Institute of Education, a teacher education institution in a SIDS. Data was generated through the use of a questionnaire which was sent to thirty-five academics using convenience sampling. An analysis of the preliminary data from the questionnaire gave rise to the need for individual interviews with a selected number of academics from among the respondents of the questionnaire to develop a more in-depth understanding of areas that needed further exploration.

The findings show that though the corporate logic of the use of collegiality for enhanced performance in common goals is the most prevalent practice even in an academic set up, academics have also appropriated the concept to include a strong element of emotional intelligence that impacts their well-being at the workplace, although there is also some

misunderstanding of the concept. Moreover, there are many good suggestions on how to enhance collegiality to cater for the optimization of performance in professional goals, job-satisfaction and the need to purposefully incorporate collegiality as a fundamental professional value within academia.

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3 RDC/Ses3

1. Participation of Teachers from Various Schools in Supporting Positive Student Behaviour

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Research aim

To analyze the experiences of teachers working with students with challenging behaviors in the perspective of educational strategies in various types of schools.

Scientific significance

Many teachers face situations which disrupt their lessons, threaten the safety of students and themselves, and are often related to peer violence. Teachers have fears and doubts regarding the correctness of their own reactions against a student's aggressive behavior, whether it is caused by a neurological disorder or is simply an effect of a provocation.

Theoretical framework

The theoretical basis of the concept used will be the adaptation to the Polish context of the assumptions of the Positive Behavior Interventions and Supports (PBIS) model, which has been successfully used in the United States for twenty years. The application of PBIS across the three-tiered delivery model has been demonstrated to be an effective school-based approach for addressing the behavioral support needs of children and youths from a systems-based perspective.

Research questions

To understand the mechanisms for assessing, modelling and supporting positive behavior at school, teachers will be asked the following questions: What methods are used to support positive behavior within the school system and for assessing student behavior? What classroom management methods are used by teachers? How can challenging behaviors be prevented in school and during lessons? (e.g. modification of the student's learning environment, replacement behavior).

Methods

The study draws on qualitative data obtained from 24 semi-structured interviews. Criteria: 1) three types of school – special, inclusive, mainstream; 2) 4 locations with varying sizes of population: more than 500 thousand, 100-500 thousand, 20-100 thousand, 3-20 thousand. The research was in line with the procedures for conducting academic research at an educational institution.

Contribution and findings

Sometimes teachers' reactions are ineffective or even perpetuate undesired behavior. Schools' systems for assessing student behavior do not sufficiently support the teacher's work in the classroom and school with students with challenging behavior. It is difficult for teachers to determine setting events and the consequences of students' behavior. The teachers have major difficulties with using the positive reinforcement approach to challenging behavior. Some teachers suggest the need for training with the support of a supervisor, in a particular educational situation in class.

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2. Students' Participations and Equality of Treatment in Classroom Discourse

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Student participation in classroom discourse is one of the key interests in educational research. The theoretical basis is sociocultural theory, which was developed by Vygotsky (1981). Students learn best through active participation in rich, stimulating, and dialogic discourse (Lefstein and Snell, 2014). On the other hand, there is strong empirical evidence that students do not participate equally.

The aim of this paper is to research student participation patterns and identify how students signal their willingness to participate in classroom discourse in the Czech Republic (ISCED 2A).

We conducted qualitative research based on a sample of 4 classes, making 6 video-recordings of lessons in each class, 2 interviews with each teacher, and 4 interviews with focal students in each class. Besides, we also worked with other types of data about students (achievement in standardized reading literacy test, grades, SES, peer status, engagement). We decided to narrow down our attention to four students in each class who represent various cases: 1) a student with above-average performance and a high level of participation, 2) a student with under-average performance and a high level of participation, 3) a student with above-average performance and a low participation rate, and 4) a student with under-average performance and a low level of participation.

An analysis shows that students can influence the content and nature of classroom discourse more than it might seem at a first glance, and that teachers adapt to student participation inclinations as shown in the lesson. Silent low-achieving students are marginalized, everybody perceives them to be without potential, and their silence is seen as an indicator of low abilities. It is a vicious circle: their fear of making a mistake makes them hide, become anti-hand raising, and teachers no longer call on them to avoid embarrassing them.

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3. Pre-service Teachers of Mandarin in English Secondary Schools and their Beliefs and Teaching Efficacy Regarding Differentiation

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As one of the Teachers' Standards – which set the minimum requirements for teachers' practice and for the award of Qualified Teacher Status (QTS) in England – “adapting teaching to respond to the strengths and needs of each and every pupil” is regarded as an approach which ensures that all learners have the opportunity to experience success in their learning. However, to date there has not been enough research focusing on teachers' beliefs and teaching efficacy regarding this differentiated learning and teaching approach. This study particularly focuses on a cohort of pre-service secondary teachers of Mandarin who are enrolled on an Initial Teacher Training (ITT) course at an English university for the award of QTS. It is carried out with mixed research methods including questionnaires, interviews and focus groups. The questionnaires on teachers' beliefs and teaching efficacy will be issued at the start and at the end of the ITT course. Two rounds of interviews will also be conducted with selected participants of this study, both at the start and the end of the ITT course. Furthermore, additional qualitative data will be collected through focus groups at the end of the ITT course. It is hoped that this study will answer three primary questions: What are these pre-service teachers' beliefs regarding the differentiated learning and teaching approach? What is the level of their teaching

efficacy regarding the differentiated learning and teaching approach? How does the teachers' beliefs and teaching efficacy, regarding differentiation, evolve throughout the ITT course? It is supposed that this study will present a range of implications for Mandarin teacher education that can be further discussed subsequently.

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4. Dialogue Between the All and the Everyone in the Classroom: An Action-Training-Research Project with a Multi-grade Group of Teachers about Differentiation Enabling Professional Reflection Towards Transformative Change

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In 2003 the OECD promoted the Schooling for Tomorrow Forum in which three different scenarios for the future of world-wide school systems were set: attempting to maintain the status quo, de-schooling, and re-schooling. Moreover, the continuous change that occurs at the global level is the most highlighted aspect of our post-modern society. Re-schooling could be considered the most desirable way, but how can we re-school schools? In this contribution we will address the topic considering how differentiated instruction (Tomlinson, 1999; Heacox, 2002) could help in taking a step forward toward a no one size fits all education (Gregory & Chapman, 2013), reaching what Loreman (2017) described as the successfully implementation of an inclusive educational system. This contribution is part of a broader research project which, following an ecological and systems perspective (Mason, 2008; Morin, 1980), aimed to investigate both at a micro level (teaching and learning) and at a macro level (legislation, organization, institution) what it might mean for schools to find space for the legitimization of particularity as well as universality. An action-research project connected to a teacher training project was developed, considering the transformative value (Mezirow et al., 2009) that this research perspective could offer. The action-training-research project on differentiation lasted two years and was attended by 45 teachers (K-8th level) from 12 different

schools. Between the meetings, the teachers were asked to experiment in their classrooms with what had been discussed in a workshop and experiential form in the research group. A multidimensional perspective of reading, understanding and analyzing the process was followed: personal researcher-teacher logbooks, interviews with teachers, interviews with pupils, focus groups with parents, structured reflection activities to investigate the processes of reflection and change in educational culture and practice. Two preliminary outcomes will be discussed in detail: the transformative value of structured professional reflection, linked also to professional autobiographies (Brookfield, 1995; Powell, 2005) on the one hand, and, on the other, the leverage points of the school system, from an educational change perspective (Fullan, 2016), in working with heterogeneous (by school grade) groups of teachers.

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5 RDC/Ses3

1. Assessing the Global Competence Development of Trainee Teachers: How to Design a Set of Rubrics with the Delphi Method

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Introduction

Global competence is an increasingly important disposition for today's global society. Training teachers who are both able to teach effectively in multicultural classrooms and manage multiple learning contexts as well as develop dispositions of global competence in their students are of key importance. This study is investigating how to assess the growth of the aspects related to global competence within teacher education programmes. In order to do so, we are setting up a procedure to create some rubrics to assess preservice teachers' global competence development.

Research design

Methodology

The research design is based on a modified Delphi method (Avella, 2016; Stewart et al., 2017; McPherson et al., 2018; Revez et al., 2020). The traditional or conventional Delphi method «was conceived as a group technique whose aim was to obtain the most reliable consensus of opinion of a group of experts by means of a series of intensive questionnaires with controlled opinion feedback» (Landeta, 2006, p. 468). This method allows one or more panels of experts to come to a consensus about a given set of tenets or beliefs about knowledge. This method involves administering multiple revisions of a survey to the experts in the field being considered until a consensus is reached (Manizade & Mason, 2010). The conventional Delphi method is founded on a process where the expert panel «initiates the alternatives in response to the researcher's question(s). Instead, the modified Delphi indicates the process whereby the initial alternatives in response to the researcher's questions are carefully selected before being provided to the panel» (Avella, 2016, p. 311; Custer et al., 1999).

Participants

According to the Lawshe table (Lawshe, 1975), the total amount of experts should be between 5 and 40. We are involving 32 experts – academics, researchers and teacher educators – who are working in teacher education programmes of different world's areas (Europe, Pacific area, North and South America) and who are engaged in international/intercultural programmes for preservice teachers.

Procedure and instruments

Both conventional and modified Delphi methods are usually arranged with a series of iterative questionnaires and/or interviews until a consensus among the experts is reached (Baines & Regan de Bere, 2017; de Meyrick, 2003). This research is drawn on a four-phase methodology.

1. Preliminary round: the researchers, with a pilot study, highlighted the main aspects of global competence aspects related with the teacher education programmes (Parmigiani et al., 2021, in press); on these bases, they prepared the rubrics' drafts.
2. First round (qualitative): interviews. The experts will be interviewed separately to analyse and discuss the rubrics' drafts; in particular, following the suggestions made by Jonsson & Svingby (2007), they will analyse the relevance and the clarity of:
 - a. the selected areas of global competence;
 - b. the dimensions and the criteria indicated for each area/sector;
 - c. the descriptors related to the levels of performance.

After the interviews, the researchers will analyse the discussions and modify the drafts following the suggestions made by the experts.

3. Second round (quantitative): agreement. In this stage, the experts will be asked to fill in an online questionnaire independently. Each of them will have to indicate the relevance and the clarity of the updated version of the rubrics. In particular, they will rate the areas, the criteria and the descriptors. We will calculate the following indicators:
 - a. the content validity index for each item (I-CVI);
 - b. a modified Kappa value will be calculated to evaluate the relevance of the items;
 - c. the content validity index for the overall scale (S-CVI) in its both versions S-CVI/UA (Universal Agreement) and S-CVI/Ave (Average);
 - d. the content validity ratio (CVR).

4. Third round (qualitative): refinement. The last round will be focused on the improvement of the items with acceptable but not high consensus. In this case, the experts will meet in three meetings (depending on the time zones) in order to reach the highest and final consensus.

Data analysis and findings

The qualitative data analysis will be carried out after the first and third round, using Nvivo 12 to classify the main categories and the nodes. Instead the quantitative data were processed with SPSS 25. The research is still ongoing but the first results are indicating a positive and progressive construction of the rubrics by the experts. When finished, the rubrics may be used in several contexts and situations like pre- and post-test before and after an international experience to assess the growth of global competence.

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2. Teacher and Teacher-Educators (Re)imagining and Remaking their Continuing Professional Development Around their Values for the Flourishing of Humanity in Diverse Local and Global Contexts

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Topic/aim

Teachers and teacher-educators are professional educators. Therefore, they have a responsibility to hold themselves to account to their employers and their profession and themselves, as human beings. They have an educational responsibility to contribute to bringing into existence a world in which the humanity of all, including their own, can flourish.

This paper explores the practical implications of engaging in Living Educational Theory research. This is a form of professional educational-practitioner self-study research, which aspires to realize each and all of the above responsibilities.

Scientific significance

The significance is focused on professional educators' developing knowledge, understanding and practice of Living Educational Theory research as CPD. It includes the contribution it makes to realizing in practice their responsibilities to their employer, their profession and to themselves as they hold themselves accountable to the standards associated with each and the values-laden purpose of education.

Theoretical framework

The framework includes Living Educational Theory praxis. This highlights the fundamental importance of educators creating a 'values-based explanation of their educational influences in learning' (Whitehead, 2019), as they research to develop praxis within living-boundaries.

Research questions

Issues explored arise from educational-practitioners researching questions such as 'How do I realize my professional responsibility as a professional educator to enable my students to gain the highest marks possible in relation to the given curriculum of their school/college/university?', and 'How do I progress through my individual life-long curriculum evolving in the process of learning to live a satisfying, productive and worthwhile life for myself and others?'

Methods

Mixed methods are used to create and analyze data and communicate findings. These include the analysis of digital video data, empathetic resonance multimedia narratives and living-posters.

Contribution and findings

Findings are in the form of accounts of the educational implications for professional educators, working in diverse fields of practice and cultural contexts, engaging in and spreading knowledge of Living Educational Theory research as CPD. The contribution is to the academic, intellectual and scholarly knowledge base and discourses of ATEE that contribute to bringing into being a world within which humanity flourishes.

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3. The Key Competences for Life: The Challenge of Implementing Teacher Training in the Classroom

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There are various competency-based reference frameworks that have been adopted by national educational systems in recent decades, such as PISA (Gripenberg, Martin & Lizarte Simón, 2012; OECD, 2018), the eight basic competences of the EU (European Commission, 2019) or the so-called 'Global competition' (OECD, 2018). The EU recommended the inclusion in education systems of the 'key competences for lifelong learning', which was the result of the work of the DeSeCo group in the 1990s, which specified eight basic competences from the interaction of three key elements: a) Act autonomously; b) Interact in highly heterogeneous groups; and c) Use tools, such as language and technologies, interactively (Rychen & Salganik, 2002).

The same educational systems now face the challenge of redefining these key competencies and training teachers - especially those in secondary education - to address the development of the curriculum in different subjects. In the Spanish case, due to the existence of seventeen autonomous governments with transferred powers in education, the challenge of harmonizing these changes is even greater. In this paper, we analyze the changes produced in the EU proposals on key competences in recent decades (From DeSeCo to the last review published in 2019) and their adaptation to successive Spanish educational laws (LOE, LOCE, LOMCE and the recently-approved LOMLOCE). The results obtained show a political rather than educational use in certain cases, as well as a need for harmonization in certain competences, especially those related to language learning or entrepreneurship.

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1. Paradigm Shift in National Education System in Turkey: from In-Service Teacher Training to Continuous Professional Development

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2. Developing TPACK Awareness in Teacher Education

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As TE and school policies all over the world has paid attention to the need of developing skills in pedagogical IT-competence among teachers, research exploring how this mission is enacted in teacher education is still in its early stages. A particular challenge addressed in this paper concerns the issue of added pedagogical values for teachers and teacher students for applying IT in their encounters, with students in the classroom. The theoretical framework is based on Koehler & Mishra's (2009) concept of technological content knowledge, TPACK. The notion of TPACK is bringing together 1) content knowledge and 2) pedagogical content knowledge with the impact of technology on these two dimensions. Furthermore, TPACK-analysis involves consideration about the contextual conditions contributing to how these three key dimensions interacts. Our research question reads: how do student teachers respond to a course design intended to develop TPACK-awareness for supporting students learning in the classroom?

This paper is a study aimed to apply the notion of TPACK (Koehler & Mishra 2009) to evaluate student teachers awareness of IT-use as a pedagogical tool. The study is a follow-up project connected to the result of an earlier development project (Elm et al. 2019) aimed to apply the notion. The result showed signs of TPACK reasoning, while the main tendency was to focus on the digital tools themselves. In this follow-up project, we instead intend to apply TPACK into the course design. In addition, we have re-used the same survey as in the first project in combination with an analysis the course exercises.

The students were introduced to the project. Research ethical considerations were made in accordance with The Swedish Research Council's guidelines. Data comprises anonymized course materials without any information about the students; course evaluations and course assignments, the former anonymized by origin and the latter anonymized in retrospect. In the surveys, data is collected through open-question, individual surveys distributed to student teachers in three different courses at different levels in the TE-program for primary school. The open questions are highlighting possible new experiences of using digital resources as a resource in teacher education and for teaching in school. We have also analysed TE-students course assignments in which students describe their lesson plans, including the digital design, involved in their teaching design. Both the course assignments and the course evaluations has been coded according to qualitative content analysis focussing on the dimension of TPACK. The written documents was read several times in order to discern recurrent themes. After this stage of qualitative analysis, overall patterns of frequencies will be taking into account in order to relate to earlier comparable studies.

Our preliminary results indicate a developed awareness regarding a conscious use of IT for supporting students learning in the classroom both regarding organisation of teaching and approaches to offer qualitative making meaning of content (Heitink et al 2016).

