# ATEE ANNUAL CONFERENCE 2023

## 'TEACHER EDUCATION ON THE MOVE'

## BOOK OF ABSTRACTS

27-30 August 2023

Eötvös Loránd University, Budapest, 1075 Kazinczy utca 23-27.

## EDITORS

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Luca Alexa ERDEI, Anna Orsolya PONGOR-JUHÁSZ

## CHAIR

Erika KOPP

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# SESSION 1 - SECTION 1
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### ACTORS IN TEACHER EDUCATION

**28 August, 2023**
**15.30-17.00**
**Room: 302**

**Chair**: Leah SHAGRIR
Levinsky College of Education, Israel
leas@levinsky.ac.il

Hilde FJELD - Lin Elisabeth SANDHAUG RAMBERG - Eva MARTINSEN DYRNES - Karl Arne KORSEBERG

Hybrid Positions in Teacher Education

Mairead HOLDEN - Patricia BURKE - Avril EGAN - Ronan GUBBINS - Ruth THOMAS - Emma GALLAGHER

From classroom to campus (and back again): Our unfolding professional identity journeys as teacher educators

Ferenc POZSONYI

An insight into primary school teacher candidates' psychological wellbeing and its effect on their career socialization – the results of a qualitative desk research

Anja SWENNEN - Ursula STICKLER - Martina EMKE

Recognizing George: Understanding peer-to-peer professional development in online language teaching

Bernadette WRYNN - Pettra VAN BEVEREN - John MYNOTT - Gerry CZERNIAWSKI - Paula BATISTA

The Teacher Educator Living Library (TELL) project

**Hybrid Positions in Teacher Education**

Hilde FJELD - Lin Elisabeth SANDHAUG RAMBERG - Eva MARTINSEN
DYRNES - Karl Arne KORSEBERG

Ostfold University College

The topic of this study is the concept 'hybrid teachers' in teacher education.

It is a well-known challenge outlined by researchers, that theoretical knowledge
seems to have predominance over practice-based knowledge in teacher education
(Risan, 2020). Researchers have emphasised the need for teacher education
programmes to make better use of the knowledge and expertise that exist in
schools (Cochran-Smith et al., 2020; Zeichner, 2010). Lærerutdanning 2025 (a
national strategy for teacher education) points at the use of combined or hybrid
positions between the practice field and HE as a means to enhance coherence in
teacher education (Ministry of Education, 2017). Another purpose is to close the
gap between teacher education in the field of practice and on campus. Several
institutions with teacher education programmes have tried out different models
with hybrid educators. In this case study, we examine a model in which hybrid
teachers participate actively in defining their role and function in teacher
education, together with educators for HE. We ask:

How are hybrid positions exploited in teacher education, and how can this
contribute to a comprehensive education?

The study has an empirical design based on focus group interviews with 'hybrid
teachers' and teacher educators in a higher education institution. Our findings
will be analysed and discussed with the use of the concepts of boundary work
(Akkerman & Bakker, 2011; Jensen, 2020)

Our preliminary findings indicate that the hybrid teachers have taken part in many
activities, such as the reception of new student teachers, mentoring, discussing
teaching methods and evaluation of the master's thesis.

In general, we find that there is great potential in these positions, for example as
a possible career path for teachers in schools. Furthermore, it helps to enhance
the authenticity of teacher education. They help to create a common language for

teacher educators on campus and in practice, in addition to creating a greater understanding of each other's roles.

The findings also show that there are differences in how the positions are used in HE, and we see a potential improvement in organising more frequent encounters between hybrid teachers and students.

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# From classroom to campus (and back again): Our unfolding professional identity journeys as teacher educators

Mairead HOLDEN - Patricia BURKE - Avril EGAN - Ronan GUBBINS - Ruth THOMAS - Emma GALLAGHER

Dublin City University

**KEYWORDS:** *Teacher educator identities, collaborative self-study*

The complexity of the shifting identity, role and work in transitioning from classroom teacher to university-based teacher educator has been well acknowledged in literature (e.g. Day, 1995; European Commission,2013; Murray & Male, 2005; Smith & Flores, 2019; Snoek et al., 2011; White, 2019). Recent studies (e.g. Kaasila et al., 2023; Richter et al., 2021; Smith & Flores, 2019) have underlined the significance of teacher educator identity and agency work to support teachers' transition to 'second-order practitioners' (Murray, 2002) where they are required to 'induct their students into the practices and discourses of both school teaching and teacher education'(Murray & Male, 2005, p.126), with reflective dialogue playing a central role in this (Kaasila et al., 2023). This paper presents emerging insights from a collaborative self-study of a group of six Teacher Fellows (TFs), who departed their classrooms on a temporary basis to serve as teacher educators within an Irish university. In this, the TFs were tasked with bringing their experiences of practice to bear in supporting the learning of student teachers in the Initial Teacher Education (ITE) context. Drawing on Mezirow's (2000) concept of disorienting dilemmas, the authors critically reflect on their recent professional experiences and their unfolding identity journey as TFs, and share how they engaged in reflexive action to respond to and support the needs of those with whom they worked. Throughout their interactions with students as learners, academic colleagues, and each other as critical friends and peers, data were generated through reflective diary entries, which were documented systematically (Vanassche & Keltchermans, 2016) and analysed using a grounded theory approach (Strauss & Corbin, 2008). Utilising the lens of professional agency (Eteläpelto et al.,2015), the paper shares how the six TFs developed new practices, leading to new insights and ways of working for themselves and others. The authors share how their experiences as teacher educators shaped their professional identities, impacted their sense of agency and ultimately influenced their professional journeys in a variety of ways. The authors

propose that their experiences offer useful qualitative insights which can potentially enhance future policy pertaining to the role of classroom teachers as teacher educators.

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# An insight into primary school teacher candidates' psychological wellbeing and its effect on their career socialization – the results of a qualitative desk research

Ferenc POZSONYI

The establishment of high-quality education is a hot issue in European and Hungarian settings. Teachers have a crucial role in this endeavour; however, the shortage of labour, and the problem of recrutation, selection and retention in teacher training are still the challenges to be solved (European Commission, 2021). Our research focuses on the role of primary school teacher candidates' psychological wellbeing and applies the preventive and supportive approach of the positive psychology (Seligman, 2002). Since many international teacher wellbeing researches neglect including pedagogical reality (Hascher & Waber, 2021), moreover, wellbeing researches in the Hungarian higher education context are random, our intention is to explore the nature of teacher candidates' psychological wellbeing with the help of mapping the affective dimension of teacher candidates' thinking. One previous qualitative research into this target group had signalled the peculiar role of the ten-week-long teaching practice of the teacher training (Pozsonyi, 2022) thus a follow-up investigation was conducted involving (1) the factors of candidates' psychological wellbeing, (2) candidate versus mentor relationship, and its role, and (3) teacher candidates' thinking about their career socialization. The necessity for a moderate-sized sample, and the personal nature of the topic requiring qualitative research approach opted for the usage of desk researching. Nineteen final-year full-time primary teacher candidates' documents were collected from the spring term of 2021/2022 at a teacher training university of Budapest. Originally, these works had been assigned for the Reflective Seminar designed for supporting candidates' teaching practice. Two documents per student, altogether 38 documents aggregated the corpus: (1) weekly logs of candidates' positive and negative experiences; (2) self-reflective essays prompted by 46 questions mostly concerning the change of candidates' thinking on career socialization, the daily issues of pedagogical practice (e.g., preparation for classes, motivating pupils, extracurricular activities), and the description of the relationship with the mentor

teachers. In order to proceed inductive and deductive content analysis on the corpus, Atlas.tiTM version 9 qualitative data analysis software was used exclusively. Results suggest that teacher candidates' psychological wellbeing experienced during teaching practice is rather complex and individual; however, a tendency implies that a fruitful relationship with the mentor teacher could have a positive influence on in-practice wellbeing and ongoing career socialization. Although these results are specific only for one institution, they could contribute to any intervention by university decision-makers, furthermore, mentor teachers could promote candidates' wellbeing more consciously.

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## Recognizing George: Understanding peer-to-peer professional development in online language teaching

Anja SWENNEN - Ursula STICKLER - Martina EMKE

Vrije Universiteit Amsterdam

Enforced online language teaching during the COVID-19 pandemic has brought to light gaps in the training and development of language teachers. Teachers had to rapidly develop the technical skills and abilities to find, select and employ suitable tools, but they also had to find pedagogical ways to engage learners during asynchronous and synchronous online teaching events. On top of that, they had to gain insight into the changed ways of making meaning online, understood, practised and confidently employed during online (language) teaching (Kidd & Murray, 2020).

During this time, a variety of formal and organised training and resources were offered to teachers to support them in coping with the changes (Avidov-Ungar et al. 2023). In addition to this, informal support was offered spontaneously and voluntarily by some teachers in different ways and formats. This support can be characterized as peer-to-peer professional development.

Based on a cyclical qualitative research of how language teachers position themselves with regard to Information and Communication Technology (ICT) (technology use in the classroom / online versus offline teaching), the ICT-REV project at the European Centre for Modern Languages (ECML) designed six vignettes of language teachers in the decade before COVID-19 (Stickler & Emke, 2015). One of these vignettes is "George", a technology enthusiast who is also sound in language teaching pedagogy and methodology, and is willing to share his expertise with colleagues. Over the years of conducting workshops with the ECML (Beaven et al., 2010; Stickler et al., 2020) we found more and more "Georges" in their teacher development workshops. However, other non-institutional networks and support strategies, from Twitter networks to tech-wise sons and daughters were also observed. All these informal support mechanisms have made online language teaching during the pandemic possible and successful. Post-pandemic, many of these volunteers find that – still or yet

again - their work is going unrecognised and unappreciated. To remedy this situation, we propose an interactive event to (a) describe the "labour of love and sharing" undertaken by volunteer language technology trainers and educators; (b) find a common terminology to talk about informal, non-organised, voluntary, peer-to-peer training in ICT; (c) start thinking about how we can ensure recognition for this invaluable but often invisible work; (d) start thinking about research about a, b and c that recognises both the importance of informal peer-to-peer professional development and the educators in the broadest sense of the word that are involved in it.

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**The Teacher Educator Living Library (TELL) project**

Bernadette WRYNN - Pettra VAN BEVEREN - John MYNOTT - Gerry CZERNIAWSKI - Paula BATISTA

Maynooth University

**KEYWORDS:** Teacher educator roles, identities, pathways.

"The Teacher Educator Living Library (TELL) project is a series of podcasts aimed at exploring the diversity of teacher educators' journeys into teacher education. These podcasts reflect differing experiences of teacher educators from 5 European countries sharing 40 stories from England, Ireland, Portugal Scotland and The Netherlands. Theoretical framework: This study is primarily rooted in grounded theory (Glaser and Strauss 1967) and situational analysis (Clarke et al., 2018). Stories reveal a range of themes resonating in the role and identity of teacher educators across contexts. Through examination of data, the varied pathways and professional identities (Swennen and Volman, 2019) and roles (Dengerink et al., 2015) of teacher educators will be discussed. Significance: This research will provide insight into the nature of teacher educator professional roles, identities and career trajectories, informed by various factors across contexts. The rich experiences of teacher educators, within a variety of education settings, will offer a greater understanding of the complexities (Barrow and Xu, 2022) and challenges that exist in the profession. The research question/ problem: Key moments for teacher educators will be highlighted for this session. We intend to explore key research questions outlined below: What can we learn about the professional identity development of teacher educators through listening to their stories? How does the context (geographical/ institutional and sectoral) and specialist subjects of a teacher educator impact on their teacher education story? How does a teacher educator's perception of their position on the practice – academic continuum impact their story? Research method: The data collection method for this qualitative study is a simple semi-structured podcast-based interview consisting of four questions. Thematic analysis will be applied post data collection. Questions for TELL interview: Tell me about your role in Teacher Education. How do you see yourself as a Teacher Educator? Tell me about a key/

critical moment in your Teacher Education career/ life? What challenges do you experience within your teacher education role/ career? What do you hope the future holds for you as a teacher educator? Findings/Recommendations: The messiness of teacher education pathways to progression is an overarching finding. Policy decisions, the use of secondments and a lack of clarity of roles in this field contribute to this messiness. The serendipitous (Morrisey, 2014) progression of teacher educators is evident and these intentional and unintentional paths to progression are revealed. Expectations from the system are vague, demands are challenging and adaptation to a research culture are all significant insights. "

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# SESSION 1 - SECTION 2

## TOPIC:

## PUBLIC EDUCATION AND TEACHER EDUCATION

**Chair**: Gábor HALÁSZ

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Patricia BURKE

The challenges religious diversity poses for teachers in Ireland

Élise Anne Hélène CANTIRAN - Kristóf LAKATOS - Dávid LAKATOS - Gabriella VARGA - Éva KERTÉSZ

Health Education in The Concept of Self-Determination Theory – A Survey of 444 Schools in Hungary

Magdolna CHRAPPÁN

The role interpretation of mentors in the triadic relationship

Reidun HOFF-JENSSEN

Facilitating the development of social competence

**The challenges religious diversity poses for teachers in Ireland**

Patricia BURKE

The increase in migration between countries has resulted in an increase in the diversity of cultures and religions across the world. This is particularly true of Ireland, a country with a strong Christian culture but with a changing demographic. The amount of people identifying as Roman Catholic in Ireland is at the lowest point in Irish history (CSO, 2016) and the amount of people belonging to no faith is increasing (6% in 2011 to 10% in 2016). Irrespective of the clear diversity of worldviews in the country, most schools in Ireland are under the patronage of the Catholic Church. This means that although the school is funded by the state, the Catholic Church owns the school and is in charge of the day to day running of the school. While Educate Together and Community National Schools have been set up as multi-denominational schools to address the need for diversity of choice in Ireland, Christo-normativity is evident in society (Rougier & Honohan, 2015). This paper presents an overview of the systematic literature review and proposed methodology to contextualise and establish the difficulties religious diversity presents to teachers in multi-denominational schools in Ireland as they strive to be inclusive of all. It is proposed that this insight will enhance policy both in Ireland and abroad. While the research is emphatic that religious diversity present a challenge to schools (Faas et al., 2019; Johannessen & Skeie, 2019; Nogueira-Godsey, 2016; O'Flaherty et al., 2018), the challenges identified by Irish teachers themselves have not been documented. A qualitative approach in the form of a case study has been decided as the best option. Qualitative approach is best used for research where little is known about the problem and where the researcher must explore and discover more about the phenomena (Ataro, 2020). The participants will be three primary school teachers working in different ET schools in Dublin. A multiple case study will be used in order to provide a better answer to the research question (Heale & Twycross, 2018) and to enhance the reliability and accuracy of findings (Noor, 2008). This presentation will walk the audience through the systematic literature review undertaken as part of a Masters study and the proposed methodology for research to be carried out in June-September 2023.

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# Health Education in The Concept of Self-Determination Theory – A Survey of 444 Schools in Hungary

Élise Anne Hélène CANTIRAN - Kristóf LAKATOS - Dávid LAKATOS - Gabriella VARGA - Éva KERTÉSZ

Department of French Language and Literature, Eötvös Loránd University, Budapest, Hungary

According to the Self-determination Theory, relatedness is one of the key factors for well-being and establishing an intrinsic motivation towards something within an individual (Deci, 1971; Ryan & Deci, 2017). We argued this also works in the case of heatlh education. We used a questionnaire with 18 „yes or no" and open ended questions with google questionnaire about the situation of health education. As the results of questioning of the headmasters of 444 schools (379 primary schools and 65 secondary schools) in Hungary, 265 (59,7%) reported that they need more information about health education and 83 (18,7%) reported „i do not know" (that they need or not)- thus the project of developing the health education is relevant. Our research aim was to survey the general perceptions of the headmasters of the health education. From the 444 schools, only 179 have aims openly achievable concerning health education on their websites, 265 have no information about this subject at all. From 379 primary schools, only 145, from the 65 secondary schools only 34 have information about the aims of health education on their websites. 73 schools (16.4%) has appointed one teacher to promote health education, 112 schools (25.2%) have work groups about it and 259 schools (58.3%) have appointed no person or working group to promote health education in the institutions. 257 schools (57.9%) initiate the student unions into the strategy of health education, 187 (42.1%) do not discuss these matters with the student unions. Those schools, 1., who support relation between their institution and the community of the educational institutions (having a website of the subject) 2., and those who actively collaborate the students' unions percept their level of health education better than those who does not have information on their website about health education X2(2, N=444)=23.39, p<.01, and those who does not collaborate with the student unions X2(2, N=444)=41.83, p<.01. In this case, supporting relatedness is argued to be a factor of the

perception of the headmasters towards the level of health education. As the hyphothesises are supported, the authors suggest basically three methods of promoting the health education. From these three, one of them is adviced to be followed (which fits best into the institution's profile): 1., support relations with student unions (once per week); 2., focus on the three most problematic reported fields of health (personal hygiene, internet addiction and methal abusement, bullying- educational sessions once per week); 3., make the students collaboratively develop a website about health education once per week. Supporting data collection by independent institutions is also suggested since this survey showed relatively important results. Results showed that more than 50 % of the 444 schools from all of the 19 counties in Hungary has no strategy of promoting health education at all.

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# The role interpretation of mentors in the triadic relationship

Magdolna CHRAPPÁN

University of Debrecen Institute of Educational Studies and Cultural Management

For student teachers, mentoring during practical training is the main support and motivates them to enter the profession (Williams, 2013, Landau Wright et al., 2015). That is why it is important to know how the triadic relationship between the school mentor, the teacher candidate and the university works (Stewart & Jansky, 2021, Lillejord & Borte, 2016; Chu, 2019). The aim of our heuristic research is to explore the interactions between mentors, students and university actors, the most important elements of the mentoring process and the influence of the school's organizational context. During our research (2021-2022), we asked student teachers and mentors working in teacher training in Hungary. Research was carried out with mixed methods (Creswell, 2015), qualitative (interviews) and quantitative (self-developed questionnaire with 280 mentors and 350 students). In our presentation, we show just one segment of the mentor questionnaire: how mentors' role interpretation is influenced by organizational support, communication with student teachers and the university. We created a 6-panel, 143-item questionnaire based on different models (Cronbach-$\alpha$ 0.894) which refers to the elements of the pedagogical process, the relationship with the mentee, and the interactional characteristics of the mentoring process (Lavonen et al., 2019, Bruneel & Vanassche, 2021). We used SPSS 29 for data processing. Our primary analysis shows that the role interpretation of mentors is particularly influenced by two factors: management involvement and the gender. If management is intensively involved into mentoring process, the mentors interpret the mentoring activity more broadly, especially the presentation of the career' beauty and that of teacher's competencies (Pearson corr: 0.429; 0.395, sig. $<0.001$).

According to data, mentors' activities focus on the elements of the teaching-learning process, extracurricular activities are less frequent, and there are gender-related priorities. Male mentors focus more on course content (P. corr: 0.357, sig.

&lt;0.001), mainly agree on basic principles and provide less detailed methodological help (P. corr: 0.307, sig. &lt;0.001), while women prefer dealing with individual students, detailed methodological help, and the emotional state of the mentee (P. corr: 0.349; 0.309; 0.278; sig. &lt;0.001). The correlation coefficients are not very strong, but they are highly significant. Hungarian mentors focus on direct classroom work, which pushes the mediated career picture in a more closed and subject-centric direction. It can help if the school management is intensively present in the mentoring process. Our results can be useful mainly for the organizational actors of teacher education (university administration, school management).

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## Facilitating the development of social competence

Reidun HOFF-JENSSEN

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The topic of this paper is how teachers support and facilitate the development of social competence for pupils in 1st- grade in primary school. When children start school, they encounter new environments, people and expectations (Dockett & Perry, 2006; Murray & Harrison, 2005; Perry & Dockett, 2012, p. 7) and meet both academic and social challenges (Perry et al., 1998). Being successful at school requires children to perform a range of social as well as academic competencies (Wentzel, 2003). A vast body of research exists on developing literacy and numeracy. This paper, however, explores how teachers facilitate the development of social competence and social skills. The research questions raised are: How do teachers facilitate pupils' development of social competence? Social skills are socially acceptable learned behaviours that enable a person to interact effectively with others and avoid socially unacceptable responses (Gresham & Elliott, 1984), and is important for pupils' integration into peer groups, to master the role as a pupil and to get along with adults (Ogden, 2011). The theoretical framework is Gresham and Elliott (1990)`s operationalization of social competence into five skill dimensions: the capacity for empathy, cooperation, assertiveness, self-control and responsibility. This project is conducted in a central part of Norway, and the empirical material is observations and focus-group interviews. I observed three 1st-grade classes in three different municipalities at the beginning of the school year, autumn of 2022. Each class was observed for one week, five full school days. The focus of the observations was classroom activities and interactions initiated by the teacher. In addition, I conducted a focus-group interview at each school with the teachers teaching in the classes observed. The data was analysed according to the method of qualitative content analysis and thematic analysis inspired by the steps and checklist suggested by Braun and Clarke (2006). Preliminary analysis shows that teachers emphasize skills in social competence over literacy and numeracy when children start school. So far, I have sorted out

three preliminary themes for teachers facilitating for development of social competence: 1) preparations and routines, 2) classroom organization, and 3) interaction                                         activities.
Official policy documents emphasize numeracy and literacy, while a more general socialization process is commonly left to the individual teacher. This paper can contribute to highlighting teaching practices as can benefit both teachers and teacher education.

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## SESSION 1 - SECTION 3
## Topic:

## TEACHER EDUCATION CURRICULA

**28 August, 2023**
**15.30-17.00**
**Room: 304**

**Chair**: Ronny SMET
Karel de Grote University of Applied Science and Arts, Belgium
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Oum Kaltoum CHARRAK

A Cross-national Study of the Practice Component of English Language Teacher Education Programmes: Algeria in the International Context

Ciara O DONNELL

Professional learning of teachers seconded to teacher education: The paradox of reaching proficiency

Cecilie OLANDERSSON - Sonja NYGARD-JOKI

The Norwegian curriculum: Sustainable development as a recurring topic – an unclear area in the subject of English

Nena SKRBIC - Gwyneth ALLATT

Confronting the "normative perspective" in Initial Teacher Education programmes for the post-16 sector: a research study

## A Cross-national Study of the Practice Component of English Language Teacher Education Programmes: Algeria in the International Context

Oum Kaltoum CHARRAK

University of Limerick

In their quest for enhanced student achievement and a better educational system, teacher education curriculum in many countries has been the subject to scrutiny over the last couple of years. These reforms stem from a growing recognition of teacher quality as one of the main salient determiners of students' success (Rivkin et al., 2005, p.449; Darling-Hammond, 2000, p.33) and the success of any educational system (Barber and Mourshed 2007, p.15). Research also suggests that effective teacher education programmes are characterised by ample opportunities for practice (Hall et al, 2018, p.25). Given that, it is not surprising that many countries have started considering different ways in which teacher education can be grounded more deeply in practice and are widely recognising the importance of opportunities to enact teaching beyond the ones provided in school sites, hence reproducing the complexities of teaching in the university coursework (Lampert et al. 2010). This presentation will report on the findings of a cross-national PhD research project. It draws on Grossman et al.'s (2009) framework of pedagogies of practice. More specifically, it focuses on Grossman et al.'s 'approximations of practice' to explore the opportunities for practice available to student teachers in English language pre-service teacher education programmes in Algeria, Finland, Ireland and Scotland. To this end, the research used an exploratory mixed methods survey design. It also aims to explore how the teaching practice component of pre-service teacher education programmes is organised in the four countries and to identify student teachers' and teacher educators' attitudes towards different approximations of practice used in their programmes. In this context, the analysis of teacher education systems of different countries working in different conditions can lead to a better understanding of national educational systems and holds great promise to improve the opportunities for practice in national English language teacher

education curriculum. The data drawn upon in this paper are those generated through self-completion online questionnaires and semi-structured interviews representing the four study contexts. The findings that emerge from this paper emerge from a statistical and thematic analysis of the research tools. The analysis of the questionnaires and interviews established that the approximations of practice under investigation had a positive effect on teacher educators' and pre-service teachers' attitudes. The presentation will look into the main emergent themes in the research data. It will also draw attention to the models of good practice for adaptations to the Algerian context and other similar contexts.

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## Professional learning of teachers seconded to teacher education: The paradox of reaching proficiency

Ciara O DONNELL

Maynooth University

In Ireland state-funded services provide Continuing Professional Development (CPD) for teachers. These are staffed with practising teachers seconded from their schools for a maximum of five years. Asserting that "Secondment is an important element of a teacher's continuing professional development", Irish policy claims that "…benefits will accrue to the school on return of the secondee" (Department of Education, 2018, p.4).

There is a dearth of studies investigating the professional learning of teachers seconded to teacher education and if that learning benefits the school on their return. Identified as 'Continuing Teacher Educators' (CTEs), this research explored the professional learning of teachers seconded to an Irish CPD service, how it shaped their identities and influenced their post-secondment careers. It employed qualitative interviews with teachers previously seconded to the service who had either returned to school or moved to other education positions. The theoretical framework outlines key stages they navigate from entry to teacher education to post-secondment career destinations thus capturing the transitions and tensions of their journey.

The study yields fresh insights into the distinct role and learning needs of teacher educators in the CPD sector. It details their unique work in guiding established teachers through successive reforms and in developing them as reflective practitioners while frequently encountering entrenched practices and resistance to change. Tensions in managing hybrid identities as teachers/teacher educators while negotiating policy/practice boundaries, are highlighted. The

findings show how the capacity to enable teachers to be digitally and pedagogically innovative in an everchanging world, demands continual attention to the professional learning of CTEs. Their learning during secondment is shown to be extensive through expansive learning networks (Engeström, 2001), research projects and 'on the job' peer observation supported by professional feedback.

The findings reveal paradoxical tensions between secondment's transformational impact and their limited time as CTEs. Experiencing significant identity change, most choose not to return to school. Instead, having become proficient as teacher educators, they leave the service prematurely for permanent careers elsewhere. The study exposes a marked underutilisation of their proficiencies in all post-secondment work places. This is particularly acute for those returning to school due to static cultures and time pressures, thus challenging Irish policy's rhetoric.

The study concludes that secondment's five-year restriction is incompatible with the time required to reach proficiency as a teacher educator shown by this study and others (Murray and Male, 2005) to take three years. Recommendations include career pathways within teacher education to optimise this proficiency and provision in schools for returning teachers to transfer their skills effectively.

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**The Norwegian curriculum: Sustainable development as a recurring topic – an unclear area in the subject of English**

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Three interdisciplinary topics were introduced in the renewal of the Norwegian national curriculum in 2020: Sustainable development, democracy and citizenship and health and life skills (Udir, 2020). All three topics address important societal challenges which demand engagement and effort from individuals and local communities, nationally and globally. In the final version of the national English subject curriculum only two of these interdisciplinary topics were included, sustainable development was left out. To add to the complexity of the situation, sustainable development is part of the national core curriculum which elaborates on the core values and principles of all primary and secondary education in Norway. Previous research suggests how policies intended for the standardization of schooling is in conflict with policy intentions of educational diversity (Dieudé and Prøitz, 2022). Our study seeks to investigate how English teachers perceive this situation. We ask if they believe sustainable development to be relevant in the context of English as a school subject and if so, how might sustainable development be expressed in their classroom practice? The strategy of dialogue-based and collaborative pedagogical action research (Hiim, 2020) was used in this empirical study, where a group of high school English teachers participated along with two assistant professors. The data consists of written material: first, the teachers arranged claims about sustainable development in a prioritized manner. Secondly, the teachers brought their own syllabus along with their continuous reflections on sustainable development from a period of four weeks. The data was thematically analyzed (Braun and Clarke, 2006). Our preliminary results show that teachers explicitly view the situation as unproblematic, although they point out how they implicitly guide students away from the interdisciplinary topic sustainable development, either by giving specific advice on students work, or in choices they make when designing the content in the subject. Our preliminary conclusions suggest that teachers tend to include all

the interdisciplinary topics either way, which make us question the limitation of the curriculum in English – as well as the teachers' explicit and implicit choices.

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## Confronting the "normative perspective" in Initial Teacher Education programmes for the post-16 sector: a research study

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Theories of learning are a key feature of initial teacher education (ITE) programmes with a recognised role in enabling trainee teachers to understand and develop their practice (Brante et al, 2015; Noel, 2011; Yan and He, 2021). Teacher educators, therefore, have an important part to play in selecting the theories they present to trainee teachers; however, while the learning theories included in the ITE curriculum are generally not prescribed, teacher educators' choice of theories are influenced by the "normative" ideas provided in textbooks (Meij, Smits and Meeter, 2022, p.2). As a result, a narrow (largely monocultural) range of theoretical perspectives is presented.

The authors (who are situated within a large and well-established consortium of teacher training providers) argue that the ITE curriculum for the post-16 sector in England focuses on a limited range of theories that have their origins in a particularly Westernised and gendered brand of teacher education pedagogy, which is of its own time and political context.

Given that the context of its production has changed markedly, the paper will identify gaps and opportunities in the existing curriculum for more culturally pluralistic perspectives on teacher learning. The study aims to adopt a strategic approach to the redesign and reinterpretation of the ITE curriculum. It also provides a model of good practice relating to the development of an inclusive ITE curriculum that reflects the demographic profile of the post-16 sector in England (Johnson and Mouthaan, 2021; Lambert, 2022).

We will present the findings of a consortium-wide study into common theoretical approaches across the twenty-seven centres within the consortium; this is framed by Bernstein's theory of vertical and horizontal discourse (Bernstein, 1999). Qualitative fieldwork includes focus groups with teacher

educators and trainee teachers alongside content analysis of textbooks to identify the range of theories currently used in teacher education programmes for the post-16 sector in England. Planning for curriculum change requires significant collaboration across stakeholders and, crucially, the researchers are situated within a consortium of providers who share a commitment to cross-partnership knowledge exchange.

Due to its scope, size and context, the proposed research constitutes original fieldwork in the area. It is anticipated that the findings of this study will contribute to the emerging literature on ITE for the post-16 sector and make a valuable, longer-term contribution to the ITE curriculum at local, regional, national and (potentially) international level.

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## TOPIC:

## SUBJECT-SPECIFIC DIDACTIC CONCERNS IN TEACHER EDUCATION

**28 August, 2023**
**15.30-17.00**
**Room: 305**

**Chair**: Onur ERGÜNAY
Eskisehir Osmangazi University, Turkey
oergunay@ogu.edu.tr

Borbála BACSA-KÁROLYI - Anikó FEHÉRVÁRI

In-service teachers' views on gameful learning - A systematic literature review

Krisztina CZETŐ - Sándor LÉNÁRD

"Endangered species": Attitudes towards science subjects, a systematic review on science attitude research

Anne Marie MORRIN - Maeve LISTON - Aisling LEAVY

Creativity, Visualisation, Collaboration and Communication: A transdisciplinary approach of supporting STEAM education in initial teacher education.

Oriol NADAL - Mireia USART - Cristina VALLS - Mercè GISBERT

Exploring the effectiveness of a STEAM-Maker intervention on third-grade students' learning outcomes and self-efficacy

Kariin SUNDSBACK

Virtual Reality in teacher education to enhance global citizenship competencies

# In-service teachers' views on gameful learning - A systematic literature review

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**KEYWORDS:** *Gameful learning, gamification, game-based learning, teachers' beliefs, K-12*

Gameful educational designs in K-12 formal education can make learning engaging for the students (Beavis et al., 2014; Kapp, 2012), whilst developing their competencies and ameliorating their academic achievements (Al-Azawi et al., 2016; Hromek & Roffey, 2009). The use of gamification and game-based learning approaches and their effectiveness depend on multiple factors. Aside from the physical and social contexts of a games-based learning environment, teachers' views on these methodologies are also decisive (Beavis et al., 2014; Hsu et al., 2017; Rowan, 2016). The aim of this research is to examine in-service teachers' beliefs and attitudes towards gameful learning in formal educational context by conducting an up-to-date systematic literature review (Kangas et al., 2016; Sánchez-Mena & Martí-Parreno, 2017) following the PRISMA protocol (Page et al., 2020). The research questions are: (1) What is known about K-12 in-service teachers' attitudes and beliefs about game-based learning and gamification in education based on the empirical data collected in the last 10 years? (2) What are the factors influencing K-12 in-service teachers' practice of gameful approaches based on the empirical data collected in the last 10 years? For the systematic search, the following search chain was used: TITLE-ABS-KEY ( ( game* OR gamif* ) AND teacher* AND ( practice OR belief* OR attitude* ) ) AND PUBYEAR &gt; 2012 AND PUBYEAR &lt; 2023 AND ( LIMIT-TO ( LANGUAGE , "English" ) ) in 4 databases (EBSCO, Scopus, Web of Science, and ERIC). Based on the inclusion criteria a publication was included if it contained empirical evidence on in-service teachers' views on the concept of gameful learning, was written in English, published between 2013-2022, and was peer-reviewed. Based on Kangas et al.'s (2017) work the expected results of this

research are that teachers' beliefs and attitudes affect the use and effectiveness of gameful educational processes. Aside from these, it is expected to find individual and institutional factors (Hamari & Nousiainen, 2015) that appear in the literature that influences teachers' gameful practices, such as previous gaming experience, school regulations, gender, and age (Adipat et al., 2021). By exploring teachers' views on gameful educational design and highlighting the factors that influence these beliefs, this research can serve as a guidance for policymakers, teacher trainers and school principals to effectively support teachers' gameful practices in formal educational context.

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# Endangered species": Attitudes towards science subjects, a systematic review on science attitude research

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**KEYWORDS:** *Science attitude, science teacher education, systematic review*

Attitudes towards learning science can significantly impact students' achievements and motivation, and the quality of science education is strongly tied to economic development in societies (Mao et al., 2021). Students' positive attitudes towards science subjects are the cornerstones of quality learning and academic engagement. Positive orientations can enhance students' interest in pursuing a scientific career while lacking motivation, and low interest can hinder economic prosperity (Osborne et al., 2003; Kennedy et al., 2016). School attitude studies on science education have revealed that the popularity of science subjects among students (especially the popularity of Chemistry and Physics) decreases during school years (see Fulmer et al., 2019; Osborne et al., 2003; Tytler & Osborne, 2011; Csapó, 2000; Czető, 2022). These studies have also highlighted that the most frequent reasons behind the descending interest towards science subjects reported by students are the following: (1) students perceive science subjects as less relevant, (2) they feel that the class materials are repetitive, and (3) it is hard to transfer knowledge into practice (Lyons, 2006; Tytler & Osborne, 2011). Concerning gender differences, research showed that girls tend to report less positive attitudes towards science subjects than boys (Lyons, 2006; Tytler & Osborne, 2011). Furthermore, Häussler and Hoffmann (2002) revealed that the curriculum content less frequently covers topics that interest girls. The reasons behind this tendency might root in the methodology of teaching science and highlight the challenges of curriculum planning. The present study aims to enhance a deeper understanding of research on students' attitudes towards science by presenting the result of a systematic review of theoretical and empirical research in the field. The systematic review analyses (1) the theoretical construct of science attitude and (2) offers a detailed review of science attitude research. In this qualitative, exploratory, and synthesising (Gough et al., 2012) systematic

review, those studies are identified in electronic databases (ERIC, EBSCO, Google Scholar) that were published between 2000 and 2022 and reported the results of empirical or theoretical studies focusing on students' attitudes towards science. The review protocol follows the PRISMA guidelines (Moher et al., 2009). The systematic review results offer an analysis of the construct of science attitude (Osborne et al., 2003; Mao et al., 2021); synthesise the empirical studies that focus on measuring science attitudes in the school context and intend to describe the characteristics of the science attitude measurements. The relevance of our research lies in the fact that teachers have a crucial role in attitude formation that emphasises the importance of teacher education and the support of teachers' professional learning and development since teachers' professional capacity can determine students' attitudes.

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# Creativity, Visualisation, Collaboration and Communication: A transdisciplinary approach of supporting STEAM education in initial teacher education

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This paper reports on the implementation of a collaborative approach to STEAM (Science, Technology, Engineering, Arts, and Mathematics) education within the context of Initial Teacher Education (ITE) in Ireland. The research is innovative in that it explores a transdisciplinary approach of supporting STEAM education where the concepts, methodologies and assessments employed derive from, and are embedded within, visual art sessions within initial teacher education.

This case study contributes to an emerging field of research within STEAM that is informed by practice (in this case visual art and teaching practice) with emphasis placed on the value of collaboration and transdisciplinary pedagogical approaches. The multiple collaborators included lecturers from an ITE institution with expertise in Science, Mathematics and Visual Arts education, creative professionals, teachers, pre-service teachers, and children. Engaging all the mentioned stakeholders was important and placed trans-disciplinarity at the core of the learning. Qualitative data was collected at various stages of the teaching and learning experience. The methods included written and drawn reflections, a collaborative weekly art installation (over a 12-week period), art practice focus groups, group critics and video diaries of students learning journals. These visual participatory methods afforded access to participants experiences and perspectives thus giving voice to participants and overcoming the limitations of more conventional methods.

It was found that an effective program of integrated STEAM education was informed by co-teaching (continuous professional development), which involved a commitment to adaptable and flexible approaches to teaching, learning and assessment as well as the importance of continuous reflection- in-action by all

participants. The delivery of a transdisciplinary model of STEAM education was devised to reconceptualizes how individual subject areas can develop essential skills and tackled critical issues (such as self-care and climate change) through data visualisation and technology. The success of the project can be attributed to the collaboration which was inclusive, flexible and a willingness between various stakeholders to be involved in the design and implementation of the project from conception to completion.

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# Exploring The Effectiveness Of A STEAM-Maker Intervention On Third-Grade Students' Learning Outcomes And Self-Efficacy

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**KEYWORDS:** *Primary education, STEAM, Maker movement*

## Introduction

One of the predominant approaches to transmit multidisciplinary knowledge is STEAM (González & Abarca, 2020). However, in primary education, STEAM subjects are still partitioned in subjects and taught by traditional methods. It is necessary to provide teachers with adequate training, so students can become interested in scientific and technological professions (Caro, 2023), while 21st century skills are developed.

Trying to solve this problem, several strategies provide the opportunity to include science, technology, engineering, arts, or mathematics (STEAM) in the same context (Arabit-García & Prendes-Espinosa, 2020). Maker movement is also linked to this approach (Ludeña, 2019) providing a more creative and sustainable approach.

## Methodology

The present mixed-methods study aims to analyse a 25 weeks intervention applying the STEAM approach, based on the Maker movement from a global perspective. It is developed through a mixed methodology with a convergent design (Creswell & Guetterman, 2013). The sample is of 21 third-grade students from a primary education school in Barcelona.

One of the strenghts of the intervention is the variety of activities: the needs and interests of all students are taken into account and implemented through assembly exercises, programming tasks, and generally including more artistic activities,

implementing STEAM as a whole. In this way, the aim is to attend to students' preferences and maintain high levels of involvement throughout the process.

To collect data, students answer two pre- and post-tests: the first one, about maker and STEAM knowledge and experience, and the second, to assess content learnt. In addition, pre and post interviews are conducted (n=7 students), and teachers provide information about each session in an observation rubric.


Results and Conclusionn

Results show that students significantly improve their content knowledge, as well as self-efficacy in the project, and their ability to work autonomously. In addition, there is a positive feedback of the improvement in frustration management and the decrease in fear of making mistakes. No changes are observed in aspects related to gender roles. Interviews and observation rubrics show that teachers evaluate the experience as significant for both students and themselves.

In conclusion, the STEAM – Maker intervention is effective in terms of learning, and positively perceived by students and teachers. Furthermore, maker-centered activities complement this intervention in terms of creativity, self-efficacy and frustration management. However, in order to maximize the learning outcomes, teachers need to be trained in maker culture, this will allow them to guide students in these types of interventions.

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**Virtual Reality In Teacher Education To Enhance Global Citizenship Competencies**

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Introduction
This paper explores the potential of Virtual Reality (VR) technology in promoting global citizenship competencies in teacher education based on literature review and the author's work with VR in education.

Statement of the problem
Global citizenship competencies is important to future teachers and VR is a valuable tool to enhance critical thinking, intercultural competence, and social responsibility. Despite these benefits, there are still challenges to the use of VR in higher education. One major barrier is the lack of interdisciplinary didactic tools and digital learning resources specifically developed for VR.

Theoretical framework of development / innovation
In immersive VR users wears an eye-covering display showing moving images, but also tracks the user's movements. The immersive sensation gives a feeling of being present in the environment shown. When educational VR-applications meet two basic design requirements: "realistic surroundings" and "basic interactions", it is easy to apply VR for educational purposes and teachers are enabled to use VR in their classrooms without changing their teaching practices.

Description of the development / innovation
The use of immersive VR technology in teacher education has many benefits. It enhances learning outcomes by allowing students to practice new skills and construct their knowledge. VR can provide students with experiences of other people, cultures and places that would otherwise be inaccessible to them, thereby helping them develop global citizenship competencies. VR has also been associated with socio-emotional benefits, such as increased student engagement and motivation to learn.

Evaluation of development / innovation, data on evidence
Recent studies on VR, higher education and global citizenship competencies have shown that VR has a great potential as a learning tool, but that there is a need for specific VR content designed for education, and interdisciplinary tools should be developed for teacher education. Teacher education programs should provide VR training and integration in their curricula to prepare future teachers. By incorporating VR into the teaching practice, teacher educators can promote global citizenship competencies and prepare students to become global, tolerant citizens in a rapidly changing, interconnected world.

Recommendations, conclusions
VR technology has the potential to enhance global citizenship competencies in teacher education. To overcome the challenges to its widespread use, interdisciplinary didactic tools and specific VR content must be developed for educational purposes. Teacher education programs should provide VR training and integration of VR in their curricula to prepare future teachers to apply VR effectively in their classrooms

**KEYWORDS:** VR, global citizenship competenties

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## SESSION 1 - SECTION 5

## TOPIC:

## INCLUSION, EQUITY AND DIVERSITY IN TEACHER EDUCATION

**28 August, 2023**
**15.30-17.00**
**Room: 306**

**Chair**: Chandrika DEVARAKONDA
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Veslemøy Maria Fossum JOHANSSON - Marte Karoline HERREBRØDEN

Professional learning community - contribution to an inclusive school?

Ori KATZIN

Inclusion: Innovations in Teacher Training

Astrid Meling KLEPPE - Reidun HOFF-JENSSEN

Increased teacher density, a qualitative study of pupils and parents' experiences of the use of two teachers in the classroom

Delin KONG - Jiaoyue CHEN - Liang HUANG

"Springboard" Vs. "Homecoming": An Investigation of Chinese Rural EFL Teachers' Perceptions of their Jobs and Manifestations in their EFL Teaching Practices

**Professional Learning Community - Contribution To An Inclusive School?**

Veslemøy Maria Fossum JOHANSSON - Marte Karoline HERREBRØDEN

Østfold University College

The principle of inclusive education is central in Norwegian policy documents (NorwegianEducation Act 1998; The Norwegian National Curriculum 2017).  In 2019 the White Paperpresented by the Norwegian Ministry of Education (Meld. St. 6 (2019-2020)) introducednational guidelines with the aim that all pupils should experience adapted and inclusiveeducation. One of the main goals was to develop better routines for collaboration betweenschools and Norwegian Educational Psychological service (EPS).This study is part of a development project between Østfold University College and oneNorwegian municipality, and investigates how internal systems in schools can be developedby improving organizational structures. Further we focus on how the EPS, and schools can beseen as fellow participants in a professional learning community (PLC). To understand howinclusive practices can be approved, we direct attention to how PLC can contribute to school leaders, teachers and professionals within the EPS, to work together, share and question their practice in critical ways (De Neve et. al 2015). This has led us to the following research

question:"How can the professional learning community be a contributor to strengthening internal systems in schools aiming to develop inclusive practices?"The theoretical framework is based on social cognitive theory proposed by Bandura (1997) and the concept of efficacy beliefs. The main focus in this study is directed towards perceived collective efficacy  (Goddard et al. 2000; Voelkel &amp; Chrispeels, 2017) and how colleagues in schools and EPS can organize themselves and interact in ways that can have positive effectsfor pupils. Research (Voelkel &amp; Chrispeels, 2017) has also shown that high collective efficacy beliefs can advance better PLCs.This study has a qualitative approach. The data was gathered through three focus group interviews (Clarke et al., 2021), and discussions and reflections were directed to the concepts of

inclusion, early intervention and systematic cooperation. A qualitative thematic analysis (Braun &amp; Clarke, 2006) has been conducted, and four themes emerged: routines and organization of cooperation, secure relationships, sense of competence and PLC.

The preliminary results indicate a need for more structured routines for special needs education and a more defined understanding for how schools and EPS cooperate according to official procedures. Schools point out the need to have closer relations within their professional community to strengthen their practices. We question how EPS can be part of PLC. Both teachers and professionals within EPS highlight the importance of developing competence to improve inclusive practices.

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**Inclusion: Innovations In Teacher Training**

Ori KATZIN

Hebrew University of Jerusalem, The Seymour Fox School of Education

The right of children with special needs to integrate into regular education was regulated in Israel some years ago. The arrangement includes the right of the parents and child to choose the educational framework, provided the choice doesn't pose risk to the child or his environment, and that a basket of services is provided for the child in the selected framework. In a qualitative study based on a thematic analysis of observations and semi-structured interviews with 23 kindergarten teachers for children aged 4-6, the teachers' attitudes regarding the effects of integrating children with special needs on their work were examined. The findings of the study show that as a result of the integration, the role of teachers changed. They are required to educate all children in inclusion in the educational setting, patience and tolerance, to pursue comprehensive understanding of the diagnoses and special needs of the integrated children, to build individual and differential teaching programs, to work collaboratively with a multi-professional team, to coordinate with parents and to perform many bureaucratic tasks. In addition, it was found that the inclusion in mainstream educational setting increases the teachers' sense of importance of their work and contributes to the development of their professional knowledge, due to their collaboration with therapists who give unique responses to the integrated children's needs.

However the inclusion also produces tensions, pressures and a feeling of loneliness at work. In addition it requires teachers to possess unique knowledge and skill resources along with training, accompaniment and professional support. In light of this, it is necessary to modify kindergarten and pre-service teacher training studies as well as in training frameworks for in-service teachers. General teacher education must include special education studies and provide tools specifically aimed at the professional components necessary for inclusion in educational settings and environments.

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# Increased teacher density, a qualitative study of pupils and parents' experiences of the use of two teachers in the classroom

Astrid Meling KLEPPE - Reidun HOFF-JENSSEN

In recent years, there has been an increased focus on inclusion in school for all pupils in Norway. The National Curriculum (2019) emphasizes an intention to include all pupils, both academically and socially. However, experience shows both an increasing proportion of pupils withdrawn from regular classes to receive special need education and an increasing proportion of pupils receiving special need education (Nordahl et al., 2018). In an earlier study, we examined which changes teachers' experiences with the systematic use of two teachers in the subjects Norwegian, mathematics and English and if this is possible to contribute to inclusion (Hoff-Jenssen & Kleppe, 2020). In this paper, we aim to highlight the experiences of two teachers in the classroom from the student and parent's perspectives. We have the following research question: How do students and parents experience the two-teacher organization? This article has an inductive design and our theoretical frameworks will be based on the empirical data. Regarding inclusion, we will lean toward Haug's (2014) interpretation that revolves around four different key characteristics emphasizing an increase in fellowship, participation, democratization, and learning outcomes. This study is based on a qualitative methodology, using interviews as a method. We interviewed both parents and pupils (a total of nine), from one primary school in a medium municipality in a central part of Norway. In 2018, the schools started with systematic use of two-teacher organization in the subjects of Norwegian, mathematics and English. The interviews were audio recorded and then transcribed verbatim in their entirety. The data were analysed according to qualitative content analysis and thematic analysis inspired by the steps and checklist suggested by Braun and Clarke (2006). So far, we have sorted out two preliminary themes: 1) organization and 2) work methods. Within the organization, it emerges that the systematic use of two teachers leads to an increased class division. Both parents and pupils experience this positively, due to pupils receiving closer following up. According to work

methods, the pupils experience more variations and use of different methods when two teachers are present.