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3. The Teacher Educator's Perceptions of Professional Agency Pre-Covid: the Paradox of Enabling and Hindering Digital Professional Development in Higher Education

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In digital working life, the individual must take increasingly more responsibility for constructing their way forward. It is up to the individual, in general, to seek knowledge and to learn - to learn for work and life (Eteläpelto, Vähäsantanen, Hökkä, & Paloniemi, 2013; Roumbanis Viberg, Forslund Frykedal, & Hashemi Sofkova, 2019). The aim of this study was to investigate professional agency in the context of higher education as manifested in Swedish teacher educators' perceptions regarding their working life in a digital pre-Covid society, and to seek to obtain insights on salient factors influencing professional agency and identity. Eighteen semi-structured interviews with teacher educators working at four different universities were analyzed using directed content analysis.

The theoretical perspective taken is a subject-centered socio-cultural approach to professional agency (Eteläpelto et al., 2013). This is an approach in which the social context (the socio-cultural conditions) and individuals' agency (professional subjects) are mutually constitutive but analytically separate. Agency is something that is exercised, and in this study professional agency was explored in the work context, in teaching practice and in relation to professional identity.

The results of this study not only confirm the complexity of being a professional TE in these times of digitalization, but more importantly demonstrate a paradox in the TEs perceived high agency that both enables and hinders self-development (the individual) as well as the development of the working community, the organization, and the university. The TEs feel they have professional autonomy and space, which in this study gave rise to exercising agency mainly to keep their current teacher identity and manage their practice. The study implies that considerations and understandings of the TE's autonomy and perceived agency are significant for the professional and work development.

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8 RDC/Ses3

1. Learning from Practice in Early Childhood Teacher Education: Contributions from Lesson Studies

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A Lesson Study (LS) about length measurement in Early Childhood Education was developed collaboratively by students in initial Early Childhood Teacher Education as part of their practicum. The paper reports on a study about the way student teachers' perceived this experience. Although Lesson Studies are commonly used for in-service teacher education, some studies consider it for initial teacher education (Bjuland & Mosvold, 2015; Cajkler & Wood, 2016; Conceição et al., 2020; Leavy & Hourigan, 2016; Ponte et al., 2019), although rarely for Early Childhood Education (Figueiredo et al., 2021). An essential dimension in the education of future teachers is the development of their ability to learn from pedagogical practice, and Lesson Studies have the potential to serve as a context for this process.

The students from the Master's Degree in Early Childhood and Primary Education were organized into groups, working with 125 children from 3 to 6 years old. The "Lesson" was planned by the group and developed in three ECE settings in each of the two LS cycles. The planning was based on listening to children as well as on valuing play as a means to understand children's knowledge and experiences (Ministry of Education, 2016; Thiel et al., 2020). Data was collected so it could be discussed in terms of a) children's knowledge about measurement revealed in actions and discourse, and b) features of the planning that were aligned with ECE Pedagogy. The second cycle of planning, implementation, and reflection was developed after the analysis and discussion of LS cycle one. In the end, reports were prepared by each group, including a reflexive account of their own activities and learning. Consent was gathered to use

that information for the study. A content analysis across all reports supported the emergence of categories that describe the process as: collaborative, challenging, a support for a new view of the contribution of Others to one's professional education, and transformative of one's perspective of children. In the presentation, these categories are further explained and illustrated with utterances from the participants. The potential of Lesson Studies for Early Childhood Education is discussed.

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2. Investigating Formative Assessment as A Tool for Learning in Early Childhood Teacher Education

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In online learning environments in teacher education, formative assessment is a fundamental practice as it provides explicit opportunities for feedback, reflection, and revision with regards to the application of new knowledge. Effective feedback, which is a component of formative assessment (Black & Wiliam, 1998), promotes self-directed learning (Nicol & Macfarlane-Dick, 2006; Guskey, 2003; Sadler, 1983). Relatedly, delivering high-quality information about their learning encourages student autonomy. Formative assessment catalyzes developing instructor-learner relationships, improving academic performance, and enhancing learning during distance education (Leibold & Schwartz, 2015). Using assessment not only for grading but also enhancing student learning facilitates the development of self-assessment and reflection in learning (Guskey, 2010).

Accordingly, this case study (Yin, 2009) aimed to investigate pre-service early childhood teachers' experiences of formative assessment practices as an integral part of the instructional process during a distance course. The research questions were as follows: "In which ways can formative assessments act as a tool for learning?" and "How do pre-service teachers experience formative assessment during their education?" Reflective journals were collected from 24 early childhood pre-service teachers to explore the students' experiences of the formative assessment. The data analysis process, in which qualitative thematic analysis is used, is ongoing (Flick, 2007).

The preliminary findings of the data analysis indicated that formative assessment could act as a tool to motivate pre-service teachers in an online learning environment. Providing student teachers with feedback helped them to become aware of their learning and search for strategies so as to improve their learning overall. Students' increased agency made them empowered in their professional growth. Nowadays, teacher educators search for virtual methods and strategies to increase students' autonomy in their learning; this study recommends reconsidering assessment practices in online learning environments. Allowing students to review and organize their assignment practices after corrective feedback can be effectively implemented by planning the course schedule in this direction in the distance learning process (Guskey, 2003). The online instructional interventions that are offered for providing formative assessment also ensure that the topics in the course content are revised and that the missing parts are completed.

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3. Development of Transferable Life Competencies – Current Challenges in Pre-service Teacher Education

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Current curriculum designers of tertiary pre-service teacher education are under overwhelming and growing pressure due to the rising quantity of aims coming from the expectations of various stakeholders. Parents, communities, and the whole society at the beginning of the 3rd decade of the 21st century demand more than what used to be sufficient in the past – the motivation for the profession, the required battery of subject knowledge, and teaching skills. This is also due to the fact that current teachers have to be able to prepare their students for professions which might differ from the existing ones by up to 50% So how can they responsibly prepare them for something they do not yet have a sufficient idea of?

One of the very current solutions is to shift the emphasis of teacher training to the development of transversal competencies of future teachers. Acquiring these new competencies is currently the only responsible way to prepare the future citizens of our planet well. How to prepare teachers for these new requirements in the middle of an already crowded teacher training curriculum?

Based on this need, we decided to incorporate into teaching the innovation that would develop the transversal skills of future teachers, without the need to increase the number of hours in the curriculum.

Methods: We have created an interdisciplinary service-learning innovation for the preparation of future teachers, studying in various teaching study fields across the university, that has been implemented on the foreign language courses. Its most important features are that it is very simple and authentic, allowing the autonomous growth of every future teacher. Its essence is that the development of the teacher's professional knowledge as well as his/her teaching skills is placed into the natural context of cooperation with foreign students and through a service-learning strategy that allows them to grow in many transversal abilities, e.g., critical thinking skills, active citizenship, intercultural and plurilingual competence, time management, leadership skills, interpersonal competences, and team-work.

This model has been tested through an ongoing action research process with three sets of students since February 2020. The results of the differences between pre-tests and post-tests show that this model has proved to be feasible and applicable in teacher education which aims to fulfil the above-mentioned aims.

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4. Curriculum Orientations of Kosovo Teacher Educators Towards Effective Teacher Preparation

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This paper examines Kosovo teacher educators' views on effective teacher preparation curricula. Governments around the world are increasingly paying more attention to teacher education as a means of improving their education systems through graduating more effective teachers. Even though there are several studies exploring the features of effective teacher preparation programs (Zimpher & Howey, 1987; Darling-Hammond, 2000; Darling-Hammond & Bransford, 2005; Darling-Hammond & Rothman, 2015), research on the contextual factors of teacher preparation programs, specifically research on where teacher preparation is conducted and the participants involved, is largely missing (Cochran-Smith, & Zeichner, 2009; Cochran-Smith, 2015a; Cochran-Smith, 2015b). Using Dewey's theory of experience (1938) as the guiding framework, this study examined twenty-two (n=32) teacher educators' views in a survey designed to examine their conceptions of an effective teacher preparation program, as well as their perception of the teacher preparation curricula adopted by their institution. The two research questions the study sought to answer are: 1) What is the curriculum orientation of teacher preparation in Kosovo as measured by teacher educators' conceptions

of effective teacher preparation? 2) What relationships exist (if any) between the orientation of Kosovo teacher educators regarding effective teacher preparation and their educational and professional backgrounds? The study followed a correlational deductive analytic approach informed by the post-positivist paradigm in seeking to understand teacher preparation through generalizable results that apply to Kosovo and similar contexts. Specifically, through a standardized, quantitative survey, the study examined the nature of teacher preparation as measured through the perceptions of teacher educators. The survey results revealed that of the five curriculum orientations, Kosovo teacher educators scored highest on the personal tradition (teachers as individuals), which was closely followed by the technological tradition (teachers as researchers). Nonparametric statistical analysis revealed no statistically significant differences in terms of curriculum orientation among the participants except for gender, where women scored higher than men on the personal tradition. The results of the study are in agreement with the EU's agenda to direct teacher education towards a more research-informed profession.

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9 RDC/Ses3

1. Professional School Leaders as Professional Learners

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One of the most important components of educational success is teaching quality (Mourshed-Chijioke- Barber, 2010; OECD, 2005), which can be supported by teachers' collaborative learning (Fullan & Hargreaves, 2012). During the recent trend of developing teacher collaboration, a significant body of research has pointed to the importance and role of school leaders in forming a school culture based on teacher collaboration (Hord-Sommers, 2008; Sherer, 2011; Jones & Harris, 2013).

In this study, we aimed to discover the connection between school leadership and collaborative learning through systematic literature review. The method of our work is based on the PRISMA procedure. In this process, we analyzed the whole texts of empirical and theoretical studies selected from the databases of Ebsco and Web of Science. We sought answers to the following research questions: What are the main scientific findings in correlations between school leaders and collaborative learning? What research methodology is used in studies on the connection between collaborative learning and school leaders? What kind of development work is implemented in this field in different national contexts across the globe?

During this research two main branches of the topic were distinguished: (1) School leaders' personal professional learning, and (2) School leaders' role as supporters of collaborative learning among teachers. The interrelation of the two aspects is highlighted in the interpretation of findings, which draw attention to the following key areas:

1. School leaders' role in supporting teachers' collaborative learning
 - a. providing organizational, structural and cultural conditions;
 - b. by personal example, making their own professional development visible.
2. Contextual elements broaden the interpretation of collaborative learning at local level towards horizontal learning. This applies to the professional learning of school leaders and to the professional learning of teachers.
3. Development of social capital of educators has a growing importance in the field of school leadership. Both professional and non-professional external factors influence the identity of those who lead the professional learners.

4. The professionalization of school leadership is strengthened by informal ways of learning, including different types of collaboration.

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2. A Toolkit for Mentoring Experienced Teachers – Mapping the Problems of the Teacher Role Model and Solving Them with Mentoring

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The research presented in this paper focuses on the mentoring of experienced teachers. The author's aim is to identify the strengths and weaknesses in teaching, to develop effective practices with personal support, and to examine the results of mentoring.

Mentoring has become part of teacher training in Hungary. Despite the complex support for career starters, it is difficult to keep them in the profession, while the burdens on experienced teachers are increasing. Many experienced teachers require professional support focused on their individual problems (Bressman et al., 2018; Reborá, 2008; Darling-Hammond & Baratz-Snowden, 2007).

There is a lot of evidence for the positive effects of mentoring on new teachers (Barrera et al., 2010; Stanulis & Folden, 2009; Ingersoll & Smith, 2004), but little data on the results achieved by mentoring experienced teachers, and on the specific methods that can be applied. This work seeks to enrich this knowledge.

A mentoring program supporting experienced teachers was started in a 12th grade school in Budapest in 2017. At first, the pedagogical work was explored from the perspective of the teacher, the students, and the mentor. By comparing these perspectives, a SWOT analysis was made on the work of teachers. Based on the results, the second phase, the personalized support, could begin. This dealt with the processing of individual problems, developing new elements and implementing them in the classrooms (Fúzi, 2018). The basic pillars of the mentoring process were the positive psychological approach (Csíkszentmihályi, 2009), Gestalt theory (Perls, 1992), and Watzlawick's (2011) theory of change.

So far, 40 experienced teachers have participated in the program. The SWOT analysis of their work was based on 974 students and 203 classroom observations.

Among the teachers examined, problems related to the interpretation of their role arises most frequently, as highlighted by student opinions and classroom observations. These difficulties are mainly due to a lack of harmony between the personality and the role, as well as deficiencies in the conception of the role of the teacher, as manifested in difficulty with enforcing rules.

Changes were only achieved after these underlying reasons were identified. It was necessary to develop special, creative methods to explore the background of role problems.

The results of the processes can be found in the opinions of the students, in addition to the assessments given by the teacher and the mentor.

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3. The End of Initial Secondary Teacher Education in Italy? Proposals for a Relaunch

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In recent years, initial secondary teacher education policies in Italy (Magni, 2019), as well as at the European (European Commission, 2017) and international policies (Darling-Hammond-Lieberman, 2012; Tatto-Menter, 2019; Kowalczyk-Walędziak et al., 2019) have been at the center of political, social and pedagogical debate.

In Italy, the latest attempt to reform the teacher education and recruitment system (law No. 107/2015) was unsuccessful. In the meantime, despite the absence of a coherent system, by 2020 the Ministry of Education has employed about 50,000 new teachers, hired through a national competition.

To date, except for the requirement to access the competition – a Master's degree and 24 credits in psycho-peda-anthropological disciplines – there is no other qualification requirement to become a teacher in Italian secondary schools.

The system has proven to be ineffective several times before, e.g., hiring unnecessary teachers and leaving several schools and teaching disciplines without teachers (especially in the STEM area).

Are we facing the end of any sort of initial secondary teacher education in Italy? What paths should we take to get out of the impasse? On the basis of which pedagogical paradigms?

Starting from a brief historical account of the evolution of the Italian ITE system and based on the document analysis research method, this contribution aims to propose a possible experimental model of initial teacher education, based on the pedagogical paradigm of apprenticeship (McNamara et al., 2013; Bertagna, 2019), as is already practiced in some teacher training paths in the UK (Magni, 2018), capable of combining theory and practice in a strategic alliance between schools and universities (Hudson, 2017; Moon, 2016), and between experienced and aspiring teachers

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1. Health and health literacy of student teachers

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Background. More than half of the students have limited health literacy (HL) (Schricker et al., 2020). In this context, HL represents an important determinant of health (Kickbusch et al.), is considered a necessary prerequisite for health-promoting behavior and the maintenance and promotion of (individual) health (Lenartz, 2012), and their promotion should also find its way into the university context (Schaeffer et al., 2018). To date, there is insufficient research on student teachers' HL, although findings on (student) teachers' health and professional coping behaviors (e. g. Reichl et al., 2014; Römer et al., 2012) highlight its relevance and necessity from a health promotion perspective. Reference is made to the deficient training of health-related competencies as part of the qualification process (Jourdan et al., 2008; Lamanauskas, 2018). It remains unclear which key HL competencies should be (more) promoted in higher education to strengthen the health student teachers.

Research questions. The study aims to answer the following research questions: (a) How are the key HL competencies and health status of student teachers (ST) compared to non-teaching students (NTS)? (b) What is the relationship between key HL competencies and health status from ST and NTS?

Methods. 303 master's students (ST= 195/ NTS = 108) participated in the online survey, which used questionnaires to assess HL (according to Lenartz) and general health status. Static analysis took into consideration t-tests, product-moment correlations, and multivariate regression analyses.

Results. ST, with the exception of the key HL competence taking responsibility, have significantly higher scores in the remaining skills of the key HL competencies compared with NTS. The lowest proficiencies in both groups are in the key HL competencies self-regulation (SR) and communication and cooperation. ST and NTS do not differ significantly in terms of their health status ($t(192,735) = .247, p = .805$) and nearly one in three students shows a poor general health. In terms of correlations, the ability to SR takes a leading role and is the statistically strongest predictor (ST: $\beta = .38, p < .001$; NTS: $\beta = .34, p < .001$).

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2. Health and health literacy in student teachers and teacher trainees - Differences and Relationship

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Background. Health literacy (HL) represents an important determinant of health (Kickbusch et al.) and is considered a necessary prerequisite for health-promoting behavior and the maintenance and promotion of (individual) health (Lenartz, 2012). Strengthening HL is an important aspect of prevention and health promotion in the context of (teacher) education (Schaeffer et al., 2018) and it is partially integrated into the Germans’ standards for teachers. Previous study results point to deficient training of health-related competencies in the context of qualification (Lamanauskas, 2018), as more than half of teachers have limited HL

(Hartmann et al., 2020) and an initial study of pre-service teachers' HL replicated this in terms of problematic/insufficient HL (Ahmadi & Montazeri, 2019). Overall, there are too few studies on the HL of future teachers. And none that considers the key competencies (according to Lenartz et al., 2014) required for health-related action in terms of HL.

Research questions. The study aims to answer the following research questions: (a) What are the key HL competencies of student teachers (ST) and pre-service teachers (PST) and do they differ? (b) What is the health status of ST and PST and do they differ? (c) What is the relationship between key HL competencies and health status of ST and PST?

Methods. 195 ST and 177 PST participated in the online survey, which used questionnaires to assess HL (according to Lenartz) and health status. Static analysis took into consideration t-tests, product-moment correlations, and multivariate regression analyses.

Results. With the exception of the key HL competence self-perception, the other key HL competencies are significantly stronger among ST. In contrast, PST assess their health status significantly better ($t(356.5) = 3.35, p = .001$). The lowest proficiencies are in they key HL competencies self-regulation (SR) and communication and cooperation. In terms of correlations, the ability to SR in ST ($r = .43; p < .01$) and the ability to take responsibility in PST ($r = .33; p < .01$) take leading roles and represent the statistically strongest predictors in each case (ST: $\beta = .37, p < .001$; PST: $\beta = .29, p < .001$).

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3. Medium-term Follow-up of Co-creating School-based Wellbeing Promotion: A multiple Case Study in Portuguese Schools During the SARS-CoV-2 Pandemic

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In view of the worsening situation in Portugal of the Covid-19 disease pandemic, the Government determined periods of the suspension of teaching and non-teaching activities and social support by instituting telework and a digital education action plan interspersed with the reopening of schools. Several studies have shown that Covid-19 has been a threat to students' physical and mental health and that the adoption of a blocking strategy has potential consequences on everyday life, mental and physical health and well-being among students (Khan, Sultana, Hasan, Ahmed, & Sikdera, 2020). The role of schools in supporting the development of positive wellbeing is increasingly being recognized (Cho & Yu, 2020; Demkowicz et al., 2020; Sabolovaa et al., 2020), and in times of pandemic it represents a great challenge for Portuguese schools. In this research, the constructs used to understand wellbeing are positive psychological characteristics, such as engagement, perseverance, optimism, connectedness to family, friends and teachers, and happiness (Kern, Benson, Steinberg & Steinberg, 2016).

Against this background, this study aims to investigate how primary school teachers who were trained before the pandemic to use co-creation and design thinking to increase well-

being in the school community address pedagogical situations occurring as a result of the SARS-CoV-2 pandemic to promote student well-being.

A semi-structured interview was undertaken to help us understand the following:

(1) How do teachers perceive engagement, perseverance, optimism, connection with family, friends and teachers and the happiness of their students?

(2) How do teachers address pedagogical situations occurring as a result of the SARS-CoV-2 pandemic to promote students' well-being?

Methodology

When the pandemic started, some teachers from three schools were being followed for being involved in a project to co-create well-being in the school community. These teachers (n=10) were interviewed one year after the beginning of the SARS-CoV-2 pandemic in Portugal. The interviews were recorded and transcribed verbatim. The transcripts were verified with the interviewees and their comments were integrated at the end of the interview. All participants completed an informed consent declaration.

Findings

According to the majority of these teachers the engagement, perseverance, optimism and the happiness of the majority of their students decreased with the evolution of SARS-CoV-2 pandemic. Some teachers reported that the students' connection with their families increased, and decreased with their friends and teachers. Overall, in order to increase students' well-being, teachers encouraged students' contact with colleagues and with teachers through social networks, and based their teaching on work in small groups.

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4. Body, Gender and Sexuality Narratives in Biology Textbooks in Brazil and Portugal

Elenita SILVA, Universidade Federal de Uberlândia, Brasil

Maria Teresa VILAÇA, Universidade do Minho, Portugal

School biology textbooks are productions that are central to teaching and learning processes in Brazil and Portugal. These textbooks present a set of knowledge from the various scientific fields of biological knowledge, which make a great contribution to the discussion of the notions of sexuality, gender and health. This paper aims to analyze the narratives about body, gender and sexualities present in textbooks of biology approved for distribution in public high schools in Brazil and Portugal. The textbook is a type of book that is widely used by the majority of teachers at the aforementioned levels of education, which are financed by state resources.

Using conceptual tools from the critical and post-critical fields (discourse, gender, power-knowledge relations, cultural artefact), collections of the mentioned textbooks from each country were analyzed in order to problematize gender narratives, body and sexuality in the textbooks. This study characterizes biology textbooks, authorship, language and teachings about bodies, genders and sexuality.

The contents and mode of organization in the textbooks analyzed in the two countries are very similar and present narratives of gender and sexuality strongly based on biomedical discourses, although they convey gender and sexual orientation teachings linked to the political, social and cultural dynamics of both countries. It was observed that the presence of body, gender and sexuality narratives based on the biomedical discourse are present in the textbooks analyzed, and, likewise, it was possible to observe that these books convey the purposes of reproductive and health policies of women related to the Portuguese and Brazilian contexts.

It was concluded that the textbooks are marked by hegemonic narratives from the biomedical field about body, gender and sexuality, but that in some of them there are marks of some ruptures with these narratives.

In addition, it was concluded that transnational research partnerships are fundamental for understanding the political, scientific and educational crossings that permeate the production of schooling in the West and its repetition of normative patterns of gender, body and sexuality.

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DAY 2: Friday, 10 September 2021
SESSION 4, 16:00 - 17:30, CEST

1 RDC/Ses4

1. Teaching Practice in Flexible Learning Space

Mika MONONEN, University of Eastern Finland, Finland

Timo MARTIKAINEN, University of Eastern Finland, Finland

Sari HAVU-NUUTINEN, University of Eastern Finland, Finland

This study aims to understand how teacher students perceive their teaching practice when team-mentoring is applied in oflexible learning space. Team-mentoring is an approach in which teacher students are supervised as a team of teacher educators. Theoretically, team-mentoring relies on the team-teaching paradigm, in which students' supervision is commonly planned, implemented and evaluated (Anderson and Speck, 1998; Murata, 2002). Previous studies have indicated positive experiences of team-teaching at several levels of education (Baeten and Simons, 2014; Mathea, Coetzee, Marlies & Astrid, 2020; Canaran and İsmail, 2020), but there is lack of studies from the perspective of teaching practice and oflexible learning spaces.

Research question: How do teacher students perceive teaching practice with team mentoring in oflexible learning space?

The study was conducted as a part of the teaching practice of sixty student teachers in one Finnish university teacher training school. The teaching practice was performed in a new, flexible learning space, with a total of seventy 6th grade pupils and three teachers. These teachers created a team, which supervised the student teachers. The student teachers taught their whole practice period using a team-teaching approach only. The research data was collected by analyzing the students practice portfolios and focus-group interviews. The data analysis was conducted using the data-based content analysis approach (Neuendorf, Skalski, Cajigas & Allen, 2017; Gibbs, 2007), in which teacher students' perceptions were the main focus.

The preliminary findings show that conducting teaching practice in flexible learning space using team-teaching and team-mentoring creates multiple positive experiences and perceptions of both flexible learning spaces and team-teaching. The student teachers feel that the teaching practice experience supported the development of their personal teacher identity.

This study offers new knowledge about teaching practice and the possibilities of team-teaching and team-mentoring in teacher education. It provides new insights for teaching practice research, as well as developing new flexible learning spaces in basic education. It is necessary that future teachers receive experiences and mentoring on how to team teach in flexible learning spaces. With this study, the author tries to find new and affective ways to develop teaching practice and mentoring that is fitted to the requirements of these new learning spaces.

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2. The Contribution of Written Records as a Reflective Practice for Teacher Professional Development

Evangelia KOSMIDOU, National and Kapodistrian University of Athens, Greece

Maria SFYROERA, National and Kapodistrian University of Athens, Greece

This presentation aims to highlight the importance of using written records as methodological tools for teachers' professional development in the context of reflective models for education. More specifically, the study focuses on the work of 9 pre-school teachers who participated as researchers of their educational action in a collaborative anti-bias action research program, conducted as part of doctoral research during the period October 2019 - June 2020. Participants were invited, among other things, to systematically submit written forms where they recorded critical events related to issues of diversity and discrimination, as well as forms of the planning and evaluation for the relevant educational interventions that they carried out in their classrooms. At the same time, within the framework of the program teachers were involved in feedback meetings with the whole team, designed and organized to provide them with theoretical and methodological support. Based on the theoretical assumptions that a) teachers' professional development arises through the effort to bridge the gap between pedagogical theory and educational practice, and b) that collaborative learning processes facilitate the enrichment of understanding, participants were encouraged to use their writings as tools with which to reflect both on their educational context and their pedagogical activity. The written evidence was analyzed with qualitative methods as we were interested in focusing on the meanings teachers themselves attributed to what they had observed and commented on. The analysis and processing of the data highlight both methodological difficulties and examples of resistance faced by the teachers, as well as important understandings and changes in their personal educational theory, all related to keeping written records as a methodological tool for reflection and reframing of their educational practice. The conclusions are of particular interest as we consider that they could contribute to the discussion on teachers' professional development in the context of reflective and collaborative models of education. Among the most important findings is that participating teachers considered the process of their record writing as an overall transformational experience that crucially contributed to their rethinking of their previous perceptions and to repositioning themselves as professional actors.

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3. Academic Teachers' Digital Competencies in the Context of Technological, Pedagogical and Content Knowledge (TPACK) Theory

Nataliia DEMESHKANT, Pedagogical University of Cracow, Poland

Katarzyna POTYRAŁA, Pedagogical University of Cracow, Poland

Research topic/aim: The purpose of this study was to develop and test a study tool for determining the levels of academic teachers' digital competences regarding the TPACK framework and self-reflection questionnaire of the European Competence Framework for the Digital Competence of Educators (Redecker, 2017) in the Polish educational context.

Scientific significance: The study is an attempt to review the levels of digital competence of academic teachers in the Polish environment. The results of the proposed study have the potential to provide a tested tool for the investigation of teachers' digital competences in the Polish environment.

Theoretical framework: A useful framework that delineates teachers' knowledge in the digital age is the Technological, Pedagogical, and Content Knowledge (TPACK) model proposed by Mishra and Koehler (2006). This model can be considered as a tool with which to diagnose teachers' digital competences.

Research questions: (1) to develop an instrument for the investigation of levels of teachers' digital competences on the basis of the TPACK scale and the European Competence Framework for the Digital Competence of Educators, and to quantify the reliability of this instrument in the Polish educational environment; (2) to find links between university teachers' background variables (demographic and professional) and areas of digital competences.

Methods: A survey was administered to 103 academic teachers from Polish universities. An Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) confirmed the goodness-of-fit for the 2-factor TPACK model for higher education studies and the internal consistency of the study survey.

Contribution and findings: Descriptive analysis indicated a significant negative correlation between some demographic variables and domains from both factors. However, positive associations with some variables from professional background were also identified. The implications for professional development and suggestions regarding teachers' digital competences and TPACK are discussed.

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5 RDC/Ses4

1. K-12 Educators' Professional Growth from Local to Global Competencies: A Study of a Teacher Education Program

Alina SLAPAC, University of Missouri-St. Louis, USA

Sarah A. COPPERSMITH, University of Missouri-St. Louis, USA

Jingxin CHENG, University of Missouri-St. Louis, USA

This research features a teacher education study examining graduate teacher action-researchers' perceptions of their global competency levels using the Globally Competent Teaching Continuum, GCLC (Tichnor-Wagner, Glazer, Parkhouse, & Cain, 2019) and their growth as researchers. The theoretical framework, teaching through a global lens, promotes an understanding that in a globalized world, K-12 teachers and teacher preparation programs face the challenge of integrating global competencies in their local practices, and to create opportunities and commitments to prepare educators to equip “youth with a global perspective and understanding of political, social, and environmental issues worldwide” (Longview Foundation, 2020). While teachers may have an interest in teaching using a global lens, they may not have access to the appropriate training, time, or the knowledge in how to proceed in becoming global-ready (Kerkhoff, 2017b). In this vein, we agree that educational global challenges can be met “if nations can learn from each other about what matters and what works in different contexts” (Ladson-Billings, 2012, p. 307). Thus, we developed these research questions in order to understand our graduate teacher education participants' global competency within the teacher action research capstone course:

- What are graduate teacher action-researchers' perceptions on their own global competence?
- What are graduate teacher action-researchers' perceptions on global competence in relation to the teacher action research process?
- Which elements of teacher dispositions, knowledge, and skills on the Globally Competent Learning Continuum are highest (and lowest) amongst participants?

- Which elements of teacher dispositions, knowledge, and skills on the Globally Competent Learning Continuum show growth from pretest to post-test?

Methods used included examining 95 graduate education participants' self-assessment of their global competency knowledge, skills, and dispositions using the GCLC survey, including their perceptions regarding empathy, valuing multiple perspectives, promoting equity, intercultural communication, global interconnectedness/engagement, and perspective recognition in relation to their own teacher action-research projects. Participants' reflections, action-research projects, and the GCLC data provided significant scientific findings showing an increase in global competency directly related to developing as action researchers, situated in the action-research course, from raising inquiries to addressing unprecedented challenges in their own educational settings.

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2. Irish Student Teachers' Personal and Professional Readiness for Addressing Social Justice Issues in the Primary Classroom

Aoife TITLEY, Maynooth University, Ireland

Laura THORNTON, Maynooth University, Ireland

The emergence of a high-quality global education sector in Ireland (Irish Aid, 2017; GENE 2015) has resulted in a wide spectrum of pedagogical opportunities for student teachers to engage with social and global justice issues. One such opportunity is participation in international service learning (Bringle & Hatcher, 2011) or sending programmes, a pedagogical approach which combines student learning in a formal context with engagement with an

overseas community (Bamber & Pike, 2013). The Froebel Department of Primary and Early Childhood Education, Maynooth University, is now in its thirteenth year of such an educational partnership with the HOPE Foundation, whereby Irish final-year student teachers work in a range of educational settings with children connected to street and slum communities in Kolkata, India. The partnership is based on an ethic of solidarity, and underpinned by Froebelian principles of child-centeredness, active learning and a commitment to holistic education.

This presentation will share preliminary findings from a qualitative research project with Froebel alumni in relation to their readiness to teach within, through and for social justice upon their return to Ireland. Survey data indicates the development of a continuum of personal and professional competencies as a result of their experiential teaching and learning experiences overseas; and further personal reflections of the alumni teachers express exceptionally high motivations to enact their social justice values upon their arrival home. However, focus group findings also reveal the complexities involved in meaningful international service learning, and the framework of the 'chameleon with a complex' (Kiely, 2004) will problematize how many alumni struggle to translate this heightened perspective consciousness (Bamber & Hankin, 2011) into meaningful action upon their return. Finally, the presentation will explore the links between a transformative immersive experience in a development context and how teachers facilitate quality global citizenship education in Irish primary classrooms.

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3. Building Relationships in Education Using Stories to Support the Comprehensive and Sustainable Development of Children in India.

Jolanta GALECKA, University of Gdansk, Poland

The character of the teacher-student relationship may be viewed as fundamentally narrative, and that of teaching as performative. This leads to the logical (as well as narrative) conclusion that a teacher – being one of the main conductors of information passed to children – should be equipped with storytelling skills in the form of an amalgamation of different approaches, perspectives and attitudes, embracing diversity and differences in understanding. Education in India often needs to cater to diversified needs, respond to extreme challenges in getting the message across, and assure that it is understood regardless of the multiplicity of languages and cultures. I was wondering whether I could find there an inspiration for approaching the increasing diversity of Western classrooms. I had an opportunity to observe the activities of a non-profit organization called Katha in India in its real environment, accompanying various employees and volunteers in their daily journeys and activities; I was able to talk to students, alumni, and school and vocational program principals among others. I supplemented all this with the analysis of documents, recordings, articles and website records. The activities conducted by Katha were guided by its founder - Geeta Dharmarajan - whose life-time goal was to teach children to read, or more precisely to provide them with an opportunity to love to read. Katha's very consistent approach was based on stories and storytelling with 'Story Pedagogy' as a common link between all projects and undertakings. It formed an umbrella protecting and guiding all its main initiatives and was a rare combination of the Western and Eastern philosophy of Freire and Bruner, among many others, and the Natya Sastra – a Vedic Book on performing arts, created in order to enable the understanding of messages that one wants to convey. The world of Indian aesthetics is a maze of rhythm, story, structure and emotion and the approach Katha uses to cater to all of the different needs of the children, paying attention to teacher training and curriculum curation, and engaging the community is worth learning about as it engages the learners, their peers and their parents, building sustainable educational relationships.

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9 RDC/Ses4

1. An Examination of Classroom Learning Environments

Katalin Tókos, Eötvös Loránd University, Hungary

Nóra RAPOS, Eötvös Loránd University, Hungary

Judit SZIVÁK, Eötvös Loránd University, Hungary

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Our research focuses on the learning support activities of educators and the classroom learning environment created by them as aspects of the complex learning environment. Several studies point out that a significant proportion of students at risk of dropping out are endangered by factors related to educators, such as their relationship with students (Walker, 2008), the expectation system they convey (Wentzel, 2002), learning facilitation and attitudes (Juhász & Mihályi, 2015).