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# "Springboard" Vs. "Homecoming": An Investigation of Chinese Rural EFL Teachers' Perceptions of their Jobs and Manifestations in their EFL Teaching Practices

Delin KONG - Jiaoyue CHEN - Liang HUANG

Huazhong University of Science and Technology

In many non-English-speaking countries, English language education is considered a valuable asset and instrument for improving the lives of their citizens (Renganathan, 2021). In contemporary China, English is also prioritised in various situations, such as high-stake tests, obtaining university certificates, and job hunting (Haidar & Fang, 2019). Within the great wave of English learning in China, disputes exist concerning the utility of learning English and the possible cultural invasion (Gao, 2021). In rural China, such disputes exacerbate due to the dilemma between the unsatisfied English education provision and the requirement to follow the same national English curriculum (Zhang, 2022). In rural education, rural teachers are expected to resolve such a dilemma and reconcile the top-down language education agendas with the complexities youth bring into school (Cuervo, Corbett, & White, 2019). Given the pivotal role of teachers in rural EFL education, we investigated Chinese rural EFL teachers' perceptions of their jobs and manifestations in their EFL teaching practices. By inviting 65 rural EFL teachers to utter their perceptions of their jobs, we revealed two general patterns, i.e., teaching English in rural schools as a "springboard" (in particular, "supporting rural EFL education" and "accumulating points to secure a better position in urban regions") (N=47), and as "homecoming" (in particular, "avoiding the rat race and enjoying lives" and "strengthening rural EFL education") (N=18). Then, we invited eight teachers to participate in follow-up interviews and classroom observations to explore how their perceptions of their jobs influenced their EFL teaching practices. Lending the conceptions of aspirations and belonging in rural education (Cuervo, Corbett, & White, 2019), we identified three general orientations of their EFL teaching practices: 1)

mobility-aware EFL teaching with considerable emphasis on creating aspirations but with little emphasis on promoting belongings among students; 2) test-oriented EFL teaching with little emphasis on creating aspirations and promoting belongings among students; 3) place-based EFL teaching with a considerable emphasis both on creating aspirations and an awareness of promoting belongings among students. This research concludes with implications for realising a place-based paradigm for rural EFL teacher education for different stakeholders, i.e., rural EFL teachers, teacher educators, and administrators.

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## Session 1 - Section 6

### Topic:

### Educational Responses to Societal Challenges from the Perspectives of Teacher Education

**28 August, 2023**
**15.30-17.00**
**Room: 307**

**Chair**: Teresa O'DOHERTY
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Flóra BACSÓ

> Reflection, Education and Care - Strengthening collaborative and reflective teaching practice - Increasing Quality Services in ECEC

Margareth EILIFSEN - Ardis STORM-MATHISEN

> Understanding changes in recruitment for Kindergarten Teacher Education

Mustafa Akın GÜNGÖR - Dr. Müzeyyen Nazlı GÜNGÖR

> The role of mentoring in teacher education: tensions and challenges in unprecedented times

Maialen OIARTZUN - Idoia FERNÁNDEZ-FERNÁNDEZ, Alba MADINABEITIA, Nerea MUGURUZA

> Unravelling the Implications of Beginning Teacher Entry Policy for Teacher Education: the case of the Basque Country (Spain)

Flóra BACSÓ

Partners Hungary Foundation

Although reflection is a key competence for teachers and educators, its practical realization during teacher-educator work usually takes place only briefly, informally or as a mandatory element of the continuous professional development system. It is rarely done using structured, collaborative and personalized processes (Marcos et al., 2008). However, pedagogical reflection with the help of motivating, collaborative and creative methods facilitates the everyday work of teachers and positively transforms their teaching practice (Ghaye, 2011). Structured, group reflection-on-action methods (Schön, 1983) that start from a problem situation (Dewey, 1933, Schön, 187) and are used as a strategy for continuous professional development (Taggart-Wilson, 2005) have many positive results, among others they provide emotional and professional support, increase teachers' sense of belonging and self-esteem (Bexter et al., 2021; Edwards, 2009; Gardner, 2016).

The program Reflection, Education and Care was launched in 2020, led by the Partners Hungary Foundation, funded by the Erasmus+ program of the European Union, during which group reflective methods were introduced in a total of ten educational institutions in Belgium, Croatia, Hungary and Slovenia. The project is aimed at teachers and other institutional professionals working with children aged 0-10. In three kindergartens in Hungary, teaching staffs were able to get familiar with three types of reflection methods, and they jointly selected the methods best suited to the institutional, educational and professional needs. A reflection process with monthly meetings is happening regularly for two years aiming at maintaining a sustainable culture of reflection.

The effectiveness of the program is being examined using different data collection methods: questionnaire survey, focus group interviews and the MSC (Most Significant Change) method. It became apparent from the teachers' feedback that the reflection practice brought positive changes in many areas, but the applicability and effectiveness of the method depended to a large extent on the level of management support, the characteristics of the organizational culture and the level of teacher shortages affecting the majority of institutions. During and as a consequence of the regular group reflection, they were able to resolve conflicts poisoning the organizational culture, a professional learning community was started, group cohesion was strengthened, new aspects were brought to problem solving through common thinking.

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# Understanding changes in recruitment for Kindergarten Teacher Education

Margareth EILIFSEN - Ardis STORM-MATHISEN

OsloMet – Oslo Metropolitan University

## ABSTRACT:

There is a need for knowledge about the connection between kindergarten teacher education and social inequality, who chooses to apply to become a kindergarten teacher, and why. The knowledge and challenge today are that kindergarten education/teachers suffer from a negative reputation and that the number of young people choosing this education is decreasing while the needs for kindergarten teacher professionals at the same time are increasing in the politically controlled sector. Improved knowledge about the relationship and interaction between the governance structures, the actors in the education system, and social society is core to tackling this challenge. This paper describes a project proposal designed to contribute to increasing knowledge about inclusion, equity, and diversity in the recruitment to Kindergarten teacher education (KTE). By investigating the attitudes and values that orient choices of becoming and being kindergarten teachers, the aim is to build measures that can inform KTE institutions to target their advertisement more effectively for kindergarten education to young people, their families, and society.

Which orientations and mentalities to kindergarten teacher training dominate public, everyday, and academic discourse, how do these align to trends in recruitment to the education and profession and how can this inform future measures for recruitment?

The core idea is to approach the issue as a "wicked problem": a complex problem that requires cooperation (co-creation) and multifaceted measures to be solved (Buhanan, 1992; Bentley & Toth, 2020; Termeer, Dewulf, & Biesbroek, 2019). A complex problem is difficult and sometimes impossible to solve because they have many causes. Given the complexity of professional education (Yueying, Young & MacPhail, 2021; Abrahamsen, 2020), all measures cannot be taken by KTE alone, and some solutions might require new policy formulations. To address the complex problem, the proposed methodology is to use multimodal research methods that will respect diverse methodological traditions and expertise.

Different types of data: public text data (type of discourse analysis); interview/workshop transcript data (i.e., type of conversation analysis, intersectional analysis); public register data (statistical analysis), and data in the form of academic publications and policy document (systematic literary review), can be used.

To find in what ways and to what extent kindergarten teachers are given status as a profession in public discourse, and which perspectives on the kindergarten teacher profession are in society.
Also, give an overview of what research says about the recruitment of future kindergarten and measures taken to recruit them.

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# The Role Of Mentoring In Teacher Education: Tensions And Challenges In Unprecedented Times

Mustafa Akın GÜNGÖR - Dr. Müzeyyen Nazlı GÜNGÖR

Gazi University

Twenty-first century has witnessed a series of unplanned emerging crises such as the war in the east, the COVID-19 pandemic, Russia's war in Ukraine, floods, wildfires and recently the Turkey-Syria earthquake. A variety of stringent measures were taken to heal the situation, including restrictions on individual liberty and the suspension of economic, cultural, social and educational activities. Schools and universities closed down each time, leaving institutions, educators and student-teachers in search of new solutions or alternative pathways to sustain teacher education. As a result, educators and student-teachers had to rapidly adapt to remote teaching as happened in the emergency remote teaching in the pandemic (Bozkurt & Sharma, 2020). A bulk of studies (Ellis et al., 2020; Flores & Gago, 2020) tried to understand and identify what was learnt about the "new normal" immediately after the outbreak of pandemic. It is also rightly argued that globalisation will continue to have significant effects and strong shaping influence on ecological mutation, national cultures and histories (Menter, 2019). Hence, emerging research into teacher education in unprecedented times will contribute to our understanding and gaining insights into the changing landscape of teacher education. We aim to understand and identify the nature of the mentoring relationships between mentors and student-teachers in times of the biggest earthquake of all times which took place in Kahramanmaraş, Türkiye on February 6, 2023 when emergency remote teaching has just been re-adopted across the nation. The research questions of this exploratory study are: a) how have mentors addressed the challenges of mentoring in unprecedented times? b) how do student-teachers characterize the mentoring in unprecedented times? Tensions and challenges which mentors and student-teachers have been experiencing in the new emergency are the focus of the study. These aspects will be compared and contrasted with those of the participants in times of other global crises such as the pandemic. Data for the study come from semi-structured

interviews with mentors and student-teachers, reflective journals by student-teachers, and researchers' vignettes over a practicum term in 2023 spring. Participants are twelve student-teachers from seven socio-culturally different cities in Türkiye and three mentors in a secondary state school in middle Anatolia. The results of the study will be discussed in relation to potentially global implications of mentoring and teacher education during the unplanned crises.

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**Unravelling the Implications of Beginning Teacher Entry Policy for Teacher Education: the case of the Basque Country (Spain)**

Maialen OIARTZUN - Idoia FERNÁNDEZ-FERNÁNDEZ, Alba MADINABEITIA, Nerea MUGURUZA

University of the Basque Country (UPV/EHU)

Research context

Teacher education systems are of great research interest (Livingston & Flores, 2017). Bunches of studies have focused on effective features of teacher education systems (Darling-Hammond, 2017). However, less is known about the process of implementation at the school level, hence, the perception and the agency of implementing actors (principals, inspectors, supervisors or teacher educators) that translate intended policies into actual actions (Ball et al., 2011). Spain is one of the countries that is not suffering from teacher shortage; despite this, there is also a concern about its beginning teacher entry policy into the profession. This is related to the lack of induction and evaluation of teachers and the outdated competitive selection method. Spanish research community have made some proposals to improve the entry of beginning teachers; nonetheless, most of them are focused on effective models rather than on the reality of the schools (e.g., Egido, 2021), meaning implementing actors' thoughts and actions. Moreover, most studies have taken entry policy from an isolated approach and have not integrated it into a continuum approach to teacher education.

Aims and methodology

In this context, a qualitative study is conducted to unravel the implications of beginning teacher entry policies for teacher education. A case study of the Basque

Country (Spain) is carried out through 30 interviews, focused on school-level implementing actors' (inspectors, supervisors and principals) perception of the quality and consequences of the policy.

Results and conclusions

Interviewed actors stressed a lack of a job- and organization-fit (Ali Memon et al., 2014) among beginning teachers, reflecting on beginning teacher identity rather than on their capabilities. This identity is based on two ideas that affect their professionalism: a) their conception of the teaching profession and their role as a teacher; b) their motivation to enter and stay in the profession. Interviewed actors believe that the identity problem is caused by poor initial teacher education and an inefficient selection procedure, which shows they are unaware of their role in the professional development of beginning teachers.

The results of the study point out that although much is known about the importance and development of the teacher professional identity (Flores, 2020; Gholami et al., 2021; Stenberg & Maaranen, 2021), it takes more than that for actors to accept and enact that practice. In essence, more studies should be conducted to understand how implementing actors such as teacher educators or principals translate intended policies into actual practice.

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**SESSION 1 - SECTION 7**
TOPIC:

**TEACHERS' AND TEACHER EDUCATORS' LEARNING AND PROFESSIONAL DEVELOPMENT 1**

**28 August, 2023**
**15.30-17.00**
**Room: 308**

**Chair**: Tatjana Bru BLIXEN
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Paivi ATJONEN - Sini KONTKANEN - Paivi RUOTSALAINEN - Susanna PONTINEN

Enhancing the knowledge base of teacher assessment literacy: Results of two interventions of preservice teacher education

T.J. Ó CEALLAIGH - Gabrielle Nig UIDHIR

Immersion-specific teacher competencies: A self-reflection tool to support teacher professional learning

Miyuki OKAMURA

What did "Narrative/Autoethnographic Self-Study" experience bring to in-service schoolteachers in Japan? - a case study of collaborative research of high school teachers and a university researcher

Roman ŠVAŘÍČEK

Role of disequilibrium and impasse in teacher learning

**Enhancing the knowledge base of teacher assessment literacy: Results of two interventions of preservice teacher education**

Paivi ATJONEN - Sini KONTKANEN - Paivi RUOTSALAINEN - Susanna PONTINEN

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Introduction

The international research evidence indicates that assessment education is often either ignored in teacher education (TE) or it focused mainly on summative assessment (Atjonen, 2017; Deluca et al., 2019; Kyttälä et al., 2022). Without updated assessment education, prospective teachers are not capable of using assessment as relevant pedagogical instrument and they may repeat just the assessment practices they have seen as students during their own schoolyears.

Significance of the Research

Teacher assessment literacy is scantily studied in Finland and the same is also true with formative assessment and its learning during TE. We will fill in the gap of national research of the topic in relation to international research on experiences of formative assessment used in TE (see Atjonen, 2023; Atjonen et al., 202X).

Statement of the problem

RQ1. How preservice teachers describe their knowledge base of assessment literacy?

RQ2. How preservice teachers analyze the progress of their students' learning by means of formative assessment?

Theoretical framework

The study focused on teacher assessment literacy (TAL) in preservice TE. The elements and development of TAL were illustrated by the theoretical model based on a hundred original studies (Xu & Brown, 2016; Atjonen, 2021). As a part of TAL, formative assessment was conceptualized by means of three-dimensional model where three actors, three processes and five formative strategies were cross-tabulated (Black & Wiliam 2009 and 2018).

(5) Description of research methodology

Two interventions were organized in an university TE unit of Finland in 2020–2022. All teachers in Finland are educated at research-based universities (Master's degree, 5 years). Based on the informed consents, the research data was produced by learning diaries of 270 participating preservice teachers. The data (transcription of 52 200 words in Finnish) was analyzed deductively by means of two theoretical models mentioned in the Section 4.

Results/Findings of the research

According to the results, the prospective teachers learned most of assessment' various functions, contents, and methods and ethical challenges. Least interest was focused on the knowledge increase regarding grades and feedback. They perceived formative assessment' power to improve teacher observations during teaching-learning situations but also recogniting the current state of students' learning became sharper. Understanding of objectives and peer assessment were ignored.

Recommendations, conclusions

It is worth using time of TE for assessment education because quite light inputs may improve preservice teachers' TAL.

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# Immersion-specific teacher competencies: A self-reflection tool to support teacher professional learning

T.J. Ó CEALLAIGH - Gabrielle Nig UIDHIR

University College Cork

Irish-medium education (IME) is a form of bilingual education in which students receive subject matter instruction through the medium of a minority language, which they are learning at school. This type of education has grown significantly since the 1970s and now caters for 66,979 students (i.e. 7%) in Ireland (www.gaeloideachas.ie). Notwithstanding their increased popularity and relative success, IME programmes remain complex to implement and are not always as successful as what we would hope them to be (Ó Ceallaigh and Ní Shéaghdha, 2017, Ó Duibhir, 2018). Scholars agree that immersion teaching – distinct from traditional content or language teaching – is driven by professional values and requires a particular knowledge base and pedagogical skill set (e.g., Cammarata & Ó Ceallaigh, 2020; Ó Ceallaigh & Ní Shéaghdha, 2017; Ó Duibhir, 2018). Yet, to date, few studies identify the immersion-specific competences demanded by the IME setting. Drawing on sociocultural theory and Shulman's Domains of Teacher Knowledge (1986), the aims of this study were to firstly identify this ideal knowledge base, i.e. distinctive professional competences that are considered essential to teachers in immersion education in Ireland, and secondly to provide examples of these distinctive professional competences in practice. Utilising a variety of sources (i.e. individual semi-structured interviews, a student teacher symposium, focus group interviews, an extensive online questionnaire), data were collected from key stakeholders across the continuum of IME in NI and in the RoI e.g. student teachers, practising teachers and principals, initial teacher education providers. This paper recounts the process of engagement with the sector to arrive at an agreed set of immersion-specific descriptors, descriptors which demand a reconceptualization of immersion teacher education and development. The paper will firstly present a critical review of the relevant literature base and synthesise findings in an attempt to ascertain what is known from extant studies. Following on from this, the study will be outlined and key findings in relation to cultural and ideological values, professional capacity,

pedagogical knowledge for immersion and pedagogical skills and practices will be presented. An extensive rubric, designed to stimulate teacher reflection and development, will then be showcased. The paper will conclude with a discussion on re-imagining immersion teacher education and development driven through new imperatives and creative responses.

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# What did "Narrative/Autoethnographic Self-Study" experience bring to in-service schoolteachers in Japan? - a case study of collaborative research of high school teachers and a university researcher

Miyuki OKAMURA

Graduate School of Humanities and Social Sciences, Hiroshima University

Over the past 20 years, "teachers who continue to learn" has become a key concept in teacher education policy in Japan. This concept has constituted the idea that for students to learn what to and how to learn for the sake of living in and creating their life, teachers must first understand what is "learning" and be the ones who practice it continuously.

However, it is not always easy for Japanese school teachers to "continue to learn" by themselves. The biggest problem is time. In addition to providing instructions and teaching, Japanese school teachers are also responsible for "student guidance/orientation" in the sense of correcting students' behavior, which is a part of character education; and also function as a supervisor after-school club activities, and a coordinator with the local community and parents. The "lesson study" which gets enormous popularity in the world today is also routinely conducted as an in-school training program, but in reality, we often hear that it has become a mere formality. In other words, only a few teachers have the mindset of participating in lesson study to improve their own classes and contribute to the improvement of others' teaching skills. After all, "teachers who continue to learn" have become "teachers who continue to receive training (prepared and provided by the central and local government).

This study presents a case study of self-study to explore how Japanese school teachers can "try to learn by themselves" under such circumstances. The method used in this case study was to write a collaborative research paper using their experience of each as qualitative data. The process of writing the research paper was also a process of realizing that the relationships found in their own schools are not necessarily personal, but rather represent a part of Japanese school culture. This study focuses on after days of the authors having conducted the research paper. By examining their work lives after their research experience, we will be

able to shed light on some of the realities of "continuing to learn" for school teachers in Japan.

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**Role Of Disequilibrium And Impasse In Teacher Learning**

Roman ŠVAŘÍČEK

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Introduction

There is broad agreement that certain types of classroom dialogue that encourage students to talk extensively about their ideas and thinking processes positively affect student learning (Howe et al., 2019). It is impossible not to notice that despite the evidence of its effectiveness, dialogic teaching is not a common part of teaching Korthagen and Kessels (1999) challenged the prescriptive-rationalist linearity of the change process (Guskey, 1986) and introduced a cyclical change process in which teacher reflection plays a significant role. Reflection on our own communication processes enables the creation of a bridge between theoretical principles and classroom practices (Resnitskaya & Gregory, 2013). In creating the bridge, the teacher's cognitive equilibrium (Piaget, 1952), or zone of proximal development (Vygotsky, 1978) is subjected to conflict, contradictions, uncertainties, and impasses (Cohen, 1990; Keiler, 2018). It is necessary to discover how disequilibrium and impasse lead to teacher cognitive activity that results in teacher learning.

Research methodology

This paper is based on data collected during an intervention programme aimed at promoting collectivity in classroom dialogue in language arts lessons in sixth-grade classes (123 students). The intervention involved workshops for teachers, a series of 8 video recordings of their lessons, and interviews with each teacher in response to the video recordings. This paper asks the following research questions: 1) How is the process of change in the teacher's thinking and teaching

enabled in the development programme? 2) What role do disequilibrium and impasse play in the teacher's learning process? All data were transcribed into text and analysed in ATLAS.ti through microanalysis, conversation analysis, and multimodal analysis.

Results

The results show that a teacher's thinking is protected by a cognitive-affective block that allows the equilibrium between the individual and the environment to be maintained. The impasse occurred after the teacher failed to implement change and the researcher's repeated videotape analysis. Thus, contrary to the traditional feedback theory, the researcher does not provide positive feedback to the teacher. On the other hand, the impasse creates teacher frustration, which must be distracted by pointing out positive examples of a mechanism for engaging silent learners. Only then is there an awareness on the part of the teacher that student ability is not a barrier to achieving the principle of collectivity but that it is up to the teacher to repeatedly engage all students. Using case studies of six teachers, we show how in such situations, dialogic teaching theory provided support for interpretation, the data from the video recordings and EduCoM application provided empirical evidence, and the researcher was a source of cognitive-affective scaffolding of the process and support for reducing teacher confusion and avoiding frustration.

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**SESSION 1 - SECTION 8**
TOPIC:

## TEACHERS' AND TEACHER EDUCATORS' LEARNING AND PROFESSIONAL DEVELOPMENT 2

**28 August, 2023**
**15.30-17.00**
**Room: 309**

**Chair**: Kinga KAPLÁR-KODÁCSY
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Birutė ANUŽIENĖ - Salomėja ŠATIENĖ

Mentoring Relationship in Pre-service Teacher Education: Social Representations Constructed by Student Teachers

Maria Assunção FLORES

Teachers' work and professional development in the aftermath of the pandemic: What's new?

Barbara MULVIHILL

Policy, Power and Mentee Preparation:Exploring mentoring relationships, a key pillar of the teacher induction programme "Droichead" in Ireland, from the perspective of the mentee

Aysegul SAGLAM ARSLAN - Alpaslan ŞAHİNOĞLU - Meral BEŞKEN ERGİŞİ

Physics teachers' adopted roles and performed activities in mentoring practices

## Mentoring Relationship In Pre-Service Teacher Education: Social Representations Constructed By Student Teachers

Birutė ANUŽIENĖ - Salomėja ŠATIENÈ

Klaipedos valstybine kolegija (HEI)

This study explores social representations of mentoring relationship in terms of its structure and dynamics. Mentoring as an essential attribute of practicum in preservice teacher education is associated with cultivating a relationship between two teachers, in which a more experienced teacher (mentor) communicates their expertise to a less experienced student teacher (mentee) in order to assist their professional and personal growth (Hudson, 2016) by providing guidance and support (Clifford, 1999), by being collaborative and coaching partners (Badia & Clarke, 2022; Dani, et al., 2021) or performing as reflective models (Sandvik et al., 2019). Student teachers construct their social representations of mentoring which both affect and are affected by mentoring interactions. The analysis of the social representations that student teachers construct may aid understanding of the significance student teachers attribute to relational aspects of mentoring as conditions facilitating or inhibiting their pursuit of professionalism. The present study aims to answer the following research questions: What are the social representations of the mentoring relationship of student teachers in preservice teacher education? What are the dynamics of the social representations under the influence of the sources of information

To address the research problem issue, the present study analyses the social representations of the mentoring relationship of the student teachers in preschool and primary pedagogy study programmes in Klaipeda (Lithuania). The Theory of Social Representations (Moscovici, 1969, 2008), and the Central Core Theory (Abric, 1993, 1996) are used to help understanding the phenomenon under study – social representations of mentoring relationship. In the research, free associations and hierarchical evocations methods (Lo Monaco, et al., 2017) are

used with the control group (n=20), and a structured interview and an experiment (Lo Monaco et al., 2016) are used with the experimental group (n=48). The findings of the research allow identification and verification of the contents and structure of mentoring relationship representations – the central core and peripheral elements. The experiment shows what influence the variable of the resource credibility may have on the structure thus indicating the dynamics of the social representation. The new information reinforced by the paradigm of persuasion may change the meaning of the element and further lead to the change of the student teachers' representation of the mentoring relationship. This study may provide some useful insight into design of more relevant preservice teacher practicum, and mentor professional development taking into consideration the perspective of mentoring relationship.

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Maria Assunção FLORES

## Teachers' Work And Professional Development In The Aftermath Of The Pandemic: What's New?

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Teacher professionalism has been described as a contested site since it depends on a wide range of dynamic variables, whether political, professional, or contextual. Tensions have been reported in the literature between, on the one hand, managerial and top-down understandings of teacher professionalism and, on the other hand, individual, collegial and contextualized responses to the changing nature of teaching. Teachers' work and lives were profoundly affected by the pandemic. The sudden shift from face-to-face to remote teaching marked the experience of being a teacher during the pandemic as did the imposition of sanitary rules which teachers had to deal with when schools reopened. This paper draws on a wider study focusing on the experiences of Portuguese teachers (n=2,192) during the pandemic. Data were collected in May-July 2021 through an online survey including open and closed-ended questions. Findings point to how teaching under a changed scenario has challenged teachers' experience of professionalism. Teachers are in general more positive in regard to the second lockdown but they identify a lack of support at policy level. The reliance on collegiality and collaboration is a key feature in teachers' accounts. Working extra hours and increased levels of stress were reported. Despite this, the participating teachers also claimed that their experience of remote teaching enabled them to get to know their students and their families better, to reflect on their teaching practice, to increase their digital literacy and to foster their professional learning and development. However, they stressed the extra resources they had to mobilise to face the challenges arising from the COVID-19 pandemic which were associated with the "capacity of schools and teachers to reinvent themselves". Half of the participants claim that they will change their practice as a result of their experience during the pandemic. The use of more

digital tools and resources is at the forefront of their accounts. Tensions seem to exist between elements of managerial and organisational professionalism (characterised by bureaucratic structures and cultures and top-down directives as well as standardised procedures) and democratic and occupational professionalism marked by collegial relations and collaborative cultures. If teachers have demonstrated their professionalism in how they handled the COVID-19 crisis in education, more needs to be done in regard to the recognition of their role as interpreters of policies and to the provision of the required conditions such as time, support, resources and professional development opportunities.

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**Policy, Power and Mentee Preparation:Exploring mentoring relationships, a key pillar of the teacher induction programme "Droichead" in Ireland, from the perspective of the mentee**

Barbara MULVIHILL

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**KEYWORDS:** *Teacher education; teacher induction; mentoring; professional learning relationships*

The approach to teacher induction differs across Europe. In some systems induction is compulsory, in others it is only recommended. The Eurydice Report (2021) describes mentoring as the "main pillar of an induction programme". The benefits of a structured approach to the induction of newly-qualified teachers (NQTs) include job embedded professional development, improvement rates in teacher practices and student learning and increased job satisfaction (Aspfors & Fransson, 2015; Bartell, 2005; Bickmore & Bickmore, 2010; Feiman-Nemser, 2000). Research on the role of the mentee is sparse in comparison to the mentor (Dawson, 2014; Jones, 2013; Reid, 2008). Available research highlights the complexity of the role (Walkington, 2005). However, it is apparent there is a paucity of research on mentee preparation.

In Ireland, the policy on teacher induction is called "Droichead: The Integrated Professional Induction Framework" (Teaching Council, 2017). It requires collaboration between mentors (Professional Support Team Members) and mentees (NQTs). Mentors must engage in a mandatory training programme. Mentees do not have to engage in any mandatory orientation programme and this has been highlighted as an area of need by Ní Dhuinn and Uí Choistealbha (2021). Much of the policy interpretation genre tends to take all actors in the policy process to be equal, with the exception of school leaders. Research by Ball (2015) however, indicates that policy work within schools is a complex and differentiated activity. Ball's work highlights the need to support NQTs in their creative interpretation of policy and address the common reliance on colleagues and guidelines on policy that have been generated by translators of policy. This study builds on recommendations made by Ball (2015), Zachary (2011), Ní

Dhuinn and Uí Choistealbha (2021) that greater attention needs to be given to the empowerment of mentees before an induction process begins, to support them in taking an active, creative and self-authored role in their mentoring relationships.

This study is conceptualised within a social-constructivist tradition. Phase 1 consists of an online survey with NQTs that have been recruited via open call and the snowballing technique. Phase 2 consists of semi-structured interviews. Participants will be finalised through purposive sampling. Reflexive Thematic Analysis will be used for data analysis (Braun & Clarke, 2022). Ethical approval has been granted. Data collection is due to commence in April 2023. Teacher induction in Ireland is now in the "embedding" stage. However, teacher induction is still "on the move" as a review of policy is imminent. It is envisaged research findings will encourage discourse on the role of the mentee in policy interpretation and translation.

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## Physics Teachers' Adopted Roles And Performed Activities In Mentoring Practices

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Trabzon universty

**KEYWORDS:** *Mentoring practices, Teacher education*

This study examined the group mentoring application process which carried out to support physics teachers' adaptation to the student-centered curriculum. It is emphasized that having the necessary information about and adoption of the curriculum is important for teachers to effectively implement the curriculum. In continuous development and change, curricula also necessitate the development of teachers in different areas to meet the current requirements. In relation to this situation, it is understood that in-service training where teachers are passive participants is insufficient to meet the needs of teachers; and more dynamic structures are needed. Mentoring practice, which is defined as the support and guidance by an expert and knowledgeable person in an area to someone who is less experienced in that area and in need of support in the process of their professional and personal development, is widely applied in teacher education in recent years. Within this scope, this study aimed at determining the roles adopted and activities performed by the participants in the mentoring process, which may bring a new perspective to teacher education.

This study was conducted with three physics teachers with ten or more years of teaching experience, who voluntarily agreed to participate in mentoring practices. Mentoring practices, which continued for an average of 3 to 4 hours per week for eight weeks, were designed according to the needs of the participating teachers. Moreover, based on observations done before mentoring practices mentees were determined where they were well-developed and less-developed, and thus mentee profiles were created.
For analysis, the mentoring sessions were video recorded and transcribed to reveal the roles adopted and the activities carried out in the mentoring sessions by the participating teachers. Based on Orange's (2008) 'the session description

stages', the sessions were described according to the following stages: Participant roles, introductory activities, collective discussion and studies, and concluding studies.

Results of this study show that all mentees made developmental self-assessments by criticizing their classroom practices. It was also observed that the participant teachers generally came ready to the sessions and shared the materials they had designed beforehand. On the other hand, in these sessions, the participants evaluated each other's in-class practices and made suggestions for development when necessary. Moreover, two teachers who actively participated in deliberate scientific discussions used similar discussions in their classroom activities.

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**SESSION 1 - SECTION 9**
**TOPIC:**

**TECHNICAL AND VOCATIONAL EDUCATION**

**28 August, 2023**
**15.30-17.00**
**Room: 311**

**Chair**: Steinar KARSTENSEN
Oslo Metropolitan University
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Eszter BÜKKI - Anikó FEHÉRVÁRI

The Continuous Professional Development and Learning of Vocational Teachers in Hungary

Tanja DORNIK - Iva ŠUŠTERČIĆ - Daniel GORETA

Presentation of practical teaching through the RCK project; additional education to reduce stigmatization

Iva ŠUŠTERČIĆ - Tanja DORNIK

Digital educational contents

# The Continuous Professional Development and Learning of Vocational Teachers in Hungary

Eszter BÜKKI - Anikó FEHÉRVÁRI

Institute of Education, ELTE Eötvös Loránd University, Budapest, Hungary

**KEYWORDS:** *Teacher professional development, vocational education and training, professional learning activities*

The importance of teacher continuous professional development is confirmed by studies that show an important link between student achievement and the quality of teaching, influenced by teachers' professional learning (Barber & Mourshed, 2007, Scheerens, 2010, Chetty et al, 2014). While this topic is widely researched regarding teachers who work in general education, our knowledge about teachers in vocational education and training (VET) is still quite limited (Orr, 2019, Broad, 2019).

Vocational teachers' professional development is studied in the context of dual professionalism, linked to the concept of dual identity (Robson, 1998). Vocational teachers typically start teaching as a second carrier, often without a pedagogical qualification. While developing their teaching identity through teaching, collaborating with colleagues, and participating in pedagogical courses, they highly value their original vocational identity and try to maintain that through "boundary-crossings" between the communities of practice of VET and of their original vocation, which is key to high-quality VET (Broad, 2016, Fejes & Köpsén, 2014, Andersson & Köpsén, 2018). Vocational teachers are expected to both continuously maintain their industry currency and develop their teaching skills, though some studies suggest that, depending on the local policies and measures, often one or the other area dominates (Schmidt, 2019, Tyler & Dymock, 2019, Bükki, 2022).

Our study explored the types of professional learning activities (PLAs) and other features of the professional development of Hungarian vocational teachers, based

on a national large-scale teacher survey (N=5063) conducted as part of the MoTeL project. We analysed vocational teachers' qualifications and professional background, perceptions regarding their teaching competences and general and teacher self-efficacy, and the types, outcomes, support and barriers of their learning. We used the IBM SPSS software and descriptive statistics, main component analysis, cluster analysis, analysis of variance and frequency tables.

Our results confirmed that Hungarian vocational teachers are also typically second-career teachers. Though the majority have obtained a teacher qualification, only 60% have a master's degree in education. They also feel less prepared regarding general pedagogical competences and pedagogical content knowledge, although their self-efficacy beliefs do not from general subject teachers'. Their professional learning is likewise not significantly different in terms of its general dimensions: teachers in Hungarian upper secondary schools are all either more or less active participants in formal and non-formal, individual and social learning and innovation/development-type activities. The only significant differences showed that vocational teachers experiment less with new teaching methods but read more subject-relevant literature, participate more in professional conferences/fairs and co-teach more often.

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## Presentation Of Practical Teaching Through The RCK Project; Additional Education To Reduce Stigmatization

Tanja DORNIK - Iva ŠUŠTERČIĆ - Daniel GORETA

Nursing school Mlinarska, Regional Centre of Competence

Students and teachers of the Mlinarska Nursing School participated in the project of the Mlinarska Regional Center of Competence: Presentation of practical teaching through the RCK project; additional education to reduce stigmatization. The project was realized with the partner institution AMEOS Klinikum Bad Aussee, Austria. Student mobility was carried out from May 8-15. 2022. The AMEOS Clinic is a Clinic for Psychosomatic Medicine. The treatment is focused on the person as a whole, not on the diagnosis. The project is intended for students interested in the field of health care of psychiatric patients. The implementation of the project encourages additional acquisition of professional competences, develops the ability to empathize, communicate, moral and ethical principles in working with the patient, and commitment to the task. In this way, prejudices and stigmatization in later work with psychiatric patients are reduced. According to the estimate of the World Health Organization, more than 20% of the adult population in Europe at any given time suffers from some mental health problem or suffers from some mental illness. The World Psychiatric Association (WPA) is a global organization that encourages governments of all countries to ensure that people with mental illnesses, disabilities and mental health disorders are not discriminated against on the basis of their mental health status and are treated as all equal citizens nad have the same rights as other citizens. The principle of mental health promotion is targeting the population. Given that, the stigmatization of mental patients is often present among health professionals, the role of the project is to provide students with additional education reducing stigmatization in future work with psychiatric patients. An additional value of the project is the development of students' competencies as future educators, health promoters and providers of the highest quality care for their patients.

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## Digital Educational Contents

Iva ŠUŠTERČIĆ - Tanja DORNIK

Nursing School Mlinarska, Regional Centre of Competence

Digital educational contents are designed as interactive contents that encourage active learning and student motivation in an innovative way.

Digital educational contents are created as part of the ESF project Regional Center of Competence Mlinarska. The project started 3 years ago, during the corona virus pandemic, and an additional incentive for improving the content was the need to teach online. The idea for creating digital educational content came from the fact that the newer generations of students almost exclusively search the Internet for information via search engines, using their mobile phones or computers.

Digital contents are used in education and are intended for students learning, self-assessment of knowledge, work in class or at home, but also for the teaching and monitoring process done by teachers. They can be used in full, but also in smaller independent fragments. They are adjustable for students with special educational needs. Four digital contents are planned: Basic procedures in the health care of patients, Procedures in the health care of surgical patients, Emergency medical procedures and Procedures in the health care of children. Completion of all planned activities in the making of digital educational content is expected by the end of 2023.

The contents are primarily intended for nursing high-school and university students but are publicly available for free use by anyone interested. We are of the opinion that this type of educational content would be especially useful for nurses/technicians who are currently employed and working in order to remember the proper way of performing certain procedures. In that matter, it is possible to quickly access visual media that provide insight into the procedure in nursing

care, thus reducing the possibility of working errors and raising the quality of health                                                                                                                                  care.

For this relatively short time of using the published content in classes, we have received extremely positive feedback from the nursing students. They state that it facilitates their learning process and provides support while studying and revising content at home. We hope that the results of the improved school success of the nursing students, as well as the successes of our students in health care competitions, will confirm the benefits of the project and its sustainability in future                                                                                                                                 work.
Our vocational teachers are continuously educating themselves in order to keep up with the constant progress of medicine. Therefore, we hope that it will also be possible to document such innovative contents in the future, so that students can gain new knowledge quickly and with higher quality.

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## SESSION 1 - SECTION 10

### TOPIC:

### HIGHER EDUCATION AND TEACHER EDUCATION

**28 August, 2023**
**15.30-17.00**
**Room: 312**

**Chair**: Angela SUGLIANO
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Elif BOZYIĞIT - Mehlika KOLBAŞI

The Scope and Perceived Effectiveness of Supervisor Feedback on EFL Pre-Service Teachers' Reflective Journal Writing

James GODFREY

Community Forums:Towards a Participatory Methodology for Teacher Professional Development

Lorraine HARBISON - Paul GRIMES - Joseph HARBISON

When Every Point Counts: Mathematics as a Gatekeeper for Entry into Initial Primary Teacher Education

Art O NEACHTAIN - Paul FLYNN - Prof Gerry Mac RUAIRC

Disciplinary Literacy in Initial Teacher Education: Content Area Frameworks Matter

# The Scope and Perceived Effectiveness of Supervisor Feedback on EFL Pre-Service Teachers' Reflective Journal Writing

Elif BOZYIĞIT - Mehlika KOLBAŞI

Sakarya University

***KEYWORDS:*** *Practicum, Reflective Journal Writing, Teacher Education, Feedback, EFL*

In teacher education, practicum has been proven to be a contributory asset (Cochran-Smith & Zeichner, 2005; Darling-Hammond, 2006; Korthagen, Loughran & Russell, 2006; Zeichner & Liston, 1987) in preparing future teachers for their teaching careers. The role of macroteaching and received feedback (Allen, 2008; Hative, 2000; Kagan, 1992; Korthagen, Loughran & Russell, 2006) on the performed macroteaching has been focused on by many researchers in the field; however, another significant aspect of teaching practicum, which is pre-service teachers' reflective journal writing process (Arthur & Arthur, 2021; Kim, 2018; Maloney, Campbell-Evans, 2002; Moussaid & Zerhouni, 2017), has been scarcely studied. To fill this gap, in this study, the authors seek to explore the scope of supervising teacher educators' feedback on the reflective journal writing of EFL pre-service teachers in practicum and the EFL pre-service teachers' perceived effectiveness of supervisors' feedback on their reflective journal writing. By employing the phenomenological approach of qualitative research methods, the authors used purposeful sampling to gather qualitative data from 18 Turkish EFL pre-service teachers and 3 Turkish EFL teacher educators. Upon conducting a descriptive analysis of the participating pre-service teachers' answers provided to the questions in a survey developed by the authors, document analysis will be run for the feedback provided by supervisors to pre-service teachers' reflective journal writing. Lastly, content analysis will be done for the semi-structured interviews held with pre-service teachers and teacher educators to explore the effectiveness of the provided and received feedback. In line with the results of the qualitative analyses, the authors aim to portray the scope of the supervisor's feedback and the perceived

effectiveness, strengths, and weaknesses of the reflective journal writing process. Pedagogical and research-based implications will be shared as a result of the study.

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# Community Forums:Towards a Participatory Methodology for Teacher Professional Development

James GODFREY

ITI Istanbul

**KEYWORDS:** *Teacher Development, Community Forums, Forum Theatre, performative methodology, teacher education, teacher development*

This paper is based on a series of diagnostic workshops focusing on how Applied Theatre can inform ELT Teacher Education. The workshops provided participants experience of participatory methodology and techniques to elicit feedback on their pedagogic value and efficacy in Teacher Education. Through dialogue and reflection, participants identify the facilitation skills they value from the workshops. While participatory methodology has a long and proven track record, it is rarely utilized in teacher development programmes. We explored the use of Community Forums (an adaptation of Forum Theatre) in which participants re-enact collectively experienced challenges to find solutions. Feedback from the workshops reveals that Community Forums provide participant-led, solution-oriented, multiple voiced opportunities for reflection and dialogue on critical incidents teachers' face. Additionally, the workshops aim to develop participants' facilitation skills. The research provides the initial template to create teacher development programmes incorporating Community Forums and participatory methods.

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## When Every Point Counts: Mathematics as a Gatekeeper for Entry into Initial Primary Teacher Education

Lorraine HARBISON - Paul GRIMES - Joseph HARBISON

Centre for the Advancement of STEM Teaching and Learning (CASTeL) and DCU Institute of Education, Dublin City University, Ireland

In order to improve standards in mathematics teaching and learning in primary schools in Ireland, prospective teachers must demonstrate competency in mathematics as a prerequisite for entry to initial teacher education. Competency in mathematics is measured by performance on a state examination, the Leaving Certificate (State Examinations Commission, 2020). This examination is taken by Irish students at school completion, usually around the age of 18. For entry into initial teacher education, mathematics must be undertaken at either higher or ordinary level at Leaving Certificate, a high stakes examination taken by all students at the end of their secondary education. Performance in this examination acts as a gatekeeper in controlling who can enter into initial teacher education. We examine whether there is a relation between attainment at Leaving Certificate and competency in primary school mathematics, and discuss the implications of minimum mathematics threshold for entry into initial primary teacher education (STEM Education Review Group, 2016). 126 first-year preservice teachers completed a standardised mathematics attainment test (Wall & Burke, 2012) typically taken by children in the final year of primary school. Results of the standardised test were compared with their Leaving Certificate mathematics grades. A moderate correlation was found between the two scores (r = .53). Leaving Certificate results for participants who took higher level mathematics correlated less well with the standardised attainment test than those who took ordinary level (r = .16 vs. .58). We argue that attainment at Leaving Certificate is an unsuitable single measure for establishing a mathematics threshold entry requirement for initial teacher education.

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# Disciplinary Literacy In Initial Teacher Education: Content Area Frameworks Matter

Art O NEACHTAIN - Paul FLYNN - Prof Gerry Mac RUAIRC

University of Galway

Over the last ten years in Ireland and internationally, there has been significant focus at policy level on the development and improvement of effective literacy practice at both primary and post primary level. This paper reflects on work carried out at post primary level and questions whether the policy and practice interventions over the last decade have made an impact on how teachers are supported in their pursuit of enhancing post primary students' literacy levels. Despite the renewed emphasis on literacy in recent years, research has shown a lack of required literacy based pedagogical knowledge and skills amongst content area teachers at initial teacher education and at service level (Mc Mahon 2014).

The authors contend that the role of disciplinary literacy in secondary schools dominates efforts to develop supports and training at initial teacher education stage and consequently this focus predominates instruction at second level in-service practice. However, while the development of high quality subject area teachers equipped with the skills and pedagogical knowledge to become effective disciplinary literate teachers is vital, explored here is the role that content area literacy, as a pedagogical design informant, needs to play in initial teacher education as student teachers learn to design for the development of disciplinary literacy. It is clear that the integration of literacy at second level, 'is a complex change process that will require collaboration, communication and a commitment to major conceptual, structural and cultural changes' (Moje 2008, p.105). This paper suggests that an dearth of support exist for the development of such pedagogical design at initial teacher education stage, that can support the development of disciplinary literacy and that this is a significant barrier to realising the goals and aspirations that are set out in national and international policy.

Indeed, if we are to consider the development of disciplinary literacy as fundamental to the creation of successful literacy dispositions that are key to success of developing lifelong literate learners, the authors argue that a more explicit engagement with how to design content area literacy frameworks in initial teacher education is needed. Implications for policy and initial teacher education provision are discussed and next steps for this research pathway presented.

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# SESSION 2 - SECTION 1
## TOPIC:

### TECHNICAL AND VOCATIONAL EDUCATION

**29 August, 2023**
**11.30-13.00**
**Room: 302**

**Chair**: Nina AAKERNES
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Steinar KARSTENSEN - Nina AAKERNES

21st century skills in teacher education

Kaija-Liisa MAGNUSSEN - Solveig DALEHAUG HAVREBERG - Kjersti Lisbeth JOHNSEN

Need for greater coherence and consistency between campus and practice-based education

Đurđica STANEŠIĆ - Kristina VOKIĆ

The interdisciplinary theme: Ergonomics in preserving and improving the health of students in the Health sector

Kristina VOKIĆ - Marija SABLIĆ - Đurđica STANEŠIĆ

Are students in their final year of High School bored in classes?

## 21st century skills in teacher education

Steinar KARSTENSEN - Nina AAKERNES

Oslo Metropolitan University

Drawing on the concept of coherence, this presentation focuses on how Technical Vocational Teacher Education (TVTE) can prepare for teaching in the school-based part of Technical vocational education and training (TVET) when the competence requirements in the enterprises are in constant rapid development. Furthermore, future workplaces require competence in solving complex problems due to unknown, uncertain and constantly changing competence requirements (Harteis, 2018; Schwendimann et al., 2018). Thus, essential aspects of TVET are the specific requirements of the vocation and what is referred to as 21st century skills (Hämäläinen et al., 2018).

An essential aspect of TVTE is establishing the conditions for a successful transition to professional teacher practice, defined as transitional coherence (Heggen et al., 2015). However, there is å problem that teacher students do not feel adequately prepared for the complexity of professional requirements (Canrinus et al., 2015; Schaug & Herudsløkken, 2019). Therefore, we address the research question:

What is the relationship between the experience of professional requirements by TVET teachers in Norway and the learning outcome descriptions in the curriculum for the bachelor program for TVTE teachers?

Our data sources are results from a qualitative interview study investigating the

requirements for teacher expertise in the Technical vocational program for information technology and media production combined with document analysis (Asdal et al., 2022) of the curriculum for the bachelor program. The requirements for teacher expertise in this education program are of particular interest due to the rapidly changing competence requirements in the vocations within the program. The data analysis will be conducted during spring 2023. At the conference, we will present results that can shed light on the coherence between the competence requirements and the curriculum. The results can contribute to knowledge about how TVTE can meet the constant rapid development in the requirements for vocational competence in working life.

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## Need For Greater Coherence And Consistency Between Campus And Practice-Based Education

Kaija-Liisa MAGNUSSEN - Solveig DALEHAUG HAVREBERG - Kjersti Lisbeth JOHNSEN

Oslo Metropolitan University

**KEYWORDS:** *Pedagogical practice, vocational, teacher education*

This presentation discusses the theme of pedagogical practice in school and campus-based education as two complementary learning arenas. They can form a cohesive and integrated approach to strengthening students' professional development as vocational teachers. However, previous research has identified challenges in bridging the gap between theory and practice, with students often left to create meaning and coherence on their own (Billett, 2014; Darling-Hammon, 2017).
The study focuses on the challenges faced by vocational teacher students in health and social care fields during pedagogical practice

As university Teachers, we encounter students who report significant learning from pedagogical practice, but many also express that there are areas for improvement. Previous research on both general and vocational teacher education describes challenges in achieving coherence between theory and practice (Munthe, Ruud, Malmo, 2020; Andreasen, 2020; Schaug, Herudsløkken, & Schwenche, 2019). Research over several years shows that it is challenging to link these two arenas (Heggen & Terum, 2013; Nilsen & Klemp, 2013). The results show a significant discrepancy between campus and practice schools. Our study focuses on the following question:

What challenges do vocational teacher students in health and social care face during their pedagogical practice?

The purpose of the study was to develop knowledge by obtaining information about students' practical experiences. We were interest in how guidance takes place and what it consists of. We wanted to contribute a better understanding of professional development for students in a community of practice in practical

teacher training. Furthermore, it aimed to improve practice and develop more consistency for teacher students' pedagogical practice in school.

The data consists of qualitative evaluation forms from pedagogical practice. The survey is based on open questionnaires from 97 students from autumn 2021 to autumn 2022. The students were grouped and shared experiences. They answered the survey online. We conducted a thematic analysis of content related to preparation and implementation of pedagogical practice (Kvale & Brinkmann, 2015).

Some of our results:

Significant differences in how the preparations were for teaching Practice supervisors have high expectations for students Significant differences in how practice supervisors include students in their practice community.Lack of guidance and reflection.

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# The interdisciplinary theme: Ergonomics in preserving and improving the health of students in the Health sector

Đurđica STANEŠIĆ - Kristina VOKIĆ

The Nursing School Mlinarska Zagreb, Croatia; Regional Center of Competence Mlinarska, Zagreb, Croatia

The Nursing School Mlinarska is a beneficiary of the Regional Center of Competence Mlinarska. The purpose of RCK Mlinarska is to build programs and enhance personnel conditions that will improve opportunities for work-based learning for students and adult participants. A component of RCK Mlinarska is the Center for Ergonomics and Salutogenesis. The interdisciplinary theme, Ergonomics in preserving and improving the health of students in the Health sector, was developed in the center. The activities of various health professions are characterized by the following: numerous risk factors for the development of work-related diseases, crucial adoption of attitudes for school-aged children, and habits and behaviors that contribute to health preservation. The education of students on the ergonomically correct performance of interventions in professional work is an established way of preventing work-related diseases and injuries at work. The primary educational outcomes of the interdisciplinary theme, Ergonomics in preserving and improving the health of students in the Health sector, are the following:
- To develop a positive attitude about preserving one's own health.
- Recognize risks and choose strategies to preserve one's health.
- Acquire knowledge and skills to achieve a safer, more pleasant, and healthier atmosphere at work.
- Apply acquired knowledge and health care skills in everyday professional work.