The OECD's "Innovative Learning Environments" program (Dumont et al., 2010) identified seven factors as the main conditions for the learning environment. We interpret these conditions as learning-supporting elements of the learning environment and, more narrowly, of the classroom learning environment.

Our main questions were 1) How teachers and students perceive the characteristics of the learning environment 2) What combination of factors they consider the supportive classroom learning environment to be descriptive of, and 3) What differences can be seen between teachers and students?

In developing the tool, we relied on the TAFL-Q and SAFLQ questionnaires (Pat-El et al., 2013) and the TALIS 2008 survey questionnaire. It examines the classroom learning environment along 7 variables, based on previous seven factors with a 30-item teacher-student paired questionnaire, completed by 883 seventh-graders and 1,136 teachers in 88 schools in the 2018/2019 school year.

Our results confirm that the two groups see the characteristics of the learning environment differently. Educators give an optimistic picture of their own activities, emphasizing the thoughtfulness of their own leadership role (management and organization 73.6; formative assessment 72.5). However, the students' perceptions focus on the personal aspects of learning (management and organization 56.4; social characteristics 54.0; individual characteristics 54.6). The management and organizing activities of teachers are also evaluated through this personal focus.

Since the seven components are organically related to each other in the theoretical model, the experienced disintegration of this unity and difference in perspectives foreshadows one of the main directions of possible development in in-service teacher education: stronger support for student cognition; understanding of individual characteristics, emotions, motivation; creating a learning environment in the classroom where teachers consciously pay attention to and spend more time on understanding and supporting aspects of personal learning.

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2. Playing in an Orchestra as Experiential Training for Teachers' Orientation Towards Inclusion. A Case Study.

Francesca VERGANI, Free University of Bozen/Bolzano, Italy

In the field of inclusive pedagogy, teachers' education has recently received great attention as a pivotal element for the development of inclusive schools (EASNIE, 2012). The purpose of this study is to discuss a programme of experiential training (Moon, 2012) for secondary all-subjects teachers that focuses on the knowledge of inclusive practices, but also on attitudes and soft skills orienting them towards inclusion and collaboration. The training is based on the active joining of teachers in an inclusive orchestra as proposed by the Esagramma Method (Sbattella, 2013), where they practically experience involvement in complex and differentiated instructions (Tomlinson, 2014) and the enhancement of their personal voice. In congruence with the conceptualization of experiential training, the orchestra - with its different voices, scores, and dynamics - was chosen as a valuable learning experience first for the transformative potential attributed to it (Boyce-Tillman, 2009) as a safe liminal space that offers people the opportunity to experience new identities and modalities of interaction (Turner & Schechner, 1988). Secondly, the Esagramma Method is specialized in the involvement of non-experts in orchestral sessions, and this specialization (with its re-orchestration of scores, attention to students' competences and structured improvisation) brings the experience of the orchestra even closer to inclusive education strategies. The research is designed as a single case study: a group of 7 teachers, who work together, and are involved in 9 lessons structured as orchestra rehearsals, and one of reflective learning focused on reflexivity, observation, differentiated instructions and collaboration. Mixed-method data collection is being conducted, using pre-post interviews with the participants and their students; pre-post direct qualitative observation of actions implemented in class (Florian, 2014); pre-post quantitative questionnaires about attitudes towards inclusion (Vergani & Kielblock, 2021),

and about soft skills (Cinque, 2017); qualitative observations made by the équipe during the course; and a final focus group with the participants. The study is in progress (January-June 2021) and its results will be presented directly to the conference. Based on the literature, it is expected to increase in positive attitudes towards inclusion and in the use of inclusive strategies, and a sharpening of reflexive and collaborative competences.

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3. The Effects of Pedagogical Documentation Implementation on Pre-school Teachers' Classroom Management Skills

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The main purpose of this study is to examine the effects of the implementation of Pedagogical Documentation (PD) on the classroom management skills of pre-school teachers. Teachers are expected to be sufficiently competent in the different components of classroom management required to provide effective education in a complex classroom environment (Evertson and Emmer, 2013). It is important to use and spread practices that can support teachers in these different components. It has been stated that the use of PD in pre-school

classrooms will support teachers in carrying out educational activities efficiently and provide them with a more contemporary perspective in terms of managing the classroom (Niemi et al., 2015; Rintakorpi and Reunamo, 2017). The examination of related literature revealed that there were in fact no studies examining the effect of PD practices on classroom management. Pedagogical Documentation's continuity and process-based nature can provide teachers with clues about getting to know their classroom and choosing appropriate educational activities. In addition, it can facilitate teachers' management of the process by providing the opportunity to recognize children effectively through interpretation and analysis processes (MacDonald, 2007). It is thought that teachers who apply documentation can get to know children better and, accordingly, create enriched educational environments for their interests and needs (Buldu et al., 2018; Hostyn et al., 2020; Knauf, 2020). The main research question of the study is "Do PD practices have an effect on pre-school teachers' classroom management skills?" A mixed research methodology was employed in the study. The study group consisted of six teachers working in pre-school and kindergartens. The data were collected through pre- and post- interviews, pre- and post-tests, and semi-structured classroom observations. It was found that PD contributed significantly to teachers in the components of planning activities, time management, behavior management and classroom relations. It has been observed that PD practices increase teacher-child interaction and provide support to teachers in assessment processes, learning process, and organizing activities.

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4. Addressing Challenging Behaviors in Urban High School Classrooms through Building Relationships with Students

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Topic, Framework, and Significance

This case study analyzed challenging behaviors in 4 high school classrooms. The most Moreover, this study discussed some effective strategies teachers used to stop misbehavior and increase positive behaviors.

For over forty years, teachers have identified managing challenging behaviors as one of the main struggles they face in the classroom (Bushaw & Calderon, 2014; Reinke et al., 2014; Walker et al., 2004). Moreover, novice teachers reported that they feel inadequately prepared to prevent and respond to challenging behaviors (Abidin & Robinson, 2002; Evertson & Weinstein, 2006; Melnick & Meister, 2008; Scott et al., 2007) causing a large number to leave profession due to teacher burnout (Hong, 2012; Ingersoll, 2002). The overall impact of such behaviors on the climate of the classroom is negative: students become distracted and disengaged (Farah, 2017).

In order to respond appropriately to such challenges, teachers must understand why students misbehave. Students may misbehave for a variety of reasons, both school related and unrelated (challenging tasks, a difficult home life, etc). All misbehavior does have a message: teachers should understand why students misbehave in order to treat the cause of the misbehavior.

Methods and Findings

The following research questions guided the data collection of the study: What do the 4 high school teachers perceive to be challenging behaviors in their classrooms?, and What strategies do the 4 teachers use to deescalate these challenging behaviors?

The participants were two mathematics and two science teachers in their first year of teaching in US. Three participants were males, and 1 was female. Their average age was 30. Two participants were African-Americans and two were Caucasians. The researcher interviewed

the teachers on one occasion. The interview was developed by the researcher, and it mostly targeted classroom management issues.

Results show that the participants successfully managed challenging behaviors by fostering relationships with their students. Such relationships were built through showing their students they cared about them, creating a positive classroom environment, having private conversations with the students, and talking to their parents.

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10 RDC/Ses4

1, Crafting Contemporary Pedagogy for Language and Content Instruction in Elementary Immersion: Re-imagining Possibilities in Teacher Education

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While research on language immersion education has highlighted a multitude of benefits such as cognitive skills, academic achievement and language and literacy development, some studies have also identified challenges to its effective implementation, particularly as they relate to language acquisition (Lyster, 2007; Tedick & Lyster, 2020). It has been suggested that the less-than-optimal levels of students’ immersion language persist in part because immersion teachers lack systematic approaches for integrating a focus on language (i.e., form-focused instruction) in systematic and contextualized ways across the curriculum. Research has long suggested that effective immersion pedagogy needs to counterbalance both form-oriented and meaning-oriented approaches (Ní Dhiorbháin & Ó Duibhir, 2017). However, this area is under-researched and, as a consequence, not well understood.

This literature review examines the research on integrating the teaching of content and language in elementary immersion in order to seek a deeper understanding of immersion form-oriented pedagogies in content-based communicative contexts. The paper firstly defines the model of elementary immersion education in the Irish context and examines its rapid growth and development. A synthesis of research on the persistent struggles and successes of this model is then presented, and form-focused instruction is examined as a viable solution to identified pedagogic puzzles. Key instructional elements of form-focused instruction are unpacked and some pedagogical possibilities are considered in an attempt to identify and discuss strategies that will enable immersion learners to refine their grammatical and lexical systems as they proceed. The paper concludes with a discussion on (re)imagining and remaking dual focused immersion teacher education and professional development (PD).

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2. A Living Educational Theory Research Approach to Continual Educational, Professional Development

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The aim is to present a Living Educational Theory approach to continuing professional educational development, used to enhance professionalism in education in diverse contexts (Whitehead, 2019a). An educational-practitioner develops their living-educational-theory research methodology as they research into their practice to understand and improve it, and generate valid accounts of their living-educational-theory (Whitehead, 1989a&b, 2019a&b). A living-educational-theory is the valid, values-laden explanation of the practitioner for their educational influence in their own learning, in the learning of others and in the learning of social formations. The educator's professional and educational values are clarified in the course of their research. They form the explanatory principles in accounts of the educator's educational influence in learning and the standards by which they evaluate the effectiveness of their practice and the validity of their contributions to educational knowledge.

The significance is the difference adopting a Living Educational Theory research approach makes to educators improving educational practice and realizing their professional educational responsibilities to contribute to the knowledge base of education.

The framework is that of Living Educational Theory research. It includes a professional commitment to realize personal and professional life-enhancing values in practice and in generating valid contributions to an educational knowledge base to bring into being a world in which humanity flourishes.

The research questions focus on professional educators exploring the implications of asking, researching and answering questions of the form, 'How do I improve what I am doing?' and enhancing the rigor and validity of their explanations.

Methods include the analysis and use of digital visual data to clarify the meanings of the ontological values used by professional educators as explanatory principles in the course of their emergence in practice. Methods that have emerged from Living Educational Theory research include Spirals and Living Interactive Posters (Mounter, 2020).

The contribution to enhancing professionalism in education is focused on the clarification and use of the values of human flourishing that distinguish the educational responsibilities and influences of professional educators in improving their professional practice and contributing to their professional knowledge base.

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3. Facilitator and Teacher Educators' Interactions in Community: Promoting Professional Learning.

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Aim & Significance

Studies of teacher learning in collaborative settings emphasize the importance of facilitators (Hollins, et al., 2004). There is a small body of research on the facilitation of teacher groups (e.g., Cheng & So, 2012). Almost no research was found on the facilitation of teacher-educators' learning. This study aims to understand what characterizes the facilitator's interaction with participants in teacher-educators' professional learning communities (PLC).

Theoretical framework

Group facilitators make a critical difference in the effectiveness of professional learning (Davey & Ham, 2010). The literature on group facilitation centers primarily on organizational aspects (Wenger, et al., 2002; Nelson, et al., 2010), the facilitator's professional expertise (Reilly, 2008), and approaches to facilitation (Wang & Odell, 2002). Less emphasis has been placed on the interaction between facilitator and group participants as it relates to promoting learning (Harvey et al., 2002).

Methods

This study is based on six PLCs for teacher-educators committed to improving their practice. Each community included ten sessions. The participants came from one teacher's college.

We used a qualitative analysis of discourse to explore the teacher-educators' and facilitators' interactions. All sessions were recorded and transcribed. Each transcript was divided into episodes. We selected episodes which involved interaction between a facilitator and teacher-educators. Our data yielded 104 episodes, which were placed into a table containing the dialogue and the characteristics of the interaction. Through an interpretive procedure (Corbin & Strauss, 2008), we organized the characteristics of the interaction into categories, which were abstracted separately by each researcher and then compared and revised to achieve agreement.

Findings & Contribution

The facilitator-teacher educator interaction centered on: (1) Promoting critical thinking involves providing thoughtful challenges to promote construction of meaning. It was characterized by promoting thinking about meaningful patterns, promoting reflection, exploring situations, and promoting alternate perspectives. (2) Offering direction involves moving the discourse forward. It was characterized by elaborating, modelling, and taking the role of the learner.

Our analysis opens a window into teacher-educator's learning and their professionalism. It is important for effective practice of facilitators of teacher-educators' learning. Teacher-educators' positioning at the core of the educational enterprise renders this knowledge crucial for advancing education.

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11 RDC/Ses4

1. Identifying Best Practices in Health, Environment and Sustainability Education: Converging Towards the ESD for 2030 Roadmap

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The ATEE's R&D Community of Health, Environment and Sustainability Education launched a Europe-based research programme in 2019. The world is challenged to protect population health in connection with environmental problems and the promotion of sustainable practices (Johnson, 2017). Many efforts have been undertaken in schools to educate and raise pupil's awareness around issues such as air and water pollution and taking care of environmental resources to develop sustainable living (Glanz et al., 2008; Wals, 2010; Cullingford, 2013; Fisher & Adams, 2015; Green & Somerville, 2015). More is needed to determine the best teaching practices in formal education that effectively impact the behaviour of pupils. Furthermore, the differences or similarities in these practices between countries i.e., Ukraine, Portugal and the United Kingdom are of interest.

Educators need support to better integrate the subjects of health and well-being, sustainability and the environment into teaching practice (Eldredge et al., 2016; Turunen et al., 2017). This will lead to an effective integration in curricula and increase student's awareness of their health and well-being, the environment and the role of sustainability approaches (Langford et al., 2017). Behaviour change in these areas in young people is best facilitated through education (Allen et al., 2020).

Research participants (N=30) were recruited using the networking method. Those who provided their consent were requested to fill in an online questionnaire (Qualtrics). The data were analyzed following the method of descriptive analysis. Two important external factors were considered, i.e., the Corona pandemic (2020) and the launch of UNESCO's ESD for 2030 roadmap (2021). Data on teaching practices across countries were compared before and after the pandemic. The teaching practices of educators were also compared with the ESD for 2030 roadmap to verify best practices.

This research provides insights about teacher educator practices in different countries relating to Health, Environment and Sustainability education and the specific and similar problems across countries. Country-specific suggestions can be made in teacher educator training. This benefits educators, schools, children and their societies.

2. Multicultural Competence - a Key Qualification in Healthcare Vocational Education and Training (VET)

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Introduction: Previous research in Norway and other European countries shows that healthcare professionals have displayed the lack of knowledge about immigrants and multicultural competence. This indicates challenges in health communication, health literacy, understanding of patients' diseases and how to deal with these (Nielsen & Birkelund, 2009). In our multicultural working life, multicultural competence becomes necessary in interaction with other citizens and includes both sensitivity to other cultural expressions and the ability to communicate with people from different cultures. The aim of this study is to investigate how multicultural competences are implemented in vocational education and training (VET) of healthcare workers.

Theory: The study has sociocultural theoretical perspective on cultural competence, cultural sensitivity, and intercultural healthcare (Lasonen, & Teräs, 2016; Leininger, 1995; Foronda, 2008; Tuncel & Parker, 2018). Knowledge about health and lifestyle, multicultural communication and cultural sensitivity is our main theoretical approach to the field.

Research question: How are multicultural perspectives implemented in vocational education and training of future healthcare workers?

Method: This study takes a qualitative approach to vocational teachers in the healthcare program of VET. Our main focus approached via interviews with vocational teachers, is on how they organize their teaching to increase students' multicultural competence.

Findings: A more multicultural society, characterized by an increasing number of elderly immigrants in need of healthcare, is only to a small degree reflected in the education of healthcare workers. Furthermore, teachers expressed their own lack of multicultural competence, i.e., health communication and health literacy in a multicultural perspective.

Conclusion / implication: It is important that the educational institutions have a greater focus on the fact that Norway is a multicultural country, and that the education of healthcare workers needs to focus on multiculturalism as part of the profession and practice of healthcare workers.

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3. The Links Between Relationships and Teacher Capacity in a Diverse Socio-cultural Context

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In a constantly evolving society, the perceived certainties in society and education have become increasingly displaced. This is even more evident in the current times as the impact of COVID-19 resonates across the world. Seery (2008, p. 133) observes that there is no single 'grand narrative' of education that secures its essence and guarantees permanence and shared understanding. While all teachers will attest to Seery's observation, teachers in contexts of social, language, and cultural diversity face additional challenges. This research presentation aims to outline the importance of relationships in school in the development of teacher capacity in these contexts. The value of peer mentoring and staff relationships emerges as key supports of teacher capacity.

The research uses the Health Promoting Schools framework (HSE 2015) as its theoretical base. Specifically, the role of the social environment of the school in nurturing teacher wellbeing, and thus teacher capacity, is explored. The research questions focused on the teachers' understanding of wellbeing and its links with teacher capacity. It also looked at supports and challenges to wellbeing. The research was undertaken using the focus group as

the main data-collection instrument. Key findings included the value of positive relationships as a support to teacher wellbeing and the extent to which the nurturing of relationships is facilitated and valued as part of the organizational structure of a school. This research has informed the development of a manual for teacher wellbeing that includes practical activities which emerged from the research. This presentation will include examples of the activities which can be used in schools and also with pre-service teachers.

While this research predates the COVID-19 crisis, the observations in terms of the relational aspect of teaching become even more significant as teachers endeavor to adapt to the global challenges of the pandemic.

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1. Towards Becoming an English Teacher: Stories of two Trainee Teachers in Early Education

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The current study explores the complexities and tensions experienced by early education trainees who found themselves in the process of being qualified to teach English to young learners (Zein and Garton 2019) in the light of educational reforms in Poland. The contentious practice that results from trainees' perceptions of language education is intertwined with their own history in institutionalized struggles as based on Holland and Lave's theoretical framework of history in person (Holland and Lave 2001, 2009). The study utilizes qualitative research methodology, using Jackson and Mazzei's approach to using data to think with theory (Jackson and Mazzei, 2013). Our data comes from trainees participating in a Master's program of pre-school and early teacher education at a public university in Poland and encompasses their autobiographical accounts, blogs, portfolio entries and lesson plans.

The findings revealed that the perspective of becoming early language teachers fills our trainees with fear, opposition and struggle, which undermine their self-efficacy. The trainees also identified many common institutional problems connected with their language learning trajectory. Implications for using the framework of history-in-person to inform teacher educators are discussed. Our study offers insights for early language education, emphasizing the variety of needs that ought to be considered when preparing future teaching cadres.

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2. Identity Narratives of Early Career English Language Teachers: Similar Paths, Divergent Practices

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The aim of this study is to explore how early career English language teachers construct and understand their teacher identities and the ways the social, institutional, political environments are integrated into their identity construction. The early stages in teaching are considered to be where teacher identities are most elusive, accommodating personal beliefs and mediating between the personal and professional dimensions informing teaching (Beijaard et al., 2004; Flores & Day, 2006). The importance and urgency of studying advocacy for new language teachers (Morgan, 2016), with few studies on in-service, early career language teacher identity negotiation (Edwards & Burns, 2016; Izadinia, 2013; Ruohotie-Lyhty, 2013) through few qualitative designs (Özmen et al., 2016), is documented. This study adopts the framework of Figured Worlds (Holland et al., 1998) as a sociocultural theory of identity (Varghese, 2018), directing our attention to the contexts of meaning teachers make in alignment with the sociocultural turn in second language teacher education (Johnson, 2009).

R.Q1) How do early career English language teachers construct and understand teacher identities?

R.Q2) How are social, institutional, and political environments integrated in teacher identity construction and understanding?

The data was collected through semi-structured, face-to-face, individual narrative interviews lasting around 17 hours in total with four early career English language teachers. The findings revealed several identity stabilizers: the fascination with their subject and the job and caring for students; the relationships with students and former teachers. The participants, however, took two distinctive pathways, the destination which referred to perceiving teaching as one's prospective job as long as one could remember and the academic which referred to deciding on the job during teacher education; and the job experiences of those taking the same route to teaching were extremely different. Varying levels of the exertion of teacher agency to attain alignment between imagined and actual identities, and rare opportunities for legitimate participation and socialization in the communities of practice at and beyond the schools, were explanatory for the actualization of personal and professional values quite distinctively. First, the imagined identities could be mostly maintained, and actual identities were strongly aligned with the designated identities at the schools, sustained by a readiness to exert agency to keep up with the perceived ideal. Second, they developed competing identities, and tried to negotiate the tensions and conflicts between actual/ideal and designated/forced identities. The findings offer implications for located teacher education and a sustainable identity-oriented induction program.

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3. Language Teacher Identity (Re)construction of EFL Early-Career Teachers – A Longitudinal Case Study

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Relying on sociocultural and post-structural views on identity formation (Wenger, 1998; Norton, 2010), this study, based on my doctoral research (Tokoz Goktepe, 2020), reports on findings from a longitudinal case study exploring the language teacher identity (LTI) construction of five early-career English as a foreign language (EFL) teachers in Turkey, who fulfilled their pre-service teacher education and commenced teaching in public schools. This study draws data from reflective teaching narratives, semi-structured interviews and teaching diaries to illustrate how several factors related to the dynamic relations in the community of practice and personal commitment may influence LTI (re)construction of beginning EFL teachers. The study also indicates that EFL teachers might envision a teacher identity in line with their prior learning experiences and aspirations. However, this imagined identity begins to give way to practised identity when they begin in the profession, concerned about gaining acceptance from others within their community of practice or adapting themselves to the community's challenges (Xu, 2013; Tokoz Goktepe & Kunt, 2021a). In this study, the factors that cause this (re)construction are also investigated, from pre-service teacher education to the first year of in-service teaching. The implications from this study can contribute to the growing body of research on LTI, specifically in EFL contexts in which long-term studies on LTI construction are still lacking (Tokoz Goktepe & Kunt, 2021b; Yazan, 2018).

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4. Teaching Content Through Language and Language Through Content Online During COVID-19: Experiences of the Secondary Immersion Teacher 2020-2021

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T. J. O’CEALLAGH, Mary Immaculate College, Ireland

Immersion education is a form of bilingual education in which academic subject matter is taught through the medium of the target language e.g. Irish. Notwithstanding its relative success, this type of education remains complex to implement and is not always as successful as what we would hope it to be. Although content teachers in secondary immersion perceive that they are always teaching language, immersion students’ productive language skills are underdeveloped in areas such as grammatical accuracy and complexity, lexical specificity and sociolinguistic appropriateness. Immersion teachers struggle to integrate a focus on language (i.e. form-focused instruction) in systematic and contextualised ways across the immersion curriculum. This area is under researched and as a consequence, not well understood.

This paper reports on the perspectives and practices of content teachers in secondary Irish-medium immersion contexts as they attempted to conceptualise and craft an integrated approach to language and content instruction. In particular, this action research study examined how Home Economics teachers can be facilitated to develop their understandings, beliefs and practices in relation to designing and implementing an integrated approach.

Qualitative in nature, the study utilised classroom observations, semi-structured interviews and online forums to collect data as teaching transitioned from the physical classroom to the online classroom almost overnight in Spring 2020 due to the COVID-19. The emerging findings portray various challenges relating to an integrated approach in the online context which include, but are not limited to, formal professional preparation, crafting opportunities for form-focused instruction and fostering student interactivity for accurate language production. This paper will conclude with a discussion on re-imagining and remaking secondary immersion education with a dual focus on content and language in instruction.

14 RDC/Ses4

1. Reframing Teacher Education: Promoting Entrepreneurship for Everyone Through the EntreCompEdu Professional Skills Framework

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Over recent decades, rapid and deep-seated social, technological and environmental changes have prompted reflection over how we best prepare teachers for an uncertain world. One of the enduring challenges is how to ensure that prospective and in-service teachers have the competencies to meet the needs of their students and the changing nature of society. This paper argues that it is not enough that teachers gain knowledge of their subjects and how students learn. They also need to adopt, model and promote the kinds of values and dispositions that are increasingly in demand, such as a readiness to innovate, creativity, persistence, ethical thinking and coping with uncertainty. These are already embodied in the European Commission's EntreComp: the European Entrepreneurship Competence Framework (Bacigalupo et al., 2016), which offers a reference point for all citizens to develop an entrepreneurial mindset. However, most teacher educators lack professional training in this area. There is also a perception that teaching entrepreneurial skills is a matter for teachers of business studies and related subjects. This paper shows how such challenges can be addressed. It introduces a complementary professional development framework designed specifically for educators in primary and secondary schools and vocational settings (Grigg, 2020). It sets out the conceptual thinking and illustrates how its pedagogical principles

broadly align to what is known about the best international practices in teacher education. It argues the case for reimagining teacher education to embrace a pedagogy based on value creation (Lackeus et al., 2016) and posits that this will enhance the pedagogies of reflection and enquiry which currently prevail.

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2. Take a Chance on CPD! How One School Put its Faith in the EntreCompEdu CPD Programme and Developed Whole-School Collective Entrepreneurial Education

Felicity HEALEY-BENSON, University of Wales Trinity Saint David, United Kingdom

Lea OKSANEN, LUT University, Finland

Elin MCCALLUM, Bantani Education, Belgium

The case study of Dafen school represents a successful whole-school experience of the EntreCompEdu continuing professional development programme (CPD). It is a representation of how collective engagement in the development of creative, innovative, and risk-taking abilities in teaching practices has an amplifying impact upon implementation, energy, and confidence, especially influencing the entrepreneurial practice and culture of a whole school.

The EntreCompEdu CPD programme supports teachers in the introduction of the EntreComp framework competences (Bacigalupo et al, 2016) to their teaching. It facilitates teachers' introduction of entrepreneurial education, and the integration of it into teaching practice, providing practical methods and practice-sharing for designing, facilitating and assessing through entrepreneurial learning. The course is based on the EntreCompEdu teacher professional competence framework (Grigg, 2020).

Dafen Community Primary is an English-medium school for pupils aged 3-11 years, based in Carmarthen, Wales. There are currently 11 staff (teachers/teaching assistants) and 153 pupils enrolled. The school leadership supported staff involvement in the EntreCompEdu CPD

based on its offer to support the school in developing curiosity-based entrepreneurial learning approaches and adapting to a new national curriculum - **Curriculum for Wales 2022**.

At the start, the school leadership saw the EntreCompEdu training as an opportunity to strengthen creativity and innovation and adaptation to new demands, functioning as a positive internal driver for volunteers to commit to and complete. For the 8 staff who elected to join EntreCompEdu first, it was possibly an act of blind faith, but early collaboration reinforced through a shared goal led to early cross-class communications and support. One-third of the way into the CPD, the groundswell of activity, conversation, and energy surrounding the journey led to the remaining staff joining despite the pressures of Covid-19. A whole-school approach had a powerful impact in shifting the entire school into entrepreneurial learning as a guiding principle. At Dafen, each pupil now knows what the word entrepreneurship means, through taking a chance via creative, innovative, and risk-taking learning concepts.

A few months after completion, an entrepreneurship cross-curricula extravaganza delivered to celebrate Global Entrepreneurship Week at Dafen School shone a light on the concrete transferability of the EntreComp competence framework. Dafen School is the first school awarded 'EntreCompEdu Pioneer School' status.

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3. It's Not Just About Teaching! Inspiring School Development and Quality Development in Initial Teacher Training through Simulation-Based Learning

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Brigitte PELZMANN, University College of Teacher Education Styria, Austria

Marlies MATISCHEK-JAUK, University College of Teacher Education Styria, Austria

Although the professional profile of teachers is not just about teaching (Mayr 2018; Nieskens, Mayr & Mayerdierks, 2011), it is seen as the predominating educational goal of initial teacher training. Even during internships in schools, teacher students hardly gain sufficient insight into

school- and quality- development processes. Meanwhile, it has become evident that individual schools – representing the micro level – drive development in order to face challenges at the social and political levels. School principals and their teachers are regarded as the main factors for success (Rolff, 2012). Therefore, it has become crucial for each individual teacher to actively participate in developing shared professional values and act accordingly.

Understanding initial teacher training as a pre-vocational phase with a strong practical orientation also leads to high quality requirements regarding academic teaching (Pfäffli, 2015). Simulations are an appropriate didactical tool based on constructivism, yet they have hardly been utilized in teacher education. Besides knowledge transfer, they also foster relevant insights for acting professionally and allowing students to follow self-determined learning processes (Svinicki & McKeachie, 2018; Pfäffli, 2015).

In a compulsory lecture dealing with quality assurance and evaluation, the students (bachelors' program, primary education, 7th semester, N=134) acted as teachers of a primary school which was part of a cluster of a total of three schools. Based upon their role as teachers, students had the task of developing a shared philosophy, a quality strategy and an evaluation concept for their school. Subsequently, an agreement regarding those aspects had to be reached at the cluster level. The teacher educators acted as headmasters and role models for leadership. The whole process was evaluated formatively and summatively. The presentation will give an overview of the concept as well as report on the main evaluation results, which are to some extent conflicting. Some students were challenged considerably by engaging themselves in the fictional setting. Others loved the opportunity to experiment in a realistic training setting. Furthermore, this innovative concept and its potential for further development in higher education will be discussed.

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DAY 3: Saturday, 11 September 2021 **SESSION 1, 12:30 - 14:00, CEST**

4 RDC/Ses5

1. Assessment Literacy and Ethical Professionalization. **Cultivating the Beliefs and Practices of Future Teachers**

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The assessment literacy of teachers, in the perspective of social learning theory, can be defined as an 'ethical, social, stratified and differentiated practice' (Willis at al., 2013; Pastore, 2020). The hierarchical model of assessment literacy development (Xu & Brown, 2016) describes a set of progressive levels: from the knowledge base (e.g., methods of assigning marks, importance of feedback and ethics of evaluation) to the teacher as assessor of identity (re) construction, which implies the relationship with the dimension of power, with the expression of judgment, and with personal values. Teachers' data and statistical literacy models (Cowie & Cooper, 2017) also pose again the question of power, closely related to the practice of school assessment – i.e., construction of valid and reliable assessment tools, and the optimization of them thanks to item analysis operations, etc.

The proposal describes an investigation carried out in the current academic year during the Assessment Issues and Practices course within the qualifying university degree course for primary school teachers at the University of Bergamo.

A convergent parallel mixed-method investigation (Cameron, 2015) on a single group aimed to ascertain the effectiveness of training on the assessment knowledge and skills of 80 students (Hamtini, 2008; Garavan et al., 2020). The analysis of the pre-post ad hoc questionnaire data reveals a positive variation average as regards knowledge (+4% evaluation methods; +12% evaluation ethics). The analysis of the students' recursive optimization to improve the quality of the assessment tools will allow for inferences to be made from data on skills.

The proposal thus offers a contribution to the debate on the teachers' professionalization in an ethical sense, starting from pre-service training; specifically, it advocates the idea that the professional development of teachers goes hand-in-hand with an increase in assessment literacy (Green et al., 2007; OECD, 2012).

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2. Sentiment Analysis for Formative Group Assessment in Higher Education: a Systematic Literature Review

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Mireia USART, Universitat Rovira i Virgili, Spain

Mercè Gisbert CERVERA, Universitat Rovira i Virgili, Spain

In the last two decades, Virtual Learning Environments (VLE) have been used for the massive implementation of online learning contexts. Despite their affordances, previous results evidence important differences in how male and female students interact in VLE (Rashidi & Naderi, 2012), which may jeopardize their educational development. Sentiment Analysis (SA), a technique based on applying Artificial Intelligence (AI) to analyze textual data in natural language, can evidence these interactions, as it interprets the feelings expressed by participants in online environments. However, its use in higher education contexts is still rare. To best identify strategies for fostering gender-inclusive learning environments on higher education, this paper aims at exploring how Sentiment Analysis (SA) has been applied in education. In particular, the following questions arise: Which are the contributions of SA as a tool for assessment in higher education? Are there different techniques of SA used in education? Is there a back-end software in use? Has SA been applied from a gender perspective? To achieve this aim, a systematic literature review (SLR) was conducted following the PRISMA methodology. 31 studies emerged. The main findings reveal an increase in research focused on SA in education. This rise has been especially evident in higher education, where educational changes arising from the COVID-19 pandemic have increased the use of online educational contexts as an alternative to face-to-face learning contexts (Rapanta et al., 2020). The analysis of sentiment expression in education has been related to course grades and dropout rates (Iglesias, 2019). Only 10 publications integrated a gender perspective, evidencing a need for more research to promote inclusive assessment processes. These studies show that females carry out more activities than their male peers (Van Horne et al., 2018), but they express more negative views about their progress and self-perceived evaluation (Shapiro et al., 2017). This article contributes to advancing the application of SA in higher education from the analysis of previous experiences. Although implementing SA is still a challenge for most teachers, our analysis might help to create transformative, reliable, economically accessible, and customizable SA software with which higher education contexts could offer more inclusive learning environments.

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3. Development of Reading Literacy as an Essential Prerequisite for the Socio-Cultural Adaptation of Foreign Students (on the Example of the Republic of Tatarstan)

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Milyausha SHAIMARDANOVA, Kazan Federal University, Russia

Svetlana NIKISHINA, Kazan Federal University, Russia

The article considers the issues of reading literacy development as a component of the process of socio-cultural adaptation of foreign students studying in a Russian university (namely Elabuga Institute of Kazan Federal University). The authors present reading literacy activities developed on the basis of the literary works of the Tatar writer G. Iskhaki. The results of experimental work with students from Central Asia are presented. Results of the test and experimental work with students from Central Asia directed to identification of dependence between their reading literacy and sociocultural adaptation in the multiethnic environment of the Republic of Tatarstan are stated.