The cross-curricular subject of ergonomics consists of three domains: physical ergonomics, cognitive ergonomics, and organizational ergonomics, which enable the development of basic global competencies. Physical ergonomics is aimed at promoting and acquiring fundamental knowledge and skills about the anatomical, anthropometric, physiological, and biomechanical characteristics of people and their relationship with physical activities during the work process. Cognitive ergonomics is aimed at promoting and acquiring basic knowledge and skills about mental processes: perception, memory, thinking, data processing, and motor response, and how the same processes affect workflow. Organizational ergonomics is aimed at promoting and acquiring basic knowledge and skills about socio-technological systems, organizational structure, job design, and shift work. The cross-curricular theme will be integrated into all vocational subjects by analyzing health risks during the performance of procedures in health care.

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# Are students in their final year of High School bored in classes?

Kristina VOKIĆ - Marija SABLIĆ - Đurđica STANEŠIĆ

Emotions have a strong influence on life. Behaviors, thinking, and decisions depend on the emotions a person experiences. Boredom in class is one of the emotions experienced by students and has a strong influence on students' motivation, cognition, experiences, and behavior in class. Boredom is easy to confuse with other states in which a person is because it has a wide spectrum. It is characterized by various external factors, but it also depends on the very understanding of the individual as an individual. Teaching contents are attractive to students in different ways. By applying various teaching methods and teaching strategies, we can influence the incidence of boredom. There are studies that have unequivocally indicated the serious consequences of experiencing boredom at school: dropping out, interrupting schooling, absenteeism, and deviant student behavior (Pekrun et al., 2010). Radeljić et al. (2020) found through research that the creative teaching model reduces boredom in classes in general, but also among students, regardless of gender and grade in the subject. The higher the level of creativity, the lower the possibility of boredom in class.

Final year students are young people at the end of their education, which can contribute to greater boredom and apathy in class.

Teachers will experience boredom in a subjective way and "label" the student according to the boredom they perceive. To reduce boredom in classes, the mutual effort of both students and teachers is needed. The goal of the research is to determine the occurrence of boredom in classes of students in their final year of high school.

The Boredom Scale will be used as an instrument for measuring boredom in classes (Trogrlić I. and Sorić I, 2014).

It is expected that students in the final years of vocational schools experience less boredom in classes due to the acquiring of vocational skills.

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# TOPIC:

## TEACHER EDUCATION CURRICULA

**29 August, 2023**
**11.30-13.00**
**Room: 303**

**Chair**: Orsolya KÁLMÁN
Institute of Education, ELTE Eötvös Loránd University, Budapest, Hungary
kalman.orsolya@ppk.elte.hu

Giuseppina Rita Jose MANGIONE - Laura PARIGI

School making in multigrade classrooms: difficulties and perspectives for teacher education curricula

Hilary O' CONNOR

The role of the student teacher in supporting the transition from primary to post-primary education.

Sandra RYAN

Pre-service Teacher Attitudes to and Sense of Efficacy in Relation to Parent Engagement

Anne YATES - Linda HOGG - Quincy ELVIRA

Career change teachers' perceptions and experiences: What can teacher educators learn?

# School making in multigrade classrooms: difficulties and perspectives for teacher education curricula

Giuseppina Rita Jose MANGIONE - Laura PARIGI

Indire (Istituto Nazionale Di Documentazione Innovazione E Ricerca Educativa)

In the world, around 30% of students attend primary education in multi-grade classes: multi-grade classes are common in many rural areas of the so-called minority world, i.e. high-income countries such as the United States, Canada, and most European countries, and widely spread in majority world countries such as India, China, Nepal, Peru, Colombia and Brazil (Parigi, Mangione 2023). As far as the Italian context is concerned, around 29,000 students attend mixed-age classes, distributed in around 1,500 complexes throughout the country (Cornish, 2021; Kivunja, 2015). Teaching in multigrade classes is a challenging task: teachers claim to work more and to be more stressed than their colleagues (Proehl et al., 2013; Shareefa 2021) and show a low level of self-efficacy compared to single-grade teachers (Doğan, Çapan, Ciğerci, 2020). A narrative review conducted by INDIRE, at an international level, made it possible to identify the difficulties that teachers detect when they have to work in multiple classes and which can be considered as constant over time and in the comparison between different contexts (Veenman, 1995; Naparan, 2021). Among the difficulties emerges an inadequate preparation to face the complexity of multi-class teaching (Idris, 2016; Bua, 2021 Gutierrez, 2022). In fact, international studies report little care in the preparation of teachers who will have to teach in small schools (Yarrow et al, 1999; Mangione et al. 2016), indicating that there are few universities and teacher centers that organize specific training programs (Barker, Beckner, 1987). The research underlines how teachers who are not involved in specific training actions during the pre-service period are not able to face and exploit the potential of the multigrade class (Buarphan, Inrit. Kochasila, 2018). In 2020 INDIRE conducted exploratory research (Stebbins, 2001) of a phenomenological-empirical type aimed at understanding the difficulties of

teachers in service in Italian multi-classes in order to identify the training areas to be strengthened (Parigi, Mangione 2023). This research involved a total of 232 multi-classes, of which 179 were from primary school and 53 from lower secondary school. This paper reports the results of the analysis of responses to a category-based qualitative survey (Goldkuhl, 2003; Mayring, 2019). The research on existing pathways for the preparation of multigrade teachers returns some areas of competence that can assume greater emphasis in the construction of initial training pathways (Mulryan-Kyne, 2007; Gutierrez et al., 2021): curriculum development and planning, classroom organization, selection and appropriate use of materials and resources, selection and use of instructional strategies, time management, classroom management, assessment, community and family relationships. The areas identified are to be considered relevant to the work of teachers and must be included in initial training, induction, and in-service programs.

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# The role of the student teacher in supporting the transition from primary to post-primary education

Hilary O' CONNOR

University College Cork

***KEYWORDS:****Transition, initial teacher education*

This poster focuses on the role of the student teacher in supporting first-year pupils as they transition from primary to post-primary education. The transition from primary to post-primary education is a significant milestone in children's education. Hargreaves et al. (1996) believe it is a period of triple transition as students move from childhood to adolescence, from one institutional context to another and from established social groups into new social relations. Galton et al. (1999) identify five 'bridges' of transition: Administrative, Social & Emotional, Curriculum, Pedagogic, and Management/Autonomy of Learning. O' Connor (2021) identifies a sixth language bridge in the Irish context, adding to the complexity of this period for some.

In O' Connor's (2021) mixed methods research on transition, key findings emerged from the integrated thematic analysis of data. Teachers' sense of responsibility for supporting students in their transition was evident, with 89.1% of questionnaire respondents noting that the provision of CPD in collaboration with primary teachers would enhance their current practice. Questionnaire responses also showed that student teachers were allocated first-year class groups in in 94.5% of schools represented, with student teachers teaching up to six subjects (approximately half of the curriculum) in any given year. This may have a significant impact on the student transition experience (O' Connor and Flynn, 2021). Despite significant involvement of student teachers in the classroom, 3.6% of participants identified student teachers as staff involved in the induction of pupils.

Rice et al. (2011, p.246) note the importance of research on the transition from primary to post-primary, stating that "this transition period involves stresses and anxiety for all pupils, even those who adjust well to secondary school". With recent curricular reform at primary and post-primary levels, there is an

opportunity to phase out the concept of 'two tribes' (Sutherland et al., 2010). Further research will focus on the theme of transition in initial teacher education (ITE)-its inclusion as a theme on ITE programmes, the experiences of student teachers and the opinions of school leaders. Further support may be needed both at the school and university level to prepare student teachers for managing a complex and crucial period in one's educational progression. It is hoped that this poster will spark discourse relating to the development of transitional supports for student teachers and their pupils.

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# Pre-service Teacher Attitudes to and Sense of Efficacy in Relation to Parent Engagement

Sandra RYAN

Mary Immaculate College, Limerick

## ABSTRACT:

Professional development for family-school collaboration is required worldwide for teachers (Shartrand et al., 1997; Epstein et al., 2019; Ryan, 2021). However, despite increased legislation requiring schools and teachers to adopt a partnership approach in their work as well as accreditation requirements for teachers (e.g., Teaching Council, 2020), most teacher education programmes worldwide do little to prepare teachers to establish relationships with parents or to pay attention to the place and voice of parents in their children's schooling (Pushor and Ciufferelli Parker, 2013; de Bruine et al, 2014; Willemse et al, 2016; 2018; Ryan and Lannin, 2021).


Drawing on Epstein's theoretical framework of parental involvement, this research examines the knowledge, skills and attitudes of Irish pre-service teachers before and after a course on parent engagement. Analysis of data from participants should (a) enhance understanding of student teachers' knowledge, skills and attitudes towards family engagement, (b) expand ways to support beginning teachers to develop their family engagement practices, and (c) inform development of ITE and CPD courses. Initial findings indicate that, having taken the Working with Families course, all respondents had a more positive attitude to engaging the parents of their future pupils and felt better prepared to engage parents in specific aspects (outlined in the paper) of their future work as a teacher.

This study aims to contribute to an under-researched area on teacher preparation

for parent engagement and to understand student teachers' needs in this regard. The following research questions were explored:

A. What are student teachers' attitudes to parent engagement?

i. Greatest fears about this work?

ii. Benefits of involving parents?

iii. Barriers to parent engagement?

B. What do student teachers know about strategies to engage parents?
C. What key content should be included in teacher education modules?

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# Career change teachers' perceptions and experiences: What can teacher educators learn?

Anne YATES - Linda HOGG - Quincy ELVIRA

Universidad de Málaga

**KEYWORDS:** *Career change teachers (CCTs); Teacher identity; Initial teacher education (ITE)*

Introduction and problem

The increasing worldwide shortage of teachers prompts looking at career change teachers (CCTs) as a sustainable source of supply. This research investigated how CCTs experiences and perceptions of teaching can be used to effectively support them within ITE to enable a successful transition into teaching, so they can make a sustainable contribution to the profession.

Theoretical framework

Moving into teaching as a CCT represents a new beginning, including developing a new identity (Navy et al., 2021). Consideration of findings through the lens of career transition theories shed light on how ITE could support CCTs through this period of liminality (Conroy & O'Leary-Kelly, 2014).

Methods

This research was undertaken as a systematic literature review, following Boland et al.'s (2014) protocols. The overarching research question was: What are CCTs' perceptions and experiences of teaching in middle and secondary schools? The search was undertaken in July 2020 and again in June 2022, using Web of Science, Proquest, A+ Education, and PsycINFO. Forty-four articles were reviewed after applying inclusion/exclusion criteria (full PRISMA and criteria will be included in presentation).

Contribution and findings

Findings highlighted CCTs bring applied content knowledge and inter-personal skills developed through previous careers, although schools value and utilize this expertise to varying degrees. CCTs bring multiple identity positions which can complicate teacher identity development. Earlier studies emphasized what CCTs bring, but a recent proliferation of studies highlight CCTs' dissatisfaction with teaching and their decisions to leave, prompting a need for ITE and schools to support career transition.

Significance

Increasing career transitions are the norm (Sullivan & Arthur, 2006), people moving in and out of teaching is more common. Teacher shortages are perennial (Behrstock-Sherrat, 2016), exacerbated by new factors with the COVID-19 pandemic contributing significantly. CCTs have valuable contributions to offer the profession and as Ruitenberg and Tigchelaar (2021) argue recognizing what CCTs need and have to offer can foster teacher quantity and quality. Findings highlight CCTs' strengths and points of dissonance that might threaten teaching as a sustainable career. Recommendations relate to how ITE can intentionally support CCT career transition and teacher identity.

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# SESSION 2 - SECTION 3

## TOPIC:

### SUBJECT-SPECIFIC DIDACTIC CONCERNS IN TEACHER EDUCATION

**29 August, 2023**
**11.30-13.00**
**Room: 304**

**Chair**: Lorraine HARBISON
Centre for the Advancement of STEM Teaching and Learning (CASTeL) and
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Shanna GOVERS - Tom FRANSE - Bo SICHTERMAN - Philippine WAISVISZ - Michiel KALVERDA - STAN VAN GINKEL

The Importance of 21st Century Skills in secondary education: developing a Media Literacy Rubric

Mairead HOLDEN - Miriam RYAN

Leading and learning together: Insights from co-facilitation of Online Lesson Study

Luca Andrea LUDOVICO

Is ChatGPT better than me? Lessons learned from conversations with AI about a university course syllabus

Ei Phyoe MAUNG

ChatGPT, the Process Writing Approach and the Future of EFL Students' Creativity in English Writing

# The Importance of 21st Century Skills in secondary education: developing a Media Literacy Rubric

Shanna GOVERS - Tom FRANSE - Bo SICHTERMAN - Philippine WAISVISZ
- Michiel KALVERDA - STAN VAN GINKEL

HU University of Applied Sciences (Utrecht)

With the increasing presence of new media, life in classrooms all around the world has drastically changed. The critical and conscious use of media messages provided by technological devices has developed into a crucial 21st century skill. Lin et al. (2013) have laid ground for a useful and proven theoretical framework regarding media literacy. Based on the concept of presuming and consuming media in a critical or functional way, the authors suggest ten fine-grained indicators to define new media literacy (Lin et al., 2013). Building onto this framework, recent academic research discusses the concept of new media, media literacy and the importance of implementing adequate courses in curricula (Koc & Barut, 2016; Zhu et al., 2020). However, the development of an apt way to test media literacy is still a great challenge for secondary education.

After conducting an extensive search in scientific literature, it turns out that there is no usable, validated tool for a precise measurement of media literacy as a 21st century skill in secondary education. Researchers have been able to construct definitions, frameworks and questionnaires (Zhu et al., 2020), but a validated instrument to test and check the precise development of a specific skillset is still lacking. The aim of this developmental research is therefore to draw up an instrument to measure the mastery of various, specific components of media literacy in secondary education. An adequate tool to be able to formatively test these skills would be a rubric with a five-point scoring scale: it can help teachers to better understand their students' skills and progress in media literacy, and in

addition, it gives students insight into specific learning outcomes that have to be achieved.

The development of this rubric is conducted through an iterative process in which results are regularly tested through experiments in educational practice. In this process, the targeted audience consists of not only teachers but students, advisors and researchers as well. With this instrument, the use of specific workshops and courses and can be tested on efficiency. By letting teachers (and students) use this rubric as a guideline, it is possible to assess whether students structurally develop better mastery of media literacy after following specific workshops or courses. Through use of this crucial tool, media literacy can therefore be more fully integrated within the curricula of secondary education.

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## Leading and learning together: Insights from co-facilitation of Online Lesson Study

Mairead HOLDEN - Miriam RYAN

Dublin City University

Online Lesson Study (OLS) represents a contemporary take on the Japanese Lesson Study (LS) model, where digital tools are utilised to enable a group of teachers to come together to collectively research, plan, teach and reflect on a research lesson with a group of learners. Within Western contexts where LS has been adopted, this process is typically facilitated by a Knowledgeable Other (KO), whose role is to guide and extend the teachers' learning (Clivaz & Georgy, 2020). Given its novelty, there have been growing calls for further empirical investigation into OLS (e.g., Calleja & Camilleri, 2021; Huang et al., 2021). In particular, the role of the KO, where a notable gap in literature prevails (Clivaz & Georgy, 2020; Dotger, 2015; Holden (in press); Hourigan & Leavy, 2021). In response, this paper reports on emerging self-study insights from an OLS research project where the authors acted as joint KOs, working together to facilitate an OLS cycle with a group of Irish primary teachers (n=3), whose research lesson had a mathematics focus. The OLS was facilitated through a combination of on-site and online meetings, which were held via Zoom and represented authors' first experience co-facilitating. Project data comprised OLS meeting transcripts, research lesson materials co-generated with teachers along with authors' reflective diaries which were maintained systematically throughout the project (Vanassche & Keltchermans, 2016). Data were analysed using a grounded theory approach (Strauss & Corbin, 2008) in order to identify salient themes relevant to the authors' knowledge, beliefs and practice as KOs. Drawing on the theoretical concept of boundary crossing (Akkerman & Bakker, 2011), the paper shares critical reflections on the authors' experiences of convergence and divergence as they collaborated to support the unfolding professional learning needs of teacher participants. Findings indicate that while the teachers benefited from KOs joint expertise, working together on the OLS also enabled learning of the KOs from each other, leading to new insights for their practice. This learning provides a potentially rich foundation for informing their future individual and collective LS practice in both initial and in-service teacher education contexts.

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## Is ChatGPT better than me? Lessons learned from conversations with AI about a university course syllabus

Luca Andrea LUDOVICO

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ChatGPT is a natural language processing tool driven by AI technology and trained to interact in a conversational way. In a dialogue with a human user, this chatbot is reportedly able to answer follow-up questions, admit its own mistakes, challenge incorrect premises, and reject inappropriate requests. ChatGPT is revolutionizing many fields of human knowledge, opening new frontiers for AI-based creativity but also putting at risk the jobs dealing with textual information gathering, translation, original writing, etc. For this reason, the scientific community is divided between those who see enormous potential in the use of ChatGPT (and other similar systems) as a means at the service of the user and those who focus on the dangers associated with its indiscriminate use. Moving from an agnostic point of view, this work aims to explore one of the possible use cases and evaluate the applicability and effectiveness of ChatGPT in a particular context thanks to expert supervision. Specifically, we want to investigate its use as a decision support system to plan the syllabus of a university course. Such an initiative is guided not only by research interests but also by a practical aim, namely the need to rethink the organization of a course due to its new location within a bachelor's degree. Such a course addresses computer science students and focuses on MIDI, a technical subject in the field of sound and music computing.

Concerning methodology, the experimentation follows two directions. In the first conversational session, the user interacts with the chatbot starting with very generic questions about the subjects to cover and, through a number of more and more detailed questions and answers, the dialogue converges towards the establishment of the course syllabus; this is the expected interaction for a user

who does not master the subject and is searching for inspiration. In the second conversational session, completely independent from the former one, the very first question is expressed in a detailed way, as you could expect from an expert in the field; consequently, in only one interaction, ChatGPT has information enough to try to formulate a final proposal. After interacting with ChatGPT, the responses provided in both sessions are evaluated by a domain expert who has been teaching the subject for the last 10 years. Finally, the lessons learned from ChatGPT's answers are critically analyzed so as to provide more general remarks and views concerning the applicability of ChatGPT as a support tool in an educational context.

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# ChatGPT, the Process Writing Approach and the Future of EFL Students' Creativity in English Writing

Ei Phyoe MAUNG

Doctoral School of Education, ELTE Eötvös Loránd University, Budapest, Hungary

Several researchers have acknowledged that using Artificial Intelligence (AI) writing tools, including the Chat Generative Pre-Trained Transformer (ChatGPT), in language classrooms in universities is becoming increasingly popular nowadays since they offer several advantages to English as a Foreign Language (EFL) teachers and students. For instance, it can save time during writing; it may improve accuracy in their writing product by identifying and correcting errors in grammar, spelling, and punctuation; it may help students with learning difficulties to produce better quality writing; and it may help teachers in generating text for reading comprehension and quiz questions (The Stanford d.school, The Stanford Institute for Human-centered Artificial Intelligence [HAI], and The Stanford Accelerator for Learning, 2023). However, teachers' concerns about using this sophisticated AI writing tool in language teaching and learning have been rising since there may be a lack of guidance regarding ethical issues such as students' plagiarism in their writing assignments. Moreover, they are also concerned that using the ChatGPT may discourage students' thinking and creativity in their writing tasks (HAI et al., 2023; Lund & Wang, 2023). On the other hand, several researchers argue that there is an alternative writing approach, that can fill the gap in teaching writing in universities, which may be regarded as the process writing approach (Hyland, 2021; Martinez & Virginia, 2005; Maung et al., 2022). They confirmed that the process writing approach encourages students' creativity in their language learning including the acquisition of writing skills due to the fact that it emphasizes the importance of linguistic writing skills such as pre-writing, drafting, editing, revising, and publishing rather than focusing on the linguistic writing knowledge such as grammar, and sentence construction.

This theoretical paper presents the argumentation between using the AI writing tool (ChatGPT) and the human-made writing approach (process writing), which

may have a great impact on students' creativity in their English writing in the long run.

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# SESSION 2 - SECTION 4

## TOPIC:

### INCLUSION, EQUITY AND DIVERSITY IN TEACHER EDUCATION

**29 August, 2023**
**11.30-13.00**
**Room: 305**

**Chair**: Meriem KHALED
University of Extremadura
meriemkg@gmail.com

Valerio FERRERO

Inclusion: How Crucial is Teacher Education? Special Teacher Education and Recruitment as Non-Traditional Factors of Inequality for the Quality of Inclusion in the Italian Context

Hilde FJELD - Reidun HOFF-JENSEN - Marianne MAUGESTEN - Gunhild B. BJRØNSTAD

I really feel like I've come back as a different person - the impact of student teacher practice in Malawi

Monique LEIJGRAAF

Disrupting the master narrative: a methodological exploration of educational research for Social Justice

Gerd WIKAN - Jørgen KLEIN

Multicultural practicum groups -internationalization at home and away

## Inclusion: How Crucial is Teacher Education? Special Teacher Education and Recruitment as Non-Traditional Factors of Inequality for the Quality of Inclusion in the Italian Context

Valerio FERRERO
University of Turin

This contribution fits into the reflection on equity in education (Adams et al., 2007; Bernardi & Ballarino, 2016; Hackman, 2005), discussing two key issues for school inclusion quality, i.e., special teacher education and recruitment (Gordon-Gould & Hornby, 2023; Stumbrienė et al., 2022). We will focus on the Italian school system, where these two aspects represent critical matters (Barbieri, 2010): this study can help to design solution strategies in contexts with similar problems.

In Italy a special needs teacher must have passed a 60 ECTS specialization course (Ianes et al., 2020). This qualification is required for permanent and fixed-term employment. If the teachers on the lists for tenure are fewer than the available positions, the latter are converted into fixed-term positions and are filled either by specialized teachers not on the lists for tenure or by teachers without specialization on the curricular lists or by spontaneous applicants coming from different professional backgrounds.

Data from the Ministry of Education and ISTAT (2022) show that in Italy tenured special needs teachers are a minority; among non-tenured teachers, unspecialized ones are far more than specialized ones. Thus, special teacher education and recruitment can be considered non-traditional factors of inequality (Ferrer-Esteban, 2011) that undermine inclusion quality (Anastasiou et al., 2016; Saloviita & Consegnati, 2019): they are produced by the school system due to national educational policies (macro) and individual school organization (meso), with effects on daily educational practice (micro) (Brofenbrenner, 2009).

Here we present an exploratory survey: we conducted an asynchronous online focus

group in two Facebook communities (Forbes Hallam, 2022; Stewart & Williams, 2005). Teachers and parents were asked whether the presence of unspecialized special needs teachers is a problem. The answers were subjected to a qualitative content-informative analysis; then, we assessed how much communities' users agreed or disagreed with the answers.

Some teachers downplay the value of special teacher education, preferring a vocational view of the profession. Instead, parents and other teachers point out that these ideas can lead to a compensatory drift: having specialized teachers means providing a professional educational intervention, with tangible effects on inclusion quality and all pupils' well-being. However, the structural shortage of special needs teachers and their frequent turnover makes it essential to employ unspecialized staff, with considerable difficulties in maintaining inclusion quality.

Thus, special teacher education and recruitment are non-traditional factors of inequality: overcoming them is crucial to improve inclusion quality, not only in Italy (OECD, 2022).

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# I really feel like I've come back as a different person - the impact of student teacher practice in Malawi

Hilde FJELD - Reidun HOFF-JENSEN - Marianne MAUGESTEN - Gunhild B. BJRØNSTAD

Østfold University College

**KEYWORDS:** *Student teacher practice abroad – partnership with the global south – student teacher practice in postcolonial time.*

International student teacher practice is a widespread approach to the internationalisation of teacher education. Ample research has been conducted on the impact of such practices on student teachers' professional and personal development (Clement & Outlaw, 2002; Driscoll et al., 2014; Morley et al., 2019; Newton et al., 2020). Østfold University College has sent student teachers to Malawi over the past 16 years. For five weeks, students work in Malawian schools, teaching in 7th grade, and our aim in this study is to investigate the significance of Norwegian student teachers' practice in Malawi from the perspective of students, and to discuss the possible impact of the practice from a critical stance. We ask: What expectations and experiences do student teachers have related to practice in Malawi, and how can we understand the impact of such practice? Our data consists of one focus- group interview conducted prior to the stay, two focus-group interviews conducted and 3 individual interviews after return, and finally observation-notes of the students' classroom practice, guidance- sessions with supervisors and activities in the afternoons. Preliminary findings suggest that the practice has had a great impact on the students. The students state that they have developed a greater understanding for cultural diversity and the importance of equity in education. Moreover, they have gained confidence and a greater ability to be flexible and innovative in teaching. However, the data also suggest that student teacher practice in the Global South can lead to prejudices and stereotypical views. The findings are discussed on the basis of previous research and from a postcolonial perspective (Klein & Wikan, 2019; Kortegast & Kupo, 2017; Hiddeston, 2014)

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# Disrupting the master narrative: a methodological exploration of educational research for Social Justice

Monique LEIJGRAAF

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**KEYWORDS:** *Social Justice; Methodology; Critical autoethnography*

The  RDC Education for Social Justice , Equity and Diversity has quite a tradition of exploring methodological questions related to educational research for Social Justice.  For example, at the annual ATEE conference in Budapest in 2010, the RDC organized a symposium titled 'Research methodologies investigating diversity'. In  2015, members of the RDC published a book  on methodologies for researching cultural diversity in education (Smyth & Santoro, 2015). This paper aims to contribute to this tradition by exploring ways in which educational research can disrupt the methodological master narrative.

The term master narrative is derived from the work and thought of Toni Morrison, who defines the term as "whatever ideological script that is being imposed by the people in authority on everybody else" (Morrison, 1990). Disrupting the master narrative that oppresses and disadvantages groups of students and pupils is central to our educational research (Leijgraaf, 2022). As a part of this 'battle,' we aim to develop counternarratives: stories of people whose experiences are not often heard  (Solórzano & Yosso, 2016) and that interrupt the dominance of the frequently heard voices (Milner, 2007).

Existing research methodologies can also confirm society's master narrative and exclude both groups of people and forms of knowledge by defining what may pass for scientific research and what may not; what is true and real knowledge and what is not (Collins, 2000); what the role of the researcher and the so-called participants may be. In this way, dominant methodologies privilege certain ideas, experiences and groups of people while silencing other(s). Therefore, this paper explores 'methodological counternarratives' that seek to do justice to marginalized voices in teacher education. In this exploration, we are informed

and inspired by a form of research that explicitly addresses power and power relations: critical autoethnography. Critical autoethnographers acknowledge the inevitable privileges they experience alongside marginalization, and take responsibility for their subjective gaze through reflexivity. This form of research is expressly aimed at disrupting the dominant narrative and promoting social justice (Boylorn & Orbe, 2021; Holman Jones, 2018).

Various topics will be addressed in this paper, such as the researcher's positionality; the researcher's involvement in the issue at stake; the reciprocal exchange between the researcher and the participants; story listening, storytelling and writing. The paper addresses both theoretical insights and concrete examples of methodological considerations drawn from our research practice.

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**Multicultural practicum groups -internationalization at home and away**

Gerd WIKAN - Jørgen KLEIN

Inland Norway University of Applied Sciences

***KEYWORDS:*** *Global teachers intercultural competence*

Introduction
The consequences of globalisation are a challenge for teacher education. It is a need to educate critical and ethical minded global teachers. (Lilley, Barker & Harris 2014).

Significance of the research

In this research project we add to the growing literature on how we can educate global teachers.

Statement of the problem

In this project we want to investigate if being part of a multicultural practicum group lead to increased intercultural competence and global awareness.

Theoretical framework

The transformative learning theory (Mezirow, 1981), describes the process that must take place to achieve perspective transformation. According to this theory first-hand knowledge of other cultures is fundamental for perspective transformation that may lead to global awareness and intercultural sensitivity. Contact with international 'others' is viewed as a powerful way to achieve perspective transformation that might contribute to enhance global understanding (Lough and McBride, 2013). The encounters made them reflect on their situation,

question their assumptions, and consider alternative points of view' (Lilley, Baker and Harris, 2014 p.10)

Description of research Methodology

International Pre-service teachers from 3 countries have practicum in Norwegian schools together with students from Norway. A trailing research design are be used to monitor the effects of the program. We used qualitative methods based on three interview guides. One before the practicums, one after the practicums and one for a focus group discussion during the practicum.

Findings

The mixed practicum groups at schools, as well as the fact that the student teachers socialised in their free time, had an impact on both student groups. We saw that some became more at ease in diverse cultural contexts and questioned cultural stereotypes. We also saw that encountering fellow students from another culture and country helped them to broaden their world view by getting first-hand factual knowledge about a foreign country.

Conclusion

Multicultural practicum groups have a potential for educating global teachers

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**SESSION 2 - SECTION 5**

**TOPIC**

**HIGHER EDUCATION AND TEACHER EDUCATION**

<br>

**29 August, 2023**
**11.30-13.00**
**Room: 306**

<br>

**Chair**: Gábor HALÁSZ

Institute of Education, ELTE Eötvös Loránd University, Budapest, Hungary
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Marta KOWALCZUK-WALĘDZIAK - Amélia LOPES - Rita Tavares DE SOUSA - Erika KOPP - Barbara DUDEL

Teacher educators' perspectives on preparing pre-service teachers to embrace research-informed practice: a cross-national study in Poland, Portugal, and Hungary

Anisa Trisha PABINGWIT - Balaqis ALMANDHARI - Mária HERCZ

Intercultural Engagement: The Challenges Faced by International PhD Students

Laurent PAQUEREAU

Train and support Higher Education teachers : stakes and challenges of a French Teaching and Learning center, the Pédagolab

Nóra RAPOS - Katalin TÓKOS - Krisztina NAGY - Fruzsina ESZES - Dóra CZIRFUSZ

Examining the learning activity systems and learner profiles of student teachers in MoTeL research (Model of Teacher Learning)

# Teacher educators' perspectives on preparing pre-service teachers to embrace research-informed practice: a cross-national study in Poland, Portugal, and Hungary

Marta KOWALCZUK-WALĘDZIAK - Amélia LOPES - Rita Tavares DE SOUSA - Erika KOPP - Barbara DUDEL

University of Białystok, Poland

Recent studies show that, still, only a small proportion of teachers are using research in their professional practice (e.g. Schaik et al., 2018). There is an emerging consensus that during their initial education (ITE), teachers are not sufficiently guided towards embracing research-informed practice (RIP) (e.g. van der Linden et al., 2015). Indeed, the role that research will play in a teacher's professional practice depends on: the degree to which it is promoted by teacher educators and how it is incorporated into ITE courses (Brew & Saunders, 2020). Therefore, this study – as part of a larger project – offers an in-depth examination of the extent to which teacher educators are confident, ready, and skilful in facilitating pre-service teachers to embrace RIP. To address the research goals, a mixed-methods design was used, employing a questionnaire survey and focus group interviews with teacher educators. The survey with a total of 105 ITE master's teacher educators in Poland (n=47), Portugal (n=29), and Hungary (n=29), was used to measure teacher educators' (1) knowledge and skills as well as (2) capabilities and willingness in training preservice teachers to use RIP; (3) opinions regarding the benefits of RIP for students' future teaching practice; and (4) the presence of RIP concepts and principles in teacher educators' taught modules/subjects. Further, focus group interviews were used to elicit a richer understanding of teacher educators'

strategies for preparing prospective teachers to employ RIP in their own classrooms.

Preliminary results indicate that teacher educators had: (1) strong knowledge and skills in preparing teachers to implement RIP in their practice, but a weaker grasp of RIP's theoretical underpinnings; (2) mixed levels of confidence and willingness regarding RIP: on the one hand, they were confident about their abilities to implement RIP in their modules/courses, but on the other they were not sure if they could teach RIP well enough to impact student teachers' practice; (3) a belief that integrating RIP-related content into curricula would help teachers to become active users of research in their own practice; and (4) organised their courses around activities helping students to find links between research and practice.

These survey results will be followed by the qualitative phase of this study which is currently being carried out. Lastly, the results will be discussed and recommendations for teacher educators formulated on how to promote the core principles of RIP in ITE.

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# Intercultural Engagement: The Challenges Faced by International PhD Students

Anisa Trisha PABINGWIT - Balaqis ALMANDHARI - Mária HERCZ

Engagement is considered to be a prominent concept for understanding academic performance and student motivation in 21st-century educational science. Furthermore, an identified practice to increase the engagement of foreign students is student mobility. Despite the various challenges a foreign environment creates, a rapid increase in the number of international students in Eastern-European higher education has been observed due to high development in education and internationalization and good opportunities offered. Stipendium Hungaricum, a scholarship brought about by a government decree in 2013, has established Hungary to become one of the priority countries for foreign students to pursue higher education. However, there is a lack of awareness and engagement with the cultural diversity and provisions given to international students and thus their needs are often overlooked. In this context, the research on life as an international student and adaptation to cultural diversity in Hungary deserve great concern and exploration. The purpose of this research is to identify the challenges faced by international students studying in various universities in the country. Data were collected from N=10 international doctoral students from different Hungarian universities through the utilization of a semi-structured interview and were processed with qualitative thematic synthesis. The themes that emerged include culture, climate, and care, specifically, communication, cultural issues i.e., language barrier and social interaction activities or the lack thereof, the environment, accommodation, and health. The findings of the study provide guidance to the leaders and stakeholders to minimize the challenges and improve preparations for receiving international students through both short and long-term strategies.

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# Train and support Higher Education teachers : stakes and challenges of a French Teaching and Learning center, the Pédagolab

Laurent PAQUEREAU

University of Poitiers, France

**KEYWORDS:** *Teachers' support - pedagogy - training - guidance*

The presentation will focus on the work of the Teaching and Learning center of the university of Poitiers, in France : the Pédagolab. We'll be looking on one hand at the challenges faced by teachers at the university and on the other hand at the support provided by this unit.

Although many Higer Education teachers go through a first teaching experience and training at doctoral level, once in position they face numbers of emerging challenges. The specific skills required by the job, the audience changes and social demands, the increasing digitalization of education, all conveyed by law evolution, encouraged French universities to create Teaching and Learning centers to meet the growing need of teachers professional development regarding pedagogy.

Among the firsts, in 2014, the university of Poitiers gathered educational methods specialists and digital tools experts to form its Pédagolab. From then until now, Pédagolab went through a recent quick progression, speeded up by the pandemic. It has today 14 members. Initial and career-long trainings, guidance for class and projects, self-training resources creation and digital tools management are its main assignments, along with action-research, some of them based on governemental projects. All the fields of Higher Education pedagogy are covered, from the most updated ones like augmented reality or immersive technologies to no tech proven methods, with the constant aim of contributing to teaching and learning improvement. Last year, the Pédagolab gave 63 training sessions for 405 attendees and achieved a 91.5% average satisfaction rate. Taking strenght from such a rate and from the forthcoming results of a large scale survey focusing on the teachers' needs and constraints, some of our main challenges lie in the ways

to better attract to us the teachers we don't reach yet, in a university that hosts 1000 teachers, 1100 doctoral students and 30 000 students.  The talk/poster will further present the Pédagolab unit way of working, stakes and developments, both as a representative of a strong western world trend in Higher Education and in its singularity.

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# Examining the learning activity systems and learner profiles of student teachers in MoTeL research (Model of Teacher Learning)

Nóra RAPOS - Katalin TÓKOS - Krisztina NAGY - Fruzsina ESZES - Dóra CZIRFUSZ

Theoretical framework: The PDL in teaching (including the formal training period) is understood as a process of change at the individual level, resulting from a complex and dynamic set of personal and contextual factors, have multiple causes, occur in individual and social situations (learning activities), often unconsciously and unnoticed (formal, informal, non-formal (F/IF/NF) learning, construction, self-regulation, planning), results in a lasting and multidimensional change that is characterized by specific patterns and should be interpreted as a whole teacher career (Rapos et al., 2020).

Conceptual framework: Based on (socio-)constructivist and situational theories of learning and a complex human ecological perspective, the learning of student teachers takes place in a dynamic system of relationships between the individual and his/her environment (meso-/macro-level) (Darling-Hammond & Richardson, 2009).

Statement of the problem: In the presenting pillar of the MoTeL research, the individual-personal learning of student teachers was investigated along F/IF/NF learning activities and processes in a meso-level learning field to understand the dynamics and complexity of student learning.

Methods: Drawing on previous research (de Vries, 2013; TALIS, 2018) we have created an activity structure that can be used to understand F/IF/NF learning processes, which have been under-explored, and to explore them in the training process. In our quantitative research, we investigated the importance and relationships between different learning activities. Based on these activity factors, we created distinct student profiles. Data collection: The data were collected by a self-administered online questionnaire between April-May 2022 among students (n=315) of teacher training institutions in Hungary.

Research questions:

What (learning) activities do students report participating in, and how are they linked to the practice?
What profiles can be identified based on student participation in activities?
What is the relationship between profiles and the perceived optimal learning conditions and learning outcomes?
Data were analysed using descriptive and mathematical statistical procedures (t-test, factor analysis, cluster analysis, chi-square test, analysis of variance, ANOVA-test) with SPSS.

Results: There is a big difference between teacher candidates in terms of F/IF/NF activities, so it is important to understand their role in the training process. The frequency and effectiveness of the learning activities is increased by participation in the practicum.
The analysis of participation in learning activities allowed the identification of different student profiles. These profiles appear at different stages of training and show significant differences in learning activities, needs and intensity.
At the beginning of their training, students should be given targeted support and help to make real use of the learning opportunities and forms available in their environmen

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**TOPIC**

**TEACHERS' AND TEACHER EDUCATORS' LEARNING AND PROFESSIONAL DEVELOPMENT 1**

**29 August, 2023**
**11.30-13.00**
**Room: 307**

**Chair**: Maria Assunção FLORES
Universiy of Minho, Portugal
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Maria Assunção FLORES

The experience of being a teacher educator online: lessons learned and the future of teacher education

Woomee KIM - Jered BORUP - Joan Kang SHIN - Anna (Anya) EVMENOVA

Supporting Culturally and Linguistically Diverse English Language Educators in Blended MOOCs: MOOC Camp Facilitators' Perspectives from Brazil, Vietnam, Peru and Kyrgyzstan

Cecilie OLANDERSSON - Jessica HANSEN - Lin RAMBERG - Espen WILBERG - Sonja NYGAARD-JOKI, Stine BRYNILDSEN

Innovative field experiences in teacher education as professional learning communities

Miranda TIMMERMANS - Gerbert SIPMAN

Professional Development of teacher educators on the move

# The experience of being a teacher educator online: lessons learned and the future of teacher education

Maria Assunção FLORES

Instituto de Educação da Universidade do Minho

**KEYWORDS:** *Teacher education, teacher educators, teaching, learning, change*

The Covid-19 pandemic caught educational systems unprepared all over the world. The provision of alternative modes and forms of professional learning encompassed a diversity of contextualised responses to meet the expectations and needs of student teachers to complete their programmes. Whilst the sudden shift to online environments entailed a number of challenges, it also represented an opportunity to rethink both the context and structure of teacher education programmes. In this paper data from a small-scale study conducted with teacher educators coming from different Portuguese institutions are presented. Findings point to change as a key feature of teacher education in the post-Covid times. Such change is related to a greater use of technology ('a mandatory digital revolution') and a more proficient digital literacy from the part of both students and teacher educators but it goes beyond that. Whilst the development of digital competences is seen as a key component of teacher education beyond the pandemic, the need to enhance flexible and innovative approaches to teaching and creative pedagogies to foster student engagement is also highlighted. An initial focus on technology has given rise to a focus on pedagogy, and the importance of teacher-student interaction in its multimodal and dynamic nature is stressed. If change is a key word in thinking about the future of teacher education in the post-Covid times, there are also elements of continuity, specifically as regards the importance of in-person interactions and the place of professional values and pedagogic principles associated with dialogic, student-centred and flexible orientations to teaching and to teacher education. These and other issues will be explored in the paper.

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# Supporting Culturally and Linguistically Diverse English Language Educators in Blended MOOCs: MOOC Camp Facilitators' Perspectives from Brazil, Vietnam, Peru and Kyrgyzstan

Woomee KIM - Jered BORUP - Joan Kang SHIN - Anna (Anya) EVMENOVA

George Mason University

**KEYWORDS:** *MOOC Camp, online teacher professional development, blended MOOCs (bMOOCs), on-site facilitator, culturally and linguistically diverse learners*

Massive Open Online Courses (MOOC) are increasingly blending online activities with in-person class sessions, or MOOC camps. This research worked to understand the ways in-person MOOC camps in Brazil, Vietnam, Peru and Kyrgyzstan supported English language educators' engagement in blended MOOC (bMOOC) learning environments for teacher professional development (PD).

Using MOOC camp facilitators' perspectives, the research questions for this study are:

1) How did MOOC camps support English language educators' engagement in PD?
2) What were some of the perceived challenges and benefits of MOOC camp participation?

The Academic Communities of Engagement (ACE) framework (Borup et al., 2020) highlighted three dimensions of engagement: affective, behavioral, and cognitive. The framework claims that students' ability to independently engage in learning activities is limited but will increase when supported by others. In the case of bMOOCs, the actors within the course community are online and in-

person. Shin et al. (2022) added the view of culturally and linguistically diverse local contexts using the ACE-CLD (Culturally and Linguistically Diverse) framework—the framework that guided this research examining English teacher participation in global MOOC offered in English and in local MOOC camps that shared language, culture, and context.

A descriptive case study design (Yin, 2009) was used to understand the lived experiences (Stake, 1995) and perspectives of eleven MOOC camp facilitators who participated in semi-structured interviews. When analyzing the interview data, we employed thematic analysis to explore the MOOC camp bounded system.

Preliminary findings indicated that MOOC camps were safe learning spaces for CLD learners who felt comfortable describing their classroom experiences and asking questions. MOOC camps supported the application of the global online course content to diverse local contexts, allowing teachers to better address the challenges they were facing in their local classrooms. MOOC camp participants were provided with language support as well as a space to practice English. However, when concepts were difficult to understand, native language support was also present.

This study significantly adds to the little empirical research examining bMOOCs from the MOOC camp facilitators' perspectives. The findings of this study can inform program developers and administrators when designing and facilitating future MOOCs and bMOOCs for culturally, contextually, and linguistically diverse learners. Aligned with the conference theme "Teacher Education on the Move," this study will inform the effective utilization of global PD content in culturally and contextually responsive ways in the local regions, by the local educators in the post-pandemic era.

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# Innovative field experiences in teacher education as professional learning communities

Cecilie OLANDERSSON - Jessica HANSEN - Lin RAMBERG - Espen WILBERG - Sonja NYGAARD-JOKI, Stine BRYNILDSEN

Østfold University College

**KEYWORDS:** *Teacher education and new technologies, student teacher practicum, teachers and teacher educators learning and professional development*

Field experience and student teaching is a critical part of teacher education. There is a lack of research on practice in teacher education, especially in a Norwegian context (Munthe et al., 2020). In an ongoing development project, we are conducting action research in order to gain knowledge that can contribute to developing innovative teacher training practices and strengthening the quality and relevance of teacher education. International research points to "familiarity" as a pitfall for practical training, meaning that students end up in a practice that is similar to the one they have spent large parts of their lives in (Cochran-Smith et al., 2008). In our study we seek knowledge about innovation in practical training, and how teacher education can benefit from exploratory methods (Munthe et al., 2020).

The Digital Learning Workshop (DLW) is a part of the Teacher Education grades 1-7 and 5-10 at Østfold University College in Norway. We are piloting a project linked to the students' practice period in their 8th semester. By working collaboratively with both their teacher trainers and the DLW, the students will explore, test and reflect on innovative teaching methods within the technology-rich classrooms the students encounter in their school placements. The purpose of this pilot project is to improve practice so that we train up-to-date teachers who can create motivating teaching plans for pupils. This paper seeks to explore the

opportunities, challenges and consequences the project can have for the teacher education. We ask:

How does the DLW practice contribute to jointly developing up-to-date competence among students and practice teachers, when working exploratively in a practice-oriented and digital learning environment?

Through this project, we will collect data by interviews and audio recordings of planning, reflection and evaluation meetings between students, practice teachers and supervisors from the University College. In addition to these established methods of data collection, the students will also discuss their experiences in a podcast.

We will discuss our findings by using concepts from Wenger's theory of communities of practice (2006) and concepts from professional learning communities (Stoll et al., 2006). We will also make use of theories about "the third space" (Lillejord & Børte, 2014; Zeichner, 2010) (Lejonberg et al, 2017). Our preliminary findings show that the DLW practice is fruitful and innovative way to approach the practice in teacher education. Both student teachers and primary school students express the practice as an engaging and motivating learning opportunity.

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**Professional Development of teacher educators on the move**

Miranda TIMMERMANS - Gerbert SIPMAN

Marnix Academy Utrecht

For integration of theory and practice in the Netherlands education institutes form partnerships with schools. In these partnerships institute based teacher educators (IBTE) and school based teacher educators (SBTE) have a crucial role (Virtanen et al., 2014). They focus on connecting the learning contexts of the institute and practice for supporting students' learning, a role which is often referred to as boundary crosser (Bakker & Akkerman, 2016). Connecting these contexts appears to be challenging since they start from different rationales (Nieuwenhuis et al., 2017). This change of work context has led to new needs in professionalization (White et al., 2020). Unfortunately, little knowledge on professionalizing IB/SB teacher educators who are boundary crossers is available. Therefore, the partnership in which the Marnix Academy for primary teacher education in Utrecht collaborates with partner schools, searched for ways to support their IBTE acting as boundary crossers. The focus was on the IBTE since their role was implemented relatively new, the IBTE were asking for support.

In this workshop, after setting the context, three professionalization trajectories are introduced briefly. All trajectories focused on shifting IBTE mindset through dialogue (WPL, 2022) and aimed to match the needs of the IBTE (van Veen et al., 2010); participating IBTE were invited to experiment in practice, for instance through action research (Kools & Koster, 2016). The trajectories differed in content, and amount and experience of participants attending. A trajectory with solely IBTE started from appreciative inquiry to discuss topics relevant for teacher education in partnerships, while in another trajectory IBTE and SBTE met on various topics (e.g., lesson study). In the third trajectory IBTE, SBTE and pre-service teachers came together to collaboratively construct the pre-service teachers' learning path. Through flanking research do's and don'ts for professionalization of boundary crossing teacher educators were distilled. After

open reflection on the first professionalization sessions, focal points were determined by combining literature with experiences from practice which led the investigation of the further professionalization sessions. First results will be presented, after which we engage in a dialogue guided by two main questions: 1) what do boundary crossing IBTE need to learn?, and 2) how to facilitate IBTE's learning best? In the wrap up of the session we share insights for teacher education on the move!

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## SESSION 2 - SECTION 7

### TOPIC

## TEACHERS' AND TEACHER EDUCATORS' LEARNING AND PROFESSIONAL DEVELOPMENT 2

**29 August, 2023**
**11.30-13.00**
**Room: 308**

**Chair**: Milan STOJKOVIC
Justus von Liebig School, Waldshut-Tiengen,Germany
agricola77@gmail.com

Irina ENGENESS

Developing teachers' digital identity: towards the pedagogic design principles of digital environments to enhance students' learning in the 21st century

Onur ERGÜNAY - Seth PARSONS

International Study of Teacher Visioning as a Teacher Education Tool

Fatma GÜMÜŞOK - Gözde BALIKÇI - Banu Çiçek BAŞARAN UYSAL

Credibility Wanted: Professional Identity Development of Emerging Teacher Educators in Unprecedented Times

László HORVÁTH - Sándor LÉNÁRD - Márta HÉREGINÉ NAGY - Nóra RAPOS

Understanding the role of middle-level leadership in Hungarian schools – input for leadership development

# Developing teachers' digital identity: towards the pedagogic design principles of digital environments to enhance students' learning in the 21st century

Irina ENGENESS

Østfold University College

**KEYWORDS:** *Online courses; design; teacher digital identity; learning to learn; Galperin*

'One of the core functions of 21st-century education is learning to learn in preparation for a lifetime of change' (Miliband 2003). This vision of the future of education, which Miliband articulated in his speech to the North of England Conference in 2003, suggests the importance of learning to learn in the politics of education (Wirth and Perkins 2008). In addition, the speed of digitalisation is constantly challenging and affecting the way we live, work and learn. Digitalisation provides valuable opportunities for learning; however, it imposes demands on teachers (Mishra and Koehler 2006; Redecker 2017; Starkey 2020). Teachers are expected not only to be profound users of educational technologies but also to engage in the design of digital environments such as online courses, learning management systems, and mobile applications (Instefjord 2014; Instefjord and Munthe 2016). This study argues that originated in cultural-historical traditions, Galperin's pedagogical theory (Engeness, 2021) might offer an approach to outline the pedagogic design principles of digital environments to empower teachers to develop their digital identity, enhance students' learning and their development as learners. Teacher digital identity may be developed by teachers' engagement in online learning and design of digital environments; this engagement precisely constitutes the pathway for individuals (teachers) to acquire the cultural (digital) tools that allow for participation in and contribution to social practices (of

teachers and students) and thus the pathway to becoming unique individuals and professionals.

Two empirical snapshots are presented to exemplify the use of Galperin's theory to design assignments and modules in digital learning environments. The suggested design principles of digital environments are outlined and discussed in the study.

By engaging in learning and design of digital environments based on the suggested design principles, teachers and students may reposition themselves as active agents in knowledge practices to nurture teacher digital identity and enhance students' capacity in learning to learn.

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**International Study of Teacher Visioning as a Teacher Education Tool**

Onur ERGÜNAY - Seth PARSONS

Eskisehir Osmangazi University, Turkey

*KEYWORDS:* *Teacher education, teacher development, teacher visioning, professional learning, design-based research*

Teacher education and professional learning programs have long been in pursuit of quality teachers with distinct qualifications. Following frameworks for teacher competencies in educational policy reports of supranational organizations (e.g., EU, OECD) at global and regional scales, countries have been developing national teacher competencies to shape the essential characteristics of a being a teacher. These elements are critical for good teaching—they are the science of teaching—but excellent teaching cannot be captured by a list of competencies because excellent teaching is also an art. Therefore, teacher educators have demonstrated increasing interest in concepts such as teacher identity, teacher agency, and teacher hope. We study teacher visioning. "A vision is a teacher's personal commitment to seek outcomes beyond the usual curricular requirements" (Fairbanks et al., 2010, p. 163).

In this session, we will first present the construct of teacher visioning using existing research and theory. Next, we describe the important role of visioning in teacher education. Then, we share our teacher visioning project currently in progress. This project was funded by a postdoctoral program of the Fulbright Commission. Author 1 is a Turkish teacher education scholar, who received post-doctoral funding from the Turkish Fulbright Commission to spend the 2022-2023 academic year in the United States of America, collaborating with Author 2, who is a teacher education scholar in the host university of the project. Our project is focused on leveraging the existing research and theory on teacher visioning to enhance teacher education practices. We have a book prospectus on teacher visioning, we are collecting data on preservice teachers' visions, teacher educators' visions, and we are exploring the possibility of an international professional network on teacher visioning. We hope to have an open dialogue

with the audience around all components of this project to gain ideas from other teacher educators across Europe on how to enhance this project.

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# Credibility Wanted: Professional Identity Development of Emerging Teacher Educators in Unprecedented Times

Fatma GÜMÜŞOK - Gözde BALIKÇI - Banu Çiçek BAŞARAN UYSAL

Bartın University, Faculty of Education, Department of Foreign Language Education

**KEYWORDS:** *Professional identity, emerging teacher educators, professional learning, self-study*

The first couple of years may be challenging for emerging teacher educators to develop their new identities (Murray & Male, 2005). Their previous working experiences and contexts may affect how they perceive their roles and professional responsibilities. The professional culture of the new work contexts and (the lack of) their relationship with the experienced teacher educators and teacher candidates may have a crucial role in providing an answer to the question 'who are these teacher educators?' (Gümüşok & Seferoğlu, 2022). In addition, the pressure on the teacher educators working at tertiary institutions to get published may also pose a substantial layer of hardship (Izadinia, 2014). On top, having experienced online teaching during the pandemic period and going through the evolving post-pandemic era may bring about a different dimension to teacher educators' identity development. Adapting to online teaching, lack of opportunities to be together with other teacher educators physically and emotionally may make a negative contribution to the emerging teacher educators' identity development. Considering all these elements, this study scrutinizes the identity development of three emerging teacher educators in the Turkish higher education context. Having completed their doctoral studies without any in-class teaching experiences, these three 'nontraditional' (Yuan, 2020) teacher educators began to educate English as a Foreign Language pre-service teachers right before or during the pandemic period. This self-study investigates how we as emerging educators make sense of our professional identities in the lenses of doing, knowing, being and belonging as teacher educators (Davey, 2013). Starting from the academic year 2020-2021, we have been carrying out  bi-semester semi-structured interviews with each other, yielding 8 interview sessions lasting 12

hours. In these sessions, we have talked about our relationships with colleagues and students, responsibilities, duties and performances, conflicts, dilemmas, challenges and sources of satisfaction in the last two years starting with online education, shifting to face-to-face teaching and recently again going back to online teaching because of the unexpected, most impactful earthquakes the country has ever witnessed. The content analysis of the interviews suggests that each one of us has been looking for credibility in similar yet contextually different ways. Based on our experiences we believe that belonging to a researcher community and finding a source of legitimacy in our social relationships are vital to our identity development. Based on our professional learning, we may assist in designing a(n) (in)formal induction program for newly recruited teacher educators.

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# Understanding the role of middle-level leadership in Hungarian schools – input for leadership development

László HORVÁTH - Sándor LÉNÁRD - Márta HÉREGINÉ NAGY - Nóra RAPOS

Institute of Education, ELTE Eötvös Loránd University, Budapest, Hungary

School leadership and management are key to teachers' professional learning, especially if the leader incorporates teachers' individual characteristics into organizational development activities, thus making teachers open and engaged in professional learning activities (Robinson, Lloyd & Rowe, 2008; Sagnak et al, 2015). Furthermore, leaders can support teachers' professional learning by providing an appropriate learning environment, both structurally (e.g. time) and through the shaping of the organisational culture. By creating formal learning situations, building trust within the organisation and creating opportunities for peer learning school leaders can have a strong influence on what and how teachers learn in schools (Leithwood et al, 2010, Haiyan et al. 2016). Middle managers can play a key role in supporting teachers' continuous professional development. It is evident that the middle leadership has a unique position in the school organization. Our research focuses on exploring this unique role of middle-leadership.

The study is following a quantitative research strategy, using a large-scale database for analysis. The sampling was based on the stratified random sample of primary and secondary educational institutions representative of their profile and regional dispersion. The sample consists of 5063 teachers (from 656 schools). Considering the focus of our analysis, the sample can be further broken down into employees (N=3186), middle-leadership (N=983) and (vice-)principals (N=894). From the online survey, we analysed the following variables: organizational (school type, maintainer, size) and individual (gender, age) contingency factors

and characteristics of learning organizational behaviour (Horváth, 2022; Marsick & Watkins, 2003).

Our results indicate a unique role identification of middle leadership in schools. Regarding organizational learning aspects, the perspective of middle leadership is the same as employees differing from that of principals. Differences regarding individual and organizational learning factors can be related to different leadership roles, rather than contingency variables. Involving other contingency variables showed a more homogenous picture. According to our results, we can emphasize the specific situation of middle leadership which needs the attention of professional development providers, organizational developers, and school leadership as well. Taking into consideration the specific Hungarian context, we can identify the lack of organizational perspective (in terms of autonomy, and function of middle leadership) and the possibilities of using distributed leadership practices to encourage the value-added of middle leadership.

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## SESSION 2 - SECTION 8

## Topic:

## TEACHERS' AND TEACHER EDUCATORS' LEARNING AND PROFESSIONAL DEVELOPMENT 3

**29 August, 2023**
**11.30-13.00**
**Room: 309**

**Chair**: Kinga KAPLÁR-KODÁCSY
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Nang Sagawah Win BO - Helga DORNER

An exploratory analysis of the Decomposed Theory of Planned Behaviour in Technology Adoption and its application to Teacher Education Degree Colleges in Myanmar.

Virve KERÄNEN - Minna UITTO - Sonja LUTOVAC

From teachers' traditional bodies to virtual embodiment

Seda SARAC - Hülya GÜLAY OGELMAN - Nihal YURTSEVEN- Ergün AKGÜN

Learning to Support Self-regulation in Preschoolers: Teachers' Professional Development Through UbD-Based Blended Learning

Varda ZIMMERMAN

The Professional Identity of Teacher Mentors: A Case Study

# An exploratory analysis of the Decomposed Theory of Planned Behaviour in Technology Adoption and its application to Teacher Education Degree Colleges in Myanmar

Nang Sagawah Win BO - Helga DORNER

Doctoral School of Education, ELTE Eötvös Loránd University, Budapest, Hungary

Due to the rapid growth of information and communication technology (ICT), academics around the world, both in developed and developing countries, are being encouraged to utilize ICTs in order to prepare students for a knowledge-based economy. Therefore, the role of ICT in education becomes more crucial than ever. Education reform has been addressed in both basic education and higher education in Myanmar, a developing country. As a result, the widespread availability of ICT and its integration into higher education, especially in Teacher Education Degree Colleges in Myanmar, have become major issues. The effective use of ICT by teachers in their teaching is still challenging (Sabiri, 2019; Naima, 2017; Gündüz, 2020), due to some factors such as attitudes and skill levels. (Dexter et al., 1999; Lang, 2000). For the adoption of technology into daily teaching practices, teachers' attitudes towards ICT are crucial, since attitudes shape the way people perceive, think about, and respond to situations (Ajzen, 1996; Fazio & Roskos-Ewoldsen, 2005; Heider, 1946). Teachers' attitudes towards educational ICT have been studied in developed countries in various ways. However, evidence about teacher attitudes towards ICT and the adoption of technology in developing countries is still meagre. Similarly, there is also some uncertainty about the ability of existing technological acceptance

models to predict and explain the use of ICT by teachers in developing nations, as in Myanmar.

Several technology acceptance theories have been proposed for the purpose of understanding ICT adoption behavior in educational research, including the Theory of Diffusion of Innovations (DIT) (Rogers, 1995), the Theory of Reasonable Action (TRA) (Fishbein & Ajzen, 1975), the Theory of Planned Behavior (TPB) (Ajzen, 1985, 1991), the Decomposed Theory of Planned Behavior (DTPB) (Taylor & Todd, 1995), and the Technology Acceptance Model (TAM) (Davis, 1986) and its modification versions. Among those theories, a useful theoretical framework gaining popularity by researchers is the Decomposed Theory of Planned Behaviour (DTPB) due to its decomposed constructs which can provide a more transparent understanding of the relationship between precursors of behavioural intention in terms of various dimensions as well as applicability across settings such as health, education, e-commerce, m-commerce, etc. This paper examines the underlying framework of the Decomposed Theory of Planned Behavior (DTPB) and how it can be applied to teacher educators in Myanmar Teacher Education Degree Colleges for their technology adoption decisions.

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## From teachers' traditional bodies to virtual embodiment

Virve KERÄNEN - Minna UITTO - Sonja LUTOVAC

University of Oulu

**KEYWORDS:** *Body, Embodiment, Narrativity, Teachers, Virtuality*

Bodies of teachers' have not been largely discussed in schools and in teacher education despite the fact that teaching is done through and from the bodies as teachers are standing, controlling, feeling, being close or distant to students (Estola & Elbaz-Luwisch, 2003; Hegna & Ørbæk, 2021; Page & Sidebottom, 2021; Vick & Marinez, 2011). Besides this traditional viewpoint where teachers are placed in the classrooms in front of, and with the students, teachers' bodies need to be considered also in relation to changes in schools and also in larger society.

In an ongoing project 'Unpacking and Redefining Changing Relationships in Teachers' Work', which this study is part of, we have identified that one major change in teachers' work is virtuality. Hence, this presentation focuses on teachers' embodiment in the times of virtuality. We ask: How does embodiment in teachers' work look like in today's school?

Here, embodiment means the holistic way to understand the bodies: body is flesh, blood, brain and nervous system as well as it is perceptions, knowing and feeling (Ellingson, 2017). Holistic body is material "I" and embodiment refer to lived body in relations to other bodies, times and places (Ruberg, 2020; Bynum, 1995). We understand virtuality being one thread among times and places.

In this study, the narrative methodology was applied. Research data consists of interviews with 25 teachers and they have been analysed employing heuristic methods in which the focus has been on the ways of telling, the sites of telling and on the tellers (Georgakopoulou, 2006).

The findings show how teachers are no longer only teachers at schools during certain working hours. Instead, virtuality enables and challenges teachers to be available every hour in every place . Different kinds of technology applications and virtual settings, like social media, create more complex environment for

teachers: teaching is done not just via physical bodies, but also via virtual and digitalized bodies. This change seems to challenge the teachers in many ways: teachers miss traditional classrooms where they can see and be with the students. In the middle of all changes in virtuality teachers wish to be seen as humans.

Our study emphasizes the meaning of embodiment in schools: teachers and students are human not just virtual beings. In the times of virtuality, we need to take seriously the bodies     when thinking about the work of teachers and the practices and pedagogies in classrooms, also in teacher education.

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# Learning to Support Self-regulation in Preschoolers: Teachers' Professional Development Through UbD-Based Blended Learning

Seda SARAC - Hülya GÜLAY OGELMAN - Nihal YURTSEVEN- Ergün AKGÜN

Bahçeşehir University

In this study, we aimed to design, implement, and assess an Understanding by Design (UbD)-based professional development program for preschool teachers that focuses on promoting self-regulation (SR). To allow preschool teachers from across Turkey to participate and provide more flexible learning opportunities, we used a blended learning model with fully online synchronous and asynchronous components (Graham & Dziuban, 2008). The program had five modules: SR introduction, executive functions, emotional regulation, motivational regulation, and cognitive regulation. The program used UbD instructional design. UbD helps instructional designers design modules with the end in mind to ensure lasting understanding and knowledge transfer to real situations (Wiggins & McTighe, 2011). The program was presented over a learning management system and lasted five weeks. For each module, students watched the research team's videos, read the suggested readings to reinforce the videos, evaluated themselves using the rubric, and took the module's quizzes. The trainer and teachers then discussed the week's topics in a synchronous meeting. Finally, teachers prepared and uploaded two activities as performance tasks for the relevant module. The activities were randomly shared among the learners for peer assessment. The program's effectiveness was evaluated via a mixed-method design. For the quantitative part, teacher pretest-posttest data were collected using scales. A focus group of randomly selected teachers was interviewed for the qualitative part. Sixty-five preschool teachers (F=62; M=3) from various Turkish cities participated. All preschool teachers had BA degrees. The results showed that preschool teachers' level of SR support, specifically cognitive regulation, differed statistically ($t(65) = -3.088$; $p < .01$). In addition, there was an increase in teachers allowing students to learn to manage their behavior internally ($t(65) = -4,009$; $p < .01$). Focus group

data revealed four themes: content, format, evaluation, and suggestions. For the content, teachers felt that the program met their needs in promoting SR. They applied what they learned to real-world classroom situations. For the format, teachers liked the program's structure because they could participate from anywhere. The sequential design disciplined them, and the synchronous meetings reinforced the asynchronous. The tasks were simple and effective. Access to the program's asynchronous components 24/7 helped them keep up. For evaluation, they benefited from peer evaluation. The self-evaluation helped them review and fill in knowledge gaps. For the suggestions, they said the program needed more sample activities, more synchronous meetings, and expert feedback. In conclusion, the professional development program developed with UbD and delivered online using blended learning allowed teachers from various locations to participate and helped them improve their knowledge and skills in promoting SR in the classroom.

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**The Professional Identity of Teacher Mentors: A Case Study**

Varda ZIMMERMAN

Givat Washington Teacher Training College, Isarel; Ministry of Education, Israel

**KEYWORDS:** *Teacher mentors; professional self; subjective educational theory; an interpretive frame*

## ABSTRACT:

Introduction:
Educational research has thoroughly examined the contribution of mentor teachers for the well being and the professional growth of internship teachers throughout their induction stage. The current qualitative study examined the contribution of the role of personal mentoring to the shaping of teacher mentors' professional identities.

Mentoring is also defined as "an activity, a process and a relationship that extends over time between an experienced teacher and a less experienced beginning teacher" (Aspfors and Fransson, 2015).

Significance of Research:

Personal mentoring has been found to be highly significant for the induction of the beginning teacher. In the Israeli setting, mandatory induction has been practiced since 2000, while supporting the beginning teacher with a personal mentor who is assigned to support the beginning teacher at school personally, socially, emotionally and professionally (Schatz-Oppenheimer, 2011). While engaging in his/her complex mentoring job, the teacher mentor undergoes a multi-aspect process of shaping of his own task perception and, similarly, this study assumed that the teacher mentor is likely to re-examine aspects of his/her, allegedly consolidated, professional identity, as an educator, and reshape it (Zimmerman, 2021).

Statement of the Problem

This case study examined how experienced teacher mentors interpreted and conceptualized their professional identities in line with the two aspects constituting the  theoretical model of  a teacher's interpretive frame. It explored how teacher mentors interpreted their professional self  in line with the six constructs of a teacher's professional self and how they conceptualized their subjective educational theory. The research questions were:
1- How do experienced teacher mentors interpret and conceptualize their professional selves?

2- How do experienced teacher mentors interpret and conceptualize their subjective educational theories?

Theoretical Framework

This case study drew on Kelchtermans (1993a; 1993d) and Kelchtermans& Vandenberghe's (1994) biographical studies. Kelchtermans (1993a) proposed a model of A Teacher's Interpretive Frame which consists of 2 key elements: A Teacher's Professional Self and A Teacer'sSubjective Educational Theory .

Methodology:

This  case study  explored the professional identities of experienced teacher mentors working Israeli and Arab schools in the South of Israel. The data were gathered by a semi-open interview and were analyzed by theme analysis,

 Results, Findings:

A Teacher mentor's professional Self and Subjective Educational believes were exposed.

Recommendations :

The contribution of this study is threefold: theoretical, methodological and practical. Theoretically, exploring both aspects of identity paved the way to delineating a broad conceptualization of 'A Mentor's Interpretive Model'.

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# SESSION 2 - SECTION 9

# TOPIC:

# TEACHER EDUCATION AND NEW TECHNOLOGIES

**29 August, 2023**
**11.30-13.00**
**Room: 311**

<u>**Chair**</u>: Teresa O'DOHERTY
Marino Institute of Education, Ireland
teresa.odoherty@mie.ie

Paivi ATJONEN

Digitalised formative assessment in promoting learning: What teacher educators should know?

Roxana-Madalina CRISTEA

Teachers' Digital And Metacognitive Competence Profiles And The Virtual Learning Environment Success In Classroom Practice

Gizem MUTLU GÜLBAK

Feeding the Professional Development Forward:
The Cooperating Teachers' Reflections on an Online Mentor Training Program

Wakio OYANAGI

Case study of continuous activation of students' interest and reflections in large-group teacher-education lectures

# Digitalised formative assessment in promoting learning: What teacher educators should know?

Paivi ATJONEN

University of Eastern Finland

**KEYWORDS:** *Digitalisation, formative assessment, assessment for learning*

Introduction
Technology-enhanced assessment (TEA) is a growing area in the assessment literacy regarding both summative and formative assessment (Looney, 2019). The preservice teachers need assessment education during the initial teacher education (ITE) to understand both advantages and disadvantages of digitalized assessment tools. This research will summarize the research results of international peer-reviewed research articles how digital formative assessment (DFA) may improve learning.

Significance of the research
Only few review articles are available concerning digitalization of assessment (see Timmis et al., 2016). Significant arguments are expressed (Oldfield et al., 2019) to see that the power of digitalization may be strongest in formative assessment which is often neglected function in relation to summative assessment as a mainstream. Regarding DFA, also learning analytics opens new avenues for formative assessment.

Statement of the problem
What kinds of learning results – both process- and product-based – can be noticed from the use of DFA in the comprehensive school (grades 1–9)?

Theoretical framework
Theoretically this research relies on pedagogy-intensive formative assessment and 'assessment for learning' conceptualized by Black and Wiliam (2009, 2018) in particular. Digitalisation may promote the integration of teaching-learning and assessment to help both teachers in improving their pedagogy and learners in enhancing their learning results and processes (Atjonen, 2023). The enhancement of assessment is seen as moving from simple migration strategy to transformation strategy (Binkley et al., 2009). This will be reflected against the

development of teacher assessment literacy (Xu & Brown, 2016; Atjonen, 2021) in the ITE.

Description of research methodology
The scoping review (Pham et al., 2014; Xu & Brown, 2016) of international journal articles was conducted in EBSCOhost (Academic Search Premier) and Google Scholar. The main search term was 'digital assessment', but also 'e-assessment' and 'digitally or technology-enhanced/based assessment' were used. Inclusion criteria were 'basic education' and 'high school' (higher and vocational education were excluded). Only full-text articles were accepted. Final data consisted of 48 peer-reviewed international scholarly articles and 5 review reports.

Results/Findings of the research
Numerous positive results were noticed regarding use of digital storytelling, use of videos, gamification, portfolios, multimodality, and learning analytics for mainly formative assessment in various school subjects. The results can be summarized by a model of five focus areas. Several advantages and disadvantages were also listed of DFA. The implications of the key results to ITE are discussed.

Recommendations, conclusions
It is important to ITE to enhance preservice teachers' knowledge of the DFA regarding its positive influence on learning processes and products.

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# Teachers' Digital And Metacognitive Competence Profiles And The Virtual Learning Environment Success In Classroom Practice

Roxana-Madalina CRISTEA

Babes-Bolyai University

Nowadays educational challenges emerge from the teachers' skills regarding the didactic integration of virtual learning environments in their classroom practice. Literature reviews indicate metacognition as a crucial aspect of learning approaches in the virtual environment. The aim of this paper is to showcase pre-service and in-service teachers' metacognitive awareness, digital competence, and their perspective on the virtual learning environment success. In a quantitative research approach, using a non-randomized convenience sampling, 123 Romanian teachers and prospective teachers with ages that range from 23 to 59 years answered an online questionnaire. The instruments used to collect the data are The Metacognitive Awareness Inventory, The European Framework for the Digital Competence of Educators, and the Virtual Learning Environment Success Scale, all having remarkable psychometric properties. The results highlight educators' competencies profile in association with their virtual learning environment usage and success, emphasizing the implications concerning reframing classroom activities. Based on the results, in agreement with empirical evidence, an analysis draws attention to the pathways teacher education programs and policies are meant to take.

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# Feeding the Professional Development Forward:The Cooperating Teachers' Reflections on an Online Mentor Training Program

Gizem MUTLU GÜLBAK
Biruni University

Cooperating teachers are influential figures during practicum studies in teacher education programs and thus their role requires a special preparation as well-acknowledged in the literature (e.g. Gareis & Grant, 2014; Wright, 2010). This qualitative study aims to reveal the reflections of cooperating teachers on a twelve week and online training program aiming at improving their mentoring skills during practice teaching. The participants of the study consisted of eight cooperating teachers who cooperated with an English Language Teaching program of an English-medium state university in Istanbul, Turkey. The online mentor training program was designed based on the premises of Critical Constructivist Teacher Education (Wang & Odell, 2002) and MRK model (Morrison, Ross, Kalman & Kemp, 2013) and implemented for the cooperating teachers through an online learning platform (NeoLMS). Following implementation, the cooperating teachers' reflections on the program were investigated through semi-structured interviews and they were asked to evaluate the training in terms of content, time allowed, structure and delivery. The qualitative analysis of the participants' comments showed that the teachers were contented with the presented content and tasks, stating that their mentoring perceptions and practices were positively influenced. In addition, the participants made constructive suggestions related to the timing of implementation as well as the delivery mode of the training. The results were discussed in relation to the relevant mentoring literature and suggestions for practical implications were provided for the training of the cooperating teachers in teacher education programs.

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## Case study of continuous activation of students' interest and reflections in large-group teacher-education lectures

Wakio OYANAGI

Kansai University

This study considers how to bridge the three structures (surface, implicit, deep) described in 'Signature Pedagogies in the Professions' (Shulman 2005) and 'Toward A Signature Pedagogy in Teacher Education' (Crafion & Albers 2012) in a lecture on teacher education for large groups. In large-group lectures, it is not easy to sustain the interest or develop the professional knowledge and skills of preservice teacher students from diverse backgrounds.

For this reason, active learning methods and flipped learning methods have been incorporated in large-group lectures in teacher education.The use of LMS and e-portfolio as lecture support systems has also been devised. However,it is not easy to encourage students to reflect on the lectures.

Therefore, this study poses the research question: What methods can be used to make students aware of and relate to what they are learning in each lecture?

This study aimed to clarify how text mining can be utilised as a method for students to actively work on the knowledge and skills prerequisite to activities for thinking in lectures as pre- and post-assignments and to clarify how it may be used effectively in a certain case.

The research involved 251 participants attending lectures on media education.

As for the procedures and methods of the study, the students were required to read a pre-assignment on the basic concepts and analytical methods to be covered in the following lecture, and at the beginning of the lecture, they were asked to answer a quiz in writing on their understanding of them using Google Forms. After the lecture, the students were asked as a post-assignment to write what they thought about in the lecture on LMS during the subsequent five-day period. The results of the writing of the pre-assignment and the writing of the post-assignment were then text-mined and presented to the students at the beginning of each lecture as a review of the previous session to show what kind of changes had occurred. We then incorporated the reflections of the outstanding students on the previous sessions.

The results of a before-after t-test showed that interest in media education was significant ($t = -10.538$, $p < 0.01$). In the students' self-assessment on a 5-point scale, the scores for 'knowledge and skills' were above 4.0 and those for 'thinking, judgment, and expression skills' were close to 4.0. The results of the free evaluation of the lectures were as follows: 1) 'Regarding feedback on assignments, it was interesting that you summarized the overall trend'; 2) 'I hope that you will continue to provide feedback'; 3) 'It was good to know the opinions of various people on LMS'; and 4) 'The lecture using the analysis sheet was easy to understand'.

The above results suggest that the lecturer should use the results of text mining to discuss issues such as changes in expertise, views, and ideas before and after the lecture. as an effective method for visualising the accumulation of knowledge in lectures.

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## Session 2 - Section 10

### Topic:

## Educational Responses to Societal Challenges from the Perspectives of Teacher Education

**29 August, 2023**
**11.30-13.00**
**Room: 312**

**Chair**: Zoltán RÓNAY

Institute of Education, ELTE Eötvös Loránd University, Budapest, Hungary
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Nataliia AVSHENIUK - Nataliya SEMINIKHYNA- Kateryna HODLEVSKA- Olena LUTSENKO

Teachers' Perspectives of Challenges within the Ukrainian Educational System

Chiedza IKPEH

Amplifying the Voices of Black Women in Teaching: An Intersectional Analysis Informed by Critical Race Theory

Franciska KÖRTVÉLYESI

Anthropological Foundations of the Teacher-Student Relationship

Tímea SZŰCS

Learning music as a means of social advancement

# Teachers' Perspectives of Challenges within the Ukrainian Educational System

Nataliia AVSHENIUK - Nataliya SEMINIKHYNA- Kateryna HODLEVSKA-
Olena LUTSENKO

Ivan Ziaziun Institute of Pedagogical and Adult Education of the NAES of Ukraine

The study examines teachers' perspectives on educational challenges in contemporary Ukraine. Online education has changed over the past three years from a novel experience that sparked some debate to a well-established approach to arranging the teaching process used by all educational institutions in Ukraine. Continued school closures only exacerbate learning losses in Ukraine. In Ukraine, they can amount to more than a year due to extended pandemic-related closures and the war. It can have persistent adverse effects on education because they impact all elements of a student's learning opportunity: less time spent on the learning and lower quality of instruction via online modalities, leading to less content covered during instruction. Due to the length of the school shutdown, Harmonized Learning Outcomes estimations suggest that scores might drop from 481 to around 451 points, which would put Ukraine below the lowest-performing nations in Europe (Angrist et al., 2021). The long-term impact might be significant, with potential future earnings losses of more than 10% a year per student (World Bank, 2022). The study examined a single primary question by conducting an open-ended questionnaire: What is the most significant problem currently affecting teachers in Ukraine? The questionnaire was distributed to 86 practising teachers in Ukraine in 2022. This main query was intended to elicit educators' opinions and provide further context. The question was left open to promote critical thinking and explore possible answers that needed to be considered by the researchers or discovered in the literature study. The open-ended question was qualitatively analysed to discover categories and themes. The

findings comprised four categories and five themes. Teachers reported the following difficulties: adapting teaching to each student due to distance study, deterioration of student learning outcomes, large class sizes, difficult adaptive teaching, motivating students, managing the social and emotional problems of students, and meeting society's increasingly unrealistic expectations. Teachers regarded their challenges as a result of resource constraints rather than deficiencies in their academic abilities. Therefore, we concluded from this study that teacher involvement in decision-making initiatives regarding educational challenges at the national level is necessary.

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# Amplifying the Voices of Black Women in Teaching: An Intersectional Analysis Informed by Critical Race Theory

Chiedza IKPEH

University of Chester

The underrepresentation of Black women in the teaching profession is a critical issue that has significant implications for the education experience of all students and the broader social fabric. Prior research has highlighted the importance of examining the experiences of Black women in teaching through an intersectional lens that accounts for the intersecting psycho-social, occupational, and economical barriers they face (Collins, 1986; Crenshaw, 1989; Lewis, Chesler, &amp; Forman, 2015).

This research aims to capture the accounts of 20 Black women in teaching through semi-structured interviews and analyse the data using an intersectional framework informed by critical race theory. The study seeks to investigate the intersectional experiences of Black women in the teaching profession, including the barriers impeding their career advancement and economic mobility. The data collected through these interviews will be analysed using a thematic analysis approach to identify recurring themes and patterns in the data set. The use of critical race theory and intersectionality theory as an analytical framework will provide a deeper understanding of the complex social and historical contexts that influence the experiences of Black women in teaching (Bell, 1992; Ladson-Billings, 1998).

The results of this research will contribute to the existing literature on the experiences of Black women in the teaching profession, providing insights into the unique challenges they face and the support they need to thrive professionally. The insights gained from this research can inform the development of tailored interventions that address the specific needs of this group. These interventions may include mentorship and coaching programs, culturally responsive teaching training, and targeted recruitment strategies.

The implications of this research are significant for policymakers, teacher training institutions, and schools. By capturing the voices of Black women in teaching, this research can inform the development of tailored interventions that promote a more diverse and inclusive teaching workforce, benefiting the education and success of all students.

In conclusion, the insights gained from this research can inform the development of tailored interventions that promote the participation and retention of Black women and other minoritised groups in the teaching profession. At present, the researcher is in the process of conducting a thematic analysis, to which she hopes to share the gained insights during the ATEE conference.

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## Anthropological Foundations of the Teacher-Student Relationship

Franciska KÖRTVÉLYESI

Doctoral School of Education, ELTE Eötvös Loránd University, Budapest, Hungary

Relationship between teachers and pupils is a key element in the pedagogical work in schools. This claim has been proven by numerous studies that have shown that the teacher-student relationship has an impact on, among other things, teaching effectiveness, student achievement, attitude towards school and learning, motivation and even teacher well-being (Pianta et al, 2003; Spilt et al., 2011). Towards the end of the 20th century, the exploration of the characteristics and functioning of the teacher-student relationship has become increasingly important (Pianta et al., 2003, p. 201). In my ethnographic research, I investigate the teacher-student relationship in a vocational secondary school in Hungary. The aim of my research, which started in autumn 2022, is to describe the functioning of this relationship and to answer the question (based on participant observation, document analysis, individual and focus group interviews) of what factors play a role in the development of this relationship and what characteristics can be identified. I also focus on exploring the perspectives of both parties, the teacher and the student (How do they see each other and their relationship?). As it is a very complex relationship, different approaches can be used for its interpretation. A number of studies approach the subject from a psychological perspective, focusing (among other things) on the teacher's and learner's personality, behaviour, emotions, attitudes and reactions, on attachment components or the effects of the relationship. However, it is also important (based on systemic paradigm) to take into account the social, economic and cultural context; there are influences from macro, exo and meso levels that affect the teacher-student relationship (Bronfenbrenner, 1979). In this presentation, among these approaches, I would like to highlight a third perspective, the anthropological approach, that can shed light on further elements that determine this relationship: the roles of teacher and student (manifested in different performances), the

hierarchy and power differences between them, their verbal and nonverbal communication, different school rituals, rules and norms, and the characteristics of space and time (based on the works of Arnold van Gennep, Victor Turner, George Herbert Mead and Michel Foucault). In addition to the anthropological approach, I also include the sociocultural context and the personalities, attitudes, emotions and beliefs of teachers and students in the interpretative process. So far, the main conclusion of the research findings is that anthropological factors play a crucial role in shaping the teacher-student relationship - in fact, they function as the basic features, the framework of the relationship. However, depending on how this framework is shaped and adapted by the school, the class, the teacher and the student, the teacher-pupil relationship can take many different forms.

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**Learning music as a means of social advancement**

Tímea SZŰCS

In the first decades of the 21st century, significant attention was directed towards cumulatively disadvantaged and disadvantaged children. The purpose of these researches is, on the one hand, to learn about the socioeconomic status of these students, and on the other hand, to find solutions to their difficulties and problems (Fejes – Józsa, 2005; Fisher et al. 2020; Hernandez et al. 2021; Varga, 2014). In my research, I study the possibilities of these students in a specific approach, by examining the opportunities offered by learning the arts. According to the literature (L. Ritók, 2010; Raffay, 2005; Román-Caballero et al, 2022; Winston et al, 2022), dealing with the arts can greatly help the development and success of disadvantaged children through transfer effects. The subject of my current research is those schools and programs that pay special attention only to the talent management of disadvantaged children. This includes the Symphony program, which is the Hungarian adaptation of the Venezuelan El Sistema program, as well as the Snétberger Center for Musical Talent and the Rajkó-Talentum Elementary Art School and Secondary School. During my previous research, I found that, despite the fact that since 2005 disadvantaged and cumulatively disadvantaged children have been able to study for free in elementary art schools, they are still present in the training in a low proportion. Thus, precisely those children who need it the most cannot participate in art education. However, they like to participate in the institutions and programs mentioned above. The focus of my research is mapping what factors are behind the success of these institutions from both a professional and a human perspective. In addition, I am looking for the objective facts, characteristics, and circumstances that led the children to these institutions. For my study, I conducted qualitative, semi-structured interviews with the leaders of the programs and training courses, various colleagues and teachers. My results show that both an understanding and attentive environment as well as a special attitude and treatment are decisive factors in the success of institutions and children. In addition, the special methodology is also vital in the development of

children. My goal is to provide a way and an opportunity for disadvantaged children with a difficult fate by getting to know the facts and experiences, with which they can achieve a higher social status.

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**29 August, 2023**
**11.30-13.00**
**Room: 203**

**Chair**: Mercè GISBERT CERVERA
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Ufuk ATAŞ - Gözde BALIKÇI - Gülden TANER

From the imagined to the negotiated: Emerging language teacher identities of
non-teaching degree students

Tugce TEMIR

The Role of Dialogic Reflection in Continuous Professional Development
Activities

Ciara UÍ CHONDUIBH

Action, Change, and Co-teaching: Professional Relationships and
Professional Learning during the Induction of Newly Qualified Teachers in
Ireland

**From the imagined to the negotiated: Emerging language teacher identities of non-teaching degree students**

Ufuk ATAŞ - Gözde BALIKÇI - Gülden TANER
Artvin Coruh University, Turkey

**KEYWORDS:** *Imagined identity, negotiated identity, non-teaching degree students, teacher education, teacher identity*

Although most teachers commence their careers through traditional teacher education majors with theory and practice components, some become teachers via alternative routes after majoring in non-education degrees. These tremendously varying alternative certification practices are prevalent worldwide, just as in Turkey. Individuals' unique pathways contribute to their dynamic self-conception and imagination (Yazan, 2018) as they become teachers. Language teacher identity (LTI) has long been a well-researched construct in the field of teacher education, especially following Johnson's (2009) remarks on the shift from a positivist orientation toward a sociocultural perspective in teacher education, conceptualising identity as a complex and ongoing construction emerging and developing interaction with others in physical and social realms (Vygotsky, 1978). Though LTI studies have predominantly focused on the identity formation and development of pre-service and in-service teachers (Xu, 2013), few looked into emerging identities of non-teaching degree students who become language teachers through alternative teacher certification pathways. Therefore, studying the imagined and negotiated LTIs of these non-teaching degree students is significant as it enables the portrayal of transformation in professional identity construction from a more developmental perspective. Utilising the framework of communities of practice and the dual process of identity formation involving identification and negotiability (Wenger, 1998), this study aims to uncover the imagined LTIs (what kind of teachers they envisioned becoming) and the negotiated LTIs (co-constructed in the process of observing mentor teachers and real classrooms) of fourth-year English Literature students who aspire to become language teachers upon graduating. This paper reports on a case study (Creswell, 2003) that constitutes the first step of a longitudinal study. In this first step, 14 non-teaching degree students participated in an 8-week

voluntary classroom observation practice as part of an elective language pedagogy course. The data collection tools were an early teacher identity survey (Arpacı & Bardakçı, 2015), individual pre-observation and post-observation interviews, observation tasks, and pre-and post-reflection journals. The findings are based on quantitative descriptive statistics and qualitative content analysis (Patton, 2015), conducted through open and axial coding (Corbin & Strauss, 2014) of data. Overall, the findings suggest that the students framed themselves within Wenger's (1998) identities of participation and non-participation. In other words, although some negotiated identities matched imagined identities (participation), most participants experienced a mismatch (non-participation) when they could not align their imagined selves to what they observed. The findings also provide implications for non-teaching degree students' professional identity development.

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## The Role of Dialogic Reflection in Continuous Professional Development Activities

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Dialogic reflection refers to an interactive process of reflective thinking where teachers interact with other teachers, colleagues, or mentors to reflect on or evaluate their own teaching practices, beliefs, and assumptions. This type of reflection can help teachers to co-construct the meaning of their implementations, explore new ideas, and develop a deeper understanding of their practice using language and dialogue (Mann & Walsh, 2017). Under the scope of Sociocultural Theory, the use of language and collaboration is thought to mediate the thoughts (Vygotsky, 1978). Thus, as dialogic reflection entails cooperation, dialogue, and reflection, it is accepted as a sine-qua-non of the developmental aspect of teacher development (Mann & Walsh, 2017). Dialogic reflection is a developmental tool for pre-service or in-service teacher development. Thus, it could be applied to different professional development activities such as reflective practice, action research, team-teaching, lesson study, or empowering skills. However, although it has been widely used, there is a gap in literature in terms of applying it within different concepts. Thus, this present study is significant in terms of (1) using dialogic reflection in different activities, (2) revealing its features through implementation, and (3) suggesting practical ways to use it for in-service trainings. The study aims to reveal the role of dialogic reflection taken place in different continuous professional development activities through observations and interviews that will be conducted with 20 novice and experienced instructors at a foundation university. The interviews and observations were recorded, transcribed, and analyzed through MAXQDA, an analysis platform. Sociocultural discourse analysis, an approach to analyzing language use that examines the ways in which social and cultural contexts shape communication and that uncovers thinking among people, and that puts emphasis on how the development occurs in social context over time (Mercer, 2004; Johnson & Mercer, 2019), was used to analyze the qualitative data. The findings will be given by mentioning the role of dialogic reflection in teacher development

in the presentation. Finally, the implications of the use of dialogic reflection within CPD activities will be revealed.

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# Action, Change, and Co-teaching: Professional Relationships and Professional Learning during the Induction of Newly Qualified Teachers in Ireland

Ciara UÍ CHONDUIBH

Scoil Uí Ghramhnaigh

**KEYWORDS:** *Professional Relationships, Induction, Co-teaching, Collaborative Practice*

The induction stage of teacher education in Ireland has recently undergone momuental change to include the formal induction of Newly Qualified teachers. This formal induction involves a group of practicing, experienced teachers who facilitate and support this phase of teacher education for Newly Qualified Teachers (NQTs) at school or local level, and has been introduced in a phased rollout from 2017 until 2021 (Teaching Council, 2016). This model replaced an external probationary evaluation conducted by an Inspector from the Department of Education. Key actors at school level and teacher trade unions raised many concerns, including those about potential tensions arising from the move from an external process to an internal one (INTO, 2012). The conceptual framework for the research was developed using Maxwell's (2005) four sources, and considered elements of professional development analysis, dimensions of communities of practice, and the role of the researcher and participants are identified, and the influence of collaborative action research as a methodology, amongst other reflections. A central innovation of this research was an exploration of co-teaching as a potential pedagogy which could used by mentors and other experienced teachers during this new model of teacher induction to negotiate the development of professional relationships whilst engaging in this important aspect of teacher education. This research was conducted in a wide range of schools; Irish medium, disadvantaged, urban, rural, and special schools. Collaborative action research (CAR) engaged the participants in co-teaching lessons and professional development meetings across school settings. The research identified opportunities for professional learning and shared professional responsibility between NQTs and mentors. Collaborative practices were developed and fostered in school and across school settings which impacted on participants' professional learning.  Findings suggest that tensions which NQTs

and mentors face whilst establishing a professional relationship were dealt with during reflections on practice and participation in co-teaching. Sharing of professional responsibility and professional conversations, whilst still fostering needs of teacher education during induction, also added to the continuing professional learning of mentors. Recommendations include the implementation of CAR and co-teaching to create a space for participants to reflect upon and build their professional relationships and in turn encouraged reflective practices.

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**29 August, 2023**
**11.30-13.00**
**Room: 204**

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Rose DOLAN - Sarah O'GRADY

Exploring the (un)changing experiences of Pre-service Teachers on School Placement: A Longitudinal Study 2009-2023.

János Gordon GYŐRI - Erzsébet CSEREKLYE

The shadow side of the coin: Another world of teacher education and development

Sigrun STAAL HAFSTAD - Stine BRYNILDSEN - Hilde AFDAL

Action research and collaborative partnership – the case of assessment practices

Barbara VAN DER MEULEN

A "poorly understood occupational group"? A systematic review of the literature on university-based teacher educators in Scotland

# Exploring the (un)changing experiences of Pre-service Teachers on School Placement: A Longitudinal Study 2009-2023.

Rose DOLAN - Sarah O'GRADY

Maynooth University Department of Education

**KEYWORDS:***Situated learning, placement induction, pre-service teachers, school placement*

Framed by Lave and Wenger's (1991) situated learning theory, this paper presents results from a longitudinal study (2009 – 2023) that explores the experiences of pre-service teachers on placement from an Irish university, with a particular focus on the school support structures available to them while on placement.

While school placement is now "considered to be the fulcrum of teacher education" and a "shared vision for school placement" has been devised (Teaching Council, 2020, p. 7),  the role of the school in placement policy has an "overarching tone of desirability, rather than obligation" (Gorman and Furlong, 2023, p. 8), resulting in inconsistencies in the experiences of student teachers on placement. Despite an expectation that all recognised post-primary schools will accommodate pre-service teachers on placement (Teaching Council, 2013; 2021), HEIs in Ireland continue to be reliant upon "a spirit of volunteerism" in schools to provide placement experiences to pre-service teachers (O'Grady, 2017).

This                                  study                                  explores:
1. the extent to which the experiences of pre-service teachers on placement have changed    at    key    points    in    time    during    the    period    2009-2023;
2. the types of formal and informal school supports made available to pre-service teachers;
3. how the teacher education policy landscape has changed over this period.

To date, quantitative data have been gathered from five cohorts of pre-service teachers and this paper compares data gathered from the 2008-09 cohort, 2015-

16 cohort and the current 2022-23 cohort, as these dates represent key placement policy turn moments. Data were analysed using SPSS, generating both descriptive frequencies and cross-tabulation results. It presents the findings from pre-service teachers' experiences and considers whether changes to programmes since 2009 as a result of policy changes at national level (DES, 2011; Teaching Council, 2011a; 2011b`; 2020; 2021) have impacted on the experiences of pre-service teachers on school placement.

Preliminary results indicate an increase in the number of schools providing deliberate supports for the pre-service teachers, but the situated learning experiences of pre-service teachers on school placement continues to show significant variation.

Programme changes have occurred in several European countries since publication of the 2013 Eurydice report. Programmes have been reimagined, redesigned and required to meet exacting standards identified by policymakers as central to ITE policy and practice (Révai, 2018). This study contributes to national and European policy and practice for ITE (European Commission, 2014) as it 1. highlights the gaps between policy aspirations and implementation and the lived experiences of pre-service teachers on placement and 2. shows the significance of an organised and obligational approach to situated learning.

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# The shadow side of the coin: Another world of teacher education and development

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**KEYWORDS:** *Shadow education; foreign language education; teacher selection and professional development systems*

Research on supplementary private education - or by its metaphorical name: shadow education - is a relatively young field of education research, even if this non-formal system has always existed parallel to formal education (Baker, 2010; Bray, 2013; Gordon Győri, 2020; Marimuthu et al. 1991). Research on teachers' professional development primarily focuses on formal mass education, teacher education and continuous professional development programs (CPD). However, in the parallel system of shadow education there is a teacher continuous development scenario as well, which is at certain points coherently connected to the formal teacher education and CPD (Wang & Wang, 2021). In Hungary, the best structured and most industrialized area of shadow education is foreign language education. In this segment, in addition to individual private teachers who work alone, several international and national companies are present on the education market. This area of shadow education has established its own professional organization in Hungary, called Professional Association of Foreign Language Schools (Nyelviskolák Szakmai Egyesülete – NYESZE) that established a quality classification of language schools. Our explorative qualitative research has explored how education companies on different levels of this classification system think about quality assurance and teacher development within their own organization. For this we have conducted semi-structured interviews with representatives and reviewed the websites of three language schools, each organization at different level of the quality assurance system. Based on this data collection, in our presentation, we introduce the professional criteria systems of these shadow education companies for selecting their teachers during the hiring processes, the quality assurance systems to follow their teachers' work during their professional activity, and the methods these enterprises use to support their teachers' professional development.

We also shed light on how language education companies in the shadow education market cooperate with the formal systems of teacher education and CPD in the public education sector in Hungary, how they share their knowledge and develop each other professionally, while also competing. We do all this in the hope that, by highlighting the teacher professional development systems and practice in the shadow education segment, we will be able to capture the processes of teacher education and teachers' professional development in a wider, more complex, and therefore more relevant and meaningful perspective of the educational ecosystem, than it usually happens.

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# Action research and collaborative partnership – the case of assessment practices

Sigrun STAAL HAFSTAD - Stine BRYNILDSEN - Hilde AFDAL

Østfold University College

**KEYWORDS:** *Collaborative partnership; action research; third space; symmetrical relationship*

In line with the international trend characterized as "the applied turn in research" (Boucher, Smyth, & Johnstone, 2004), where national and international policies and institutional strategies emphasis the need for applied research approaches, the focus in this paper is on teacher – researcher partnership. This research is part of a larger research and development (R&D) project on developing assessment practices in a municipality with nine lower-secondary schools. Earlier studies that have looked more closely at various forms of collaboration and partnership regarding practice-based knowledge development and practice-based research have shown, that it is demanding to achieve the desired equal and practical relationships that are necessary (Nutley, Jung, & Walter, 2008). Hence, the objective of this study is to explore how to develop equal partnership while developing common problem statements. Collaborative action research (CAR) as a methodological approach aims to narrow the traditional gap between research and practice for the benefit of both parties (Sigurdardottir & Puroila, 2020). With an ethnographic research approach (Atkinson, 2007), we collect recordings, texts, pictures, reflection notes, drawings, interviews and observations from four collaborative meetings between the teachers and the researcher on the development of problem-statements and research-questions. We employ the concept of the third space to conceptualize the construction of the teacher-researcher relationship. Soja (1998) understands the third space as created in binary relationships that have elements from two opposing categories, creating the alternative of an "other" identity. Employing third space in educational research, Zeichner (2010) introduced the third space as a metaphor capturing the merging point where schools, universities, and local communities come together and acknowledges that individuals' discourses overlap and intersect in hybrid spaces. In line with Platteel and colleagues (2010) we argue that it is important to develop trust, free and open communication, and dialogue between researcher and practitioners and make a fundamental shift in the focus on whose expertise

counts in the education of future teachers. Our preliminary findings is in line with the findings in Daza, Gudmundsdottir, and Lund (2021) systematic review and show that creating a symmetrical interconnection of communication and knowledge sharing in the third space while developing problem statements provide focal fundament for proceeding with the next steps of the R&D project. The study also contributes to the limited number of studies on the researcher's role in CAR and how it is constructed during the process.