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4. Development of Positive Psychological Capital at a Roma Student College in Hungary

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The aim of this research is to present the different kinds of obstacles that hindered the successful educational progress of the Roma university student interviewees from disadvantaged backgrounds, and how Roma Student College members accumulated different forms of capital during their life-experiences. The theme is equality and equity, which is examined in the context of inclusion, empowerment, resilience and intersectionality (Cserti-Csapó & Orsós, 2013; Óhidy, 2016.) as well as the investigation of their effects on the positive power of performance and the development of positive psychological capital (Luthans et. at., 2010). Our study provides an analysis of 27 life-path interviews of the diverse Roma Student College in Hungary. We had two research questions: (1) How has Roma Student College members' accumulation of capitals changed? and (2) Which forms of capital are essential for building and sustaining resilience – against difficulties – for elaborating successful life-paths? In these interviews, we found the significance of external sources of resilience (Masten, 2008): supportive families, friends and siblings as role models, and also teachers' support. Intrinsic changes of personality were prominent in the narratives which could often balance out the negative effects with the positive psychological capital. The “building blocks” of this capital (Luthans et al., 2007) can be detected in common points in the life- interviews, such as positive self-image, motivation, goal-orientation, and conscious planning. The positive role of the Roma Student College community appeared in the narratives as a strikingly relevant factor, from which we can assume that the shared development of different “capital types” results in investments in the interiorization process of individual members.

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8 RDC/Ses5

1. What do Students and Teachers Think About School? Researching School Attitudes: Theoretical Constructs and Measurement

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This study presents the results of empirical research on attitudes towards school. The positive or negative feelings of students and teachers associated with school life and the quality of their engagement in school activities can be described by a wide lexicon of terms (e.g., school attitude, engagement, or wellbeing) (Stern, 2012). These constructs are based on different theoretical frameworks and focus on the different aspects of school life, but conceptual similarities can also be discovered. The constructs describing school connectedness put the primary emphasis on the affective and social components and reveal perceptions of social support and acceptance (Lohmeier & Lee, 2012; Goodenow & Grady, 1993), while the concept of engagement – as a meta-construct – encompasses the affective, cognitive and behavioral characteristics but it has not had a consistent terminology in the literature concerning the nature and number of its components (Fredricks et al., 2004; Appleton et al., 2008; Reschly & Christenson, 2012). The relevance of the research on school attitude constructs lies in the fact that these attitudes have a significant impact on student motivation and on the subjective sense of students' and teachers' wellbeing, which affect self-efficacy and achievement. The present research intended to develop, test, and validate a school attitude questionnaire for students and teachers. In this exploratory-descriptive research, a mixed-methods design was used. In the quantitative phase, in a questionnaire-based study, 1552 students and 205 teachers participated. Due to the emergency remote learning in schools, a convenience sampling strategy was employed. The student questionnaire explored attitudes towards school subjects, beliefs about the social functions of schools, and perceptions of school life along four dimensions (i.e., school attachment, academic engagement, the relevance of

school, and teacher support). The results highlight the point that there is a strong correlation between the different dimensions of school attitude and student-teacher relationships. The questionnaire for teachers focused on stress, perceived self-efficacy, and teachers' beliefs about the relevance of school subjects. The correlations explored between student and teacher attitudes can also have relevant implications for teacher education.

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2. Student Behavior Management: Evaluation of a Professional Teacher Development Training Program in Greece

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The literature shows that managing student behavior is one of the top challenges faced by teachers and that training programs, despite their efforts, cannot support teachers in managing student behavior. This study presents the evaluation of an in-school teacher training program focused on managing student behavior and explores its impact on teachers and their students. Its design, development and application were based on adult learning and

group-forming principles, and its content on School Wide Positive Behavior Support and Social Emotional Learning approaches. The main objectives, after conducting needs analysis, were formulated as follows: a. to empower teachers in managing student behavior by developing a methodology based on positive strategies, b. to improve student behavior and academic performance, c. to improve perceived school climate for both teachers and students, and d. to maintain potential beneficial effects in the long term. The program consisted of group training meetings, distance education and individual coaching, and was implemented in a middle school in Greece, using a neighboring middle school as control school. Stability of impact was checked by follow-up tests at the end of the school year, and one year later. A convergent parallel mixed-methods design was used for data analysis. Directly after the completion of the training teachers used more positive management strategies and were more confident in dealing with student behavior, students received less discipline referrals, and both teachers and students reported more positive school climate. The benefits remained stable until the end of the school year but decreased one year later, reaching pre-training levels. Ways to maintain and improve training benefits, as well as changes in teacher professional development policy in Greece, are discussed.

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3. A Corpus-driven Conversation Analysis Approach to Mentor - Mentee Interactions in the Practicum Context

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The paper contributes to the issue of practicum quality. It discusses the role and place of education discourse analysis in pre-service teacher education with a view to improve the understanding of the nuances linked to mentor – mentee types of contact. For this reason, it focuses on a corpus-driven conversation analysis approach. Its point of reference are five empirical studies based on analyses of transcripts of mentor – pre-service teacher conversations during feedback sessions of practica. The datasets are a part of a larger, ongoing corpus-based research process. The findings confirm that an effective collaboration of the mentor – mentee type is built via nonhierarchical, non-directive, frequent, meaningful, (in)formal and caring relationships (e.g., Moser et al., 2019; Mena & Hennissen & Loughran, 2017; Izadinia, 2015; Arshavskaya, 2014; Long & van Es & Black 2013; Kim & Schallert 2011). They further reveal that contact during feedback sessions, based on a highly hierarchical expert – novice type as well as on predominantly evaluative conversational frames lead to supervisory rather than supportive types of relationship (Jones et al., 2016). Such relationships negatively influence the challenging apprenticeship of observation (Lortie, 1975) and shaping of teacher candidates' teacher identity (Palazzo & Shahbazi & Salinitri, 2019; Long & van Es & Black, 2013; Patrick, 2013). On the other hand, a nonhierarchical relationship and educative conversational frames open a space for productive conversations which build the intellectual, knowledge and social capital of both teacher candidates, their future pupils, and mentors (Langdon et al., 2014). The author proposes that university mentors employ the corpus-driven conversation analysis approach as a tool with which to obtain a fuller picture of a practicum. For this reason, they observe four lessons conducted by a teacher candidate, participate and record post-observation conversations of the school mentor – mentee type, and analyze transcripts of these audio recordings.

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8 RDC/Ses5

1. A Research Integrity Course as a Way to Tackle New Challenges. Dealing with Fake News and Copycat Attitudes

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Our contemporary world, increasingly impacted by technology and affected by diseases such as COVID-19, presents a number of new educational challenges and exacerbations of existing ones. How can teachers safely navigate through the facts and fictions that compete for students' attention? How can they motivate them to resist the temptation to easily use someone else's work in their daily activities? How can they best teach the next generation about the guiding principles of ethical behavior? And finally, how can one train teachers to effectively perform these functions?

This article follows the positive trend of promoting integrity and describes open, voluntary ethical teacher training as an opportunity to raise awareness of current issues arising from the inability to recognize fake news and the growing tendency for students to copy someone others' work. The study is a theoretical consideration based on desk research, analysis of documents, and the results of online surveys.

The author presents the experiences gained from the two-and-a-half year period of preparing and testing the Path2Integrity (P2I) educational programme, supported by an information campaign - an initiative aimed at promoting reliable research results and responsible research practices not only in academia but also among secondary school students and teachers. The P2I course uses a student-centered, dialogue approach, choosing rotary role-playing and storytelling as the most influential tools, designed to foster a culture of research integrity. The author aims to contribute to the process of the preparation of teachers to face various new challenges by describing an innovative solution for their skills development and launching further discussion on the need to support educators with innovative ideas.

The text is based on the results of research conducted as part of the European project "Rotary role-playing and role models to enhance a research integrity culture-Path2Integrity".

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2. Digital Competence in Teacher Education Curricula - Expectations of Teacher Educators' Knowledge

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The aim of this qualitative study is to contribute to the discourse on teacher educators' (TEDs) knowledge by focusing on the impact of digitalization. People's access to and use of digital tools impacts and fundamentally transforms epistemologies and educational practices (Lund & Aagaard, 2020). The need for teacher education to adapt and integrate digital competence in study programs has been raised by several sets of actors, including policy makers, researchers, school leaders, and teachers (Gudmundsdottir & Hatlevik, 2018).

Few studies have examined the framing of digital competence in educational policy documents or how teacher education addresses digital competence at the institutional level. Such research should not only examine the expectations for TEDs' knowledge and understanding of digitalization but also the latter's influence on educational practice. Studying these expectations would enable a profound discussion on what TEDs ought to know and be able to do and could serve as a starting point for considering TEDs' knowledge, beliefs and identity.

To explore how digital competence is addressed in local curricula and what is expected of teacher educators in terms of preparing student teachers for epistemic changes, I addressed the following research questions (RQs):

RQ1: How is digital competence addressed in teacher education curricula at the institutional level?

RQ2: In what ways are teacher educators expected to be aware of and prepare student teachers for epistemic changes?

I thematically analyzed program descriptions, course descriptions and plans for school practica from six Norwegian teacher education institutions. I followed an abductive approach (van Maanen et al., 2007), drawing on existing models describing teachers' digital competence (Brevik et al., 2019; Kelentrić et al., 2017; Krumsvik, 2014; Mishra & Koehler, 2006) and the three perspectives on how digitalization influences epistemic practices suggested by Lund and Aagaard (2020).

The findings show that TEDs are expected to focus on but also to go beyond the (pedagogical) use of digital tools. The findings imply that TEDs need an understanding of digitalization's implications for epistemology to foster student teachers' digital competence and transformative digital agency. The study concludes by outlining a model that may contribute to further discussions of TEDs' digital competence.

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3. The Impact of Development Trends on Technical Vocational Teacher Education

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This paper presents the changes in the labor market driven by automation, digitalization and Artificial Intelligence(AI), and the focus on Sustainable Development Goals (SDG) as described by the UN. In the industrial context, the concept of the 'fourth industrial revolution' (industry 4.0) is often used to describe developments. This could also be the case for other sectors, like Building 4.0, Transport 4.0 and so on. The World Economic Forum talks about Education 4.0 as educations in schools of the future. The paper looks at what significance this will have for technical vocational education and training (TVET), and hence Technical vocational teacher education (TVTE).

OECD(Vocational Education and Training (VET) and Adult Learning - OECD, n.d.), UNEVOC (UNESCO-UNEVOC, n.d.) and CEDEFOP(Vocational Education and Training in Europe, 1995-2035, 2020) are all organizations that describe development trends in TVET in particular. How do they describe and justify

the future scenarios for future workers and how should the education and training be structured? Other players are the World Economic Forum(Education 4.0, n.d.), and the industries (What Is Industry 4.0?, n.d.) within the various trades and Horizons report(EDUCAUSE (Association), 2020) that anticipate the future of teaching and learning.

Norway (The Norwegian Education Mirror, 2019, n.d.) is in the middle of implementing a reform that addresses this issue in terms of the renewal of trade and changed structures in TVET programs. One of the underlying research themes concerns the ways in which the key trends are included in the renewal, and what significance the resulting guidelines will have for TVTE.

The paper is important for TVTE because it focuses on trends in both professional subjects and practice, so that education constantly develops and prepares teachers for the future both pedagogically and vocationally for the different trades in TVET. The paper is based on a document analysis of reports published by relevant actors in education, vocational education, industries and trend analysts. The research questions are the following:

What impact will current development trends have on technical vocational teacher education?

To what extent is TVTE prepared, in the sense of guidelines and frameworks, for future scenarios?

Through its focus, the article will help to shed light on development trends in both the professional and vocational spheres, and what these could mean for the technical vocational teacher education.

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9 RDC/Ses5

1. From Theory to Practice: The Professional Identity Development of Student Teachers of English Within the Context of the Algerian École Normal Supérieure

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The current study aims to explore the professional identity development of student teachers within the Algerian école normale supérieure (ENS). ENS is considered a teacher training school in which the training of candidates is based on two complementary parts: theory learning, where student teachers are exposed to pedagogical knowledge, and training, where that pedagogical knowledge is put into practice. Research focusing on the ENS is limited, with only a few studies having been conducted (Benghabrit & Rabahi, 2014; Djoumia, 2016) with a focus on the practicum period to assess student teachers' readiness to teach, giving little attention to the theoretical part of the program. According to Chong et al. (2011), the formation of student teachers' professional identity accompanies them during the whole duration of their teacher education program, which might take up to four years. This study utilized a sociocultural perspective to explore belief change and the factors associated with the professional identity development of ENS student teachers, starting from theory all the way to the practicum period. This study raises the following questions: 1) How do the école normale supérieure student teachers develop their identity during theory learning and field experience? 2) What are the key factors that influence the development of teacher identity as student teachers gain both theoretical knowledge and field experience?

To answer these research questions, the author conducted a series of focus group interviews with student teachers from different academic levels, these being the first and third year students who were dealing with the theoretical the program, and fifth year students who

undertook their training in schools. Guided reflective narratives were also collected from the participants. The purpose behind this selection was to track the change in their beliefs at different stages of their development.

Preliminary analysis suggests that the beliefs of student teachers changed drastically from their first year up to the third year of their training period. Further, exposure to theory had contributed to a decrease in student teachers' self-confidence, which contradicts some studies' findings that reported the opposite during theory learning within the programme (Lamote & Engles, 2010). Finally, the findings indicated that during the theory part of the programme, the teacher educator played a significant role in the way student teachers see themselves as teachers.

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2. The Uncertain Language Teacher Identity: Tensions and Coping Strategies

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Departing from the fact that language teaching is identity work (De Costa & Norton, 2017), this study aims to explore the identity tensions that the candidate English language teachers at Turkish state schools experience and the coping and management strategies they employ. At the onset of their careers, novice teachers as legitimate peripheral participants (Lave & Wenger, 1991; Wenger, 1998) go through a socialization process (Alhija & Fresko, 2010) when they try to understand the contextual realities of their workplaces and face the reality shock (Le Maistre & Pare, 2010) since they come from other regulating systems with prescribed norms and ideals to their current contexts as cohesive groups with established habits and routines. Under such circumstances, they might take on a "survival mode" (Thomas &

Beauchamp, 2011); giving up ideals and involuntarily accepting meso and macro political norms (Shin, 2012). It is thus vital to create conditions to turn dilemmas, tensions or conflicts that candidate teachers experience into learning opportunities (Pillen, Beijaard, & den Brok, 2013) since they struggle to construct positively stable identities (Pearce & Morrison, 2011) and it is emotionally and psychologically complex to maintain such identities. Through the sociocultural theory framework, the current study asks the following research questions:

- 1) How do candidate teachers experience tensions in their teacher identities?
- 2) How do candidate teachers cope and/or manage identity tensions?

The data was collected through semi-structured individual interviews around 12 hours with three candidate teachers at Turkish state schools and analyzed via a multiphase content analysis method. Devising and employing coping strategies in managing challenges (Hong et al., 2018), the candidate teachers developed their own ways to deal with tensions: overemphasis of values education, holding the socioeconomic background of the schools and systemic constraints more accountable for the perceived lacks in instruction, imagining an ideal future accompanied with over-emotional sympathy for students, and clinging onto lofty goals. The candidate teachers reported an amalgam of emotions and were feeling much at once; shock, realization and adjustment. In addition to moderate levels of job satisfaction, they experienced dissatisfaction with the job as well. There were several reasons to raise job dissatisfaction and unfulfillment; mostly characterized by contextual factors. Both open and protective vulnerability and satisficing strategies were revealed. The feelings of isolation and alienation were linked to limited opportunities to participate in CoPs. The resource kit of the candidate English language teachers was not fully fledged to combat the complicated nature of the contexts in which they work and to address the complexities and subtleties of the work that was not aligned with the training at the pre-service level. This study underlined the importance of serving emotional needs of teachers to prevent or provide ways to manage feelings of isolation, alienation, incapability, paralysis and exhaustion.