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# A "poorly understood occupational group"? A systematic review of the literature on university-based teacher educators in Scotland

Barbara VAN DER MEULEN

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It is recognised internationally that university-based teacher educators (UTEs) often occupy an uncomfortable space within their national and local educational systems and cultures, and sometimes within their institutions (Lunenberg et al, 2014; Kosnik et al, 2011). Their professional identities, dispositions and learning needs in the face of highly complex and multi-faceted roles remain under-recognised and poorly supported; their recognition as a profession remains disputed despite their undisputed contribution to the pre-service and in-service teaching profession (Czerniawski et al, 2016); the contrast between the vastness of the literature on teachers and the scarcity of work on teacher educators (particularly in Scotland) has been noted by many (Bain and Gray, 2018; Livingston, 2013; Menter, 2011) Scotland's UTEs developed in a context of unique circumstances from the 1990s when what used to be their discrete professional domains known as teacher training colleges merged with existing, traditional universities (Menter, 2011). This merging of cultures and spaces appears to have affected the ways in which UTEs position and identity themselves (and are positioned by their institutions) particularly as (would-be) researchers (Hulme & Sangster, 2013; Houston et al, 2010; Gemmell et al, 2010). For example, unlike in some other nations, Scotland's UTEs appear not yet to have carved out a space for self-study (action research) to better understand their own practice, despite data showing there is an appetite for this (Bain & Gray, 2018). This systematic review is the first of its kind to explore: what has been written about UTEs in Scotland and by whom; where UTEs own voices are found in the literature and what they are saying; how visible their representation is within public education systems and bodies; and what work has been done since the country's largest review of teacher education

recommended UTEs' profile and practice be strengthened, in line with other key actors in education (Donaldson, 2010). This study aims to contribute to new knowledge about university-based teacher educators in Scotland and to existing debates about UTEs internationally. This systematic review analyses and synthesises qualitative and quantitative evidence from a spectrum of literature that includes: peer-reviewed academic work; policy and other governmental sources; the public register of teachers in Scotland; education journalism, and universities' websites. The findings show the complexity of UTEs' roles and researcher-selves; their voices and visibility in the spaces examined; notions of 'value' in relation to their work, and action following the recommendation in Donaldson's review of teacher education to address the "poorly understood" nature of the group (2010). The findings suggest that UTEs in Scotland still operate on the fringes of the teaching profession. It is, then, posited here that UTEs in Scotland could benefit from organising themselves as a professional collective, and for the universities and professional bodies to work with that collective to enhance the profile and development needs of the people tasked with this complex role.

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# SESSION 3 - SECTION 1

## TOPIC:

## TEACHER EDUCATION THEORIES AND METHODS

**30 August, 2023**
**10.00-11.30**
**Room: 302**

**Chair**: Zoltán RÓNAY

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Peer DAUGBJERG - Jens DOLIN - Jens Jakob ELLEBÆK

Science Teacher Education as Second Order Teaching

Fruzsina ESZES - Orsolya KÁLMÁN

Do we improvise in teaching? Let's talk about teachers' professional improvisation!

Elena ONCEVSKA AGER - Angi MALDEREZ

Using Systematic Informed Reflective Practice to create safe, non-evaluative reflective spaces

Thiri PYAE KYAW - Magdolna KIMMEL

Epistemological Beliefs and Teaching-Learning Conceptions of

Myanmar Student Teachers and Doctoral Students: A Pilot Interview Study

**Science Teacher Education as Second Order Teaching**

Peer DAUGBJERG - Jens DOLIN - Jens Jakob ELLEBÆK

VIA University College, Denmark

***KEYWORDS:*** *Teacher education, Second order teaching, Framework*

Teacher education deals with two levels of education; pre-service education of teacher student in a campus arena and their teaching of children and youngsters in practicum in a school arena (Nielsen & Jelsbak, 2018). This characteristic of teacher education is internationally conceptualised as second order teaching (SOT) (Jackson & Burch, 2019; Murray & Male, 2005). The presentation will present an elaboration of this in the contemporary Danish primary science education.

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**Do we improvise in teaching? Let's talk about teachers' professional improvisation!**

Fruzsina ESZES - Orsolya KÁLMÁN

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The most important factor that effects on the world of education in macro-, meso- and micro level and influences teachers work is the constant change. Dealing with unplanned situations, quick reflection, adequate professional problem solving, stepping out of routines and comfort zones are seen as crucial elements of teachers' professional activity.

Research on improvisation has a long history, as there is a vast literature about the theory and practice of improvisation in the artistic fields. On the other hand, research about applied improvisation is leading to a new, rapidly expanding field of interdisciplinary research.

Thinking about the phenomenon of improvisation in teachers' work has not been explicitly reflected in the main discourse of educational research so far. The aim of the study is to describe the complexity of improvisation and to identify its different types and functions. Furthermore, it offers an opportunity to move away from the laic associations and the common misconceptions that improvisation is 1) a spontaneous and free activity without preparation and rules or 2) a special knowledge that belongs exclusively to creative performers.

The doctoral research explores the interpretations, beliefs, and attitudes related to improvisation in pedagogical work, by analysing the views of different actors in teacher education in Hungary. The following research questions are formed: 1. How are the concepts of teachers' professional improvisation, and improvisational teaching understood?

2. What teaching tasks and activities are associated with the phenomenon of improvisation?

3. What internal and external factors help or hinder professional improvisation in teaching?
4. What are the elements of teachers' improvisational knowledge and which components can be developed in teacher education?

The research follows a qualitative methodology and uses Grounded Theory as analytical framework to explore the specific, hidden, and situational elements of teachers' improvisation. In the sequential design, first a questionnaire was applied, then individual and focus group interviews were conducted. A stratified sample of student teachers, practicing teachers, and teacher educators was selected, the sample's size was determined by data saturation.

Based on the results so far, improvisation in teaching is understood in the spectrum of flexible lesson planning and immediate adaptive problem solving requiring higher creativity. The perception of improvisation in teaching activities depends on the individual's practical experience, his or her role interpretation as a teacher, teaching approach and everyday working conditions.

Making explicit the improvisational nature of teaching can open new interdisciplinary training development directions for teacher education.

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# Using Systematic Informed Reflective Practice to create safe, non-evaluative reflective spaces

Elena ONCEVSKA AGER - Angi MALDEREZ

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Supporting teacher learning via mentoring is a delicate process of negotiating a range of competing cognitive (e.g. Malderez & Wedell, 2007), emotional (e.g. Norton, 2014) and motivational factors (e.g. Ryan & Deci, 2000). One of the main tasks of mentors, therefore, is to create safe, non-evaluative reflective spaces which enable and sustain learning.

Yet, research suggests that this does not always happen, e.g. when reflection is driven by mentors sharing their judgements on their mentees' performance. Hobson & Malderez (2013) label this kind of directive mentoring as 'judgementoring': "a one to one relationship between a relatively inexperienced teacher (the mentee) and a relatively experienced one (the mentor) in which the latter, in revealing too readily and/or too often her/his own judgements on or evaluations of the mentee's planning and teaching […] compromises the mentoring relationship and its potential benefits" (p. 90). Hobson (2016) goes on to argue that judgementoring practices may be an international issue. Among the consequences of judgementoring, he identifies its power to stifle professional learning and negatively impact on teacher wellbeing and retention.

One mentoring practice which discourages exchanging judgemental content in mentorials is Systematic Informed Reflective Practice (SIRP) framework (Malderez and Wedell, 2007; Malderez, 2015 and, in much more detail, Malderez, 2023). In this talk, we reflect, separately and together, on a transcribed mentorial in which both of us took part, discovering and rediscovering, for example, the importance of (a) grounding reflection in factual descriptions, not evaluations or interpretations (Malderez, 2023), (b) remaining open to new noticing and learning by temporarily suspending judgement, (c) using other relevant knowledge (e.g. of the context, from the literature) to illuminate decisions about the most likely interpretation or explanation of what

was noticed, and (d) arriving at one's own informed conclusions and decisions, i.e. without relying on others' judgements to make sense of things. We will also draw on our transcript to highlight areas which might require mentor/mentee training. We have used SIRP in a number of contexts ranging from one-to-one mentoring to group reflection in a teacher education context. We propose it as a practical, low-cost and sustainable means for practitioners looking to develop professionally in safe, non-evaluative contexts.

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**Epistemological Beliefs and Teaching-Learning Conceptions of**

**Myanmar Student Teachers and Doctoral Students: A Pilot Interview Study**

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**KEYWORDS:** *Epistemological beliefs, teaching-learning conceptions, student teachers, doctoral students*

This study is the pilot to the qualitative part of a larger mixed-methods sequential explanatory study exploring Myanmar student teachers&#39; epistemological beliefs (EBs) and teaching-learning conception (TLCs). Based on Schommer's EBs theory (1990) and Chan &amp; Elliott's study on EBs and TLCs (2004), this study conceptualises that the EBs of student teachers might influence their TLCs, in a way that those who hold naïve EBs will perceive teaching and learning from a traditional approach while those with more sophisticated Ebs will approach teaching and learning from the constructivist perspectives. This pilot was carried out for two purposes: firstly, to develop, assess and refine an interview protocol to see if the questions answered the depth and breadth of the main research questions; secondly, to see if the data gained may be rich enough to complement, further refine and enrich the quantitative data gained through the survey. Based on the four-phase process to interview protocol refinement by Castillo-Montoya (2016) and the findings from the quantitative data analysis, a semi-structured interview schedule with 15 points was developed and finalized based on the pilot interviews. Two student teachers and two doctoral students were selected to participate by using convenience sampling, To analyse the interview data, thematic analysis was conducted by using MAXQDA 2022 software. In response to the first purpose, the results proved that the instrument served its intended purpose, elicited data about the participants' EBs and TLCs. As for the second purpose, the data elicited suggests that the qualitative part of research may potentially be rich enough to validate, supplement, refine and enrich the quantitative data. The pilot data tie in with and thus seem to confirm the quantitative survey findings, which suggest that Myanmar student teachers have predominantly sophisticated EBs and constructivist TLCs. However, the inconsistencies within each participant&#39;s

belief system were found. This aligns with Schommer's theory and provides additional insights beyond what the survey data alone could offer. The interview data also suggests that cultural influences potentially play a role in explaining why the participants of the survey were found to have less sophisticated EB regarding the source of knowledge. Based on this pilot, the qualitative data is hoped to provide a more fine-grained picture of the EBs and TLCs of Myanmar student teachers than the quantitative part of this project on its own could.

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TOPIC:

# TEACHERS' AND TEACHER EDUCATORS' LEARNING AND PROFESSIONAL DEVELOPMENT 1

**30 August, 2023**
**10.00-11.30**
**Room: 303**

**Chair**: Olena SHYYAN
Lviv In-Service Teacher Training Institute, Ukraine
olshyyan2@gmail.com

Kevin KORMOS - Zoltán RÓNAY

Friend or Enemy? Law - Through the Eyes of Students

Maria LUCERO

Co-creating with teachers digital adaptive learning paths.

Andrea NARDI - Elisabetta MUGHINI - Francesca PESTELLINI

Online training and sharing of best practices: an innovation network for the accompaniment and professional development of Italian teachers during COVID-19

Petra PÉTER - Judit SZIVÁK - Nóra RAPOS - Judit T. KÁRÁSZ

Professional Development And Learning Of Novice Teachers

**Friend or Enemy? Law - Through the Eyes of Students**

Kevin KORMOS - Zoltán RÓNAY

Doctoral School of Education, ELTE Eötvös Loránd University, Budapest, Hungary

The Hungarian teachers' fight for higher quality and better circumstances of public education last year spotted the relevance of their knowledge about law and their attitudes towards it, especially in light of the government's reaction and retortion. Since the state refers to students' rights, it is also important to broaden the research focus on their relationship with the law. The narrower context in Hungary is essential, with more than a year-long ongoing civil disobedience and strikes in public education. Comparing this with Florida is leading a national movement to reshape how and what schoolchildren are taught about race. With Governor Ron DeSantis spearheading the crackdown it appears to have a similar approach of a top-down attitude in law-making that has a serious effect on schoolchildren. (Drenon, C. B. & B., 2023) Teachers in the state say the changes have had a chilling effect, with many fearing they may break the law if they discuss the realities of US history.

This presentation presents a small sample of a pilot research conducted in 2021 measuring attitudes towards law among teachers, teacher candidates, and secondary school students. This serves as a pilot that is to be expanded as there is emerging attention to the topic worldwide. Some elements have been presented in Hungarian journals, and important conclusions have been drawn in terms of the design and execution, finding its limitations. A study (Fukuyama, 2020) found that social status plays a role in shaping attitudes toward the law, and that schools must fill the gap left by this absence. To be successful, a deep and consistent awareness of fundamental rights on the part of teachers and schools is essential. The research involved a two-step process, firstly, a questionnaire survey as a general attitude measurement, and secondly, questioning respondents about three stories that raise legal issues beyond the school's internal regulations. The research found that the tension between norm (moral rule) and legal command is becoming increasingly pronounced.

The research is a pilot that, by relying heavily on a larger sample, we can get a more comprehensive picture of the attitudes that characterise education participants - excluding higher education. Attitudes might have undergone a major paradigm shift as teachers' advocacy - together with strikes - were not yet part of our everyday life, and in many cases, we assume teachers did not ruminate - as much - on the importance of legal awareness earlier. Once the methodological limitations of the research have been recognised, a broader spectrum of rethinking research will follow, with the growing public interest and recent legislative school events all contributing to the work.

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**Co-creating with teachers digital adaptive learning paths**

Maria LUCERO

Odisee

The paper describes the development and assessment of digital adaptive learning paths created by in-service teachers at a higher education institution in Belgium. We briefly summarize our approach to support and coach these teachers in four pilot projects, and we present the results of one of them.

Digital adaptive learning refers to tailor-made learning supported by a digital system. Adaptive learning paths offer different content or sequences of activities depending on the preferences, knowledge, and/or behavior of the student.

The Flemish government states that students learn more efficiently in an adaptive learning environment. Although our teachers were able to create digital materials themselves, they needed support and coaching to start experimenting with adaptive learning.

Since May 2022, we have provided teachers with general sessions, workshops, self-study materials and, most important, client-centered coaching sessions. Besides, we have trained them in the use of audiovisual equipment, educational programs (e.g., H5P, Camtasia, Stornaway.io), and learning platforms (e.g., Blackboard Ultra and Odisee eCourses). Moreover, our teachers have learnt by themselves programs like Miro, Möbius, Visio, and others.

To secure the sustainability of the innovation, we followed the communicative approach, which includes project management and relational building strategies. It is about managing people with different perceptions and opinions about the problem and co-creating the solution. Communication legitimizes the process; the emphasis is more on the process than on the product.

Next to that, we followed the pragmatic approach when designing the materials. This because we were dealing with something new that has never been implemented in our context before. In the pragmatic approach, several preliminary versions of a prototype are evaluated by experts and users before reaching a definitive version.

For the user evaluation, we created a data collection instrument based on the Technology Acceptance Model. The results of one of our pilots indicate that students (n=37) perceive the adaptive paths as useful and user-friendly. They hold a positive attitude towards the adaptive paths and are willing to use them in the future if presented in the same way. These results support the literature, which states that both factors, perceived usefulness and ease-of-use, influence attitude and attitude influences behavioral intention. Since behavioral intention predicts actual use, our results suggest that students will use the adaptive paths in the future. Further research is recommended to support this statement in this specific context.

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# Online training and sharing of best practices: an innovation network for the accompaniment and professional development of Italian teachers during COVID-19

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The COVID-19 health emergency represented a moment of profound crisis in the global school systems, particularly in those countries where schools had not a well-established experience in distance learning, including Italy. With the aim of providing support and coaching to the entire educational community in its attempt to meet the challenges posed by the pandemic crisis, a cycle of 41 webinars was organized between September 2020 and March 2022, focusing on a series of core themes of educational innovation. The webinar cycle is part of the actions put in place by Avanguardie educative – a schools network born in 2014 from a joint initiative of INDIRE and 22 founding schools in order to promote and support innovation processes in the school which counts today almost 1500 schools – to respond to the education emergency and to the global turn to remote teaching and learning. The webinar cycle is configured as a "learning networking" tool of informal teacher education, mentoring and peer coaching. The exchange of teaching practices, the reflective transfer of knowledge among peers and the mutual 'accompaniment' between schools are its main features. With the guidance of researchers and experts, teachers and school leaders of Italian schools shared their good practices, derived from concrete contexts and uses, offering their colleagues practicable solutions so that each of them could, according to their own needs and specificities, continue their activities despite the closure of schools. The participants were given a satisfaction questionnaire at the end of each webinar and a follow-up questionnaire at the end of the cycle. Descriptive-

type statistical analysis has been conducted for closed-ended questions, while open-ended answers have been analyzed through textual analysis and categorization of the answers provided. The survey made it possible to investigate emerging needs in training and professional development of this 'professional learning community'. The investigation of learning needs was followed by an analysis of the initiative's usefulness in relation to coaching and professional development of the attendees. More than 3180 participants answered the satisfaction questionnaire while the follow-up questionnaire obtained n. 1068 responses. The survey results show an excellent appreciation of the overall training proposal, pointing out its efficacy as a coaching/professional development tool. The value of the proposed training offer in view of professional development is also confirmed by the high networking rate promoted by the initiative. The data revealed that many formal and informal networks were built among the participants as a result of their attendance. Networking is an emerging scenario for spreading innovation, whose potential should not be overlooked, especially with the aim of countering possible attempts to restore traditional educational models which can no longer provide an adequate response to the current needs of the school.

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## PROFESSIONAL DEVELOPMENT AND LEARNING OF NOVICE TEACHERS

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The period of starting the career confronts teachers with extremely many challenges (Veenman, 1984; He & Cooper, 2011; Zhukova, 2018; Aarts et al., 2020). In addition to the difficulties, this period is important in terms of professional development and learning, which determines the career itself (Tammets, Kai & Eisenschmidt, 2018). Based on the paradigm of professional development and learning (Rapos et al., 2020), we need to understand the factors that influence the learning of novice teachers at the beginning of their career.

Examining the continuous professional development models of teachers at the level of the public education system, the organization and the individual (Models of Teachers' Learning - MoTeL), the four-year research aims to explore the factors of continuous professional development and learning, as well as to understand how they affect the teachers' effectiveness.

The results presented are part of MoTeL research, applied to a sample of novice teachers with a maximum of 3 years of experience (Barrett et al., 2002). The currently presented phase of the research seeks answers to 1) what characteristics can be used to describe the learning of novice teachers, 2) what supporting and inhibiting factors do they perceive in relation to their professional development, 3) how are they influenced by personal dimensions (e.g., views, career motivation, self-efficacy) the learning and professional development of beginners.

In the research, the sub-sample of career starters is a total of 264 teachers, which is 5.1% of the total sample. Cross-tabulation analyzes were performed to compare

the distribution of answers on the novice and total sample, which was supplemented with the Mann-Whitney test to compare the magnitude levels. In the case of indices formed based on the individual learning and self-efficacy models, we examined the indices formed on the entire sample for the sub-samples (Rapos et al., 2020), which we checked with confirmatory factor analysis on the entry-level sub-sample.

Based on our results, the novice teachers learn without interaction, and their knowledge and innovations are typically not integrated into the institution's professional knowledge base. Among the supporting people, the head of the institution and the colleagues are the primary supporters, as well as non-professional family members and friends. Furthermore, in the field of discipline, beginners perceived themselves to be the least effective compared to experienced teachers (He & Cooper, 2011; Wolff et al., 2016).

Based the results, we can get an idea of the generalizable patterns regarding the learning of novice teachers, which can be further considered and supplemented with qualitative methods to understand the importance of this phase in terms of individual learning paths and professional learning, and thus contribute to more effective support of beginning teachers.

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# SESSION 3 - SECTION 3

## TOPIC:

## ENVIRONMENTAL, HEALTH AND SUSTAINABILITY EDUCATION

**30 August, 2023**
**10.00-11.30**
**Room: 304**

**Chair**: Diola BIJLHOUT
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Balamuralithara BALAKRISHNAN

Ethics in Creativity and Innovation Practices among Teachers in Malaysia

Agnieszka KOZLOWSKA

Environmental views and awareness of Z generation in Poland. Challenges for environmental education of teachers.

Teresa VILAÇA - Marcelo BRITES - Graça S. CARVALHO

Regional and local Portuguese social care providers' needs regarding the recruitment and work with volunteers who act as rural eHealth facilitators of older citizens in rural areas

Eija YLI-PANULA(101)

Primary school and subject student teachers' views and their competencies in sustainability education

# Ethics in Creativity and Innovation Practices among Teachers in Malaysia

Balamuralithara BALAKRISHNAN

Sultan Idris Education University

**KEYWORDS:** *Teachers; Ethics; Creativity ; Innovation*

Creativity is defined as the production of novel, useful ideas or solutions to problems, whereas innovation focuses on the usefulness of the ideas and solutions (Amabile, 2011). McLaren (1993) emphasised that creativity has a "dark side" that must be carefully managed in order to avoid any negative consequences from innovations based on CI skills. This "dark side" of creativity emerged in the early years, when Alfred Noble's invention of dynamite (McLaren, 1993) was supposed to be used in the mining sector but was recklessly used in war to kill mankind. This is also evident in many technological innovations that have deviated from their original purpose and become societal problems. Ethics is crucial in defining how the consequences of creativity through inventions benefit all living beings in this biosphere (Gino & Ariely, 2012). Without a proper ethical foundation, creative thinking can lead to innovations that have negative consequences (Hendrick and Mishra, 2020). The purpose of this research is to analyse the extent of ethical consideration in creativity and innovation activities by examining teachers' beliefs, attitudes, and intentions toward ethics in their creative and innovation practises in the classroom. The study was based on Azjen and Fishbein's value expectancy model (Azjen & Fishbein. 1980), which states that an individual's beliefs cause the formation of attitudes, which influence the individual's views and intentions to act on specific topics. A questionnaire was delivered to 255 Malaysian secondary school teachers as part of this study's quantitative approach. Both descriptive and inferential statistical analyses were performed on the collected data. According to the findings of the studies, respondents' beliefs, attitudes, and intentions regarding ethics in creative and innovative activities were poor. It is vital to incorporate ethical values into the creativity and innovation process in order to create a community of teachers who go above and beyond to achieve the global citizenship goals. Furthermore, the

research can help to prepare the teaching community and create environments that foster responsible teachers for the world well being via teaching activities.

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## Environmental views and awareness of Z generation in Poland. Challenges for environmental education of teachers

Agnieszka KOZLOWSKA

Adam Mickiewicz University

**KEYWORDS:** *Z generation; environmental awareness; environmental activism, pedagogy students*

Environmental crisis and climate change are one of the most difficult challenges in the contemporary world. In the context of the slow pace of political processes which try to address these problems (Stott, 2021), ones believe that citizens' political participation and environmental activism will help in saving the world (Dobson, 2003). In this context, it is interesting to examine the environmental attitudes and values of Generation Z, who are expected to overcome the environmental crisis in the future. Are they really more engaged in environmental issues than older generations, as was reported in some studies (Nadeem, 2021)? The paper is based on the literature review supplemented with the preliminary results of a survey conducted at Adam Mickiewicz University in Poznan. The "Young Values" report on Z generation represented ICT and STEM (Chmura-Rutkowska & Kozlowska, 2022), was used as a reference point and a source of selected questions.

The study sample consisted of 270 respondents, mainly pedagogy students. The majority of them were women (93.7%). Ecological awareness was measured using the New Ecological Paradigm Scale (Dunlap et. al., 2000); environmental behavior - with questions on shopping, consumption, transport, saving water and electricity, and involvement in supporting environmental NGOs, actions, and events.

The average NEP Scale result was average-high: M=3.89 and the NEP Index was M=0.72. ANOVA results showed that people with higher NEP Index are more likely to avoid meat in their diet, consume less, sign ecological petitions online, or walk short distances instead of driving. Environmental activism, however, did not produce such clear results.

The study also reveals a disproportion between the frequency of environmental behavior in private life versus public space. Almost 80% of respondents segregate waste, 45.1% often or always exclude meat from their diet, and 79.7% share

animal rights posts on FB. But only 15.2% create pro-environmental posts; 2.2% are active in a pro-environmental NGO; 8.1% have co-organized an eco-action or event; 81.1% have not participated in a Climate Strike or other eco-manifestation. The results are strong arguments for teachers' environmental education, which should be focused on the development of environmental attitudes and merged with citizenship education (Chang, 2016; Gkotzos, 2017a; Howard-Jones et al., 2021; Stevenson et al., 2017). Preliminary studies on the national curriculum connections with environmental citizenship in Poland, however, show discrepancies between environmental and citizenship education content and goals (Hejwosz-Gromkowska 2021; Kozlowska & Hejwosz-Gromkowska 2022). Nature-based learning and place-based learning in the teacher education curriculum could help in changing the situation (Agyeman & Angus, 2003; Chawla, 2018; Gkotzos, 2017b; Hallar et al., 2011; Jordan & Chawla, 2019).

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# Regional and local Portuguese social care providers' needs regarding the recruitment and work with volunteers who act as rural eHealth facilitators of older citizens in rural areas

Teresa VILAÇA - Marcelo BRITES - Graça S. CARVALHO

University of Minho

Older citizens in rural areas are particularly at risk of digital exclusion because they may have limited access to technology and digital infrastructure and skills (Choi et al., 2013). Population health tools include Apps that connect individuals instantaneously to a doctor, software that allows the making and maintaining of electronic patient case records, facilitating access for both patients and physicians, android applications that allow individuals to monitor their vitals and provide timely tips to manage their lifestyle (Orlowski et al., 2021; Reddy, 2022). Mobile technology-based applications not only help families to stay connected, but also link older adults to resources in healthcare and encourage physical and mental well-being (Sen, 2022; Pihlainen,2022). Therefore, it is important to show them the potential benefits of using digital technologies to promote their health, such as accessing health information, monitoring their health status, and connecting with healthcare providers and family remotely. This study, carried out in Portugal, is part of an ERASMUS+ Rural eHealth Facilitator (REACT) Project (KA220-ADU-2D9650FE) involving Denmark, France and Netherlands. The REACT project wants to create a "bridge" from the regional and local health and social care providers to the vulnerable and elderly citizens in rural areas, through the creation and engagement of Rural eHealth Facilitators, who are volunteers that are willing to assist peer citizens in gaining access to digital solutions. This research is the beginning of this project, which consisted in a regional and local health and social care providers' need analysis with the following research aims: i) to know their perceptions regarding the recruitment and work with volunteers; ii) to understand their acknowledgement of volunteer work; iii) to

understand their perceptions regarding their needs to train and collaborate with rural eHealth facilitators. Data was collected by a semi-structured interview. In Portugal a convenience sample (n=12) was selected. Preliminary data treatment show that the majority of interviewees consider that the recruitment of volunteers will be difficult, argue that promoting digital skills and motivation among older citizens in rural areas can help to reduce their digital exclusion and improve their health outcomes, and recognizes the importance of volunteer work to provide the access of vulnerable and elderly citizens in rural areas to digital infrastructure, training and support to ensure that they can use digital technologies effectively and safely.

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# Primary school and subject student teachers' views and their competencies in sustainability education

Eija YLI-PANULA
University of Turku

Human activity has been shown to accelerate the change of natural environments. This study lies on the idea of human impact on natural environments and the theory part lies on Bronfenbrenner`s (1974, 1979) environmental system theory. Environmental phenomena are part of the phenomena-based sustainability education in schools. Based on these issues the study ended to examine the environmental problems in connection to human activity and societies in the discourses of primary school student teachers (PSTs). The survey is part of the larger Finnish-Spanish research project regarding the teaching competencies in sustainability of PSTs.
The aim of the study was to investigate what kind of discourses PSTs present about the local (e.g. forest logging, waste), regional (e.g. commuting, eutrophication of the Baltic Sea,) and global (e.g. biodiversity loss, climate change) environmental problems and about their solutions to address the mentioned environmental problems. The respondents were PSTs (n=190) from seven Finnish universities and Spanish PSTs (n=170). The material was collected using a questionnaire. The data consisted of the answers to four open questions (n=583). The answers were analyzed using inductive content analyses and further by a data-oriented discourse analysis and were theory-driven by means that the influence of previous knowledge was noticeable in the analysis and the previous knowledge was to expand thinking.
As a first result, the PSTs' answers represented all seven competencies in teaching sustainability introduced by Unesco (2017); anticipatory, critical thinking, collaborative, integrated problem solving, normative, systems-thinking, strategic thinking. Secondly the following seven discourses existed in the answers: discourses of uncertainty and hope, discourses of everyday small actions, environmental citizenship discourses, individualization discourses, individual freedom discourses, joint regulation discourses and environmental relationship discourses. In addition, the action competency was analyzed

regarding the discourses of everyday small choices and environmental citizenship. The findings concerning action competency revealed that the PSTs constructed their competence as environmental problem solvers through individual freedom and individual responsibility. Another finding indicated that PSTs' perceptions of environmental action competency suitable for pupils in the age of primary school was partly narrow which result is in line with the results of earlier studies. The result provides new information to support sustainability education.

This study was made to support the development regarding the role of the school and its' possibilities to act as a force for change in solving global environmental problems.

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## TOPIC:

### TEACHER EDUCATION AND NEW TECHNOLOGIES

**30 August, 2023**
**10.00-11.30**
**Room: 305**

**Chair**: Milan STOJKOVIC
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agricola77@gmail.com

Collins ARIBAMIKAN

Hindrances to Utilization of Information and Communication Technology for Officiating and Teaching Sports in Nigeria

Teresa CARDOSO - Glória BASTOS - Filomena PESTANA

"Reimagining a Positive Direction for Education": insights from teachers on digital learning during the COVID-19 pandemic

Bo SICHTERMAN - Mariecke SCHIPPER - Max VERSTAPPEN - Philippine WAISVISZ - Marli TIMMERMANS - Stan VAN GINKEL

The impact of a Virtual Reality-based presentation task on students' presentation skills and presentation anxiety in higher education

Angela Maria SUGLIANO - Giovanni ADORNI

A certification process to assess ICT competences for teachers: the EPICT (European Pedagogical ICT) Certification

# Hindrances to Utilization of Information and Communication Technology for Officiating and Teaching Sports in Nigeria

Collins ARIBAMIKAN

Bamidele Olumilua University of Education, Science and Technology, Ikere Ekiti, Nigeria

Sports teachers and officials in the developed world are bedevilled by certain factors which act as clogs in the wheel of maximum utilization of information and communication technology (ICT) for teaching and officiating sports. In light of this, this study aimed to investigate hindrances to using ICT for teaching and officiating sports in Nigeria. The research was conducted using a descriptive survey approach. The research focused on four thousand (4,000) teachers and sports administrators in Nigeria, with eight hundred (800) respondents being sampled. Purposive sampling methodology was used to select seven (7) states and the Federal Capital Territory (FCT) Abuja, making eight (8) states that were selected for the study. One hundred teachers and sports officials from each state were chosen using a random sample technique with no replacement balloting. As a result, the survey only included 726 individuals who completed the questionnaire correctly. Data were analyzed using mean, Product Moment Correlation Coefficient (PPMC) and Regression analysis. It was found that there were significant hindrances facing utilization of ICT by teachers and sports officials in Nigeria, such as lack of access to ICT facilities, lack of adequate ICT skills to operate the equipment, lack of conducive environment/lack of support from the government, erratic power supply/lack of a standby generator, lack of technical support from international federations, thus impeding the adequate performance of teachers and sports officials in Nigeria. Based on the conclusions, it was recommended that teachers and sports officials in various sports and schools should be provided with the needed ICT facilities for teaching and officiating in multiple sports in Nigeria. Also, access to ICT facilities should be ensured. At the same time, sports officials and teachers should be trained to acquire the requisite skills to operate the equipment. Power should be provided for officials and teachers to utilize ICT facilities for officiating and teaching sports in Nigeria, thereby leading to enjoyable teaching and sports participation on the parts of athletes, coaches, officials, administrators, teachers and spectators.

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# "Reimagining a Positive Direction for Education": insights from teachers on digital learning during the COVID-19 pandemic

Teresa CARDOSO - Glória BASTOS - Filomena PESTANA
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Digital transition in education reached a greater relevance with the COVID-19 pandemic crisis, when the provision of teaching and learning shifted overnight to emergency remote scenarios, delivered in distance and online settings.

Although the development of digital skills has been targeted as an educational priority at national, European and international levels, how confident did the teachers feel to tackle that unexpected compulsory change to e-learning? And what implications did it bring to the teachers' comprehension of their role? These were some of the issues dealt within the RAPIDE European project, in which it was aimed to evidence possible ways for "Reimagining a Positive Direction for Education".

In the scope of the project, different activities and initiatives were offered to different educational actors, including teachers, namely a short teacher training course, focused on teachers' narratives on their experiences, voicing European perspectives about digital learning. In the end, the teachers-trainees were invited to reflect on their own personal experiences during the lockdowns.

The goal of this exploratory research is thus to analyse those reflections, bearing in mind the two questions previously mentioned. We will adopt the case study methodology, and apply content analysis to the data collected through a google forms, in which the teachers-trainees wrote their reflections. The training is presented, so as to provide the context in which we interviewed 18 teachers who took part in it. The interview-reflection was mediated by the technological tool previously referred to, and was guided by the 4R model framework developed

within the RAPIDE project, though for now we will only consider the dimension of the reflection.

A preliminary analysis of our results indicates that even if not all the teachers felt quite confident to address the mandatory shift to emergency remote teaching, as some refer the permanent need to "invest in the new technologies", all embraced the implications it brought to the comprehension of their role, as teachers, specifically in that time of sanitary crisis. As one of the teachers-trainees acknowledged, "the role of the teacher had to be thought through and it was necessary to place the focus on guiding and conducting learning."

To conclude, the insights from the teachers on digital learning during the COVID-19 pandemic that surface from their reflections may contribute not only to "Teacher Education on the Move", but also to "Reimaging Our Futures Together", which ultimately requires to keep on "Reimagining a Positive Direction for Education".

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# The impact of a Virtual Reality-based presentation task on students' presentation skills and presentation anxiety in higher education

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Marnix Academy – Utrecht

**KEYWORDS:** *Presentation skills, virtual reality, automated feedback, teacher development, higher education*

Presenting is considered as a core skill for the higher-educated professional (De Grez, 2009). However, many graduated students often fail to show effective presentation behaviors (Chan, 2011) and suffer from presentation anxiety (Smith & Sodano, 2011). The development of presentation skills, therefore, is a crucial objective in higher education. While previous research emphasized the essence of practice and feedback opportunities for fostering students' presentation skills and overcoming presentation anxiety (Van Ginkel et al., 2015), issues have been reported in educational practice that prevent the optimal development of the time consuming skill. These issues involve, amongst others, time constrains and the high workload of teachers (Adubra et al., 2019).

Interestingly, studies have shown that innovative technologies such as Virtual Reality (VR) are valuable for offering practice opportunities and delivering personalized, automated feedback within presentation tasks (Van Ginkel et al., 2019). However, the previously studied automated feedback consisted of quantitative feedback reports which had to be interpreted by a teacher. Nowadays, technological developments allow the conversion of quantitative information into qualitative feedback messages that are constructed based on high-quality feedback criteria (Hattie & Timperley, 2007). Therefore, this experimental study aims to investigate the impact of qualitative automated feedback messages on students' presentation skills (post-test only) and the development of presentation anxiety (pre-test post-test design). This experimental condition is compared with a validated control condition in which a teacher interprets quantitative, automated feedback reports. For data collection, validated rubrics and questionnaires are adopted. Besides, perceptions towards the utility of the feedback are assessed.

The results of this study reveal no significant difference in presentation skills scores between the two feedback conditions. Moreover, students in both groups perceived the feedback and the feedback source as equally valuable for their presentation skills development. Interestingly, a significant decrease in presentation anxiety was determined from pre-test to post-test, without a significant differential impact .

Findings of this study suggest that the integration of qualitative feedback messages in VR is effective for students' presentation skills development. Moreover, practicing a presentation in VR and receiving automated feedback significantly decreases presentation anxiety. Insights from this study contribute to reducing the workload of teachers and challenging teachers in professionalizing to their new roles as coaches supporting students' learning processes (Adubra et al., 2019). Future studies should focus on how effectively integrating peer-to-peer learning in VR-based education could further support teachers in constructing skills education within the digital era.

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# A certification process to assess ICT competences for teachers: the EPICT (European Pedagogical ICT) Certification

Angela Maria SUGLIANO - Giovanni ADORNI

Associazione EPICT Italia

This contribution describes the certification process based on the syllabus of EPICT Certifications (European ICT Pedagogical Licence) [1] which up to now have been issued to certify formal skills achieved at the end of courses based on the model developed in years 2002- 2005 by the European project EPICT, and which is now going to be proposed as a general model to certify teachers skills in the pedagogical use of ICT.

According to the European Qualifications Framework [2], competence is the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development; according to LeBoterf, [3] competence is the ability to efficiently combine intangible resources (knowledge, know-how, etc.) and material resources (tools, machines, etc.) in order to fulfill a task. So, to assess competence, it is necessary find ways to test someone's ability to combine intangible resources and material resources according to a professional figure competence model.

We used the EPICT syllabus – mapped on DigCompEdu [4, 5] - as the competence model for the professional figure of the teacher competent in the pedagogical use of ICT; we developed a certification process that supports the candidate to produce evidence of her/his ability and guides certifiers to assess the candidate's performance.

Therefore, in summary, the certification process.

First Step - The candidate produces three evidences: 1) a lesson plan drawn up according to a supplied format which guides the candidate to describe his/her experience of carrying out a didactic activity with the technology object of the certification; b) multimedia evidences: an artifact created with the technology subject of the certification, the assignments for students, real cases evidences; c) a document that contains both a checklist that allows the candidate to verify the evidences produced and some questions that guide the candidate to give more information about what produced.

Second Step - The certifier uses the checklist tool to evaluate the adherence of the evidence to the certification syllabus: the evaluation is based on the levels defined by the DigCompEdu framework and for each evaluation element he formulates an evaluation feedback. The completed checklist is shared with the candidate and a supervisor. Only candidates who have received 75% of positive evaluations are admitted to the certification interview.

Third Step - Using feedback, the certifier conducts an interview with the candidate in the presence of the supervisor: the candidate's ability to respond to the stimuli of the certifier who suggests context changes to the lesson plan presented, represents the candidate's ability to competently use the non-material and material resources to carry out educational activities with the technology subject of the certification.

Fourth Step - The Certification is given as Open Badge by University of Genoa

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TOPIC:

## HIGHER EDUCATION AND TEACHER EDUCATION

**30 August, 2023**
**10.00-11.30**
**Room: 306**

**Chair**: Orsolya KÁLMÁN

Institute of Education, ELTE Eötvös Loránd University, Budapest, Hungary

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Hilde FJELD - Sigrun STAAL HAFSTAD - Lin Elisabeth SANDHAUG RAMBERG, Magne SKIBSTED JENSEN

School adoption - Towards a comprehensive Teacher Education?

Orsolya KÁLMÁN - László HORVÁTH - Dorottya KARDOS - Borbála KOZMA - Tímea SZŐLLŐSI

Understanding and Assessing Innovation Competence of Students in Educational Sciences

Burcu KOÇ - Kerem Can ALPAY

Faculty Stress Sources: Voices from Turkish Teacher Educators

Fabian MUMENTHALER - Patrick Jermann - Roland TORMEY - Michael ECKHART - Caroline SAHLI-LOZANO

Self-regulatory skills and the role of full- and part-time studying in student teachers

David Powell

How might new university teachers learn how to teach well in a world worth teaching in for all?

**School adoption - Towards a comprehensive Teacher Education**

Hilde FJELD - Sigrun STAAL HAFSTAD - Lin Elisabeth SANDHAUG RAMBERG, Magne SKIBSTED JENSEN

**KEYWORDS:** *School Adoption - Student Teacher Practice - Comprehensive Teacher Education*

Teacher education is experienced by many students as disjointed and not comprehensive. They express that there is a lack of connection between what they experience in practice and the teaching on campus. On a general basis, they are calling for better cooperation regarding practice between teacher educators from Higher Education (HE) and schools, and in turn a better understanding of the complexity of the work (Munthe et al., 2020).

School adoption is a form of practice that the students meet in their last year of study. In our case this is carried out at two schools with a particularly close connection to the Faculty of language and Teacher Education. After an intensive preparation, the one-week adoption begins, during which the student teachers take over the lessons and school tasks in the internship school, while the staff - teachers complete a specific professional development course (Bach, 2019).

In the aftermath of the practice the students write a student report in which they reflect on their own learning from the school adoption. We use these reports as data. We discuss what implications the findings from the data can have for development of teacher education. Our research question is:

How do student teachers reflect on their own professional learning and development through school adoption, and what implications can this have for teacher education?

We discuss our findings through the lenses of situated learning theory (Säljö, 2010) and concepts from research on development of professional identity (Korthagen, 2004). In our preliminary analysis, we have divided our findings inn to three main categories.

Responsibility and independence

Our findings suggest that the school adoption gives the student teachers experiences with several of the tasks in a teacher's everyday life. In addition, it seems to make the students more confident in trying out student-active forms of work. They also thrive when being able to work independently without a practice teacher present in the classroom. This enables them to teach according to their own preferences and individual strengths. Some student teachers express a sense of insecurity and stress regarding their own competence and ability to deal with the challenges that may occur during the school takeover.

Collaboration

The students experience great support in each other when working in teams with challenges regarding e.g. division of labour, preparing for lessons, difficult situations with the pupils. It gives them an experience with the importance of relationship work in school.

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# Understanding and Assessing Innovation Competence of Students in Educational Sciences

Orsolya KÁLMÁN - László HORVÁTH - Dorottya KARDOS - Borbála KOZMA - Tímea SZŐLLŐSI

Various higher education programs are focusing on education offer courses and tasks where students can work on projects, create new products, processes, or services, and are engaged in innovation activities. However, we know less about how students' individual innovation competence is developing during these activities. Therefore, our aim is to explore how individual innovation competence can be interpreted and based on that assessed and reflected in higher education. Although many research studies have looked at innovation, its emergence and diffusion in organisations, only in the last two decades that more attention has been paid to individual innovation competence. The definitions of innovation competence vary to a great extent but as a common ground in definitions three main horizontal areas can be identified, namely (1) creative thinking for creating concretized novelty (2) teamwork and (3) implementation component. Our research methodology relies on a mapping review of previous studies related to defining, assessing, and developing individual innovation competences in higher education and at the workplace. Furthermore, interviews were conducted with students from three higher education areas (education, arts and design, engineering) and three levels of higher education programs (BA, MA, PhD). The interview builds on students' own experience and on cognitive testing method where the translated and adapted version of the FINCODA barometer was used. 27 students participated voluntarily in the interviews; the only sampling criteria was to have relevant experience with innovative tasks in higher education. The preliminary findings of the mapping review show that not only the dimensions of the innovation competence vary in studies but the structural characteristics of the components interpreting innovation competence as a hierarchical, horizontal, sequential construct or as a continuum between creativity and entrepreneurship competence. These models are further analysed based on the quality of theoretical and empirical underpinnings, the focus on interpreting, assessing or developing

innovation competence, and the contextual factors. Our interview findings identify how students interpret the core, more context-free dimensions of innovation competence and the specific components related to the educational field, e.g., creativity and teamwork. Also, those areas are analysed which students from educational science find less relevant compared to the two other fields in higher education. Our study will contribute to increase the awareness of key dimensions of innovation competence in educational programs, and to the development of a flexibly used assessment tool for students and university teachers in the field of education.

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**Faculty Stress Sources: Voices from Turkish Teacher Educators**

Burcu KOÇ - Kerem Can ALPAY

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*KEYWORDS: Teacher educators, faculty stress sources, Turkish context*

In today's society, where the working environment is continually changing, globalized economies, new legislation, and advancing technology provide many new issues for employees (Jiang, Du & Dong, 2017). Higher education institutions, which play a critical role in promoting the research and development required to ensure the long-term growth of the economy, society, policy, and technology, as well as in meeting the demand for competent people, are among those most impacted by the aforementioned changes (Vera & González-Ledesma, 2018). According to research from the Guardian (2019), more than one-third of professionals in the education sector worldwide experienced a stressful job experience in the previous academic year. This highlights the importance of universities, which have the responsibility to protect and develop academicians' mental health and well-being, in understanding the causes and consequences of professional stress, as well as conducting academic studies and projects to develop policies to reduce the risk of burnout and academic staff attrition. With this in mind, the study adopted a survey design in which the Faculty Stress Index (FSI) developed by Gmelch, Lovrich, and Wilke (1986) was used to collect data on teacher educators' sources of faculty stress at a state university in the Turkish context. Study findings revealed the factors that cause teacher educators stress at work. The findings also revealed departmental variances. In the discussion section, how this data can be used to make changes in organizational organizational structure, policies, administrative appointments, and managerial behavior to provide a less stressful environment for teacher educators, as suggested by Gmelch, Lovrich, and Wilke (1986). Moreover, this data may assist teacher educators in being more aware of circumstances that cause them stress at work. Finally, some practical implications and suggestions for further research are provided.

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factors were identified: self-regulation, self-management, and overall metacognitive self-regulation. After establishing good model fit, we included the causes (full- vs part-time working, age, and regular vs SEN teacher-student) in the models. The results show that metacognitive self-regulation is not related to working status, age, or being a regular versus SEN teacher-student. However, time management and effort regulation are related to being a regular versus SEN teacher-student, but not to working status or age. These findings suggest that self-regulatory skills are not a prerequisite for working part-time during teacher education, and that SEN teacher-students have better time management and effort regulation skills than regular teacher-students.

The teacher shortage is a common problem internationally (den Brok et al., 2017; Sutcher et al., 2019) – so too in Switzerland. To counter this problem, many Swiss universities of teacher education encourage their students to work part-time during their studies.

of the twelve items had to be excluded for good model fit (satisfying the cutoff values proposed by Hu and Bentler, 1999), for time management one item was excluded. In the final models, causes were only kept when they were significant. Working part-time is significantly related to higher latent scores in metacognitive self-regulation, time management, and effort regulation. Age is only positively related to metacognitive self-regulation. Being an SEN teacher-student is not related to any of the three measured concepts. Different reasons will be discussed if these findings shall be supported by bigger samples. For example, part-time working students might self-select to work because they have enough resources. Second, better learning habits might be due to the affordances of their environment. Third, good learning habits might have been acquired through work.

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**How might new university teachers learn how to teach well in a world worth teaching in for all?**

David Powell

University Of Huddersfield

The pandemic turned the world upside down. How does teacher education and its teacher educators respond. This presentation is inspired by and adopts as its theoretical framework Kemmis et al.'s (2014) theory of practice architectures, a site-based contemporary theory of practice, employing three of its ideas to unpack and interrogate how new university teachers are learning to teach with a university-based teacher education programme in England. The first idea I will employ is their assertion that the double purpose of education is to 'learn how to live well in a world worth living in for all' (Kemmis et al., 2014, p.25). Based on this, I am asserting that teacher education should have a double purpose, too, and this might be learning how to teach well in a world worth teaching in for all. The second idea is that practice consists of 'sayings, doings and relatings' (ibid, p.33) and practices, such as teaching, exist within 'a project' (ibid, p.57). An initial teacher education programme is a project and as such normally includes teacher educators' practices of teaching, student teachers' practices, mentors practice of mentoring and other practices, for example, leading practices. The third idea is that learning is 'an initiation' (ibid) into a practice and its 'practice tradition' (Kemmis et al., 2014, p.31), in this instance, the practice tradition of teaching, and that the students, in this case student teachers, are 'more or less gently stirred in' (Kemmis et al., 2014, p.59) to the sayings, doings and relatings of the practice of their chosen subject or profession, in this case teaching. As such, learning is learning 'how to go on' (p.58) and within teacher education programmes how to go on as a teacher.

Informed by my experiences of taking on the course leadership of my university's initial teacher education programme for its new teachers in May 2022, this presentation seeks to answer two questions:

1. What are the 'sayings, doings and relatings' new university teachers are 'more or less gently stirred in' to within a university-based initial teacher education programme in England?

2. How are these new teachers initiated into the practice of teaching so they learn how to teach well in a world worth teaching in?

The presentation will conclude with time for participants to consider and discuss what they have heard, what they make of it and what this might mean for their own practice and practice setting.

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**SESSION 3 - SECTION 6**

**Topic:**

**TEACHERS' AND TEACHER EDUCATORS' LEARNING AND PROFESSIONAL DEVELOPMENT 2**

**30 August, 2023**
**10.00-11.30**
**Room: 307**

**Chair**: T. J. Ó CEALLAIGH
University College Cork
tjoceallaigh@ucc.ie

Mia FILIPOV - Ozrenka MEŠTROVIĆ - Branko BOGNAR

Perils of the "culture of nice" in online video-based teacher professional development

Beatrix FŰZI

Challenges of integration of new elements into the teacher role

Beata KARPIŃSKA-MUSIAŁ

University of Gdańsk Center for the Development of Teaching and Tutoring – report on teacher professional development at the Polish HE institution

Seda SARAC - Hülya GÜLAY OGELMAN - Nihal YURTSEVEN - Ergün AKGÜN

Learning to Support Self-regulation in Preschoolers: Teachers' Professional Development Through UbD-Based Blended Learning

# Perils of the "culture of nice" in online video-based teacher professional development

Mia FILIPOV - Ozrenka MEŠTROVIĆ - Branko BOGNAR

Faculty of Humanities and Social Sciences, University of Osijek

This case study was part of a practical action research aimed at planning, implementing and evaluating a video-based teacher professional development program. Thirteen mathematics and biology teachers involved in the research were asked to apply selected elements of effective teaching in their own lessons. In order to facilitate the process of change, their lessons were video-recorded and subsequently analysed in online learning communities via Zoom and on the Moodle forum. There, the teachers could engage in reflective discussions led by pedagogues and mathematics or biology teacher educators. To improve the online discussions, two classroom observation protocols were introduced. Two discussion frameworks were also proposed, each suitable for synchronous (Zoom) and asynchronous communication (Moodle). The frameworks were specifically aimed at giving positive and corrective feedback on the recorded lessons. However, a qualitative analysis of recorded online learning communities and forum discussions showed that some teachers tended to give mostly positive feedback on the recorded lessons. Furthermore, in their self-reflective accounts in online learning communities, some teachers pointed out shortcomings in their own lessons, even though they received only positive feedback from fellow experts. In post-research interviews, two teachers said they were afraid of disrupting the cohesion among the members of the learning community, which is why the "culture of nice" prevailed. In addition, some teachers had trouble with giving corrective feedback on the recorded lessons even at the latest stages of the research. Since corrective feedback is crucial for improving teaching, it is necessary to question the effectiveness of online discussions which arguably make no significant contribution to teacher reflection. Therefore, it is important

to facilitate the development of teachers' professional vision through a deliberate practice of giving feedback on the recorded lessons according to said protocols and frameworks. In that sense, facilitators should provide high-quality positive and corrective feedback, based on which teachers could improve their professional practices and knowledge as well as adjust their attitudes. By developing teaching competencies, teachers can increase the quality of their involvement in video-based lesson analyses. Lastly, it is necessary to aid teachers in establishing meaningful interpersonal relationships in order to overcome the issue of providing vague feedback. If these issues are not addressed timely, they may lead to serious consequences for the professional learning of everyone involved in the professional development program, as well as for pupils, who may miss out on opportunities for the improvement of their learning.

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# Challenges of integration of new elements into the teacher role

Beatrix FŰZI

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**KEYWORDS:** *Accompaniment of students, professional development of teacher, teacher role, school innovation*

Getting to know and accepting each other is essential for effective teacher-student cooperation. In a 12-class school in Budapest, the teaching staff considered it important to strengthen the relationship with students and to help students to formulate their own goals and to take action for achieving them. The 24 class teachers have piloted the so-called "Together in Accompaniment" programme: from the school year 2021/22, they have implemented one-to-one conversations with all their students three times a year, focusing on their goals. Teachers were trained to deal with one-to-one situations and to use conversation starters and questioning techniques. This was followed by monthly workshops to share challenges and good practices. Every three months, they worked through their experiences of the accompaniment in a case discussion group with psychologists. We will present the lessons learned from the pilot programme, its development, and the results of the second year. The teachers' dilemmas and uncertainties about their role as accompanying, and signs of exhaustion became increasingly apparent. To maintain the system of accompaniment, as justified also by the positive feedback of students, it was necessary to identify the causes of this role confusion. A qualitative investigation of the mentioned teacher group works clarified the causes of the difficulties and contributed to refining the system. The fundamental problem identified regarding the training was that the specifics of the supportive conversations were analysed from the perspective of an external support professional – e.g. psychologist – and emphasised the differences from the teacher role. It ignored that students and teachers are in daily contact. Due to the training, teachers tried to separate their roles as teachers and accompaniers, but this required increased mental efforts and control. Despite the lower teaching hours, teachers became exhausted.

The solution was to integrate the accompanying conversations into the teacher role. It had to be clarified that there is no need and way to behave as an independent helper. They did not have to separate the accompaniment from the teacher role, as they can complement each other. A second training was organised to rethink the accompaniment and to integrate it into the teacher role. A handbook was produced based on the experience gained. In the second year, teachers were significantly more relaxed and confident in accompaniment and integrated some elements into their classroom activities too.

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# University of Gdańsk Center for the Development of Teaching and Tutoring – report on teacher professional development at the Polish HE institution

Beata KARPIŃSKA-MUSIAŁ

Teacher education and professional development in the academic context can be researched at least from three perspectives. The first one is focused on pre-service teachers (i.e. students), who are educated to become teachers within particular subject disciplines. They are being tutored by academic professionals of diverse scope of didactic experience and expert knowledge. Hence, the second perspective appears to be the one of regular scholars who do research and teach. There is still another, third perspective: of teacher educators (mentors, experts) who provide space and place for academics to develop their competencies and identities as educators of students. Out of the three, the last two perspectives shall be present in the discussion over the institutional development in the presentation offered: academic teachers as recipients of systemic didactic training and mentoring, and teacher educators who adapt to the needs analysis, program and run dedicated professional courses for academic staff.

The example of an institutionally introduced innovation in the organization, where those two groups of academicians interact professionally, is the appointment of the Interfaculty Unit called the University of Gdańsk Center for the Development of Teaching and Tutoring (CDDiT). The author aims to present a complex mechanics of developing this institutional, highly qualitative and subjectified - in terms of Foucault's "subjectivation" and "governmentality" (Olssen, 2009) - space for developing teaching identity by academic scholars. Specifically, to discuss the process of its gradual, action research based solidification within the public HE institution since April 2021. This shall include processes of team building and setting grounds for co-operation, trust and expertise exchange among the team of experts (mentors). The presentation will cover all the most crucial aspects contributive to an almost two-year-long success

in supporting over 1000 academic teachers of our university by the team of several teacher educators. Evaluation run regularly among the recipients of training courses allows to provide evidence for the "adaptative" policy of programming courses and view them as the right direction for further development. Empirical data shall be presented to show the teachers' participation quotient by faculty affiliation or specialization, as well as their preferences by course themes and feedback provided. An important element of research data presented will be the chosen outcomes of a very recent auto-evaluation of the UG academic teachers and course participants on their self-efficacy beliefs and processual expertise development, which was conducted by the author this year, and which shall be compared with the teachers needs analysis run across the whole university in 2022 (Jendza, Karpiṇska-Musial 2022) or even sooner in 2019 across Poland (Karpinska-Musial 2019, unpublished).

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## Topic:

## TEACHERS' AND TEACHER EDUCATORS' LEARNING AND PROFESSIONAL DEVELOPMENT 3

**30 August, 2023**
**10.00-11.30**
**Room: 308**

**Chair**: Mhairi BEATON
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Miroslav JURČÍK

From Reflection to Identity: Investigating Montessori Teachers' Professional Selves

Jirina KARASOVA

Understanding Student-Centered Behavior Management Communication Through a Systematic Review

Astrid KLEPPE

Professional learning in all-day school

Moet Moet MYINT LAY

Professional Learning Communities Supporting Professional Development Of Teacher Educators In Myanmar Education College

Sigrun Staal Hafstad -Trond Haugerud- Magnar Ødegaard

Knowledge Brokening in Education

# From Reflection to Identity: Investigating Montessori Teachers' Professional Selves

Miroslav JURČÍK

Masaryk University, Brno, Czech Republic

The main aim of the research is to describe form of professional identity of selected Montessori school teachers in the Czech Republic and try to reflect it in an international context. The research gap appears not only in the absence of local (Czech) research reflecting the professional identity of an alternative school teacher, but it is also based on the assumption that a teacher at Montessori school will be different from a teacher at a common school. Malm (2004) demonstrates the difference in professional identity when examining Montessori teachers in Sweden.

Theoretical Framework

The concept of teacher's professional identity (Nichols, et al., 2016; Keiler, 2018; Beijaard, et al., 2004) became known to the professional public in the 1990s, and at the turn of the millennium, a number of researches on this topic began to be carried out. Despite the twenty-year tendency to deal with the professional identity of teachers, its definition is still very flexible and ambiguous. If the authors agree on something, then it is the longevity and dynamism of the formation of professional identity, as well as the fact that identity is constantly changing and depends on various factors. Professional identity is closely connected with personal identity and is shaped by the life events of the teacher. For research question, we understand identity as an ever-changing dynamic, (Beijaard, 2004) constructed through life events and constructed socially.

Methodology

The research use a qualitative design and tries to answer following research question: "How does a teacher's professional identity manifest itself in communication with students?" The research sample consist of eight teachers from various alternative schools in Brno, Czech Republic, who teach according to the principles of Montessori pedagogy. Reflective interviews were held with each participant based on outcomes of the thematic analysis from previous video-study research. The study observe teachers in a classroom in interaction with students. All interviews were recorded and transcribed and subsequently processed using the open coding method (Strauss & Corbin, 2014). Data obtained through semistructured interviews were analyzed using interpretive phenomenological analysis (IPA). It focuses on a detailed examination of individual's lived experiences. IPA allows, as far as possible, the experience to be expressed in terms of the informant's own words, which gives it its own meaning (Smith, et al. 2009). It should be an experience that shapes the identity.

Preliminary                                                                    Findings

Based on the thematic analysis of previous research stage and first stage of coding and analyzing data, strong categories that defines professional identity emerged. The multiplicity of professional identity shows two main phenomena so far: freedom and respect. Both of them interacts with each other and can be seen in various layers linking to social environment and personal self of each teacher within the research.

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## Understanding Student-Centered Behavior Management Communication Through a Systematic Review

Jirina KARASOVA

Masaryk University

Managing student behavior is a significant challenge for teachers worldwide, as reported in various studies (Eisenman et al., 2015; Kwok, 2020). Many teachers feel ill-equipped to handle student behavior effectively (Paramita et al., 2020). Classroom management, however, is crucial for successful teaching and learning (Burden, 2020). Inadequate management can negatively impact not only the well-being of teachers and students but also hinder students' sense of responsibility and self-concept, leading to disruptive behavior in the classroom (Larrivee, 2008; Omoteso & Semudara, 2011). One key component of effective classroom management is effective communication (Burden, 2020). When teachers respond to student behavior in a proactive, student-centered manner, it creates a positive and productive learning environment in which students feel valued and engaged (Clunies-Ross et al., 2008; Hepburn & Beamish, 2019; Porter, 2014) and leads to better learning outcomes. Despite the importance of student-centered communication practices in behavior management, empirical support in this area is limited, highlighting the need for further study.

In order to fill this gap, we conducted a systematic review of 898 studies to identify effective student-centered communication practices in classroom behavior management. We adhered to the PRISMA protocol (Booth et al., 2016) and employed a variety of methods to gather studies, including searching databases, reviewing references, and consulting experts (Randolph, 2009). Our review led us to identify 16 studies that demonstrated positive outcomes of student-centered teacher responses. Using a content analysis approach, we were able to identify five key categories that characterize effective student-centered behavior management responses and developed a table of 24 communication strategies. These strategies, such as Active listening, Taking students' perspectives, Non-directive language, I-statements, etc. were all reported to lead to lower behavior problems and greater engagement in the classroom. Additionally, these communication strategies have positive effects on student

motivation, learning outcomes, responsibility, and interpersonal classroom climate. Our findings highlight the importance of effective communication skills in the classroom and provide valuable insights for teachers and teacher educators to enhance their practice. Teacher educators can use these findings to develop training programs that focus on effective communication strategies and provide opportunities for pre-service teachers to practice and apply these strategies in real-world classroom settings. This presentation will explore the theoretical framework of the study, systematic review methodology, and results, and discuss the implication for teacher education practice.

**KEYWORDS:** *Classroom behavior management, student-centered, communication strategies, teacher education, student behavior*

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**Professional learning in all-day school**

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*KEYWORDS: Professional development, all-day school, deep-learning*

In this article, I will focus on how teachers in the all-day school develop their pedagogical practice with a focus on teaching quality and in-depth learning. The research question for the study is "How is the all-day school used as an organizational framework for the teacher's professional development aimed at teaching quality in general and in-depth learning in particular?"

Teaching quality can be described through different theoretical frameworks and with different approaches. In this study, I rely on the concept of quality as Dale (1999) connects it to the pedagogical professionalism that must be connected to the overall context of the school; in the teacher's activities, in the teacher's culture, in the teacher's meeting with the student and in the school's organization. Professional teaching practice is thus described as a reflexive process where the teachers' ability to be professional is reflected, and where professional learning systems are developed with the student's learning as the focal point. Timperley et al. (2007) also describes how the teachers' professional development is reflected in the planning of a didactic practice, which in turn is of importance for the pupils' learning (Timperley et al., 2007). Perspectives from both Dale (1999) and Timperley et al. (2007) will be used in this study where the aim is to investigate how the teachers' professional development can be put in context with teaching practice and in-depth learning.

The study has a qualitative approach where I seek to get close to the practice being investigated. In choosing the method for data collection, I have conducted interviews with teachers who work in the all-day school. The interviews are transcribed and then analyzed according to the method of qualitative content analysis and thematic analysis inspired by the steps and checklist suggested by Braun and Clarke (2006).

In the preliminary analyses' teachers' collaboration within a team, teachers' collaboration in work with school development and teachers' work with strategies for in-depth learning stand out. This research has key points of contact both with the teachers' professional development and with key concepts from the national curriculum (Ministry of Education, 2017) and is thus assumed to be able to contribute new knowledge to the research field. The analyzes are preliminary, and the findings must be further analyzed and interpreted.

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# Professional Learning Communities Supporting Professional Development Of Teacher Educators In Myanmar Education College

Moet Moet MYINT LAY

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Teachers need to improve their teaching skills to increase the learning benefits of students. The main requirement for a professional work environment creates instructional support and an engaging professional work environment (Hord & Sommers, 2008, Louis, Kruse, & Bryk 1995). The professional learning community address not only the needs of individual teachers and the teaching community but also the relationship between teachers' teaching and student achievement. In a professional teaching community, the key to progressive learning for students is continuous learning for teachers (Bryk, Camburn & Louis, 2009). The professional learning community (PLC) is becoming popular techniques for teacher professional development, and as a result, there is a need for research that represents the impact on the continuous growth of PLCs. The purpose of the study explores the effects of the implementation of professional learning communities that promote professional learning for teacher educators to link their achievement to professional development. Methodically, the study used a qualitative approach to obtain data from teacher educators to determine the answers with open-ended research questions. Through analysis of the study need for more creating PLCs of teacher educators and the need for their professional development. Thus, they need extensive pedagogical support and learning communities for their teaching in the current situation. Further, teacher educators need professional learning communities in their teaching and learning situations that there are benefits for the professional development and teaching-learning process will improve the academic results (student achievements).

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**Knowledge Brokening in Education**

Sigrun Staal Hafstad -Trond Haugerud- Magnar Ødegaard
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# KEYWORDS:

'Knowledge brokering' illustrates how knowledge can move between research communities and contexts outside of academia (Olejniczak, 2017; Ward et al., 2009). The term is also present in governmental documents in Norway, most recently in National Strategy for Research on Education 2020-2024 (Kunnskapsdepartementet, 2020) and the state budget for 2023 (Finansdepartementet, 2022). In the strategy, the Norwegian Ministry of education states that "[…] all activities that promote the use of research can be labelled knowledge brokering" (p. 15, our translation). Based on this, it is hard to see how the concept of knowledge brokering differs from terms like knowledge transition (Kumar & Ganesh, 2009; Lavis et al., 2003), knowledge mediation (Montalt-Resurrecció & Shuttleworth, 2012), and knowledge transaction (Patsarika & Townsend, 2022). To understand what knowledge brokering entails, it becomes necessary to study the term conceptually. The ability to apply knowledge in contexts outside of its domain of origin is an epistemological challenge (Leppälä, 2012). Still, this is required in professional school development and projects driven by research-based decisions. We will focus on knowledge brokering between academic institutions and primary schools, considering school development.

Conceptual framework:

When it comes to development in the educational sector, it is not possible to point our finger at something as the result of the process, as we work with immaterial objects. These objects must be constructed socially. Through situated learning (Lave & Wenger, 1991) and sociocultural approaches (Säljö, 2007), it becomes

apparent that language plays a definite role in meaning-making and is understood as a medium by which we construct the objects we work on.

Statement of the Problem:

What can 'knowledge brokering' entail in the relationship between academia and primary schools, regarding professional development in both sectors?

Significance of the Reseach

As the potential for collaborative development between academia and primary schools seem to be unfulfilled, this research will contribute to seeing this relationship in new ways.

Methodology:

We will apply discourse analysis to examine how 'knowledge brokering' is used in various documents and discuss its possible content. We will use Wartofsky's (1979) perspective on 'model' as an analytic taxonomy. Originality of the abstract and its contribution to the field: Our view on 'knowledge brokering' is highly optimistic. We argue that this field has the potential to advance the way we understand the application of knowledge in the social sciences.

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# Session 3 - Section 8

## Topic:

## Teachers' and Teacher Educators' Learning and Professional Development 4

**30 August, 2023**
**10.00-11.30**
**Room: 309**

**Chair**: Giovanni ADORNI
University of Genova, Italy
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Annamária ALMÁSI

Identifying specific patterns of teachers' learning focusing on inclusive educational practice

Alessandro GELMI

Philosophy, imagination, and teaching: Imaginative Education theory for teachers professional development

Fatma GÜMÜŞOK - Pınar Yeni PALABIYIK

"No regrets, I just miss being in the classroom": A narrative inquiry into long-serving teacher attrition in Turkiye

Katalin TÓKOS - Nóra RAPOS - Fruzsina ESZES - Krisztina NAGY - Dóra CZIRFUSZ

Complex understanding of teachers' professional development and learning (PDL) in personal, concrete learning situations - new methodological approach

Cinzia ZADRA- Vassiliki PAPADOPOULOU -Stephanie MIAN

Vasileios SYMEONIDIS

Professionalizing teachers: raising awareness of perception and preparing for multiple perspectives through phenomenological vignettes

# Identifying specific patterns of teachers' learning focusing on inclusive educational practice

Annamária ALMÁSI

Doctoral School of Education, ELTE Eötvös Loránd University, Budapest, Hungary

Learning in the workplace has an important role in professional development, recognizing its effects on the outcome of the work. It has been receiving more attention recently in educational institutions as well, as teachers' learning and development impacts the quality of education, and the efficiency of students' learning. Considering learning as a multidimensional system of dynamic processes formed by individual and circumstantial contexts, shows its complexity and the problem of bringing it into uniformity. This research focuses on specific patterns of teachers' learning that characterises its uniqueness, with the aspect of inclusive education. Assuming that to carry out inclusive education with success requires specific skills and knowledge from teachers. There should appear variable elements of teachers' learning acquiring these types of innovative educational practices such as motivation, intensity, forms, or results. Hence, teachers' learning cannot stay consistent, as they need to prepare for various situations. To encounter the challenges of creating inclusive education, it requires specific knowledge and skills of the educators. Therefore, specific patterns in teachers' learning should be discovered through analyzing their learning processes. To search for particularities, the study uses the data collection of the Models of Teacher Learning (MoTel), Hungarian research project. This study attempts to discover the patterns of teachers' learning and professional development on individual and on community level, which can bring us closer to the efficiency of understanding the underlying skills of inclusive educators. The results could support inclusive education, first, regarding the ways of how teachers' learning could be organized to create efficient learning in certain areas, where students are at a higher risk of drop-out and social exclusion. As recent changes in the world cause radical shifts in the layers of the society, secondly, education could serve with answers and solutions for these changes through

teacher education. For future consideration, it may also reveal those characteristics of teachers' learning that can be widely adapted to encounter changes and support inclusive education.

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# Philosophy, imagination, and teaching: Imaginative Education theory for teachers professional development

Alessandro GELMI

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Starting with Vygotsky's research and the decisive contribution of the ensuing cultural-historical tradition (Smolucha & Smolucha, 1992; Gajdamaschko, 2005) the use of the term "imagination" in educational research has changed radically. From an irrational, egocentric, and unrealistic type of thinking (Piaget, 1962), the term has come to denote a sophisticated form of intelligence in which logic is integrated with emotions and cognitive flexibility (Abraham, 2020). Imaginative Education (IE) is an educational theory that unfolds the consequences of this post-Piagetian perspective on imagination (Egan, 2002). The theory clarifies the reasons why imagination is a crucial resource for teaching and learning and provides teachers with a set of "cognitive tools crystallized in culture" (Egan, 1997) with which to enhance the imaginative potential of learners and explore the thought-provoking and emotionally engaging aspects of curricular topics.

IE has been applied for two decades in the field of teacher education and professional development within the Universities of British Columbia (BC). However, so far research on IE has mainly focused on the evaluation of its educational effects in schools (Fettes, 2013; Corni & Fuchs, 2021; Hadzigeorgiou, 2016). Therefore, this study aims to document and analyze IE teacher training programs to clarify the relevance of the theory in the field of teacher professional development.

Data collection was based on desk research within BC university archives and databases, participatory observations in current IE Master Programs, and narrative interviews with 20 IE theorists and practitioners. The collected material was subjected to a process of thematic analysis and semi-structured interviews

and focus groups were conducted to receive further feedback from the participants.

The results of this participatory research show that IE programs aim to work on pedagogical content knowledge (Gudmundsdottir & Shulman, 1987) in the light of an overarching philosophical theory of education. This requires teachers to connect reflection on classroom practice (Schön, 1987) with a deeper inquiry into the non-instrumental meaning of their profession and the relevance of their own critical judgment (Biesta, 2017). Moreover, the same strategies to enhance emotional engagement and flexible thinking inform both the training interventions and the practice that teachers are required to refine in the classroom (Egan, Bullock, & Chodakowski, 2016), which opens up further possibilities for self-reflection and collective critical inquiry into the process of learning (Butler & Schnellert, 2012; Scardamalia, 2002).

These results show that IE can provide an original and promising perspective on several issues addressed in the current international debate on teacher professional development (Borko, Jacobs & Koellner, 2010; Svendsen, 2020). Further research is therefore recommended to assess the consequences of these theoretical premises.

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**"No regrets, I just miss being in the classroom": A narrative inquiry into long-serving teacher attrition in Turkiye**

Fatma GÜMÜŞOK - Pınar Yeni PALABIYIK

Teacher attrition is one of those impactful educational issues with multi-dimensional nature (Kelchtermans, 2017). In literature, teacher attrition is studied mainly with novice teachers and most of the research focuses on institutional and macro reasons, which yields discussions about the role that narrow-scoped and overgeneralized data play in explaining teacher attrition (Clandinin et al., 2013). However, this study approaches teacher attrition as a dynamic process that develops over time in which teachers play an active role and enact their agencies. Teacher attrition is seen as feeding on dilemmas between individuals' power of decision-making and their social behavior, hence, teacher attrition is part of teachers' identity development. In this sense, the primary focus of this study will be on exploring how long-serving teachers make sense of their decision to quit the teaching profession and analyzing the personal, institutional, social and cultural background of the processes of maintaining or ending their career in teaching through narrative research. In doing so, in this study teachers' decision to quit teaching will be explored from the perspective of shifting landscapes from stories to live by to stories to leave by (Clandinin, Downey & Huber, 2009). We as the researchers designed our study as a qualitative narrative study since narratives provide opportunities for investigating teachers' learning and identity-making processes in great detail (Clandinin & Connelly, 2000). Through snowball sampling, we reached out to three teachers in different subjects (science, social science, and theology) who worked as teachers for at least five years, their service time varied from 6 to 18 years. By making use of three-interview series (Seidman, 2006), we conducted three online interviews with each participant, yielding nine interview sessions in total with 12 hours overall. In this regard, preliminary ongoing analysis of the data indicated that there were some individual and contextual factors that were interwoven within the procedure that paved the way towards teachers' decision to leave the profession. Among the

factors, teachers' relationships with other stakeholders (e.g., colleagues, administrators, parents) contributed positively to their stories to live by. However, financial conditions and family-personal life instances were defining contextual factors that negatively influenced teachers' decision to quit teaching. Initial analysis of the data also revealed that teachers, one way or another, keep on living out their imagined stories of teaching within new personal and professional landscapes. This study will provide implications for policy-makers, and teacher educators in several terms. We emphasize policy-makers' role in developing policies that enhance teachers' authority in practice and teacher educators' responsibilities for raising awareness of pre-service teachers about the possible challenges in local Turkish teaching contexts.

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# Complex understanding of teachers' professional development and learning (PDL) in personal, concrete learning situations - new methodological approach

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From a human ecology perspective, a complex understanding of teacher PDL describes the relationship between the individual and his/her environment as a dynamic system. Research on teacher learning is also challenged with how to understand this complex phenomenon in a conceptually and methodologically valid way (Montuori, 2017), and how to capture the uniqueness of a complex-dynamic system with open-ended, non-linear processes (Granic & Hollenstein, 2003).

In response to these questions, the focus of our MoTeL (Models of Teacher Learning) research is to explore the professional development and learning of Hungarian teachers as a complex dynamic system, to understand and methodologically describe as wide a range of unique learning patterns and cases as possible. In our theoretical framework underpinning this research: 1) we consider the teacher as a complex system whose professional learning is understood in the complexity of the cognitive, affective, and motivational factors that influence it (Rapos et al, 2022; Tókos et al., 2021); 2) we draw heavily on theories of situational, workplace learning, which emphasize the specific, individual learning situations embedded in teachers' everyday work (Meirink et al, 2009).

The mixed research design of our study combines a large sample (N=5063), the exploration of generalizable factors characterizing actors' learning (subject-based approach, (N=3224), and the possibility of a personal interpretation of a specific,

individual learning situation (object-based approach), which we have placed separately in the questionnaire (Oslo Manual, 2018). Our research questions: What is the relationship between learning activity in a concrete learning situation and patterns of learning motives?

Based on our results, teachers' learning motives can be grouped into 4 factors: 1) reasons stemming from their everyday practice; 2) self-analysis, and responsibility; 3) reasons stemming from professional system expectations; 4) external, personal feedback. The motive of professional system expectation reduces the reflection on one's activity, and the incidence of learning due to self-analysis or responsibility, while it increases participation in organized training. Motives for learning from everyday practice will most likely increase the likelihood of engaging in learning activities. Motives arising from the need for self-analysis and responsibility tend to lead to analysis and investigation of one's activities, while the chances of experimentation and participation in formal training decrease. Based on the identified teacher profiles, the most populous group is 1) those whose need for PDL is linked to everyday activity learning (n=820), but it is indicative that both 2) those who are highly receptive to PDL (n=367) and 3) those who are less receptive (n=500), however, mostly show professional system expectations as motivators for learning, which could be an essential message for school-based training.

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# Professionalizing teachers: raising awareness of perception and preparing for multiple perspectives through phenomenological vignettes

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Professional development, meant as a continuing professionalisation process, influences school practices (OECD, 2019; UNESCO, 2019, EC, 2021), refers to processes of reflection, awareness of teaching context and different students' needs and the motivation to bring change and empowerment.

In this proposal, we are going to present a study conducted by the Universities of Bolzano (IT) and the University Western Macedonia (EL) in the framework of the Erasmus + project ProLernen* with the aim of evaluating the phenomenologically oriented vignette as a professionalisation tool.

The phenomenological vignette is a short narrative text, a dense description of a learning experiences (Schratz, 2013). By not only concentrating on linguistic expressions, but by bringing body language and the atmosphere into focus they can irritate, inspire questions, unhinge a habitual procedure or category of understanding, and can thereby enable learning experiences (Meyer-Drawe, 2017). The vignette takes Merleau-Ponty's phenomenology of the body (1945) and the methodological framework of phenomenological pedagogy into account, whose first educative gesture is thus not so much to say or do something, but to observe and listen to experience (Brinkmann & Friesen, 2018). The 'letting see' and 'letting the phenomenon emerge' constitutes an educational attitude that trains sensitivity and responsibility (Waldenfels, 2011). This is the aim of the implementation of vignettes: to provide space for and to enable learning experiences and thus for professional development by sensitizing the perception, raising awareness of the perception of educational phenomena, making people

realise the openness, the multiplicity of perspectives and meanings of educational situations.

The sample of the study was composed of 105 teachers and student teachers from different countries. It was expected that working with vignettes, would train their perception and make the multifaceted nature of pedagogical phenomena visible. With the help of a manual developed within the project they were introduced to the theoretical foundations of phenomenology and vignette research before writing vignettes in personally experienced pedagogical situations and reading and analysing them through group discussion and reflection (Agostini et al., 2023). In order to find out the effect of vignettes on their initial training or on their professional development according to their personal assessment, reflective written feedbacks from the students regarding their perceptions of the usefulness and effectiveness of the method and questionnaires were collected. The results of the analysed data to be presented show that the phenomenologically oriented vignette is a promising professionalisation tool, that provides opportunities for many alternative insights in the pedagogical context.

*ProLernen – Professionalisation of educators and educational leaders through learning research with vignettes project (Erasmus+ 2020-1-AT01-K

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# Session 3 - Section 9

## Topic:

## Inclusion, Equity and Diversity in Teacher Education

**30 August, 2023**
**10.00-11.30**
**Room: 311**

**Chair**: György MÉSZÁROS

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Nikoletta GULYA - Anikó FEHÉRVÁRI

The Effects of Stereotypical and Inclusive Literary Works on Students' Attitudes towards People with Disabilities in Elementary Schools

Thu HTIKE

Teachers' Perception on Access Right to Education for Students in Internally Displaced People (IDP) Camps in Myanmar

György MÉSZÁROS

The concept of transformative practice as a tool for teachers' continuous professional development

Heliona MIÇO

Legal issues of Roma inclusion in education in Western Balkan countries

Tamas     Reményi

The links between the treatment of behavioural disorders and legislation in public education (125)

# The Effects of Stereotypical and Inclusive Literary Works on Students' Attitudes towards People with Disabilities in Elementary Schools

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In recent years, the emergence of an inclusive approach and its increasing diffusion has brought social diversity as a value to the forefront of social policy and education. Despite this, the social inclusion of people with disabilities remains limited. One contributing factor is that mainstream society often lacks relevant information on the subject of disability. Educational institutions can unwittingly reinforce beliefs and misconceptions about disability if they do not devote sufficient attention and emphasis to the topic in their curriculum and lessons. As a result, stereotypes surrounding disability can go unchallenged and clarification may be difficult to achieve.

According to international literature, reading and processing literary works that contain characters with disabilities can have a negative effect on students' attitudes towards people with disabilities if the works contain stereotypical representations. On the other hand, inclusive literature that avoids stereotypes can serve as a valuable tool in education, helping students learn about people with disabilities.

The aim of the present study was to investigate the effects of literary texts found in Hungarian textbooks that often endow characters with disabilities with negative stereotypes, as well as inclusive literature included in lessons, on the

attitudes of 8-10-year-old students towards people with disabilities in a classroom setting, using an experimental approach.

During the intervention, the experimental groups worked with their teacher once a week for 14 weeks, focusing on literature containing characters with disabilities. The experimental and control groups consisted of two three-grade and two four-grade classes from a primary school in Budapest. Changes in students' attitudes were measured using the CATCH attitude questionnaire, metaphor analysis, and drawing analysis before and after the intervention. Our results confirmed previous findings in international literature, as we found that literary works containing stereotypes had a negative effect on students' attitudes towards people with disabilities, while inclusive literature had a positive influence on students' attitudes towards people with disabilities. Based on our findings, we recommend that children's literature which stereotypically portrays characters with disabilities should be critically analysed during the lessons, and inclusive literature should be included in elementary school textbooks. To achieve this, we suggest that teacher education programs should teach the method of critical analysis of textbook texts and introduce pre-service teacher students to inclusive literary works that reflect social diversity and avoid one-sided portrayals of people with disabilities based solely on their disability.

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Thu HTIKE

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The guiding principle (1998) of Internally Displaced People (IDP) defines Internally Displaced People as - "A person or groups of persons who escape or leave their homes or places of residence to avoid the consequence of armed conflict, situations of generalized violence, violations of human rights or natural or man-made disasters, and who have not crossed an internally recognized State border"(cited in Nemine & Zalakro, 2019). According to a UNHCR study from 2022, the military coup in Myanmar in 2021 resulted in the displacement of about 12 million young people and had a significant negative impact on schooling at all levels. This is a risk that insufficient education during these longer-lasting conflicts will have a lasting negative impact on the outcomes of school-aged children in the future. The effect of that insufficient education can have a significant negative impact on the characteristics of the post-conflict society (UNESCO, 2018). The actuality of the research was raised by the military coup situation when children in IDP Camps in Myanmar had difficulty getting access to formal education; although the 1948 Universal Declaration of Fundamental Human Rights (UDFHR), all children, regardless of their situation, had the right to free and compulsory education as well as an emergency education (Mooney & French, 2018).

This research uses a mixed-methods design, employing a questionnaire survey and interviews with volunteer teachers in IDP Camps. The survey with a total of 30 volunteer teachers from 6 IDP Camps from Kayah State, Myanmar, by simple random sampling, is used to address the research questions of what are the current educational challenges for teachers and students in Internally Displaced People (IDP) Camps by the perception of the volunteer teachers working in these areas, to what extent which students in IDP Camps access under the four factors of the

right to education such as availability, accessibility, acceptability and adaptability. Further, semi-structured interviews with six volunteer teachers from selected IDP Camps (one teacher from each IDP Camp) elicit a richer understanding of teachers' perception of what decision-makers or state holders could do to improve access to education for students in IDP Camps Myanmar. The results will be discussed, and recommendations for volunteer teachers and students in IDP Camps will be formulated to promote access right to education for students in IDP Camps Myanmar.

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The concept of transformative practice as a tool for teachers' continuous professional development

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**KEYWORDS:** *Inclusion, equity and diversity in teacher education*

Introduction

The presentation outlines an approach developed in an international project on inclusion to share good practices, introducing the concept of transformative practices. The project targets schools that are working with disadvantaged, predominantly Roma children.

Statement of the problem

The term "best practices" or "good practices" has become a policy and political term used in education. However, some authors argue that the expression is wholly inadequate to reflect education's complexity and power relations. The answer to the question of what practice is desirable in education cannot be derived from what is already measured and what actually works (Biesta, 2007). In our project, we tried to develop and use a different concept.

Theoretical framework of development / innovation

We introduced the term: transformative practice. It means a value-led reflective pedagogical practice that is not simply taken from or shared with others but developed as part of the school's learning process and considering its systemic context. It is an adaptive practice aiming to target or at least reflect on the structural dimensions of inequalities and contribute to social and personal transformation.

Description of the development / innovation

Following the above-outlined theory on transformative practices, already existing good practices (from Hungary, Albania and Bulgaria) were analysed through interpretive content analysis, and a complex template, self-evaluation and a process of transmitting practices have been developed for schools. It is part of a portal for knowledge-sharing.

Evaluation of development / innovation, data on evidence

The presentation will outline the analysis of existing practices and the lessons drawn from the knowledge-sharing platform of the portal. Particularly, it will highlight the obstacles of reflecting on the complexity of pedagogical practice, but at the same time, the concept's usefulness in generating sharing and reflection as part of teachers' CDP.

Sustainability of development / innovation

The portal continues to work and is up to extend to a broader audience of different European countries. It will enhance the conversation between researchers and practitioners. The portal has an automatic translation function; thus, stakeholders from different countries can communicate and know each others' practices and reflections.

Recommendations, conclusions

The concept should be disseminated and used in different contexts to engender deeper reflections instead of the simplistic use of the term best practices.

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# Legal issues of Roma inclusion in education in Western Balkan countries

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**KEYWORDS:** *Inclusion education, Roma children, Western Balkan countries, discrimination, the right to education*

Teacher education is a critical component of education systems in Western Balkan countries which helps to mitigate social and ethnic differences. The education systems of Western Balkan countries have similar structures and are undergoing similar reforms, struggling to ensure equality of opportunity for diverse groups of learners. The Roma community faces a number of legal issues when it comes to education in the Western Balkans, such as discrimination, lack of access to quality education, language barriers and poverty. In order to address these legal issues, it is important to ensure that laws protecting the rights of Roma children in education are enforced, the resources are provided to ensure that they have access to quality education and teachers have sufficient training to offer inclusive education without discrimination. Regardless of the fact that it is largely part of international legal frameworks and European policies, the realization of inclusive education requires a holistic approach not only in terms of legal norms, but also in the way of training teachers. This paper presents an overview of the legal concerns on teacher education in relation to alleviating discrimination against Roma children. The research identifies the problems encountered in the framework of discrimination of Roma children in education and the needs for a better legislative and political framework, towards approximation with European standards. The research is focused on the qualitative aspect by connecting the findings of various international organizations in education with the legislative aspects and policies of the Western Balkan countries, in regard to inclusion and teacher education. The paper is devoted to the analysis of teacher education for Roma children in Western Balkan countries, evidencing the common challenges and problems that these countries have, with the aim of achieving more efficient implementation of inclusive education at the national level.

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# The links between the treatment of behavioural disorders and legislation in public education

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**KEYWORDS:** *Human rights, behaviour disorder, school law*

"This interdisciplinary research project focuses on the situation of students with behavioural problems in the public education system, examining their legal regulation and the right to an adequate education as a starting point from a child rights approach (Stein 2019).

Students with behavioral disorders are often vulnerable to discrimination and exclusion in the education system. Teachers who lack legal knowledge and awareness may be more likely to engage in discriminatory practices or fail to provide appropriate accommodations for these students. Understanding the legal knowledge and awareness of teachers with behavioral disorders can help identify barriers to equity and inform policy and practice to protect the rights of these students.

The research aims to identify the gaps in legal knowledge and awareness among teachers working with students with behavioral disorders, as well as the challenges they face in accessing appropriate training and support, in order to inform policy and practice to enhance the inclusion and success of both teachers and students in the education system.

This interdisciplinary field that examines the experiences and perspectives of people with disabilities, as well as the social and cultural factors that shape these experiences. In the context of this research, disability studies can inform the development of inclusive policies and practices that support teachers with behavioral disorders and their students.

In the first phase of the research, the presentation analyzed how this aspect and requirement is reflected in various international legal documents, as well as the extent to which interdisciplinary approaches prevail in the discourse of international law and education and disability studies (Gillies, 2013).

The presentation will present the first results of the empirical part of the research. The empirical part of the research takes place in the Hungarian school system among pupils in grades 3-8, their parents, teachers and heads of institutions. This will provide a detailed picture of the experiences of pupils with behavioural problems in the Hungarian education system and how the legislation is implemented in practice. The research will also provide insights into the attitudes and perceptions of teachers and parents towards students with behavioural problems, as well as an understanding of the legal framework governing their education.

Finally, the presentation will make recommendations on teachers' legal knowledge and awareness, as a useful starting point for teacher training and in-service training programmes. The results of the research will help to develop training programmes for teachers to improve their knowledge and understanding of the legal framework governing the education of students with behavioural disorders. This will help to develop a more inclusive education system that is better equipped to support the needs of all learners, including students with behavioural disorders."

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**Topic:**

**TEACHERS' AND TEACHER EDUCATORS' LEARNING AND PROFESSIONAL DEVELOPMENT 5**

**30 August, 2023**
**10.00-11.30**
**Room: 312**

<u>**Chair**</u>: Marta KOWALCZUK-WALĘDZIAK
University of Białystok, Poland
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Josien BOETJE - Nives KREUH

Integrating Digital Literacy in the Teacher Training Curriculum: The case of integrating information literacy in the English Teacher Training at HU University of Applied Sciences Utrecht.

Marta KOWALCZUK-WALĘDZIAK - James UNDERWOOD

Teachers' conceptualisations of what it means to be and become a 'European teacher'

Roman ŠVAŘÍČEK - Nicol DOSTÁLOVÁ

Eye Movements During Reading In Children With Dyslexia: An Eye-Tracking Study

Katalin TÓTH-PJECZKA - Judit SZIVÁK - Dóra CZIRFUSZ - Nóra RAPOS

Teachers collaborative learning and school leaders support

**Integrating Digital Literacy in the Teacher Training Curriculum: The case of integrating information literacy in the English Teacher Training at HU University of Applied Sciences Utrecht.**

Josien BOETJE - Nives KREUH

HU University of Applied Sciences Utrecht

*KEYWORDS: Information literacy, digital literacy, teacher education, English, curriculum design*

Society expects educational institutions to prepare students to effectively address complex societal problems, which require information literacy (IL) to integrate information from various perspectives and (digital) sources. Information literate students know how to use and produce digital information to actively support their learning, further increasing their chances of academic success (Catalano & Phillips, 2016; Rowe et al., 2021). This raises the needs for students to be digitally and information literate.Despite a growing recognition of the importance of information literacy, teacher training programs often lack sufficient training on the topic. This is particularly concerning in the English teacher training curriculum, where teachers are responsible for developing critical thinking and analysis skills in their students. Many teachers and students lack the necessary skills to navigate and evaluate sources effectively (Frerejean et al., 2016; Rosman et al., 2015; Walraven et al., 2009), resulting in ill-prepared students who struggle with critical evaluation of information. Our case study aims to address this problem by exploring ways to integrate information literacy into teacher training curiculum.In our case study, we integrated information literacy into the English teacher training curriculum by developing a learning outcomes framework for digital literacy, including information literacy, based on the DigCompEdu (Redecker, 2017), and integrating these into our insitute's Testing Framework to secure long-term integration. We then translated the learning outcomes into a lesson series using the TPACK model and authentic tasks. The series includes authentic assignments that require students to evaluate sources in their homework, research and present information online, and a reflection assignment focusing on citing sources and information use.

As a result, students were able to design and teach lessons during the internship

that integrate digital literacy in foreign language teaching. We will collect more data on student performance and feedback at the end of the current semester. Our case study demonstrates that information literacy can be effectively integrated into the teacher training curriculum, and we recommend that more teacher training programs prioritize information literacy in their curricula.

Our advise is not to create a separate curriculum for digital literacy, but to integrate it into an existing curriculum. Information literacy is an essential skill for teachers and students in the digital age, and institutions must provide the necessary resources and support to sustain these efforts over time.ü

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# Teachers' conceptualisations of what it means to be and become a 'European teacher'

Marta KOWALCZUK-WALĘDZIAK - James UNDERWOOD

University of Białystok

In Europe today, teachers' work and education exists between plural cultural and political influences: on the one hand, firmly embedded within national histories and traditions, on the other strongly impacted by the European Union as a strategic continent-wide education policy maker. This European dimension in teacher education is currently subject to growing discussion among researchers, who examine it within various theoretical frameworks, e.g. 'Europeanisation in teacher education' (Symeonidis, 2021) or the 'European teacher' (Schratz, 2014), primarily from the perspectives of actors in positions of power, such as policy makers or university leaders. An obvious omission thus far is the perceptions of teachers themselves - of what it means to be and become a 'European teacher'. As such, this paper (as part of our wider interview-based study on international communities of practice) gives a platform to the voices of 13 Polish teachers (with extensive experience in international cooperation) in order to explore their own conceptualisations regarding: (1) the characteristics and qualities of being a 'European teacher' and (2) the factors which contribute to an individual becoming a 'European teacher'. The presentation ends by shining a light on how the teaching profession is currently impacted by the plural and simultaneous tensions that exist between nationalisms, Europeanisation, and internationalisation within the context of 21st century neoliberalism and late capitalism.

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Roman ŠVAŘÍČEK - Nicol DOSTÁLOVÁ

Eye Movements During Reading In Children With Dyslexia: An Eye-Tracking Study

# Eye Movements During Reading In Children With Dyslexia: An Eye-Tracking Study

Roman ŠVAŘÍČEK - Nicol DOSTÁLOVÁ

Masaryk University

**KEYWORDS:** *Dyslexia, eye movements, reading, learning*

Introduction, theoretical framework and significance of the research Developmental dyslexia is a specific learning disability which manifests itself in reading difficulties (Gabrieli, 2009). Nowadays, a large amount of information is presented in text form, which complicates reading and its comprehension and consequently impedes further education (Rello & Ballesteros, 2015). Repeated failures in reading can lead to reduced motivation to read or problems with behaviour and anxiety in dyslexic children (Spafford & Grosser, 1996). Several theories that try to explain dyslexia are related to the visual perception and eye movements of dyslexic readers while reading the text (Stein, 2001). A detailed analysis of eye movements when reading can be achieved via eye-tracking. For these reasons, eye movement recordings can bring beneficial information about reading patterns and strategies of dyslexic readers. The analysis of eye-tracking measurements can bring new insights into the reading process of dyslexic children and improve teachers' awareness of dyslexic reading performance.

Methodology
This paper presents preliminary results of the empirical study focused on eye movements in dyslexic children while reading a consistent text. The main aim of the paper is to present the results responding to the main research question: "What are the differences in eye movements between dyslexic children and ordinary reading children when reading a consistent text?". This study uses the quantitative methodological approach. The participant selection has to fit the following criteria: A primary school pupil aged 9-10 years diagnosed with dyslexia and primary school pupils aged 9-10 years without any symptoms of dyslexia (control

group). Data collection was performed in the autumn and winter of 2022.

Results

Due to the complexity of eye-tracking recordings, the analysis of the reading part of the experiment will be completed during the spring of 2023. According to Rayner (1998), readers with dyslexia show higher fixation duration and the number of fixations and shorter saccades in comparison to intact readers. With increasing word length grows the total number of fixations in dyslexic readers (Hutzler & Wimmer, 2004).

Conclusion

Eye movement analysis of dyslexic pupils from the Czech environment can bring new knowledge into diagnosing and treating dyslexia. Subsequently, proper therapy methods can help dyslexic children with adaptation to the school environment and their further education. Furthermore, these results may improve teachers' awareness of dyslexic reading performance which can lead to higher-quality teaching and learning processes.

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# Teachers collaborative learning and school leaders support

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In the 21st century collaborative work environment became the norm for every organisation (Gaikhorst et al., 2019; Vangrieken et al., 2015; Edmondson, 2013; OECD, 2000). The importance of teachers collaborative learning is rooted in the efficacy of teamwork and learning from pair interactions (Caena, 2013; OECD, 2005; Bolam et al, 2005; Phillips, 2003). Collaborative learning is a powerful way of teachers professional development, yet not fully reaching its potential in most education systems (Fullan, 2016; Mourshed et al., 2010; OECD, 2009), therefore it is important to study the existing educational reality to point out the possible development areas. Our quantitative research aims were to describe the scale of teachers collaborative learning in our country and also to analyse the relations between teachers collaborative learning and different individual and organisational characteristics. MoTeL (Models of Teachers Learning) is a nationwide representative research of teachers continuous professional development and learning. This is an ongoing mixed method research project held in Hungary (since 2018), it is conducted by the Institute of Education at Eötvös Lorand University. It is a large-scale empirical study buit on a survey of in-service teachers and case studies of schools. This study is based on the secondary analysis of the MoTeL database containing the answers of more than 5000 Hungarian teachers amongst them 900 school leaders from more than 600 schools.

Data point to the correlations of teachers collaborative practice and their pedagogical beliefs and also with the learning organisation characteristics of their workplace. We also focused on the ways school leaders support teachers

collaborative learning within and outside of the school. Our research underlines the existing knowledge of network based learning as a leading component of collaborative learning. The results show that collaborative learning correlates with teachers intention to integrate the latest developments in the field. Our findings have also revealed that teachers in Hungary percieve school leaders amongst the last supporting actors in their learning activities. Teachers identify mainly the formal learning opportunities as ways of professional development. These findings in accordance with other study results of the MoTeL project raise questions on general level about teachers perception on different forms of learning and also about how school leaders supporting activity could be encouraged.

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## Session 4 - Section 1

### Topic:

## Teacher Education Theories and Methods

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Elvira BARRIOS - Carmen SANCHIDRIÁN - Mónica TORRES

Professional Learning Communities in Pre-service Teaching Practice/Teacher Education: Lessons learnt from an Erasmus+ Project

Geir LUTHEN - Karl Arne KORSEBERG

What is set in motion when pedagogues from different educational contexts do research together?