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3. Single-sex Education in the Opinion of Parents in Spain and Russia

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Studies on the topic of single-sex education are quite common. Various scholars take into account a wide range of performance indicators for this model. Most researchers deal only with students, although parents, teachers, and administrators also participate in the educational process. At the center of this study are the integral participants in the parent-teacher-student triangle - the parents of children attending single-sex schools in Russia and Spain. It is important to focus on the opinion of parents, who are closest to assessing the development of children. A google.forms survey of parents whose children attend single-sex schools was selected as the research method. The questionnaire consisted of 14 questions for parents about the main points and key indicators of the comprehensive development of children - academic success, attitudes towards the opposite sex, child behavior, relationships with peers, etc. 380 parents took part in the survey in total, among them 251 parents from Russia and 129 from Spain. It must be kept in mind that Spanish parents have nothing to compare their children's success with and that it is difficult for them to follow the dynamics of personal development, and answer the questionnaire correctly, because their children were attending single-sex schools from elementary phase. Russian parents have the opportunity to track the dynamics of their children's development, as they move to single-sex schools at 12-13 years old (grades 5-6). Another important note: the schools studied in Spain are private, and those

in Russia are all public, although they select children according to their giftedness and motivation. The study also presents other conclusions from the comparison of the parameters accompanying the success of students in the single-sex schools of two countries (reasons for choosing single-sex education, socio-economic context, satisfaction, academic performance, behavior). Based on our results of studies on the effectiveness of single-sex education in the opinions of parents in Russia and Spain, we note that the model of single-sex education has a positive effect on the personal development of the child, school performance, and attitude to the opposite sex.

It is necessary to increase the gender-related competence of the teacher. Of course, gender issues are included in the curriculum of universities. However, educators should pay attention to creating an educational environment free of gender stereotypes. The same-sex educational environment, in our opinion, contributes to the comprehensive development of boys and girls, which, in turn, will be the goal of further research to study the effectiveness of this model.

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10 RDC/Ses5

1. Teacher Collaboration and Enhanced Teaching and Learning: The Potential of Teacher Learning Communities at an Urban Second Level School

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Existing research has evidenced that there is a connection between the presence of Teacher Learning Communities (TLCs) in schools and teacher classroom effectiveness (Soini, T., Pyhalto, K. & Pietarinen, J., 2010). The latter researchers identified the presence of TLCs as pivotal for teachers' constructed experience of "teacher pedagogical well-being", which they connected to "the core processes of teachers' work, that is, carrying out and developing the teaching-learning process, including, for example, planning classroom activities, interacting with pupils, making evaluations, and choosing and developing instructional tools" (p. 737). In the Irish context, the Junior Cycle curriculum has introduced an era of change in teaching and learning practices in schools. Such efforts can be challenging and stressful. It "recognizes the importance of professional development and collaboration between teachers for informing their understanding of teaching, learning, and assessment and their practice in the classroom" (DES 2015, p.8). The belief is that teachers who engage in quality learning in TLCs can better support their students' learning. The proposed research project invites participants to explore the connection between effective classroom practices and the existence of teacher learning communities (TLCs) in schools. Related questions invite explorations as to what the optimum conditions in schools could be to nurture and develop TLCs. The research attempts to arrive at a contextually school-based informed understanding of the key characteristics associated with effective TLCs. The conduct of the research is largely qualitative, informed by

initial engagement with the related literature. Observations, field-notes and semi-structured interviews, together with on-going engagement with the literature, are important features of the research.

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2. Building a Research Infrastructure for School Teachers

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For teaching to be viewed as a profession, it can be argued (Lofthouse, 2016) that it needs to be research-led. To some extent, this is almost a rhetorical view, as why would we not wish teaching practices to be underpinned by research because, as Barber and Mourshed

state, “the quality of an education system cannot exceed the quality of its teachers” (2007:19). However, the reality of creating a research-informed teaching profession has to date proved problematic (Procter, 2015) and, in addition, teachers have not found agency in leading and directing education research agendas. Moreover, access to evidence-informed knowledge is not readily available for teachers, and there are few places for them to share research they have authored in accessible formats. To address these issues, BRIST (Building A Research Infrastructure for School Teachers), a three-year Erasmus+ KA2 research project, has been developed.

This paper presents the research findings from the scoping study which formed the first 18 months of the BRIST project. Specifically, we investigate the notion of translational research in the context of teacher professional development and answer the question “What do innovative and impactful translational research infrastructures look like for school teachers?” According to Wethington and Dunifon (2012), translational research can be described as a systematic approach to turning research knowledge into practical applications. To date, such research has most widely been associated with the field of science and particularly medicine, where it is seen “as research steps to take discoveries from the bench to the bedside and back again” (Fort, et al., 2017). Our paper presents five themes which have emerged as vital in educational translational research and plots these in a continuum specification (Tay & Jebb, 2018) containing continuum poles which together provide an attempt to support teachers, researchers, school leaders, policy-makers and a wide range of other stakeholders, as they reflect on the development of translational research practices within school education contexts.

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3. The Complex Conceptual Framework and New Research Possibilities of Teachers' Professional Development and Learning

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Previous research of teachers' continuous professional development (CPD) considers professional development, interpreted in the reciprocity of systematic, organizational and individual elements (Kelchtermans, 2017; Meijs et al., 2016; Sachs, 2015), as a prerequisite for the sustainable development of the educational system (Hargreaves et al., 2010). The internal structure of teachers' career paths from the point of view of continuous professional development has not yet been sufficiently explored (Luedekke, 2003; Rapos, 2016; Szemerszki, 2015), and in Hungary no comprehensive research, systematic data are available in this area. The objective of the MoTeL (Models of Teacher Learning) project is to explore the existing models of teachers' continuous professional development and to point out tensions arising from connecting this concept to student effectiveness. Our presentation summarizes the results of the first year of this 4-year project by presenting the new conceptual system of the research and the complex and dynamic theoretical framework based on it.

In the discourse of this topic the early interpretations of teachers' continuous professional development are linked to the concept of effectiveness, more specifically, to student effectiveness. New approaches, however, propound the expansion of the interpretation of student effectiveness, originally understood in terms of tests and areas linked to cognition, and highlight the personal and contextual dimensions of CPD research (Darling-Hammond & Richardson, 2009; Thurlings et al., 2017). This leads us to the starting point of our research,

which considers teachers as complex, personal 'systems', whose professional learning, even on the individual level, may only be understood in the complexity of personal factors influencing learning, thus amplifying the dimensions of 'personality' and learning.

Starting from the main objective of the research, our primary goal is to explore: 1) what are the existing models of continuous professional development and learning; 2) which individual, organizational and systematic factors support and obstruct the continuous professional development of teachers; and 3) what kind of complex and dynamic theoretical framework can be created to understand teachers' continuous professional development and learning, which could highlight its complexity and specificity based on research findings, while also becoming an integral part of exploring the organizational and system-level relations as well.

As part of our investigation a systematic literature review, focusing on theoretical and empirical research in the topic area, has been conducted, using seven relevant databases (Google Scholar, EBSCO, Web of Science, Unesco, PROQUEST, MATARKA, OPKM) following the Prisma checklist 2009 protocol. We have also analyzed the Hungarian legal-regulatory environment that determines teachers' continuous professional development and learning, and conducted a secondary analysis of existing and relevant databases in order to explore factors influencing CDP on the systematic, organizational and individual levels, including the issue of effectiveness.

Based on our findings, it is possible to identify different phases or paradigms of thinking about professional development. The results of our interpretations focusing on the notions of 'personality' and learning include: 1) A complex definition of CPD, according to which CPD is a) a result of a complex and dynamic system of interrelations of personal and contextual factors; b) has various reasons; c) often remains non-conscious and hidden in individual and social learning situations; d) has long-lasting and multidimensional effects; e) shows unique patterns; and f) can be interpreted in terms of the entire career path. 2) The creation of a system of instruments that makes the elements of the definition measurable. 3) The complex, yet individually interpretable definition of the connection between continuous professional development and learning and effectiveness. 4) The definition of the elements and effects of organizational and systematic environment, making the creation of a complex system possible. 5) An interpretation of continuous professional development and learning that is built on the connection between formal, non-formal and informal learning.

The results of our investigation lead to a better understanding of CPD and the main factors affecting it, while also offering practical insights for educational development, in-service as well as initial teacher training.

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13 RDC/Ses5

1. Responding to the New Challenges of Emergency Remote Teaching: Action Research and Professionalization in Pre-service Language Teacher Education

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Manuela WIPPERFÜRTH, University of Vienna, Austria

Because of the lockdowns caused by the Covid-19 pandemic, over the last three semesters student teachers at Master level had to cope with considerable challenges during field experiences and in connection with their action research projects. The university-based

course accompanying and scaffolding the student teachers' learning processes during their field experiences had to be adapted accordingly.

Action research in second language teacher education has proven itself as an effective tool to promote an inquiry-based and reflective approach to teacher learning and teaching practice. As an investigative activity it fosters a transformative approach to teacher education (Burns 2015; Farrell & Kennedy 2019; Reason & Bradbury 2013) and thus has the potential to strengthen the connection between campus-based courses and field experiences (Zeichner 2010).

Under the circumstances of continuous remote education (Hodges et al. 2020) substantial adaptations for the preparation of student teachers' action research projects had to be undertaken, and these are the focus of our presentation. These adaptations have been framed and designed to promote an appropriate approach to teacher education which addresses the growing needs for student teachers' digital competences on a professional level (Caena & Redecker 2019). In an empirical study these innovative adaptations have been investigated with regard to their potential of providing guidance and support for novice action researchers in a setting of remote education. The research questions are the following:

- 1) Which impact has the challenge of emergency remote teaching had on student teachers' choice and planning of their teaching interventions?
- 2) How did student teachers manage data collection under the conditions of distance communication?
- 3) Which adaptations of the set tasks for the university-based course were decisive for successful action research projects?

The student teachers' action research reports and reflections constitute the basis of our data, which are analyzed through the application of qualitative content analysis.

The results point to a successful adaptation of the university-based course for a remote setting of teacher education. Moreover, student teachers have not only been able to meet the challenges of carrying out remote teaching interventions, but they have also successfully finalized their action research projects and enhanced their digital competences.

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2. Professional Development of Language Teacher Educators in the Conditions of the Audit Culture in Poland

Agnieszka SZPLIT, Jan Kochanowski University of Kielce, Poland

One of the current problems of education is its excessive bureaucracy and the need to define measures to examine the effectiveness of teaching or academic development. In Poland, this is evidenced by commonly implemented procedures for measuring the quality of education and checking the implementation of intended activities. An important aspect of this tendency is also the “points-collecting approach” prevailing at Polish universities, stimulated by the rules ranking teacher educators on the basis of bureaucratically developed criteria and indicators. The author shows the trends prevailing in Poland and compares them to “audit society” or “audit culture”, the terms appearing in the European literature to describe similar trends (Power, 1999; Strathern, 2000).

The author also describes the experiences of teacher educators looking for the “golden mean” and their attempts to find balance between bureaucratic criteria for assessing their professional development, individual preferences and personal passion and vision of academic work.

The “audit culture” in Poland is contrasted with the language teacher educators often undertaking actions that do not correlate with the imposed professional development criteria. The author’s own qualitative research is also presented, which is based on interviews with 14 academic teachers specializing in language teacher education. The interviews were analyzed with the use of the quilting method (Saukko, 2000).

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3. The Impact of Distance Learning Strategies on the Teaching of Reading Skills

Hamza HAMZA, Arab Open University, Bahrain

COVID-19 has affected teachers and students and shifted physical learning environments to online learning. To stop the spread of the virus, most countries have closed their schools, institutions and universities. All countries have decided to continue education via electronic channels. This study aims to explore the impact of distance learning on the development of reading skills. The paper will shed light on some strategies for teaching reading skills virtually. One of the aims of this paper is to contribute to the improvement of English language teaching in Bahrain in general and the improvement of teaching reading skills in particular. Data were collected from 82 English language instructors and teachers who teach reading courses. SPSS has been used to analyze the collected data. Results have shown that teachers find it difficult to teach reading strategies virtually. The main recommendation of this study is to discuss new strategies to teach reading skills in this context.

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POSTERS

DAY 2: Friday, 10 September 2021
SESSION 4, 16:00 - 17:30, CEST

1. The Instrumentalization of Thinking: On the illusion of Reflexivity in Teacher Education

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Contemporary pedeutological research and analyses point out that one of the most important elements of teacher professionalism is reflexivity. According to Donald Schön's concept, a professional teacher is not a rational technocrat, but a "reflective practitioner" who, through deep reflection on action (the so-called "reflection-in-action" and "reflection-on-action") arrives at the understanding of specific situations and modifying behaviour. Teacher self-reflection is aimed at gaining autonomy, at not succumbing to uncritical traditions or established norms, at (self-)criticism (i.e., investigating sources, effects, and limitations), at not agreeing to follow "top-down orders". In this perspective, reflexivity is a priority element of teacher training, which is/should be regulated/reflected in the teacher education programme.

The aim of the presentation is to reflect on the category of reflexivity in the context of the professional development of teachers and teacher education. The research questions are as follows: Is reflexivity present in the standards of teacher education in Poland, and if so in what dimensions? How is reflexivity described in teacher education standards?

The adopted research perspective for collecting and interpreting empirical material is a critical discourse analysis. The subject of the analysis is the current teacher education programme: Regulation of the Ministry of Science and Higher Education of 25 July 2019 .

The results of the research and analysis indicate that the category of reflexivity is present in educational programmes only to a small extent. This is a consequence (result) of the technical-scientific, formalized approach to the construction of educational programmes in force in Poland, which focus on objectives and subject content. These programmes are oriented towards instrumentally understood objectives and the usefulness of knowledge and skills on the labor market.

A consequence of this is the lack of the broadly understood category of reflexivity as deep reflection on action (which characterizes programmes with an emancipatory-critical orientation). In the analyzed document, reflexivity is illusory and apparent in its nature, appears only to a limited extent, and is treated instrumentally.

The conclusions of the research can inspire a change in thinking about teacher education and professional development.

2. Next Practice – Holocaust Pedagogy for School and Teacher Education

Nicola KARCHER, Østfold University College, Norway

Ronald NOLET, Østfold University College, Norway

The new national curriculum in Norway, which became applicable in 2020, gives teachers more freedom than ever before in developing their own strategies on how to and what to teach. At the same time, teachers are expected to find more sophisticated answers to the question of how best to activate their students' learning processes. This has also changed the perception of teacher education, where not only the students' own learning but also how they can help their future students to learn better is at the centre of most didactic and pedagogical approaches. However, a lot of students and newly educated teachers find it difficult to develop meaningful teaching pedagogics on their own (Ferrer & Wetlesen, 2019).

The Holocaust is one of the very few recommended topics in the Norwegian curriculum that teachers are strongly advised to teach in social science and history. Nevertheless, teachers and students of teacher education will find very few concrete tools on how to integrate this topic into the classroom according to the new curriculum. Since the material available on the topic is plentiful and various, the teacher can easily get lost in the jungle of suggested instruments on how to teach the Holocaust (Kjøstvedt, 2019). It also seems that teachers are lacking a more complex reflection on how more self-initiated learning processes regarding Holocaust education can be realised in the classroom and what values they are based upon (Nolet, 2005; Rausepp & Zadora, 2019).

We therefore propose some approaches to teaching the Holocaust directed towards both teachers and teacher educators. In our poster, we will present principles of inclusive teaching and learning approaches, the so-called thinking skills (Bjørshol & Nolet, 2017). Furthermore, we will demonstrate how we can transform these thinking skills into next practice by giving practical assignments.

Thinking skills is an approach that is especially well-suited to multicultural classrooms and designed for taking into account diverse cultures. By demonstrating next practice in this field, our poster contributes to several subthemes of this conference. Since students have different experiences and different reflections, these assignments will give them a broader perspective and therefore a greater value for their own learning processes. In this way, students will be

able to train their multi-perspectivity the mastering of the ability to see an issue from multiple sides (Dypedal & Bøhn, 2017).

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3. Formal and Informal Support within Teacher Induction - A Latent Profile Analysis

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Entrance into the teaching profession is challenging for novices (Tynjälä & Heikkinen, 2011). Due to the risk of 'reality shock' and high attrition rates (Organisation for Economic Cooperation and Development [OECD], 2005), researchers have urged policy makers to implement supportive structures into their teacher education curricula (e.g., Callahan, 2016; Prilleltensky et al., 2016).

While multiple countries worldwide feature effective induction policies (Howe, 2006), there is still only limited evidence on how to harness the full potential of formally arranged mentoring interactions (Hobson et al., 2009) and induction classes (Decker et al., 2015). In addition, little is yet known regarding the role of informal forms of support during teacher education, such as helpful interactions with colleagues (Desimone et al., 2014) or peers (Richter et al., 2011). To what extent do these formal and informal learning opportunities support beginning teachers' professional development and well-being? And is their interplay of a complementing or compensating nature?

In this exploratory study, the authors intend to provide a first insight into the interrelation of both formal and informal forms of support in a sample of German beginning teachers undergoing post-university practical training. By means of latent profile analysis (LPA), we determine distinct support profiles based on novices' self-reports on mentoring interaction quality, induction class quality, peer support, and collegial advice. Subsequently, mean differences across the derived subgroups regarding teacher candidates' professional knowledge, motivation, and well-being are examined. The first LPA findings indicate high- and low-, as well as qualitatively distinct mixed-scorer profiles with regards to formal and informal support ratings. Moreover, preliminary mean comparisons indicate significant differences between the identified subgroups with respect to well-being-related outcomes. Future directions and implications for teacher education practice are also discussed.

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4. The Influence of an Inclusive Education Course on Attitude Change of Pre-service Pre-primary Education Teacher

Mariana CABANOVÁ, Matej Bel University, Slovakia

Marián Trnka, Matej Bel University, Slovakia

Inclusive education is a global agenda, which in general means the full incorporation of children with various abilities in all aspects of schooling. Teachers have been seen as key persons to implement such educational change. The trend towards inclusive education and the education of pupils with special educational needs also puts increased demands on the teacher training. The research conducted so far proves that the appropriate actions and responses of teachers require far more than just plain knowledge. Some authors highlight teachers' attitudes as a crucial component for a successful integration of pupils with special educational needs into the teaching classes. In a theoretical study, the authoress focuses on research aimed at the attitudes of student teachers towards inclusive education. She emphasizes the importance of developing pro-inclusive attitudes among student teachers even before they enter the profession. Diversity is seen both as a value and a challenge, which involves a broad range of risk factors for exclusion. However, respecting diversity and differences in abilities and experience, while ensuring participation and providing a high quality education for all children and young people, remains a challenge. Can we change students' attitudes towards the education of children with disabilities in mainstream schools? We also tried to find out whether there is a real development of pro-inclusive attitudes by administering research tools for measuring the attitudes of student teachers towards inclusive education. For this purpose, we used The Sentiments, Attitude and Concerns (SACIE-R) questionnaire (Forlin, Earle, Loreman & Sharma, 2011) and scale. SACIE-R is a tool that has undergone several standardizations and adjustments. Its authors (pp.59) state that "the SACIE-R scale provides the potential to assess changes in perceptions during pre-service training to enable teacher

educators to identify whether their courses are providing an appropriate means of improving attitudes and sentiments towards inclusion and lessening their concern.” The main purpose of this paper is to examine the adequacy of an inclusive education module on the attitude change of pre-service teachers. Data were gathered and analyzed using SPSS. The collected data has confirmed the findings of several other researches (Tait & Purdie, 2000, Stella, Forlin & Lan, 2007,) that adding a study subject dedicated to inclusive education, as well as special education, may not always positively affect students’ attitudes towards inclusive education itself. The study is the result of a research project within the VEGA project No. 1/0732/19 titled Teachers’ Attitudes to Diversity in Relation to the Selected Characteristics of Teachers.

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5. Pre-service Teacher Attitudes to Inclusive Education - Concern about Teacher Workload

Mariana CABANOVÁ, Matej Bel University, Slovakia

Marián TRNKA, Matej Bel University, Slovakia

In 2012, The European Agency for Special Needs and Inclusive Education (EASNIE) published the Profile of Inclusive Teachers study. The literature offers references to many tools aimed at sensing teachers’ attitudes towards inclusive education (e.g., Wilcensky, 1995, Forlin et al, 2011, Monsen et al, 2015, Saloviita, 2015 and others). The research sample consists of 110 pre-service teachers in pre-school and primary education. The TAIS questionnaire (Saloviita, 2015) was used as a research tool. Students do not reject inclusion as a value. They are afraid of an increased workload if they also educate students with special educational needs in the classroom.

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6. Three Arguments for a Profession-specific Oracy Approach in Teacher Education: What Determines How Teachers Support Oracy?

Charlotte FOLKMANN REUSCH,
Aarhus University /Copenhagen University College, Denmark

Students need a well-developed professional language to be able to participate in professional conversations in school and outside school. Oracy is a key term that can describe these competencies. It refers to “the development of young people’s skills in using their first language, or the official/educational language of their country, to communicate across a range of social settings” (Mercer, Warwick & Ahmed, 2016). Hence, oracy might be described as being parallel to literacy. However, oracy, in contrast to literacy, is not necessarily a strong focus in teacher education. Therefore, this study investigates the status of oracy in three Danish grade 6 classrooms, the expectations of future Danish science teachers, and the framework that determines Danish classroom activities and teacher education activities. The study aims to contribute to future teacher education and suggest contents for a course on profession-specific oracy approaches.

The study is a qualitative mixed-methods one, containing a case study in three classrooms led by experienced science teachers, an online interview with pre-service science teachers, and an analysis of policy documents such as curricula and frameworks that determine teaching in integrated lower and secondary school and teacher education. The ways in which teacher education prepares and supports teachers to act professionally for an oracy-oriented classroom is of special interest to the study. All three sub-studies are seen through the lens of spatial theory, acknowledging the importance of viewing and reviewing classroom-settings as special settings that influence teachers’ and students’ actions.

The language of science, and how teachers can support it, is widely documented in classroom studies (Lemke, 1990, Kress et al, 2001/2014, Mitchell, 2010, Scott, 1998). However, oracy, and how to support it, is important to all school subjects (Aksnes, 2016).

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7. A Garden Party

Josh SKJOLD, University of Warsaw, Poland

This action research project explored two areas of learning: (1) How sensory experience can stimulate creative writing in terms of literary techniques, and (2) How might an experience in the natural ecosystem reveal attitudes towards the environment? Participant groups were 9th grade English classes (42 students), English language arts teachers and an English as an additional language facilitator at the American School of Warsaw (Poland).

Creative writing activities were coupled with tasks in the community garden for the development of language attached to each task. The writing was then extended through classroom work. Ecolinguistic analysis was made through a three-step approach by analyzing the language produced in terms of natural ecological elements, then looking at it through the lens of sustainable attitudes, and finally what these narratives may tell us about the attitudes or changing attitudes of the participants (Stibbe, 2015).

It was found that the experience in the garden led to a meaningful and creative development of imagery, similes and metaphors which contained natural ecological elements as a carryover from the activities. Through ethnographic data collection (questionnaire and video) it was shown that this work had an impact on the attitudes of the learners towards the environment and revealed deeper connections to their natural ecology.

Research questions:

- 1) How can we get students to genuinely and creatively describe events and experiences in their stories?
- 2) What would be an engaging practice beyond exposing learners to effective description and figurative phrasing and re-writing for their purposes?
- 3) How might the natural environment be integrated into the curriculum to bring learners closer to the ecology?
- 4) What might be revealed, through critical discourse analysis, about a learner's connection to the natural environment?
- 5) How might an experience of writing about engaging in the community composter/garden impact attitudes towards the natural environment?

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8. Undergraduates' acquisition of Skills for Forming an Electronic Professional Portfolio when Studying a Discipline with a Digital Educational Resource



Rashida GABDRAKHMANOVA, Kazan Federal University, Russia

We are seeing the transformation of the education system. With the transition of the system towards the "digital", the technologies that are used in the education system change. These help build competencies, and are mostly practice-oriented. The education system uses an educational technology: the portfolio (later there was an electronic portfolio). Researchers have identified important portfolio functions: Knysh I. A., and Pastukhova I. P. (2008) consider the portfolio as a means of control. For Novikova T.G., Pinskaya M.A., and Prutchenkov A.S. (2004), Berns, T. (2004), Van der Schaaf, M. F., Stokking, K., & Verloop, N., (2008a); Blackley, S., Bennett, D., Sheffield, R., (2017), and Hopper, T., Fu, H., Sanford, K., and Monk, D. (2018) it is a means of monitoring each educational process. In recent years, scholars have pointed to the improvement of digital educational resources (Schneider O. A., 2018; Tsai M.-C., Tsai C.-W., 2018). The purpose of our work is to study the possibilities of a digital educational resource for the discipline, in the context of forming the skills for creating an electronic professional portfolio for undergraduates. This skill is needed by a novice specialist in any industry. As in other higher education institutions (Zolkin D.V. and Lomonosova N.V., 2018),

we have introduced digital educational resources in the curricula of Master's-level studies. We used the following research methods: analysis (a digital educational resource located on the Moodle site allows us to make a detailed analysis of the work of each student with the DER (Digital Educational Resource) and the group as a whole), conversation, questionnaire, etc. As a result of the analysis of the electronic portfolios of undergraduates, conversations and questionnaires, we found that most students had formed skills for creating an electronic professional portfolio, since they took materials from the DER (Digital Educational Resource) and identified them in a special section of their electronic portfolio, in order to apply them in practice. This digital educational resource for the discipline contributes to the acquisition of undergraduates' skills for forming an electronic professional portfolio.

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SYMPOSIA

DAY 2: Friday, 10 September 2021
SYMPOSIUM SESSION 1, 17:45 - 19:45, CEST

SYM 1/Ses1

Action Research During the Covid-19 Pandemic: Teacher Empowerment and Student Learning

Chair: Alina SLAPAC

Proposal information and scientific significance:

We are presenting four papers, connected through the use of action research methodology during the pandemic. Teachers, parents, and school administrators were caught off-guard and were unprepared for the immediate transitions required during the 2020 COVID-19 pandemic (Duncan, 2020). Challenges included a lack of resources such as professional development, technology, connectivity, and “digital skills training” for the families and educators working to ensure the provision of engaging online learning opportunities for all (Duncan, 2020, p. A11). Our findings show the scientific significance of the growth of the participants in teaching and self-reflection while dealing with the pandemic.

Theoretical framework/s:

All studies used action research as reflective practice and the action research cycle of observe, reflect, act, and evaluate (Hendricks, 2017; Herr & Anderson, 2014). . In addition, Study #1 focused on online teaching (Hakim et al., 2020). Study #2 used Marzano et al. (2011) for research on engagement. Study #3 used global competence as its framework; Study #4 used teacher action research in graduate classes (Slapac & Navarro, 2011).

Research questions/Purpose:

The first study #1 was conducted in Romania, and focused on the challenges of online teaching faced by six English teachers in a state school in the context of the COVID-19 pandemic. The other three studies were conducted in the US, one (#2) in a middle school, and the other two (#3 & #4) in a teacher education program at a Midwestern university. The purpose of Study #2 was to examine teachers’ responsiveness to targeted engagement interventions in their instructional practices in an urban middle school during virtual learning. The focus in Study #3 was to investigate the impact of infusing global learning in an online education methods course. Study #4 focused on three online sections of a Capstone graduate course on teacher action research in an M.Ed. program, 41 graduate students’ daily challenges as educators

during the COVID-19 pandemic, how they overcame those challenges, and what they learned from the experience as teacher action researchers.

Methods: Three studies used qualitative data to answer their research questions. Study #1: included the six authors' personal reflections (which draw on personal experience of online and hybrid teaching), informal conversations held during the school breaks, face-to-face and online discussions at department meetings and email correspondence. Study #2: Data collected from six teachers contained observational field notes, coaching plans, frequency charts, coaching questions, professional development constructs, surveys, artifacts and interviews with teachers. Study #3 Data sources included products of learning and reflections from 24 master's students. Study #4: The authors collected qualitative study artifacts, such as action research papers, and Zoom, VoiceThread and Discussion Board comments.

Contribution and Findings: Study #1: Findings showed that online teaching can provide a quality education during the pandemic if blending creatively solid pedagogy and new technology through reflective practice. Study #2: Findings showed: 1) positive responsiveness to teachers' engagement interventions 2) increase in teachers' perceptions about instructional feedback 3) coaching surfaced as the most impactful intervention, and 4) engagement practices relevant to the socio-emotional and behavioral domain were least responsive to change. Study #3: Findings include five themes (multilingual communication, current event awareness, content-aligned integration, utilizing students' identities, and practicing local-global inquiry) that describe the prerequisites, barriers, challenges, and successes as teachers develop global competence and implement globally competent teaching in their K-12 classrooms. Study #4: Findings showed that practicing action research within community and collaboration allowed participants to examine and address their own stress, resilience, and strength while teaching during the pandemic.

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SYM 2/Ses1

Power Relations in Initial Teacher Education: An International Perspective – part 1.

Chair: Hanneke JONES, Monique LEIJGRAAF

Introduction

For several years, the ATEE's RDC Education for Social Justice, Equity and Diversity has been working on the topic of power and power relations in Initial Teacher Education from different angles. In 2017 and 2019, the RDC organized joint workshops on this issue during the Annual Conference, in which members presented their individual research within the topic. This year, following the design of a collaborative research project in 2019, the participating RDC members will share data that they have collected in their various international contexts within this project.

Theoretical Framework

Unequal power relations exist in society and between all participants in the educational process. These power relations are often based on membership of social groups and supported by societal structures. Therefore, institutions for teacher education cannot be considered to be "neutral grounds but contested sites where power struggles are played out" (Cochran-Smith, 2004, p. 18).

Research Question

The RDC's joint research project has a descriptive character: we'd like to portray the way teacher educators, student teachers and other professionals involved in Initial Teacher Education in various international contexts think about power relations in teacher education at the micro level, the meso level and the macro level. The research question is:

What are the views of teacher educators, student teachers and other professionals involved in initial teacher education about power relations in teacher education at the micro level, the meso level and the macro level?

Methods

To answer this question, various members of the RDC have interviewed teacher educators, student teachers and other professionals involved in initial teacher education (like school-base mentors/ tutors). The interviews took place according to interview guidelines developed by the RDC.

The guidelines for this research project suggested that the researchers would carry out an initial analysis of the collected interview data, and arrive at three key themes, to be presented and discussed at this ATEE annual conference. During this second symposium, researchers from Norway, Japan and the Netherlands will present and put up for discussion three of the themes that emerged from their first analysis.

In a prior symposium (part 1 – see separate description), researchers from North Cyprus, Hungary and the UK presented and put up for discussion three of the themes that emerged from their first analysis. The two symposia can be followed separately from each other.

Contribution and findings

Besides sharing the presented findings from the various countries, both symposia will contribute to a more international perspective on power relations in Initial Teacher Education, and allow for the next steps of this research project to be agreed.

References

Cochran-Smith, M. (2004). *Walking the Road. Race, Diversity and Social Justice in Teacher Education*. New York and London: Teachers College Press.

DAY 3: Saturday, 11 September 2021
SYMPOSIUM SESSION 1, 10:00 - 12:00, CEST

SYM 1/Ses2

**(Re)imaging Teacher Education to Enable the Development of Innovative Teachers:
International Perspectives and Insights**

Chair: Kay LIVINGSTON

Finding innovative approaches for learning and teaching has never been more important as new ways of learning, working and living are required. For example, challenges such as increased use of technology for learning and teaching, climate change, diverse learners, inequalities in learning outcomes and engaging with wider communities all mean teachers are working in continually changing contexts. A report published by the European Commission (2018, p.12) said, "...education systems must become more flexible and dynamic, employing innovative approaches to learning and teaching ...". Educational innovation in classrooms relies on the teachers who shape it. However, the concept of innovation in education remains blurred and elusive in practice (European Commission, 2018). The aim of this symposium is to provide a deeper understanding of the characteristics of innovative teachers for the transformation of learning and teaching and the conditions needed in school to support innovative teaching.

The symposium will be presented by members of ATEE's RDC Professional Development of Teachers from 8 countries. They engaged in a 3-year research project. In 4 connecting presentations the findings and international insights will be shared: 1) Introduction to the Innovative Teacher Research Study, discussing the rationale, key concepts and the policy and practice context; 2) Characteristics of innovative teachers, drawing on case studies of teachers identified as innovative in their communities; 3) Conditions to support innovative teachers in terms of ecology and sustainable structures; 4) Transformative professional development, to develop and support innovative teachers and innovative teaching.

An exploratory research approach was taken. Members of the RDC gathered qualitative data through semi-structured interviews with teachers, school leaders and teacher educators in their own country to draw on authentic voices. An interview guide was used to ensure consistency in data gathering to address two main questions: What are the characteristics of an innovative teacher? What conditions are needed in the school to support the professional development of innovative teachers? The interview outcomes were analyzed independently by a cross-country group of the RDC members, utilizing an interpretive research paradigm. The theoretical framing drew on Opfer and Pedder (2011)'s view that teacher learning should be

conceptualized as a complex nested system in which systems and subsystems associated with teacher learning are interdependent and reciprocally influential. Drawing on this, we focus on the inter-relationship of individual characteristics of innovative teachers and the conditions in schools supporting them.

Sharing our findings, we hope to contribute to a better understanding of the characteristics of innovative teachers and how school leaders and other key stakeholders can support the professional development of innovative teachers. These findings have been written up in a book entitled *Characteristics and Conditions for Innovative Teachers: International Insights* to be published in an ATEE Book Series by Routledge Taylor Francis in 2022.

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SYM 2/Ses2

Power Relations in Initial Teacher Education: An International Perspective – part 2.

Chair: Monique LEIJGRAAF, Hanneke JONES

Introduction

For several years, the ATEE's RDC Education for Social Justice, Equity and Diversity has been working on the topic of power and power relations in Initial Teacher Education from different angles. In 2017 and 2019, the RDC organized joint workshops on this issue during the Annual Conference, in which members presented their individual research within the topic. This year, following the design of a collaborative research project in 2019, the participating RDC members will share data that they have collected in their various international contexts within this project.

Theoretical Framework

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Research Question

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