Ferenc POZSONYI - Mária HERCZ

Active learning for enhancing teacher candidates' research competence and student wellbeing

Fruzsina SZABÓ - Ildikó CSÉPES

Teacher identity in the making: how pre-service EFL trainees navigate between idealistic views and actual classroom-based issues in the Hungarian context

Xuewei WANG - Jun ZHOU - Lin CHEN

Learning Educational Research Methods through Feedback Engaging Process: An Exploratory Study on Postgraduate Teacher Candidates

## Professional Learning Communities in Pre-service Teaching Practice/Teacher Education: Lessons learnt from an Erasmus+ Project

Elvira BARRIOS - Carmen SANCHIDRIÁN - Mónica TORRES

Universidad de Málaga

A teachers' Professional Learning Community (PLC) has been defined as a "professional community where teachers work collaboratively to reflect on their practice, examine evidence about the relationship between practice and student outcomes, and make changes that improve teaching and learning for the particular students in their classes" (McLaughlin & Talbert, 2006, pp. 3-4). Among other benefits, PLCs have been proven to foster teacher commitment to students (Zheng et al., 2020), school development and pupils' learning (Admiraal et al., 2019; Burns et al., 2018) and desirable changes in practice (Vanblaere & Devos, 2016).

The Erasmus+ project "Professional Learning Communities as a means for bringing teacher professionalization in teacher education" (TePinTeach), developed by five European universities (in Weingarten, Trondheim, Voralberg, Nicosia and Málaga) and one school authority (in Linköping) over a three-year period, undertook the task of providing prospective students with the competencies for and the practice in participating in PLCs on the grounds that a better understanding of PLCs requires personal experience in this professional development strategy (Kansteiner et al., 2022).

The perspectives and experiences of University of Málaga prospective primary teachers participating in PLCs during a 9-week teaching practice were explored in a mixed methods study with a concurrent triangulation QUAN + QUANT design (Creswell et al., 2003). Quantitative data was obtained through close items in a questionnaire whereas qualitative data was obtained from open questionnaire

questions, practice teaching journal entries and written reflections in a portfolio assignment. From this exploration some lessons were learnt that have allowed us to significantly rethink and improve the support and guidance that we, as university tutors, still provide our students during their school placement combined with student teachers' PLC (STPLC) work.

These lessons can be summarised as follows:

 - PLC collaboration during teaching practice or internship is an overall positive experience for ST that serves as both an avenue for personal and group learning as professionals, stimulates analysis and introspection, and provides a secure environment for cooperation and emotional well-being (Barrios et al., 2021, 2022).

 - Detailed scaffolding and constant support from the university tutor is essential for the success of STPLCs.

 - Guidance as to how to draw on 'theory' and research for PLC collaboration is needed.

 - STs need to be encouraged to go beyond a "culture of niceness" among the PLC members.
 - STPLCs need to be assessed with different success criteria as those used to assess practicing teachers' PLCs.

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# What is set in motion when pedagogues from different educational contexts do research together?

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## Introduction

This study builds on a previous development and research collaboration between a teacher training institution and two teacher training schools focusing on mentoring sessions as a learning arena for student teachers and newly qualified teachers (Luthen et al, 2021). The research project was carried out through equal collaboration between two teachers from two upper secondary schools and three teacher educators. Our study is based on a narrative of one of the teachers' experiences of this research collaboration.

## Significance of the research

The text will be of interest to students, teachers and teacher educators because it deals with expectations from education authorities who emphasize "a stable and mutually developing collaboration between the teacher training institutions and the nursery and school sector" (Department of Education, 2017). Central in our study is an alternative approach to research called Reflective Practice Research, which is introduced through our text to student teachers, teachers and teacher educators in the education sector (Lindseth, 2020).

## Statement of the problem

The purpose of this study is to contribute with increased insight in this area, by exploring what happens when representatives from two upper secondary schools and one teacher education respectively research together as a research group. This

has led to the research question: What is at stake when teachers from upper secondary education and teacher educators do research together?

Description of research methodology and theoretical framework Reflective practice research takes it point of departure in experiences from concrete practice, which are then reflected upon critically and theoretically, gradually leading towards more principal and universal levels of awareness. The handling of our research material and drafting the text takes place through three successive reflection phases: concrete reflection in the form of an individual narrative about participating in a research collaboration; critical reflection on the narrative and finally theoretical reflection on the narrative in the way described below.

We will highlight three themes from the teacher's narrative, which are condescending comments from academics, the experience of time crunch and dilemmas related to researching one's own colleagues. These three themes will be discussed in light of theory of cooperation (Kristiansen, 2021), equality (Arendt, 2003), recognition (Løvlie Schibbye, 2009), border crossing (Akkerman & Bakker, 2011), theory about slow and fast time (Ulla & Larsen, 2021) and research ethics (Befring, 2020)

Recommendations, conclusions

So far, we see that through using Reflective practice research the quality of ones own practice can improve and the readers of reflective narratives can find inspiration in order to develop their practices.

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# Active learning for enhancing teacher candidates' research competence and student wellbeing

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The first step towards a paradigm shift in Hungarian higher education based on the Knowledge Triangle would be the extensive penetration of the so-called research-based trainings (Kálmán, 2022; Toom et al., 2010). An adaptation of this in the context of teacher training could lead to a well-designed establishment of teacher candidates' research competence having beneficial effect on university student wellbeing and career socialization. The period of teacher training is suitable for mapping and shaping teacher candidates' views on profession (Falus, 2004), and the usage of active learning strategies could deepen students overall involvement into their studies (Bonwell & Eisen, 1991). In our views, teacher candidates socialized in research-based training with active learning could develop both the cognitive and affective dimensions of their critical thinking, digital literacy, and problem and conflict management which could have positive outcomes not only in their early career but in the case of researching for the undergraduate thesis. It is also vital to familiarize teacher candidates with the ethos of positive psychology (Seligman & Csikszentmihalyi, 2000); moreover, they should be able to experience joyful, stress- and procrastination-free effective learning and researching as university students in order to propagate those in the future. Considering the abovementioned ones, we have developed an experimental active-learning-based syllabus for teaching research methodology course to kindergarten teachers in the first academic year of their BA studies. An innovation like this requires educators' continuous reflective thinking on the specific design issues of the course; for example, filtering and compressing learning material due to the limited number of available lectures, balancing between research theory and practical implication, and developing ICT-based

assessment with a special highlight on ensuring student wellbeing. Until now, two courses have been conducted in academic years 2021/2022 and 2022/2023 with 14 and 18 enrolled students, respectively. The fact that all the participants completed the course with a minimum mark of satisfactory could be regarded as a cursor of effectiveness; however, it is more sounding that by the end of the course everyone had been able to hand in an accomplishable research plan for later usage. Further development of our practice-oriented syllabus applying inverse logic resumes in the hope of being adapted as a piece of good practice by other agents of the higher education.

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# Teacher identity in the making: how pre-service EFL trainees navigate between idealistic views and actual classroom-based issues in the Hungarian context

Fruzsina SZABÓ - Ildikó CSÉPES

University of Debrecen

The development of language teacher identity (LTI) among pre-service teacher trainees and novice teachers has been the focus of several studies (Barkhuizen 2017, Gallardo 2019, Kayi-Aydar 2019, Banegas et al. 2021). Based on a sociocultural view, LTI is shaped by a complex interplay between trainees' prior experiences and the context of their actual practice of teaching (Johnson 2006). To date, however, little is known about how perceptions of language teacher identity evolves during trainees' teaching practice in the Hungarian context. Due to curriculum reforms in MA in English teacher training over the past ten years, it also seems to be timely to investigate the extent to which the knowledge and skills acquired on various teacher training courses have supported trainees in terms of addressing the challenges of actual classroom reality. This paper aims to explore these issues by drawing on a small-scale study that highlights pre-service trainees' perceptions of their developing teacher identity as well as how they reflect upon theory and practice. Our qualitative study involved teacher trainees (N=5) and their mentor teachers (N=5), whose views were compared with the help of semi-structured interview questions that formed the framework for an in-depth discussion. In our paper, we will discuss the findings of the study in relation to (1) Digitalisation in the EFL classroom (there seems to be a tension between current expectations and actual classroom practice); (2) Assessment Literacy (some assessment areas pose challenges for trainees despite the training they receive); (3) Perceived gaps in the methodology training (e.g. long-term vs. short term planning); (4) Trainees' evolving teacher identity. The latter includes concerns such as how they can become teachers well respected yet learner-centred; how they can incorporate the acquired theoretical knowledge into their daily classroom practice in order to maintain professional standards.

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# SESSION 4 - SECTION 2

## Topic:

## ENVIRONMENTAL, HEALTH AND SUSTAINABILITY EDUCATION

**30 August, 2023**
**12.00-13.30**
**Room: 303**

**Chair**: Roman ŠVAŘÍČEK
Masaryk University
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María del Carmen GALVÁN MALAGÓN - Meriem KHALED - Emilio LIZARTE - José GIJÓN

Self-perceived levels of stress in university students in the fields of Education and Health

Michalina GEISLER - Joanna KUCZORA

Preschool and elementary education teachers on climate change: knowledge, motivations and behaviours associated with environmental effects of diet

Andrej KIRBIŠ - Monika LAMOT - Boris VEZJAK - Melita KOLETNIK - Marija JAVORNIK

Critical Health Literacy and Parental Childhood Vaccine Hesitancy in Slovenia: The Mediating Role of Poor Vaccine Knowledge

Teresa VILAÇA - Graça S. CARVALHO

Potentials of SHE4AHA ERASMUS+ Project: A Whole School Approach for Healthy and Sustainable Schools and Active Aging

# Self-perceived levels of stress in university students in the fields of Education and Health

María del Carmen GALVÁN MALAGÓN - Meriem KHALED - Emilio LIZARTE - José GIJÓN

University of Extremadura

The problem of increased academic stress is beginning to be recognised as a health challenge for universities and society in general. As part of this "stressed" society, university students are no strangers to high levels of anxiety and stress, especially when faced with exam periods.

As part of a wider project to apply dog-assisted therapy for academic stress reduction, a study is being carried out to establish stress levels in university students in Spain.

For this purpose, a sample of 1400 undergraduate students from the universities of Almeria, Extremadura and Granada were administered online questionnaires to establish the levels of self-perceived stress (STAI Trait and State) and anxiety and depression (DASS 21), which have been previously validated and whose use is widespread at an international level.

The questionnaires were administered to students in the educational and bio-health fields, and the results obtained show high levels of stress among the student population, with some differentiation between the educational and bio-health fields, as well as between women and men, being slightly higher among the latter. However, there were no substantial differences between the different universities where the two instruments were applied.

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**Preschool and elementary education teachers on climate change: knowledge, motivations and behaviours associated with environmental effects of diet**

Michalina GEISLER - Joanna KUCZORA

Adam Mickiewicz University, Poznań

**KEYWORDS:** *Educational studies, climate change, teachers, diet*

Education has a crucial role in counteracting climate change (United Nations, n.d.-b). In the global balance of greenhouse gas emissions responsible for climate change, methane production gets increasingly important due to factory farming of animals for meat and dairy produce (Schiermeier, 2019). The key to building public awareness of climate change effects is to practise it first in the education sector which is overlooked by early school teachers in Poland (Nitecka-Walerych, 2021; Kowolik, 2016).  It is the very awareness of teachers that model behaviour of younger generations. Which is needed to fight the climate crisis (Howard-Jones et al., 2021).

The significance of the research is to study knowledge, motivations and behaviours associated with teachers' diet. The main concern of research is to ask teachers whether their knowledge and awareness of climate change impacts their everyday choices and lifestyles on the instant of diet. Other studies show that diet type is one of the most impactful individual behaviours as one can change in order to face climate change effects.

In order to elaborate on both pedagogical and environmental aspects of the study, our presentation will be based on Theory of Environmental Ethics and Social Learning Theory. Social Learning Theory tells us that motivations, attitudes and knowledge of teachers' strongly influence students during education process. In this case the solution to rising the climate awareness and promote civic attitude, the teachers need to embody those values themselves. This research investigates whether teachers who don't believe in climate change, who don't care how their

diet impact the environment, don't pass along the scientific facts on climate change to the pupils and it might lead to the students internalising anthropocentric attitudes toward the planet (Trendell Nation, M., Feldman A., 2021; Trendell Nation, 2017; Kirbiš, A., Lamot, M., Javornik, M., 2021) To answer our questions we are using the online survey research technique, conducting a study on a group of pre- and primary schools teachers in Poznan agglomeration. The research tool was preceded by three structured focus group interviews that allowed refining the tool. To conduct the preliminary survey we invited 85 teachers to tell us about their experiences, teaching techniques and to gather their points of view on climate change, diets and dependence between them.

The research is being conducted in a metropolitan environment that is statistically better educated and more environmentally aware, than average. We expect that some of the respondents will have a high level of knowledge about climate change and this will translate into their teaching practice on diet. The results of a full-scale survey will be used to develop a set guidance for teachers and authorities accountable for school curriculum.

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# Critical Health Literacy and Parental Childhood Vaccine Hesitancy in Slovenia: The Mediating Role of Poor Vaccine Knowledge

Andrej KIRBIŠ - Monika LAMOT - Boris VEZJAK - Melita KOLETNIK - Marija JAVORNIK

University of Maribor

Health literacy is one's ability to make sound health-related decisions, including finding, understanding, assessing and using health information. It has received increased scholarly attention in recent years, as studies show that it has a beneficial impact on numerous health outcomes, including vaccine confidence and uptake. One of the dimensions of health literacy is "critical" health literacy, which refers to cognitive skills applied to critically analyse information, which can then be used to exert greater control over one's life events and situations. However, several studies have shown that critical health literacy may decrease vaccine acceptance, mainly due to negative attitudes toward and poor knowledge of vaccines. The aim of our research was to examine the link between critical health literacy measure and parental childhood vaccine hesitancy in Slovenia and whether parental vaccine knowledge mediates the link. A cross-sectional quantitative study was performed in 2019. A non-probability sampling was employed by sending invitations to respondents over 18 to participate in the study. Snowball technique was used employing e-mails and digital social networks (Facebook, Twitter and Instagram). The data from 661 respondents was collected via 1ka.si, an online survey tool; we analysed data from the subsample of 446 parents. Critical health literacy was tapped with a construct indicating asserting "individual autonomy" with regard to health, which has previously been established as one of the underlying dimensions of critical health literacy. When adjusting for demographic and socioeconomic confounders, multivariate regression analysis indicated that critical health literacy significantly and strongly increased parental vaccine hesitancy ($\beta=0.49$; p&lt;0.001)). In addition, when knowledge about vaccines was included in the regression model, it fully

explained the link between critical health literacy and parental vaccine hesitancy, with critical health literacy becoming non-significant. Our study suggests that despite the overwhelmingly beneficial effects of health literacy on health-related behaviours and outcomes reported in the literature, some aspects of critical health literacy (e.g., individual autonomy) may have adverse effects, including on vaccine-related outcomes through decreasing vaccine knowledge. Future studies should further test critical health literacy and other potential explanatory mechanisms, preferably in panel studies. In addition, examining social determinants of critical health literacy is also needed, as are fine-grained tools to measure critical health literacy. Investments in educational and public health programmes designed to increase vaccine uptake and confidence need a prior evaluation of critical health literacy's effects on vaccination outcomes.

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# Potentials of SHE4AHA ERASMUS+ Project: A Whole School Approach for Healthy and Sustainable Schools and Active Aging

Teresa VILAÇA - Graça S. CARVALHO

A whole-school approach to health promoting schools has the potential to promote active and healthy aging by creating an environment that encourages healthy behaviors and promotes physical activity for students (Brusseau et al., 2020; Katewongsa et al., 2022). Additionally, research has shown a relationship between the impact of whole-school physical activity programs on the physical, mental, emotional and social health of teachers, parents and stakeholders (Brusseauet al., 2020). Incorporating physical activity into the daily routine of older adults can help to promote healthy aging by reducing the risk of chronic disease, improving mobility and balance, and enhancing cognitive function (Antonucci et al., 2012; Fernández-Ballesteros et al., 2013). Research has also shown that exposure to green spaces and nature can have a positive impact on mental health and well-being, particularly among older adults (Kuo, 2015). The critical health education approach within the paradigm of health-promoting schools (e.g. Clift & Jensen, 2005; McNamara & Simovska, 2015), the characteristics set up by UNESCO (2006) for education for sustainable development (e.g., four dimensions of sustainability – environment, society, culture and economy; is interdisciplinary and holistic; promotes critical thinking, problem solving and participatory decision-making), the participatory and action-oriented sustainability education approach (Henderson, & Tilbury, 2005; Reid, Jensen, Nikel, & Simovska, 2008; Tilbury, & Wortman, 2004; Tilbury, 2011) and the whole school approach to promote health and sustainability (Vilaça et al., 2019; Schulz et al., 2022) were used as a theoretical framework for this study. Therefore, this research is part of the School for Health in Europe project for Active and Healthy Aging (SHE4AHA), an ERASMUS+ Project (2021-1-DK01-

KA220-SCH-000032766) involving Denmark, France, Iceland, Portugal and Slovenia. Its aim is to discuss Portuguese teachers' practices, barriers and facilitating factors associated with a regional school-based action-oriented health promotion project with the use of the SHE material (Pixie version of the SHE Manual, SHE Rapid Assessment tool, Indicators for Health Promoting Schools version 2.0). This qualitative research is as a multiple case study (five schools) with exploratory aims. Observation, teacher group interview, online class-diaries and contents of the project website were used for data collection. Cross-case analysis was carried out following single case analyses. Data shown that the whole-school approach to healthy and sustainable schools has the potential to promote active and healthy aging by creating an environment that encourages healthy behaviours, promotes physical activity, and incorporates sustainable practices. Despite the limitations of this study, it has great importance as it contributes to the evidence regarding how to priorize health and sustainability in all as aspects of the school community.

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# Session 4 - Section 3

## Topic:

## Inclusion, Equity and Diversity in Teacher Education

**30 August, 2023**
**12.00-13.30**
**Room: 304**

**Chair**: György MÉSZÁROS
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Meral BEŞKEN ERGİŞİ

Turkey Early Childhood and Elementary Teachers' Attitudes and Beliefs Regarding the Integration of Alien and Domestic Migrant Children

Chandrika DEVARAKONDA - Sarah MCGRATH - Diksha CHAUDHARY

Missing puzzle pieces – gaps in knowledge related to inclusion and diversity in teacher trainees in England

Anders FARHOLM - Magne SKIBSTED JENSEN

University students with dyslexia and their use of self-regulated study strategies and perceived self-efficacy during the corona pandemic

Margaret O' KEEFFE

Teacher preparation for Social Justice: Powerful pedagogical Strategies

# Turkey Early Childhood and Elementary Teachers' Attitudes and Beliefs Regarding the Integration of Alien and Domestic Migrant Children

Meral BEŞKEN ERGİŞİ

Trabzon University

A great number of migrants came to Turkey in recent years. As of December 2022, it is estimated that that number already is over 5 million among which almost 4 million are from Syria (NTV, 2022). With almost 85 million population the number of aliens holds a high percentage. Although Turkey, in general, is a multicultural society, usually those who have been already living under the Republic of Turkey before the recent migrations were integrated into the society. However, the migrants in recent years are not fully integrated into society and impacts may be seen in many areas including education. Moreover, the recent high-magnitude earthquakes in the southern part of Turkey had devastating outcomes resulting in many people relocating to other cities in Turkey. Accordingly, many students with earthquake-related traumatic experiences are also put into schools where they were relocated. Therefore, currently, many teachers have students with different backgrounds (language, culture, religion, etc) and experiences in their classrooms. This study specifically aims to study early childhood and elementary teachers' attitudes and beliefs regarding migrant children and children with traumatic experiences in their classrooms. Under this main aim, the following objectives will be examined:

• What do teachers do to integrate these children into their classroom?

• How do teachers identify the needs of these children?

• How do teachers meet the needs of these children?

• What are teachers' beliefs regarding their competence to integrate these children into their classrooms?

• What are teachers' beliefs regarding their competence to meet the children's needs in various areas?

• What are teachers' needs for continuous professional development regarding teaching these children?
The participants of this study will include in-service early childhood and elementary teachers. A mixed method is utilized and an online questionnaire including a Likert scale and open-ended questions is used for data collection. The number of participants in this study is between 250 – 300. Data collection and analysis are still ongoing. Therefore, full findings and results will be presented at the conference.

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**Missing puzzle pieces – gaps in knowledge related to inclusion and diversity in teacher trainees in England**

Chandrika DEVARAKONDA - Sarah MCGRATH - Diksha CHAUDHARY

University of Chester

An increase in migrant population has resulted in several children from ethnically diverse population in schools. This led to teachers feeling underconfident in teaching all children. Newly Qualified Teachers'(NQT) in response to the NQT survey about their preparedness and confidence in teaching children have reported low confidence in teaching children from all ethnic backgrounds and who have English as additional language.

This research explored the perspectives of trainee teachers about their knowledge and understanding of inclusion and diversity. This research explored the perceptions of teacher trainees in their final year of the three-year degree in initial teacher education programme and some teacher educators teaching this cohort of students. This research will also explore the experiences of teacher trainees in the module sessions and their placement experiences to develop their confidence to teach pupils from ethnically diverse backgrounds.

The data was collected from teacher trainees through questionnaires and with teacher educators through focus group discussion. Teacher trainees were requested to volunteer to respond to questions on an online survey and teacher educators were invited to share their insights and perceptions related to diversity and inclusion.

The responses provided by students were analysed using thematic data analysis. The themes following the data analysis related to the experiences of teacher trainees and how it has enabled them to gain an understanding of the concept of inclusion and diversity and gain their confidence to teach children from diverse backgrounds. The four themes are: concepts and contexts of diversity, experiences on the course, preparedness to teach and challenges faced. The themes also highlighted the influence of module content and placement experiences on the preparedness and confidence of teacher trainees to teach children from diverse contexts. This research suggests that the knowledge and understanding related to diversity and inclusion of teacher trainees may be shallow and thus their ability to relate to children from different backgrounds may be restricted. Non- participation of several teacher trainees and teacher educators indicate their lack of comfort and confidence in relating to the sensitive topic (Durham-Barnes, 2015). One of the recommendations is to provide access to placements with children from a wide range of backgrounds. It is important to raise awareness of diversity through diverse resources to reflect diversity whether it reflects the local community or not. Integrating issues related to diversity in the content of the teacher education programmes will enable teacher trainees to reflect on their attitudes resulting in unlearning and learning new knowledge  (Florian and Pratt (2015).

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# University students with dyslexia and their use of self-regulated study strategies and perceived self-efficacy during the corona pandemic

Anders FARHOLM - Magne SKIBSTED JENSEN

Ostfold University College - Faculty of Teacher Education and Languages

**KEYWORDS:** *Dyslexia, Self-regulated study strategies, self-efficacy - corona pandemic*

Our aim is to investigate the use of self-regulated study strategies and perceived self-efficacy among university students with dyslexia during the corona pandemic 2020-2021. We compare the student´s use of strategies and perceived self-efficacy in two study environments, traditional campus learning and digital distance learning.

Dyslexia is per definition a specific learning disability that is characterized by difficulties with word recognition, reading and spelling, that can persist into adulthood (Lyon, Shaywich & Shaywich, 2003). Self-regulated study strategies are goal-directed cognitive processes and behavioral actions characterizing successful studying in specific contexts (Zimmerman, 1989). Bandura (1997) highlights the importance of self-efficacy perceptions, given beliefs to organize and execute the courses of action required to produce given attainments.

Research shows that more students with dyslexia are enrolled in higher education (O´Byrne et al., 2019). To overcome the challenges, self-regulation, strategic learning and perceived self-efficacy are supposed to be required (Andreassen et al., 2017; Bandura, 1997). The corona pandemic may have increased these challenges because of the campus shutdown (Sahu, 2020).

Previous research regarding strategi use by students with dyslexia have been quite contradictory. Some students with dyslexia are poor strategic learners (Olofsson et al, 2012), others use of a broad range of strategies (Pino & Mortari, 2014). Research has also indicated that these students prefer compensational strategies

of visual, auditory, and social kind (Andreassen et al. 2017; Jensen & Andreassen, 2017).

We use a mixed method approach (Creswell, 2014). A questionnaire, recording students' strategy use and perceived self-efficacy in the two study environments, traditional campus learning and digital distance learning. We also want to follow up the questionary by interviews.

Preliminary findings from the questionnaire data (n = 25) indicate that the students apply less learning strategies in a digital environment compared with the traditional campus learning environment. This finding applies for both study strategies used during lecture and social strategies. Participants perceived self-efficacy is a bit above average score. Four participants were identified applying a small extent of study strategies while six were identified using a large extent of study strategies. The qualitative findings from these strategically chosen informants are yet to be analyzed.

Findings from this study indicate that student with dyslexia use less appropriate study strategies in a digital environment compared with the traditional campus environment. Further studies should be made to explore how we can adapt digital studies to facilitate more active use of study strategies among these students.

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**Teacher preparation for Social Justice: Powerful pedagogical Strategies**

Margaret O' KEEFFE

Education at Mary Immaculate College (MIC), University of Limerick Ireland.

My research is positioned within the intersection of social justice, teacher education and arts-based pedagogy and research. The purpose of this research is to support the curriculum and pedagogy of social justice teacher education (SJTE). To disrupt deficit beliefs pre-service teachers may hold which reproduce inequality, an arts based pedagogical intervention was designed, implemented, and researched. The intervention sought to facilitate pre-service teachers to unpick oppressive, deficit discourses we all are spoken into and continue to constitute. Students experience of engaging in the intervention is the focus of this research.

30 pre-service teachers enrolled in a four-year degree programme participated in the inquiry.They engaged in 20 hours of an arts based pedagogical intervention. Data consisted of student's reflective journals. Semi – structured interview were also conducted after the intervention was complete with ten self-selecting students.

Findings indicated that the employment of arts based pedagogical methods has the potential to support the development of critical educators. Enabling pre-service teachers to confront implicit biases they hold within initial teacher education is identified as an outcome of this inquiry.

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## SESSION 4 - SECTION 4

## Topic:

## TEACHER EDUCATION AND NEW TECHNOLOGIES

**30 August, 2023**
**12.00-13.30**
**Room: 305**

**Chair**: T. J. Ó CEALLAIGH
University College Cork
tjoceallaigh@ucc.ie

Mária ADORJÁN

Self-Assessment and Peer-Assessment with Technology in Academic Writing: Teaching the Teachers

Laura MAJOR

Using Vlogs as Peer Teaching to increase Student Independence and Engagement

Renáta NAGY - Alexandra CSONGOR - Vilmos WARTA

Changing Trends and Attitudes Towards Online Assessment

Angela Maria SUGLIANO - Giorgio DELZANNO - Giovanna GUERRINI

Not only coding: a model to support teachers in bringing computer science into the classroom

# Self-Assessment and Peer-Assessment with Technology in Academic Writing: Teaching the Teachers

Mária ADORJÁN

Károli Gáspár University of the Reformed Church

Self-assessment and peer-assessment tasks have become increasingly popular in the realm of academic writing because they can be used as effective student-centred strategies for improving composition, editing and critial thinking skills. Such assessment tasks can especially be beneficial for intermediate and advanced-level foreign language learners who feel that they have reached a language learning plateau, and cannot improve the complexity and sophistication (Richards, 2008) of their written expression. With the advancement of technology, various assessment methods have become available for language learners through the use of corpus-based digital tools, and more recently, with the help of artificial intelligence. However, the implementation of technology-enhanced self-assessment and peer-assessment methods requires competent and skilled teachers who can effectively integrate technology in their teaching practices, and learners who are capable of and willing to use tools throughout their writing process. Research suggests that teachers lack adequate education in this field, and are unable to facilitate and scaffold their students in this process (Adorján, 2020).

The aim of this study is to explore what knowledge and skills would be necessary for language teacher trainers and higher education academic writing teachers to guide their learners in this respect. The theoretical framework of this research was based on Borg's conceptualisation of language teacher cognition (2003), Shulman's (1987) notion of pedagogical content knowlegde, as well as Mishra and Koehler's (2006) notion of technological pedagogical content knowledge (TPCK or TPACK). The study also draws on the Unified Theory of Acceptance and Use of Technology model (UTAUT) by Venkatesh and colleagues (2003). With a succession of in-depth interviews with reluctant teachers and low-achieving students, the study aims to find out the main obstacles towards the use

of specific tools for self-assessment and peer-assessment of academic writing. The preliminary findings reveal that students are unwilling to engage with these technologies because they believe the structured time frame of the lessons is inadequate for explorations, whereas teachers believe that they would need individual tutorials to familiarise themselves with the available tools instead of organised professional development group sessions where they cannot control the pace of the instruction. This study recommends several individual teacher and learner development pathways which might change negative attitudes towards technology, negative beliefs of self-efficacy and technology anxiety.

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# Using Vlogs as Peer Teaching to increase Student Independence and Engagement

Laura MAJOR

Achva Academic College

**KEYWORDS:** *Innovative teaching practices, teacher educators, peer teaching, student autonomy, hybrid learning*

This talk will describe a method for asynchronous peer teaching that increases student independence and engagement. According to this method, used in two Teacher Training colleges in the discipline of English Literature in a country where English is a foreign language, students upload video blogs (vlogs) to a moodle forum, in which they discuss specific aspects of the text being studied. The students are given autonomy as to the mode of presentation – whether as an interview in pairs, with or without visual aids, scripted or not, etc. Hung and Huang point out that vlogs are able to simultaneously "make learners take greater responsibility for their work, and provoke greater anxiety" (2015, p.265). On one hand, Gen Z students are familiar, at least as media consumers, with the format of vlogs, and oral presentation, in general, is easier for foreign language learners than written. As future teachers, the students are accustomed to teaching material to their pupils and peers. On the other hand, some anxiety about a new, unknown way of teaching in video format is natural. Reflections submitted by students reveal varying levels of comfort and ease with the format. Nonetheless, the utility of this format for asynchronous peer teaching is patent, and the pedagogical benefits of peer teaching, for both peer teacher and peer leaner are also well documented.The research-based rationale behind the method uses Self Determination Theory, which, as applied to educational contexts, posits that "practices that support students' satisfaction of autonomy, competence, and relatedness are associated with both greater intrinsic motivation and autonomous types of extrinsic motivation." (Niemiec and Ryan, 2009, 141) The experience of using vlogs for asynchronous peer teaching has demonstrated that the freedom afforded the students in all aspects of their vlog increases their overall feeling of autonomy. The compentencies aqcuired by mastering the subject matter and technology also contribute to their feeling of self efficacy.

Peer teaching is a well-known educational practice that enhances students' learning autonomy, communicative abilities and motivation. Hattie, in his synthesis of hundreds of metanalyses regarding achievement, states: "The remarkable feature of the evidence is that the biggest effects on student learning occur when teachers become learners of their own teaching, and when students become their own teachers" (2009, p.22). The question posed here is whether effective peer-to peer instruction can be conducted asynchronously through the use of vlogs.

This study, using student reflections, a survey and analysis of the vlogs shows that vlogs are an effective mode of peer teaching. To counteract the dry and isolating aspects of asynchronous learning, using the video blog format introduces an oral aspect, utilizes digitial technology and involves all students as teachers or learners. Student reflections show a high level of student satisfaction.

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## Changing Trends and Attitudes Towards Online Assessment

Renáta NAGY - Alexandra CSONGOR - Vilmos WARTA

Doctoral School of Health Sciences University of Pécs, University of Pécs Medical School Department of Languages for Biomedical Purposes and Communication

The presentation aims at eliciting insight into the results of ongoing research regarding evolving trends and attitudes towards online assessment of English and other languages. The focus pinpoints online as one of the most trending forms available in education since the global pandemic.

The study was first initiated in 2019 in which its main target was to reveal the intriguing question of students' and assessors' attitudes towards online assessment regarding education. The research questions the attitudes towards the latest trends, possible online task types, and their advantages and disadvantages through an in-depth experimental process currently undergoing implementation.

Material and methods include surveys, needs and wants analysis and thorough investigations regarding candidates' and assessors' attitudes towards online tests in the field of languages.

Over 400 respondents from more than 28 countries participated in the survey, which gives us an international and intercultural insight into how students with different cultural and educational background deal with the evolving online world in teacher and also medical education.

The results show the pandemic's impact which brought the slumbering online world of assessing roaring alive, fully operational and now bears phenomenal relevance in today's global education. Undeniably, the results can be used as a perspective in a vast array of contents.

The survey hypothesized the generation of the 21st century expects everything readily available online, however, questions whether they are ready for this challenge are lurking in the background.

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# Not only coding: a model to support teachers in bringing computer science into the classroom

Angela Maria SUGLIANO - Giorgio DELZANNO - Giovanna GUERRINI

Associazione EPICT Italia

We have developed a tool that teachers can use to clearly define the coding-related learning objectives of educational activities in which students are asked to use coding applications as a teaching tool to learn subject topics. The aim is to provide teachers with a map organized by school level, which allows them to relate computational concepts and practices with: 1) the functions of the main tools used in school for programming, and with 2) the elements of computer science skills as well as proposed in Italy by the "Proposal of guidelines for information technology" of CINI - National Interuniversity Consortium for Information Technology [1] and at European level by The Informatics Reference Framework for School [2].This comprehensive syllabus allows teachers to teach both subjects and programming: while developing activities on subjects with students, teachers - thanks to the synoptic framework offered by the tool - can explain the computational concepts and computational practices related to these activities, training students to subject matters and to computer science discipline considering its topics, vocabulary and working methods.

The model is under validation within two experiences in which the authors of the paper are involved: within a Master's degree provided by the University of Genoa [3] aimed at teachers for learning the pedagogical value of using digital technologies at school, and within the "Italian Coding League" [4] initiative which, after the two editions of 2021 and 2022, will see the third edition on October 2023.

The evaluation of the model proposed is based on the feedback from the teachers

involved in the two previous initiatives, focusing on: 1) the adherence of the competence identified by the used frameworks (the ones from CINI and the Informatcs for all) and 2) the adequacy of the activities proposed for the different school orders.

The proposed model represents also a useful tool for evaluation: the grades assigned by teachers to students as a result of carrying out the various activities may be - using the mapping proposed in the model - linked to computer skills and therefore the evaluation data can be elaborated to create radar graphs that make explicit the more or less achieved skills. Students can have evidence of their performance, and teachers can monitor the overall progress of the class. The results can be used also to assess and certify the computer-programming skills acquired by students, with reference to the DigComp 2.2 framework [5] Finally, the proposed model supports teachers in exercising two of the competencies described by the DigCompEdu framework [6] : the competence 6.3 - Facilitating learners' digital competences with reference to the creation of digital content (and in particular programming); and the competence 4.1 (Analysing evidences) and 4.2 (Feedback and planning) thanks to the possibility to elaborate the grades and give constructive feedback to students regarding their gaps and also planning adequate learning activities to fill those gaps.

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## SESSION 4 - SECTION 5

## TOPIC:

## EDUCATIONAL RESPONSES TO SOCIETAL CHALLENGES FROM THE PERSPECTIVES OF TEACHER EDUCATION

**30 August, 2023**
**12.00-13.30**
**Room: 306**

**Chair**: Onur ERGÜNAY
Eskisehir Osmangazi University, Turkey
oergunay@ogu.edu.tr

Barbara FIJAŁKOWSKA - Roksana PIERWIENIECKA

How can you help your students in recognising and using competences outside of school?

Anna Orsolya PONGOR-JUHÁSZ - Luca Alexa ERDEI - Erika KOPP

Parental expectations versus teaching realities in private micro-schools in Hungary

Mónika Veronika SZIGETI

Student's burnout and coping methods

Sarah WILLIAMSON

The Public Deployment Of 'artactivistbarbie' In Teacher Education For Social Justice

**How can you help your students in recognising and using competences outside of school?**

Barbara FIJAŁKOWSKA - Roksana PIERWIENIECKA

Educational Research Institute

Transversal competences (in other words: transferable) are skills, knowledge and social competencies that can be applied in various situations, contexts, competitions, roles, organizations and industries. For example, critical thinking skills, knowledge of a foreign language or a project management method will be useful both in academia and in the transport industry. Such competences are especially important for young people who have little to no professional experience. And teachers can help them discover those competences, as well as indicate areas of further development.

The presentation aims to share the results of the Transval-EU Project – an international policy experimentation project aimed at validation (identification, documentation, assessment and certification) of transversal competences. Within its scope from March 2021 to August 2023, we developed and tested tools and methods that can be used for working with students.

Specifically, the field trial in Poland, performed at the beginning of 2023 by counsellors from various educational institutions, allowed to refine the process of recognising young peoples' competences and preparing further development plans. Moreover, a lesson's scenario on the validation of transversal competences is being developed.

Preliminary results of the Project show, among others, that: - the people whose competences were identified and documented were overall pleasantly surprised by the scope of their own knowledge and skills; it gave them a new appreciation of learning and helped some of them to determine the direction of further development;- the counsellors and teachers appreciated methods and tools developed within the project, especially the Transversal Competence Framework and – in the case of Poland – the method of identifying and documenting competences "Skills Audit Method".Teachers and their students can benefit from the Project's results, as they are publicly available.

Recommendations and conclusions from the Transval-EU project will be available by the end of the project (August 2023), along with the evaluation. By then, the sustainability plan and national action plan will also be developed.

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# Parental expectations versus teaching realities in private micro-schools in Hungary

Anna Orsolya PONGOR-JUHÁSZ - Luca Alexa ERDEI - Erika KOPP

Eötvös Loránd University

**KEYWORDS:** *Private micro-schools, private education, parental expectations*

Trends shaping education pose challenges to which the education system must adapt (OECD, 2022). These changes in education are gradually increasing the number of families looking for alternative institutions for their children outside state and denominational schools. These internal and external trends have led to the emergence of newly formed private micro-schools all around the world, which provides the basis of this research. Horn (2015) defined micro-schools as a 'one-room schoolhouse' where blended learning and home-schooling meet private schooling in one place. The popularity of private micro-schools is noticeable; however, the importance of micro-schools does not seem to have reached a wider academic interest in an international setting so far (Bedrick & Ladner, 2020).

Parents' perception of Hungarian public education is highly ambivalent, with a growing trend of a significant number of parents withdrawing their children from public education, which is not only the privilege of financially independent parents anymore. As a result, the share of students in other private institutions has doubled (Ercse & Radó, 2019). Home-schooling cooperatives have been present in the Hungarian education system since 1990, yet the majority of these groups ceased to exist in 2018 due to an amendment of the Education Act. Nevertheless, a small number of them (N=18) have gone through the official institutionalization process and become accredited private micro-schools. Parallelly with these changes, teachers have been put under pressure to be able to fit in not just regular school settings, but those described above.

In order to explore this complex issue, we triangulated data sources (Sántha, 2010) by conducting semi-structured interviews with 23 parents, 6 teachers at

private micro-schools, and one teacher educator in Hungary (N=30). To process data, the qualitative content analysis method was applied with the help of the MAXQDA software (Rädiker & Kuckartz, 2020). Based on the analysis, we found that parents expect private micro-schools to tailor pedagogies to the individual characteristics of students, since 40% of them have an 'atypical' child, either on the very gifted end of the spectrum or with special education needs (autism, ADHD). Parents furthermore expect these schools to provide an alternative pedagogical experience compared to previous negative public-school ones with their child, which has been a reality for half of the parents in public education previously. On the other hand, teachers were hesitant to fully acknowledge to had been previously prepared to work in such school settings, raising the question of the area of responsibility of teacher education in this regard.

Even though the results can be interpreted in the Hungarian context, this research can provide new results and insights for international research on expectations towards and realities in micro-schools to better understand the complexity of these educational settings.

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# Student's burnout and coping methods

Mónika Veronika SZIGETI

Magyar Agrár és Élettudományi Egyetem, Neveléstudományi Intézet; Pécsi Tudományegyetem, BTK, "Oktatás és Társadalom" Neveléstudományi Doktori Iskola

The objective of our talk is to present the prevalence of depression and burnout among university students in the post-COVID period. A common topic in the international literature is the assessment of the psychological state of university students and the assessment of risk factors to maintain or improve their quality of life (Abrams, 2022; Brown, 2018; Campbell et al, 2022; Prince, 2015) . Our cross-sectional study was conducted among full-time student teachers. Since this group of students is preparing for a helping profession, it is particularly important what coping resources they possess to overcome the difficulties and professional challenges they face. The aim of our study is to explore the demographic and institutional risk and protective factors of burnout and depression and to facilitate their diagnosis. Method: depression was measured with the abbreviated Beck Depression Questionnaire (Beck-Beck, 1972), burnout was measured with the Maslach Burnout Test, and the Psychological Immune System Survey (Oláh, 1997) and the Coping Methods Questionnaire (Lazarus) were also completed. According to the results of our pilot research, the studied student population (N: 46) shows symptoms of burnout, their psychological immune system is underperforming in certain components compared to the expected results, and 76% of the students struggle with mild and moderate depression. The results of our descriptive statistical study indicate that our students need a definite psychoeducational intervention to maintain their well-being and their future professional efficiency.

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# The Public Deployment Of 'artactivistbarbie' In Teacher Education For Social Justice

Sarah WILLIAMSON

University of Huddersfield

**KEYWORDS:** *Social justice, Barbie, Arts-based pedagogy, Social media, A/r/tography*

The critical deployment of 'ArtActivistBarbie' in UK teacher education (lifelong learning) is an innovative curriculum project. It is an educational response to societal challenges and issues from the perspective of teacher education. Barbie is a cultural icon who narrowly defines and stereotypes gender, and this performative arts-based pedagogy reconstructs her as a feminist activist and public pedagogue. 'ArtActivistBarbie' draws attention to gender injustices and inequalities; constructions and exclusions of race and class also intersect (Williamson, 2020). In teacher education, the project has aimed to foster the professional values and attributes required by the UK Professional Standards for teachers and trainers (ETF, 2022). Additionally, cultural awareness and expression is one of eight key competences which should be integrated into the infrastructure of lifelong learning (European Union, 2016). Following the pandemic, the Durham Commission (2021) recommends that arts and culture should be an "essential" part of an education, integrated fully into "a recovery curriculum", which "inspires and re-engages" (p. 17).

The ongoing ArtActivistBarbie project is 'a/r/tographic' enquiry, where the three roles of a(artist), r(researcher) and t(teacher) co-exist and combine as a "research methodology, a creative practice, and a performative pedagogy" (Irwin, 2012, p. 198). The presentation will share how Barbie dolls are staged with miniature placards in art galleries and museums by myself and student teachers, critically discussed, photographed and uploaded to social media. A Twitter account created to share the work (@BarbieReports) has been highly successful in attracting a large international audience.

The arts can play a role in education for social change, challenging oppression and inequalities (Dickson & Clover, 2021). Biesta (2017, p. 37) argues the arts can turn people "towards the world, bringing them into dialogue with the world", allowing us "to see what was not visible, to hear what was not audible" (p. 90). Jarvis and Gouthro (2014) suggest that the use of the arts in professional education is one way to develop the capacity for professionals to "not only survive, but also to thrive in a world characterised by radical doubt and supercomplexity" (p. 144). Kaszynska and Crossick (2016) claim the arts may "shape reflective individuals", produce "engaged citizens", promote "civic behaviour" and "a broader political imagination" (p. 7).

Analysis of a/r/tographic research data is finding the potential of the 'ArtActivistBarbie' project to foster critical consciousness. Research has revealed that arts-based teacher education in pedagogical spaces such as art galleries and museums can be highly effective in increasing awareness and commitment to issues of social injustice in student teachers.

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## SESSION 4 - SECTION 6

## Topic:

## HIGHER EDUCATION AND TEACHER EDUCATION

**30 August, 2023**
**12.00-13.30**
**Room: 307**

**Chair**: Mhairi BEATON
Leeds Beckett University, UK
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Luca Alexa ERDEI - Anna Orsolya PONGOR-JUHÁSZ - Erika KOPP

Content, Processes and Ways of Learning through International Joint Master's Degree Programmes at European Higher Education Institutions

Rebecca FOX - Joan Kang SHIN - Anya EVMENOVA - Jered BORUP - Woomee KIM

Language Teacher Education on the Move: Culturally Responsive International Online Teacher Professional Development in Uzbekistan

Elena ONCEVSKA AGER

Using formative self-assessment on a teacher education module to promote self-regulation

Francis PRESCOTT-PICKUP

The situation of new teachers in Hungary: The experience of EFL teacher trainees

# Content, Processes and Ways of Learning through International Joint Master's Degree Programmes at European Higher Education Institutions

Luca Alexa ERDEI - Anna Orsolya PONGOR-JUHÁSZ - Erika KOPP

Eötvös Loránd University

International joint master's degree programmes (e.g., Erasmus Mundus) play a key role in incentivizing the comprehensive internationalisation of HE (Hudzik, 2011) by combining the specificities of international partnership efforts of HEIs and traditional student & teaching mobilities in a specific way to internationalise the curriculum (Erdei et al., 2018; Varga, 2004). Simultaneously, they give the participating institutions the opportunity to reflect on their T&L strategies and practices, to effectively modify their operations related to educational programmes — thus implementing single- and double-loop learning processes (Argyris & Schön, 1978). Joint master's programmes, therefore, contribute to the development of HEIs and their international portfolio by promoting their organisational learning processes (Erdei, 2018).

In our research, organisational learning (OL) is defined as a multi-level learning process that occurs through the cognitive and behavioural changes of its members, in which organisational knowledge (OK) is created, shared, adapted and stored through organisational learning mechanisms (OLMs) (Argyris & Schön, 1978; Atarchi & Schechter, 2014; Fiol & Lyles, 1985; Huber, 1991; Lipshitz et al., 2002). The overarching aim of our research was to explore the specificities of the OL processes, types of OLMs and the characteristics of OK induced by the development of joint degree programmes in the context of the internationalisation agenda of the examined HEIs. The research relies on a multiple embedded case study design (Yin, 2018) that involves 4 members of a European University Alliance and their Erasmus Mundus JMD programmes. The transcripts were analysed using a qualitative content analysis approach (Neuman, 2011).

In the course of our analysis, we identified numerous knowledge areas developed in HEIs through joint degree programmes, such as (1) education, supervision & professional development; (2) research & development; (3) operative management & administration; (4) organisational structure & leadership methods; (5) strategy & organizational culture (Bokor, 2000). Furthermore, specific knowledge-sharing processes (Huber, 1991) were identified as contributing to the learning of academics, as key stakeholders of the organisational learning process, that manifests in different types of OLMs (Lipshitz et al., 2007). These constitute internal and external OLMs such as internal and inter-organisational project meetings, joint supervisory sessions and interactive knowledge-sharing workshops that support the distribution of knowledge within and across diverse units of the HEIs. We acknowledge the limitations of this small-scale study and underline that it is an entry point into further research that is foreseen to contribute to a better understanding of how joint master's degree programmes can contribute to the comprehensive internationalisation of European HEIs (Hudzik, 2015).

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# Language Teacher Education on the Move: Culturally Responsive International Online Teacher Professional Development in Uzbekistan

Rebecca FOX - Joan Kang SHIN - Anya EVMENOVA - Jered BORUP - Woomee KIM

George Mason University

The current global context, including multiple challenges caused by the COVID-19 pandemic, has called for innovative approaches to implement meaningful teacher professional learning. This presentation focuses on the development, delivery, and evaluation of a 3-year international online teacher professional development (PD) project for English language educators in Uzbekistan. A U.S. university teacher education team implemented the project to include the: 1) context analysis to understand English language teaching and learning in Uzbekistan; 2) online PD program , Teaching English Through English (TETE), to enhance Uzbekistan teachers' English language capabilities and teaching skills; 3)  two-week Training-of-Trainer (TOT) program for 250 teachers to cascade TETE to English teachers across Uzbekistan; and 4) follow-up site visits for program evaluation. Due to the pandemic, the university team had to be flexible in all aspects of the project  to reach program outcomes. Multimodal forms of technology mediated the completion of the context analysis, the  11-week PD program content based on the ten recommendations from that analysis and designed as an Open Educational Resource (OER). The bichronous use of technology became the driving force for engaging teachers in professional learning, including web-based modules, synchronous webinars, online communities of practice using an accessible social media application, and reflective digital portfolios. The TOT was  facilitated with both online and in-person components, resulting in the cascading of content 15,000 English teachers across                              12                              regions.

Research goals were to capture and learn from participant data across the project. Formative and summative assessments were embedded throughout to understand teacher learning, the implementation of interactive language teaching practices, and the growth of reflective practice. Qualitative and quantitative research approaches were used to examine the multiple data sources. Selected areas of inquiry include intercultural competence (Cushner, 2015), online communities of

practice using Community of Inquiry Framework (Garrison et al.,2000); participants' development of reflection (Brookfeld, 2010) on language teaching and learning using Taggert and Wilson's (2005) Reflective Thinking Pyramid.

This development-focused presentation aligns with the conference theme of "Teacher Education on the Move." The teacher education community will gain insights into essential components for creating an international educational project with multiple partners/stakeholders through results shared from this country-wide, innovative bichronous language teacher development project. Implications include reaching program outcomes focused on equity, access, cultural sensitivity/intercultural competence, and sustainability when pivoted to online learning spaces. Of particular interest is embedded research designed to capture participant data from across all program components.

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# Using formative self-assessment on a teacher education module to promote self-regulation

Elena ONCEVSKA AGER

Saints Cyril and Methodius University

**KEYWORDS:** *Self-assessment, formative assessment, teacher learning, teacher agency, teacher education*

Assessment in teacher education appears to be a top-down process, with teacher educators unilaterally deciding on their student teachers' (STs') levels of achievements at the end of the module. This adds strain to the already very personal and emotionally charged process of teacher learning (Kagan, 1992). It also denies ST agency, i.e. ST involvement in their own learning and assessment – cf. Klemencic et al.'s (2020) Student-Centered Teaching and Learning framework. Where alternative, bottom-up assessment formats, e.g. self-assessment, are used, they tend to be sporadic and have limited bearing on the module mark. This talk explores the affordances of introducing formative self-assessment to a teacher education context, i.e. its design, rationale and the preliminary ST feedback. There seems to be a consensus in the literature that the benefits of using self-assessment, especially with more mature learners, are many. For instance, Andrade's (2019) meta-analysis of self-assessment in various educational contexts suggests that provided it is formative and led by assessment band scales, it can have a positive effect on achievement and self-regulated learning. The project started with me designing and sharing with my STs a set of band scales focusing on three main assessment criteria: (1) quality of STs' module contributions, i.e. their regularity, originality, relevance and argumentation, (2) teacher knowledge following Malderez and Wedell (2007) and (3) teacher agency following Priestley et al. (2015). The students had regular opportunities during the module to use the assessment criteria to guide their reflection on their own development. They filed all their work in their portfolios. At the end of the module, they were supposed to write a 'cover letter' to me, arguing their 'assessment case' by using the criteria and supporting their assessments with evidence from their portfolios. I either agreed with their self-

assessment or provided evidence when my thinking diverged from theirs. The rationale was to involve my STs in their learning and assessment, helping them to develop criticality which underlies self-regulated, agentic behaviour.

This formative, criteria-informed and evidence-led self-assessment format appealed to my STs due to its novelty: they had never before been assigned an important module task based on self-assessment. It transpired, however, that the criteria were initially understood in different ways by different students. It took training, therefore, to develop shared understandings of our assessment terminology. The STs generally produced good quality 'cover letters', though some appeared to struggle to provide cogent support for all of their self-assessment claims, which may be another area to benefit from prior training.

This is an on-going project which I hope to get feedback on from the audience. Preliminarily, it holds promise for ST contexts, provided it is used cautiously and in line with contextual demands.

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# The situation of new teachers in Hungary: The experience of EFL teacher trainees

Francis PRESCOTT-PICKUP

Department Of English Language Pedagogy Elte

This paper will report on an ongoing study which was begun in May 2022 exploring the experiences of trainee and novice teachers in Hungary (Prescott-Pickup, in press). Thirteen trainee and newly qualified teachers from the undivided English teaching programme of a large university in Budapest were interviewed about their experiences of teaching during and after the Covid-19 pandemic in state schools in Hungary. An emergent theme was the way their experience differed according to a range of factors, including but not limited to, the type of school they were teaching in and the region of the country they were based in. This was also compared to the literature relating to the socioeconomic situation in Hungary, with a particular focus on digital inequality (Czifra et al, 2021; Fekete & Porkoláb, 2020; Huszti, 2020). Among the most important findings of the research were that new teachers were both receptive to and skillful in using new teaching techniques involving 21st century digital technology when given the opportunity. However, the majority of the novice teachers did not see a future career in teaching as being feasible primarily because of financial considerations, and this obviously has major implications for the future of public education in Hungary (Prescott-Pickup, in press). In the second phase of the research the scope will be widened by working with soon-to-graduate or recently graduated trainees from other teacher-trainee programmes in different regions of the country in order to get a fuller picture of the situation for novice teachers at the present time and to understand better what their perspectives are. The research will use an ethnographic approach (Creswell, 2018) and the main data collection will take place through semi-structured in-depth qualitative interviews done online, as in the first phase (Patton, 2014). The data analysis will be done using qualitative data analysis software for open coding and category building (Saldana, 2021). It is hoped that the research will enable a fuller

understanding of the experience of new teachers at this time and what the most significant challenges are they have to deal with. This may enable teacher training programmes to help trainees more effectively and suggest some possible areas for improving the retention of new teachers in the profession.

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**SESSION 4 - SECTION 7**

**Topic:**

**TEACHERS' AND TEACHER EDUCATORS' LEARNING AND PROFESSIONAL DEVELOPMENT 1**

**30 August, 2023**
**12.00-13.30**
**Room: 308**

**Chair**: László HORVÁTH

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Martin FICO - Lucie ŠKARKOVÁ - Petra PALOČKOVÁ

Entrepreneurial teachers in entrepreneurial classrooms

Pettra VAN BEVEREN - Lotte PETERS

The NOA-Mindfolio as a connector between theory, practice and person during workplace learning

Nanda VAN DER STAP - Theo VAN DEN BOGAART - Stan VAN GINKEL - Dominic RUIZ-THIJSSEN - Johan VERSENDAAL

Blending The Blend: An Instructional Design That Leverages Online Interaction Through Both Social Presence And The Utilisation Of Both Delivery Modes

Izel YENISOY - Sibel TATAR

Enhancing Pre-Service English Language Teachers' Critical Reflection Through Guidance: Going Beyond Descriptive Writing

# Entrepreneurial teachers in entrepreneurial classrooms

Martin FICO - Lucie ŠKARKOVÁ - Petra PALOČKOVÁ

Masaryk University

In the paper, we will deal with the development of entrepreneurship competence among primary and secondary school pupils and their teachers (Eurydice, 2016). Entrepreneurship is usually developed through inquiry-based pedagogy like students' projects (Pepin, 2018), which teachers approach in different ways. Teachers' own approach to entrepreneurship and the role they play in the process of students' acquisition of entrepreneurial skills have a significant impact on how entrepreneurship is developed by pupils (Pepin, 2018). As educators of future teachers, we have been dealing with the problem that teacher students are not interested in entrepreneurship for several years. They do not see its usefulness in their teaching profession. Our research aimed to understand better how entrepreneurship is perceived by teachers who have decided to develop it in their students through projects. Main research question: How can teachers develop entrepreneurship competence in primary school pupils through student projects? Data collection took place at one elementary school from South Moravia through semi-structured interviews. The research sample consisted of teachers (n=8) who were educated in entrepreneurship development. We analyzed the anonymized and transcribed interviews in the ATLAS. ti software using thematic analysis procedures (Braun & Clarke, 2019). Data analysis shows that teachers have different understandings of the concept of entrepreneurship. We have identified four basic types of understanding of entrepreneurship: entrepreneurship as civic engagement, entrepreneurship as business, entrepreneurship as financial literacy, and entrepreneurship as Entrecomp (European Commission, 2016). The educational goals that teachers fulfill through student projects are based on the type with which the teacher most identifies. At the end of student projects, teachers can evaluate the development of their students in individual competencies using the Entrecomp framework (European Commission, 2016). In

addition to developing students' potential, teachers reflect on their own development not only in the field of entrepreneurship but also in working with students' individual needs. The results indicate how we can introduce the topic of entrepreneurship into the curriculum of future teachers so that it is meaningful and graspable in practice.

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**The NOA-Mindfolio as a connector between theory, practice and person during workplace learning**

Pettra VAN BEVEREN - Lotte PETERS

Utrecht University of Applied Sciences

*KEYWORDS: Professional identity development, workplace learning, school-university partnership, mind mapping ,professional development school*

Introduction

NOA, the Urban Professional Development School of Amsterdam has developed the Mindfolio as a reflection-tool. This tool is integrated into the workplace curriculum of student teachers and intend to facilitate the connection between theory, practice and person.

Statement of the problem

The NOA-Mindfolio is a digital portfolio in the form of a mind-map with four dimensions – A. theory, B. practice, C. Person, D. the integration of theory, practice and person, in which the student teacher elaborates his pedagogical dilemmas.

Theoretical framework (Intervention-study)

The study is based on the assumption that professional identity development that has emerged from theory and context (practical knowledge) is useful for student teachers in their reflection on the profession. Through the examination of data, the professional identity development of student teachers will be discussed.

Description of the development

The mind-map's tree structure makes it possible to determine the complexity of education, teaching and functioning of student teachers: theory core concepts can

be accompanied by clarifying (sub)concepts and elaborated into concrete work forms or interventions in the classroom.

## Evaluation of development

The NOA-Mindfolio has been in use for two years. Student teachers indicate that they want to spend more time working with this instrument. Mind-mapping makes it easier for them to understand the complexity of education, teaching and functioning as education professionals and to make links between the four domains.

## Sustainability of development

The NOA-Mindfolio is part of workplace learning at NOA. Up to 300 student teachers are involved with it. Explicitly looking at the relationship between wat is taught at the teacher education institute and what at the workplace of the schools of NOA.

## Recommendations

This method of combining mind-mapping with a portfolio function can be used not only for student teachers, but for every learning education professional, from starters to school leaders. Former students who remain affiliated with one of the partnerschools after graduation indicate that they regularly use this tool in their induction phase. The results will be evaluated in 2023-2024 to determine whether this is also a suitable instrument for the target groups. A detailed Mindfolio can be found at: www.noa-amsterdam.nl.

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# Blending The Blend: An Instructional Design That Leverages Online Interaction Through Both Social Presence And The Utilisation Of Both Delivery Modes

Nanda VAN DER STAP - Theo VAN DEN BOGAART - Stan VAN GINKEL - Dominic RUIZ-THIJSSEN - Johan VERSENDAAL

Researcher

Blended learning, where part learning is online, is likely to be increasingly implemented as a result of ongoing developments in technology. Teachers' understanding of blended learning instructional designs in higher education becomes therefore critical. Preliminary research reveals that the successful implementation of blended learning remains problematic due to students' lack of online interaction (Choi & Kim, 2018). The studies point to two salient challenges that could inhibit online interaction: 1) social presence (where students are aware of the presence of others in the online environment), and 2) convergence (where online learning is structured in line with f2f learning). When teachers lack knowledge on blended learning instructional designs they may fall back on traditional methods (Seryukov, 2015).

There are as of yet no grounded blended learning instructional designs in higher education that clearly address both identified challenges. Current literature on said challenges is fragmented, and not synthesised into blended learning instructional design principles. This study fills the gap in the current literature as it adds descriptive knowledge to blended learning education designs, and provides blended learning design principles for course designers.

To arrive at grounded design principles, a meta-analysis was carried out. From an initial 806 studies, 13 studies on social presence and 7 studies on convergence were selected through the guidelines of the PRISMA statement, using pre-defined criteria. Each study was analysed by two coders. The results show that social presence is influenced by (social) teaching presence, as well as cognitive presence. They furthermore show that higher-order activities should take place

f2f, and presentation of theory online. Ten extensive blended learning design principles are given, inter alia, collaborative activities, structured online discussions, and teacher's online participation. Blended learning may improve with the implementation of these design principles, and thus increase students' perceived learning outcomes, and facilitate flexible learning.

This study connects with the theme of 'Teachers' and teacher educators' learning and professional development'. With ongoing changes in education and the technology that supports it, institutes may increasingly offer students blended learning programmes, resulting in teachers needing to stay on par with the changing methodology that accompanies these developments. As blended learning is a methodological approach, teachers need to be equipped with an understanding of the didactics, the clear instructional design principles of which are absent in higher education. For teacher educators, the trickle-down effect of blended learning will not only improve their own practice, but also that of their students'.

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# Enhancing Pre-Service English Language Teachers' Critical Reflection Through Guidance: Going Beyond Descriptive Writing

Izel YENISOY - Sibel TATAR

Gebze Technical University

Encouraging student teachers (STs) to go beyond simple description of teaching practices and helping them to reflect critically have become important goals in teacher education programs (Jay & Johnson, 2002). Among various forms that reflection can take, critical reflection involves identifying and analyzing one's beliefs, assumptions, experiences, and the consequences of one's actions (Larrivee, 2000). However, STs have been found to reflect on their experiences at superficial and descriptive levels rather than at a deeper, more critical level (Hatton& Smith, 1995; Yeşilbursa, 2011). One explanation for their lack of criticality is that STs are usually encouraged simply to reflect without having how to reflect modeled for them (Loughran, 2002). However, critical reflection is not an intuitive act or an ability that teachers inherently possess (Gelter, 2003). Therefore, as Russell (2005) has recommended, there is a need to teach critical reflective practices "explicitly, directly, thoughtfully, and patiently" in teacher education programs (p. 203). This qualitative study was situated in a second language teacher education (SLTE) program at a highly prestigious research university in Istanbul, Turkey. To encourage critical reflection, STs were provided with explicit instruction on critical reflection, collaborative reflective tasks, and constructive feedback. The aim of the study was to explore (1) the nature of the incidents that STs mostly reflected on in their reports, (2) the development of the criticality of STs' reflections over time, and (3) STs' perceptions of their experiences with reflective writing. Participants were 26 STs (8 males, 18 females, aged 21-23) who were carrying out their student teaching practice. Data were gathered from the participants' written reflective reports, semi-structured interviews, and the handouts they completed during guidance sessions. These data were analyzed using content analysis. The findings showed that STs mostly reflected on teachers' instructional practices, conducting of lessons, and classroom management. Second, although STs were inclined to reflect at superficial levels in their reports at the beginning of the semester, over time they started to demonstrate more features of critical reflection. The

interviews revealed qualitative changes in the ways STs approached what happens in classrooms and that they were developing awareness of the broader social and political context that surrounds classroom events. Lastly, STs reported finding reflective writing productive and the guidance and the tasks they completed beneficial. The study concludes with the affirmation that STs' reflective writing experiences can be enhanced and become more critical with guidance and engagement in reflective tasks.

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## SESSION 4 - SECTION 8

## Topic:

## TEACHERS' AND TEACHER EDUCATORS' LEARNING AND PROFESSIONAL DEVELOPMENT 2

**30 August, 2023**
**12.00-13.30**
**Room: 309**

**Chair**: Marta KOWALCZUK-WALĘDZIAK
University of Białystok, Poland
mkowalczuk@poczta.fm

Csenge ANGELI

Competences, roles and activities of special education teachers and conductors and their activities within the team from the perspective of professionals and parents participating in rehabilitation - a preliminary study

Ivett Judit KOVÁCS

Teaching them precisely what they need. In-service teachers' training tailored to the local needs

Odd Helge LINDSETH

Changes in Norwegian socialisation values 1982-2018 in a comparative perspective: Challenges for kindergarten staff

Ida ZAGYVÁNÉ SZŰCS

Examining students' self-assessment concerning their writing skills development in second language learning

# Competences, roles and activities of special education teachers and conductors and their activities within the team from the perspective of professionals and parents participating in rehabilitation - a preliminary study

Csenge ANGELI

Eszterhazy Karoly Catholic University, Doctoral School of Education Science

Introduction: In the case of both special education teachers and conductors, there is a small number of literature that focuses on the role and competencies of these professionals in practice. Crossing sectors and cross-border areas have been described as the specialty of both of these professions, since they can be found in daily practice in public education, as well as in social and health spheres. Problem: Research on the role played in health rehabilitation or social institutions, an organized role study covering all three sectors (health, public education, social sphere) has not yet been born. What are the expectations of the institutions and workers of these sectors, as well as the parents of disabled children, towards special education teachers and conductors? Which competencies typically need to be applied in each work area? To answer these questions, it is essential to use the right measuring device.

Theoretical framework: Regarding the two professions there is no comprehensive literature data available on the role of special education teachers in health care and the social sphere. Some studies have dealt with special education competencies as powers, touching on the issue of competence boundaries (Mile, 2016) (Illyés, 2000) (Mesterházi, 2006) (Papp, 2007). Others in the international literature have examined the competencies of special education teachers with alternative certificate programs (ACP) (Ünlü, Melekoğlu, Ünlü, 2019). Although the 2006 study of the American Academy of Special Education Professionals (Professionals, 2006) already defines the possible roles of special education teachers. There have also been recent studies on the roles and competencies of conductors (Túri, 2020)

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(Pintér, 2020). We can find tangential works on the role of the conductor in health rehabilitation (Pásztorné Tass, 2020).

Methodology: In terms of the role of the presented investigation, it is a preliminary research, the purpose of which is to lay the foundation for the editing and finalization of the questions of the questionnaire and semi-structured interview that form the basis of further investigations. To conduct this research, I used the semi-structured interview. Interviewees are reached entirely online. Results: A total of 20 applications were received for the interview, of which a total of 7 people were interviewed after screening based on the exclusion criteria and making an appointment after returning the consent forms. Two parents, a special education teacher and four conductors participated in the study. Significance of research: The training of both professions must be able to prepare its students for the challenges of any sectors, for the tasks that can be entrusted to them, equipping them with the necessary competences to apply. The results of the research series can be expected to influence the content of the basic and further training of special education teachers and conductors.

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## Teaching them precisely what they need. In-service teachers' training tailored to the local needs

Ivett Judit KOVÁCS

Institute of Education, ELTE Eötvös Lorand University, Budapest, Hungary

Quality early childhood education is essential when children from families with different backgrounds, cultures, and socioeconomic statuses are brought together. However, in these highly heterogeneous, often mildly or strongly stigmatized communities, hiring and retaining well-trained, dedicated teachers are most challenging. The shortage of teachers and the dissatisfaction of those working in the profession force educational institutions to look for workers in serious competition. Due to the risk of overload and burnout, working in a rapidly changing professional community with a large group of children that require highly differentiated educational methods does not create a favorable environment for professional self-development (Kwakman, 2003; Schei, Nerbo, 2015).

In the eighth district of Budapest, Hungary, where the kindergartens have a significant number of children from difficult social situations and Roma families, the municipality, with the cooperation of civil organizations, carries out a comprehensive kindergarten development program that aims to reduce inequalities. A vital element of the program is in-service teacher training. In addition to various elective courses, it aims to foster the continuous professional development of kindergarten teachers embedded in practice (Darling-Hammond, Richardson, 2009) by initiating a learning community (Vangrieken et al., 2017) by implementing an innovative, unique program. Specialists developed the concept built explicitly on the knowledge of the given context and purpose. They launched the program, where kindergarten teachers working in the institutions are prepared and mentored to provide play-based English sessions available free of charge to all 5-6 years olds attending the

kindergartens. The training developed on the teachers' professional knowledge is followed by a mentoring system based on the observation of sessions and the formation and support of a community of practice that encourages and ensures joint learning.

Based on the qualitative data collected through interviews and observation, the program launched in the spring of 2022 produced positive results. The success of the sessions significantly increases the teachers' self-efficacy and provides intrinsic motivation (Csíkszentmihályi, 1997) for further self-development. The ongoing, collaborative, job-embedded, and meaningful learning experiences (Hunzicker, 2011) and the inspiring professional environment of the community of practice provide methodological reinforcement and emotional support (Dogan et al., 2016), thereby providing a sustaining force for teachers working in difficult circumstances.

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# Changes in Norwegian socialisation values 1982-2018 in a comparative perspective: Challenges for kindergarten staff

Odd Helge LINDSETH

Inland Norway University of Applied Sciences (INN University), Elverum, Norway

## Introduction

This paper is empirically investigating the changes in Norwegian socialisation values during the period 1982-2018. This will be followed by investigating if Norwegian socialization values are reflected in the core values expressed in official Norwegian kindergarten policy documents. Lastly, there will be a discussion about kindergarten staff (managers, teachers and assistants) as socialisation agents in kindergartens and their collaborations with the children's parents.

## Significance of the research

This study is clearly relevant and has implications for teacher education, teacher competences and teacher professionalism.

## Statement of the problem

This paper has the following problems of inquiry:
1. What are the main changes in Norwegian socialisation values during 1982-2018?
2. What are the main characteristics of Norwegian socialisation values today?
3. What characterise Norwegian socialisation values in a comparative perspective?

4. Are Norwegian socialization values reflected in the core values expressed in official Norwegian kindergarten policy documents?
5. What are the challenges for kindergarten staff as socialisation agents in kindergartens and their collaborations with the children's parents?

Theoretical framework

The theoretical framework will be based on socialisation theory, value studies, educational studies and professional research.

Description of research methodology

The problems of inquiry 1-3 will be investigated by analysing recent quantitative data from the World Values Survey (WVS) and the European Value Study (EVS). These studies are cross-national representative samples collected in most Western countries and many non-Western countries. Problem of inquiry 4 will be investigated by reviewing official Norwegian kindergarten policy documents compared to the data analysis related to problems of inquiry 1-3. Problem of inquiry 5 will be investigated by discussing challenges for kindergarten staff as socialisation agents in collaboration with the children's parents.

Results/Findings of the research

Preliminary findings suggest that Norwegian socialisation values has changed dramatically during 1982-2018. The three qualities that Norwegians prioritise the most today are (1) Tolerance and respect for other people, (2) Feeling of responsibility, and (3) Independence. Norwegian socialisation values compared to a selection of other European countries shows both similarities and differences. Norwegian kindergarten policy documents to a large extent reflect core socialisation values in Norwegian society. Challenges for kindergarten staff might include disagreements and conflicts with parents concerning socialisation values.

Recommendations, conclusions

When children are socialised in kindergarten as well at home, it might be that

values and attitudes learned in these arenas will be in conflict. On the other hand, it might be that kindergartens reflect core socialisation values in society.

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# Examining students' self-assessment concerning their writing skills development in second language learning

Ida ZAGYVÁNÉ SZŰCS

Egri Dobó István Gimnázium

My 30 year-long teaching experience including that during the period of pandemic, my special field of research interest (self-assessment) and the theoretical implications related to self-regulation made me search for an effective tool and method to develop my students' (15 people) self-regulated learning in my subject field (English as a second language) in order to prepare them for life-long learning. Not only have I applied self-assessment as a method, and rubrics (Stiggins & Chappuis, 2005; Dickinson & Adams, 2017; Fraile, Panadero & Pardo, 2017; Janssen, Meier & Trace, 2015) developed together with my students as a tool on the domain of writing skills but also I decided to describe the whole process of my investigation to detect trends and changes in my nine-grade students' self-assessment throughout an academic year, comparing it to their self-efficacy and teacher's (my) assessment. My research question was if there are any mutual impacts on one another, and if so, to what extent. In my action research, I rely on Black & William's (1998) overall analysis of the researches dealing with the connections between self-regulation and feedback, Nicol & McFarlane-Dick's (2006) seven criteria of the feedback supporting self-regulation, Clark's (2012) theory about how formative assessment activates students' self-regulated learning, the models of self-assessment by Panadero & Tapia (2013), and Zimmerman & Schunk (2001) having been developed further by Panadero, Jonsson and Strijbos (2016) which emphasize the students' active role in assessment processes with the help of self-assessment on regular base and the effective methods applied by the teacher. The clear instructions related to conducting students' self-assessment (Andrade & Valtcheva, 2009; Ross, 2006, Wong, 2022), students' positive experiences and well-trained teachers (Panadero, 2011) also make self-assessment fruitful in the learning-teaching process.

The results are based on the quantitative analysis of data gained from the students' self-assessment forms filled in six times during the school year. During the data analysis, descriptive (mean, median, mode) and mathematical statistical tests (correlation, difference tests, regression analysis and cluster analysis) were used. The results show complex interrelations among students' self-assessment, self-efficacy and the teacher's assessment with different accents. The results of cluster analysis show that there may be students in classes who are not able to assess themselves properly. In those cases, the teacher must pay more intensive attention to criteria clarification and providing a wide-scale feedback to students' performance. With the help of this action research, I had an opportunity to have a deeper understanding of complex processes of pedagogical assessment especially self-assessment, and hopefully, with my results I can contribute to the development of teachers' assessment culture not only in my school but also in schools in general.

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**POSTER SESSION 1 - SECTION 1**

**Topic:**

**HIGHER EDUCATION AND TEACHER EDUCATION**

**28 August, 2023**
**15.30-17.00**
**Room: 210**

**Chair**: Agnieszka SZPLIT
Jan Kochanowski University Of Kielce, Poland
agnieszka.szplit@gmail.com

Giulia FILIPPI

Preparing primary school teachers for university: students' beliefs on ECG competences. A comparative study

Robert-Jan KORTELAND - Ellen KOK - Casper HULSHOF - Tamara VAN GOG

Teaching Through Their Eyes: Optometry Teachers' Adaptivity and Students' Learning When Teachers See Students' Gaze

Jia-Ying LEE - Ming Huei LIN

The Experience of Training to Teach Via CLIL: Asian Teachers' Perspectives

John Eivind STORVIK- May Kirsti JENSEN

Vocational teacher students and their experiences with the mandatory vocational practice

for each ITEP, are conducted. The research is at an early stage, specifically the data collection phase of the first case study has just been completed. Consequently, the expected results, at the end of the research, based also on what emerged from the field and the theoretical background, are to be able to outline the prospective teachers' beliefs of the ITEPs with respect to their professional role and then go and see if an idea of GCE emerges. In conclusion, the comparative dimension developed through the multiple case study allows to analyze the data and to compare them in the different phases of the research, this allows to have a wide vision of the problem and to be able to investigate in deep the phenomenon.

in every context. In addition, other 6/8 interviews are conducted with tutor's educators to give a contextual perspective about ITEPs and the preparation that aiming to give. In addition, observations of teacher training lectures, in which reflective practices are developed, conducted to gain a complete insight of the context. The research aim is an in-depth exploratory research project related to the pre-service teacher's preparation, with a focus on GCE attitudes and awareness. These results of the focus underline the importance and relevance of paying attention to pre-service teachers' preparation and investigating their formative beliefs, and it is even more important today that future teachers who start acting in school systems are prepared to deal with problems at the *glocal* level. Moreover, considering the qualitative nature of the study there is no ambition to generalize this data for the countries examined, the results can be seen as indicative and a useful starting point for future research.

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# Teaching Through Their Eyes: Optometry Teachers' Adaptivity and Students' Learning When Teachers See Students' Gaze

Robert-Jan KORTELAND - Ellen KOK - Casper HULSHOF - Tamara VAN GOG

Research Group Digital Ethics, HU University of Applied Sciences Utrecht

One-to-one interactions and supervision meetings are central to learning complex visual tasks such as interpreting radiographs, electrocardiograms, and optical coherence tomographs in medical education. However, there is variation in the teaching quality, which might impact student learning. It is long known that good teachers provide adaptive support (Van de Pol et al., 2015). When support in one-on-one interactions is adapted to the learners' individual academic ability, it is called contingent support (Van de Pol & Elbers, 2013). Contingent support requires that teachers know the level of understanding of the student. However, this might be particularly problematic for complex visual tasks, as visual problem-solving processes are covert.

Covert behavior can be made visible using eye-tracking technology (Holmqvist & Andersson, 2017), and there is increasing evidence that teachers can use visualizations of students viewing behavior, i.e., gaze displays, to understand learning processes, and that they are willing and able to use gaze displays to improve their teaching (e.g., Emhardt et al., 2022; Knoop-Van Campen et al., 2021; Kok et al., 2023). Former research has investigated how gaze patterns can be used to teach visual tasks to learners, but empirical research about the teachers' perspective on facilitating adaptive instruction has never been compared to eye-tracking technology to date.

This study was conducted in the domain of optometric education whereat we investigated if visualizing students' gaze to teachers can help teachers provide

more contingent support and if this in turn, leads to better student performance. Forty-nine students and ten teachers consented to the study. The only manipulation between conditions was the presence or absence of an eye-tracking stimulus. A knowledge test was administered to examine achievement before and after the completion of exercises, supported by a teacher in one-on-one interaction. No significance of the average pre-posttest differences between the conditions was found. A student questionnaire provided insights into the appreciation of support, and no significant difference in the appreciation of adaptive support between the conditions was found. Remarkably, anecdotal evidence from interviews with the teachers suggested that they were more able to align their adaptive support to the student's knowledge if they could see the student's viewing behaviour. The scientific contribution of this study is substantial because it provides insights into the added value of eye-movement displays within teachers' adaptive instructional context. Also, the situation-dependent nature of contingent support and eye-tracking technology opened valuable opportunities to actively explore optimal learning situations.

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## The Experience of Training to Teach Via CLIL: Asian Teachers' Perspectives

Jia-Ying LEE - Ming Huei LIN

Tamkang University

Content and language integrated learning (CLIL) is now one of the most prominent educational approaches in European countries. In contrast, the approach is in its infancy in Asian contexts, particularly in higher education. The examination of its pedagogical suitability in Asian higher education should thus shed considerable light in the field. Given this, this study investigated the experiences of 15 CLIL practitioners at an Asian university. They had never heard of or been instructed in the CLIL approach prior to participating in the study. The teachers received a month-long, 24-hour intensive training in CLIL after consenting to participate in the study. The training began with a review of the theoretical aspects of CLIL and concluded with each teacher demonstrating CLIL instruction. A quantitative questionnaire and a semi-structured qualitative survey yielded data regarding the course participation experiences of the trainees. Six months after training, their experience implementing CLIL in authentic classrooms was qualitatively examined through interviews. According to the findings, the majority of the participants supported CLIL. Nonetheless, they reported a number of significant barriers to implementing CLIL in their classes, including the use of English and student preferences. These barriers prevented some of the teachers from adopting as many CLIL practices as anticipated. This study concludes with recommendations for CLIL instructors in higher education in general and, in particular, teacher preparation programs in Asia.

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# Vocational teacher students and their experiences with the mandatory vocational practice

John Eivind STORVIK- May Kirsti JENSEN

North University

This paper aims to enlighten the differences between two mandatory practices in vocational teachers' education in Norway: school practice and the vocational practice carried out in working life. Students' perspective on how the vocational practice works as a tool for learning is presented. The theoretical frameworks are research on professional vocational teachers' practice, and education and improvement of university staffs practice in following up on student's experiences. A case study is a methodological approach with group interviews and secondary data as sources of information. After the interviews, a condensate for each interview was written, a method inspired by Malteruds systematic text condensation. All condensates were so processed into a synthesis. Three things are prominent in the material; a) organization from the university's side, b) students' experiences variates, and several practices strengthen the student's value of vocational practice as a tool for learning and c) the student role. A more precise connection between vocational theory and practice and a new mandatory mentoring conversation between peers and students to strengthen students' reflection on their experiences in vocational practice is one of the measures implemented due to students' feedback on their experiences. Even though vocational practice has an equal scope as school practice, vocational practice is a measure of learning; we need more systematic knowledge of how this type of practice works. There is an imminent need for further research on this issue.

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**POSTER SESSION 1 - SECTION 2**

**Topic:**

**TEACHERS' AND TEACHER EDUCATORS' LEARNING AND PROFESSIONAL DEVELOPMENT**

**28 August, 2023**
**15.30-17.00**
**Room: 211**

**Chair**: Cendel KARAMAN
Middle East Technical University, Turkey
cendel@metu.edu.tr

Fatma Nur BARCIN

Digital Game-Based Learning Experiences of Educational Science Students

Judit GOMBÁS - Tamás KARÁTH - Krisztina MOLNÁR

Competence-based comprehensive exam in pedagogy and psychology at Apor Vilmos Catholic College

Ming Huei LIN

Becoming DDL practitioners: A Pilot Study in Asia

Bodil RISØY - Margareth EILIFSEN

Quality of leading Teacher Education Program across discipline subjects

# Digital Game-Based Learning Experiences of Educational Science Students

Fatma Nur BARCIN

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Digital game-based learning has received a great deal of attention in the education sector for the improvement of student learning outcomes. This paper explores the relationship between the use of digital games and students' perspectives and experiences on learning while playing games during the digital game-based learning course.The digital game-based learning innovative approach is making it challenging to be accepted in higher education due to factors such as traditional teaching methods, limited awareness of DGBL's benefits, and challenges in integrating games into existing curricula. Freitas (2018), found that human-computer interactions and learning enhancements are related. Digital game-based learning course is one of the settings to observe learning outcomes according to the relationship of human experiences with technology. Dondlinger (2007), expressed that even if the game does not have a teaching purpose, it supports the fact that it is instructive.

A Qualitative research design was applied including a narrative essay task with thematic analysis. A total of 13 international students, consisting of international students who participated in the game-based learning course, who were MA 2nd year educational science educational technology students in Hungary in the 2021/2022 fall semester, participated in the research. Research instrument designed with narrative essay task and instrument featured with 3 stages. Instruments include 3 parts: 1st is the consent form which participants accept to participate in research anonymously. 2nd is background information such as age, gender, previous studies, and mother tongue, and asked some preliminary information about digital game playing frequency, devices, and types that will help to examine variables and their own intentions and effects. The third part is an essay question in which students have to write about their gameplay experiences during the game-based learning class. The instrument has been shared with Google Forms in the 2021/22/2 academic year and filled by students

who had taken the game-based learning course titled "EDUM-ET-109" in the 2021/22/1 academic year. Qualitative analysis revealed significant results in learning with digital games are a way of gaining knowledge and improving skills on the behalf of experiences and perspectives of the students who have studied the game-based learning course during their master's degree in the educational science profession at a Hungarian university. Students narrative essays provided insights into the advantage of learning by having fun in the curriculum and student-centered education. It has been shown that the digital game learning course positively influenced student readiness for learning and improving problem-solving with real-life simulations. "To play these games, you don't need any prior knowledge, just a willingness to learn, practice or think critically." (N12) "I would like to emphasize the importance of playing games from my perspective and experience. It's beneficial and useful in our life in terms of dealing with different situations and finding solutions for different kinds of problems, enhancing our creativity and thinking skills. (N6) "Regarding problem-solving tasks, I was sure to apply my real-life  skills to tackle the problems in games and I have developed my creative thinking skills more during game playing and I have learned certain skills through features of games, particularly, role-playing opportunities  seem to be applied to reality."(N5). These findings suggest that incorporating digital games into an educational context has the potential to foster students' social skills. Further research is needed to explore the variety of digital game genres effects with specific skills.

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# Competence-based comprehensive exam in pedagogy and psychology at Apor Vilmos Catholic College

Judit GOMBÁS - Tamás KARÁTH - Krisztina MOLNÁR

Apor Vilmos Katolikus Főiskola / Apor Vilmos Catholic College

**KEYWORDS:** *Competence-based exam, stress-free exam, problem-based learning, empirical research*

A great deal of criticism of Hungarian public education urges the renewal of teacher training. Hungarian higher educational institutions apply an increasing number of innovative practices in their teacher training programs, responding to the challenges posed by twenty-first century learning environments and children. The competence-based comprehensive exam in pedagogy and psychology introduced in 2022 at Apor Vilmos Catholic College (AVCC) also illustrates a good practice. Assessment in education often qualifies and sanctions students. In such a system, the primary motivation of students is to achieve good results and to avoid failure. Consequently, the acquisition of knowledge and the sense of enrichment as a major source of motivation are relegated to the background.

At AVCC we have long been intent to create an atmosphere which supports the development of students according to their individual needs and pace, while they also receive feedback from us. We believe that students will not only acquire more knowledge, but will also become educators who will competently communicate the attitude they experienced at our College.

To achieve our educational goals, we have developed a two-tier competence-based comprehensive exam. In the first step, students complete an online theoretical test according to their own schedule at several attempts one of which has to produce a result of 100%. Subsequently at the oral exam, they participate in a role-playing game in groups of 3–4. Our aim is to simulate real-life situations in which students can apply their pedagogical and psychological competences, attitudes and moral strategies creatively and in a dramatic form. Each phase of the exam is a learning platform that enhances students' knowledge and develops their personality. In the test phase, the flexibility of time management gives them control, while the opportunity of correcting erroneous

answers offers them the experience of development. The creative team work at the oral exam guarantees achievement and joy, which contributes to the formation of pedagogical identity. Our expectations have been confirmed by the findings of an empirical survey: students' responses to a questionnaire attest that the competence-based exam is significantly more popular according to all variables. Students experience less distress, and more joy and success, during the examination process, while they spend no less time with preparation than in case of a traditional exam. Since they consider the exam as a good practice, they would gladly apply the idea in their own pedagogical practice.

The new system still leaves room for improvement: although we trust our students' maturing attitude to the exam, a few instances of misuse occur in the test-writing phase (such as guessing for correct answers or passing on the good solutions to another student). We are constantly working on the elimination of abuses by fine-tuning the testing interface and building on students' insight.

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**Becoming DDL practitioners: A Pilot Study in Asia**

Ming Huei LIN

Tamkang university

**KEYWORDS:** *Corpus aided language learning, data-driven learning, English as a foreign language, student teachers*

Data-driven learning (DDL) has become one of the most noticeable teaching methods in contemporary language education. Many of its instructional impacts have been supported by language learning theories. Despite this, however, specialists in the field continue to investigate its educational applicability. One of the reasons for this is the belief among academics that empirical evidence is still necessary before DDL can be widely accepted. Examining the effects of teaching student-teachers to teach with DDL and the learning performance of DDL students taught by these student-teachers is an issue requiring urgent experimental research. This is especially important given that most DDL studies focused on students, thus lacking empirical evidence of DDL teachers' perspectives into the DDL approach. In light of this, the current study conducted an experimental investigation with a group of student-teachers who were trained to teach using DDL and two groups of college students who agreed to be taught grammar using DDL by these student-teachers. Both qualitative and quantitative research approaches were employed, with student-teachers writing reflective journals on their training and being interviewed for the former, and DDL grammar students completing questionnaires/surveys and grammatical achievement exams for the latter. The results show that DDL student-teachers experienced ups and downs during their training. They began the training with considerable enthusiasm, but eventually encountered challenges in maintaining a corpus platform and skepticism regarding the pedagogical viability of DDL instruction in some of Taiwan's educational contexts. This paper concludes with suggestions for implementing DDL in language classrooms.

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**Quality of leading Teacher Education Program across discipline subjects**

Bodil RISØY - Margareth EILIFSEN

Western Norway University of Applied Science

Introduction

The education policy requires cooperation between the higher education (HE) sector and field of practice, between administrative and academic staff, and between leaders of various study programs (Ministry of Education and Research, 2017). This strategic and political document about leading a Teacher Education Program (TEP) points to high cooperation skills internally in HE across different departments, and externally between the field of practice. In this abstract, we present a project and discuss some issues related to the study program's role in a university in Norway where different departments of discipline deliver their service (knowledge) to the TEP across institutes. The expectations are that the head of the program should work collaboratively in a matrix organization where institutes are organized according to subject discipline and deliver to the various programs.

In Norway, Teacher Education is strictly regulated by the Ministry of Education and Research, and there is up to each HE to ensure the management of the quality of programs. The management of higher education as an organization has implications for the role of the study program leaders, their work, and opportunities for developing educational quality (Johansen 2020). This project will especially look at how program leaders in Teacher Education across disciplines work with external and structural framework conditions. The project is both about management and organizational design, and as research, the concentration is aimed at two research questions:

• To what extent collaborative relationships in education programs vary, as they go across several institutes or within one institute

• How the different leadership roles in an education team influence each other.

Based on previous research on the study program leadership role (Risøy, 2021), research on leadership by Glosvik (2019), and research on our own practice (Sæverot & Kvam, 2019), we will present a research project on our own leadership role, where the cooperation between the leadership roles appears to be of great importance for the quality of professional Teacher Education. This project will rely upon workshop methodology from Signature Pedagogy (Ødegaard, 2021) where we will conduct three workshops where we collaborative explore hypotheses about our own leadership role. We expect to explore better ways to manage quality in programs for Teacher Education where political and strategic guidelines from the Ministry of Education and Research are well implemented. In a matrix organization where the belief that everything can be planned through goals, strategies, and "delivering of knowledge" from different subjects to different programs, professional development, and judgment seem to be under pressure. Education policy reform wants HE to both focus on internal development relying on quality in the program, and at the same time, focus on external development or partnership with the field of practice

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Topic:

EDUCATION ON THE MOVE

**28 August, 2023**
**15.30-17.00**
**Room: 213**

**Chair**: Olena SHYYAN
Lviv In-Service Teacher Training Institute, Ukraine
olshyyan2@gmail.com

Manho KIM

Patient with Huntington's disease-specific online-educational effect and altered prevalence outcome

Cristina MIRALLES-CARDONA - Maria Cristina ARDONA MOLTÓ - Renáta TICHÁ - Brian ABERY

Prepared to Ensure Inclusive Quality Education for All? A Comparative International Study

Danijela PETROVIC - Gorana LASLO - Mia MARIC

A Small-Scale Study On The Health Education Skills' Enhancement Of Primary School Teachers: The Basic First-Aid Workshop

Marija JAVORNIK-Tina Vršnik PERŠE- Milena Ivanuš GRMEK

Differences in teaching with respect to the teachers' experience: how Berliner's model of teachers' professional development is realised in practice

# Patient with Huntington's disease-specific online-educational effect and altered prevalence outcome

Manho KIM

Seoul National University Hospital, Seoul National University College of Medicine.

**KEYWORDS:** *Patient specific education, Online Tool, Huntington's disease*

Introduction
Huntington's disease is autosomal dominant genetic neurological disorders inhertting family members. Onset is often 40s and progressive dyskinesia lead to death. Gene was discovered and found in the huge familial aggregation was confirmed.

Significance of the research
No treatment developed. Genetic counselling along with education of family members had been required. From lack of knowledge due to rare disease to well-informed affected members need different situation of educational system

Statement of the problem

Since it usually develops in the middle or later stage of their life, mostly 40s, marriage with already offsprings were annoying point. Adandon the marriage or care of carrier is serious, becaseu 50% of transmission. Family usually has hidden this disorder, however, more detections are unmet need in medicine. Therefore how to educational and consulting approach this special group of "care burden disorder"

Theoretical framework

To increase detection rate and then to explore the educational HD information, and we determined the annual prevalence rate as primary outcome.
Outcome parameters are considered overcome "unawareness" "hide the patient

in the family" "exposure of current trial" but educational strategy with keep private confidentiality.

Description of research methodology

Annual prevalent rate were determined in Seoul National University Hospital in Neurogenetic Clinic.
i) Classical open lecture for the future medical student and audience (1999-2010)
ii) Online network society such as HD blog information by HD member (2005-2015)
iii) Broadcast of HD family as documentary in multimedia (2007-2013)
iv) Development of HD families website for and providing the new current international  information (mainly 2010 – 2015, current)
v) Internal HD network called "Band" among the HD family members to communicate without exposure of privite information (2015 – current)
vi) Establishment of Korean Huntington's Disease Study Group (2022.7 - )

Results/Findings of the research

I) 0~1/year by lecutre (5-7 members in total) II) Online blog, initially 5-10 members but no further increase iii) Broadcast of HD family: no further effect. iv) website for HD families: 10% increase annually (up to 50 members) v) "Band" (2015 – current): more than 100 members.
vi) Establishment of Korean Huntington's Disease Study Group (2022.7 - ): unknown.

Recommendations, conclusions

In rare familial disease education, online and private strategy is most effective. Confidential access for the patients will likely increase the educational effect, that lead to new therapeutic stratagies.

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# Prepared To Ensure Inclusive Quality Education For All? A Comparative International Study

Cristina MIRALLES-CARDONA - Maria Cristina ARDONA MOLTÓ - Renáta TICHÁ - Brian ABERY

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Theorethical Framework. The 2030 Agenda for Sustainable Development set a calendar to make inclusive education for all effective through SDG-4, the global education goal (United Nations, 2015). While there is unanimity that inclusion is a fundamental way to make education more equitable, just and fair for all, there are still differences in national policies and achievements. Since the ongoing international debate on teacher education and implementation of inclusion has not considered how various policies, contexts and cultures interact within and between different countries (Laurie et al. 2016), this study aims to obtain information on the capacity of teachers for developing an inclusive practice in two different cultural contexts that can enrich the approaches on how to overcome the challenges and barriers of inclusion at national and international level. Being the teachers key in achieving this goal, the present study examined whether preservice teachers leave their preparation program ready to teach in inclusive settings. Methods. Taking into account that teacher ability could depend on contextual and personal variables, we gathered data in the United States and Spain using a survey approach. We used a 2x2 non-experimental causal-comparative research design to compare teacher self-efficacy for inclusive practice as a function of cultural context and opportunity to learning to teach inclusively. Participants were 330 pre-service elementary school-teachers (n = 271 Spanish, n = 59 US) enrolled in two Colleges of Education from two public universities (the University of Minnesota, Twin Cities, USA, and the University of Alicante, Alicante, Spain), who completed the Teacher Self-Efficacy for Inclusive Practice (TEIP) and the Opportunity to Learning to Teach Inclusively (OLTI) scales (Cardona-Moltó et al., 2016, 2020), two self-reported measures composed of 15-items and 16 items, respectively. Results. Respondents from both countries reported a moderate level of self-efficacy but Spanish pre-service teachers tend

to report less self-efficacy than US pre-service teachers. Additionally, regardless of cultural context the findings showed evidence of strong statistically significant differences in perceptions of self-efficacy of those respondents who were offered sufficient opportunity to teach inclusively through their education program, with pre-service Spanish teachers consistently reporting lower ability in managing classroom behavior, using inclusive instruction, and collaborating with colleagues and families than did their counterparts in the US. Implications. Findings depict that in order to measure progress in quality education for all, teacher self-efficacy becomes an important indicator that should be integrated into the quality standards of education for sustainable development of inclusion.

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# A Small-Scale Study On The Health Education Skills' Enhancement Of Primary School Teachers: The Basic First-Aid Workshop

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Teachers' health education competencies are a precondition for the successful realisation of the educational process (Petrovic et al., 2021). Being the first link in transferring knowledge and skills in school, a teachers' health knowledge is a crucial prerequisite for successful health education of the next generations of students (Maksymchuk et al., 2020). Significance of the teaching and utilization of first aid is increasing in the general population. It was shown that the main injuries in children were fractures, wounds, burns, blows, and sprains; usually occurring accidentally or unintentionally at home or in schools (Olmos-Gomez, 2021). For the purpose of this research, a pilot study with primary teachers (N=27) was conducted as a one-day workshop in an elementary school in Serbia, through first-aid activities on the following topics: The most common injuries and health conditions of children that require first aid; Objectives and duties in providing first aid; Basic life saving measures and CPR; Basic measures of first aid in certain situations; Preventing injuries. Presentations, practical demonstrations, attitudes' scale and evaluation were used during the workshop. The Likert-type attitudes' scale consisted of 13 items intended to examine teachers' attitudes towards conducted workshop. The evaluation of the teachers' written answers, representing obtained knowledge and skills on the given first-aid problems, was carried out as part of group work, where each group (8 in total) received one of the tasks. The goals of the research were to improve the knowledge of teachers about health conditions that require assistance, to train teachers to apply basic first-aid measures and to determine the attitudes of primary school teachers towards the delivered first-aid workshop. Quantitative analysis revealed that 81.48% of teachers believe that attending the workshop

would help them improve their own work and that the workshop method ensures learning and professional development. 96.29% of teachers agree that they received feedback, were corrected and encouraged to acquire knowledge and answer questions. Additionally, 85.18% of participants believe that more than 80% of the entire workshop time was spent on meaningful and useful learning activities. Qualitative analysis of the answers led to conclusions that the teachers enhanced knowledge and skills on first-aid activities. Based on the results of the pilot study, it can be concluded that the use of workshops on various first-aid topics could be recommended due to their positive effects on the improvement of teachers' knowledge, skills and attitudes towards the addressed issues.

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# Differences in teaching with respect to the teachers' experience: how Berliner's model of teachers' professional development is realised in practice

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The aim of this paper is to demonstrate the teachers' dealing with lessons (teaching methods) depending on their expertness. The data were gained via questionnaires in which the pupils evaluated their teachers' handling of the subject Slovene Language. The basis of the study was the cognitive view of the teachers' profession and development (Berliner's model). The cognitive development is actually a sequence of cognitive structures, arranged from the less complex to the more complex ones. Teachers at a higher cognitive level should hereby have more complex cognitive structures, a wider range of teaching skills, they should be capable of greater empathy and should recognise problems in a wider context. They should also be able to cope better in stressful situations. It was thus expected that the teachers with greater experience would through their handling encourage the transformative model of classroom work.

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