REFLECTING ON OR WITH PRACTICE?

Track 4: Conference Theme:

The Intersection of Formal Education

and Professional Practice

ECRPL
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AGENDA

- The challenge

- Aim of the paper

- Background: The study informing the paper

- Highlights from the paper

  - Situated Readiness

  - Framework for analysing situational demands, possibilities,and restrictions (henceforth situational characteristics).

- Implications for: Reflection *on* or *with* pratice

- Discussions

THE CHALLENGE

- It is often assumed that students can transition smoothly between educational and professional settings, applying what they have learned and reflecting on their own performance. In worst cases the students are made responsible for establishing the connections between theory and practice.

- The major challenge is not the differences between professional education and school practice and how theory and practice are understood respectively. But rather the lack of explicit focus and language towards them, hence a lack of implementing them into a pedagogical framework (didacticizing) for further analysis, reflection and discussion supporting the student teacher's professional development (Haastrup & Knudsen, 2015).
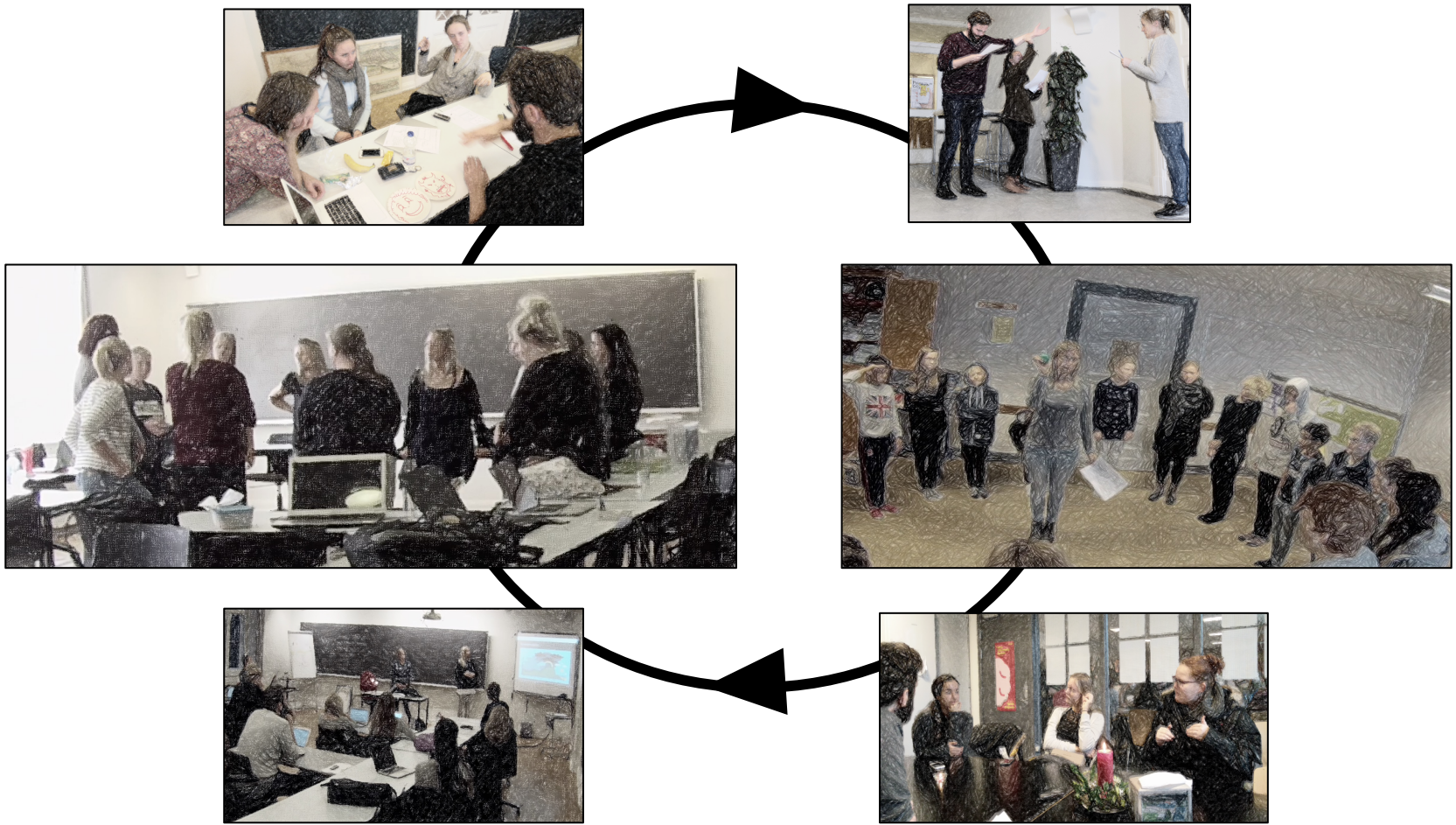
AIM OF THE PAPER

- The outset of the paper is to provide a more fine-grained approach towards discussions regarding the correlations between reflection and transitions between educational settings and school practice within Teacher Education.

- Contribute to further development within the field of RPL by providing a framework for analyzing situational characteristics on different contextual levels within a practice → The *that*

BACKGROUND

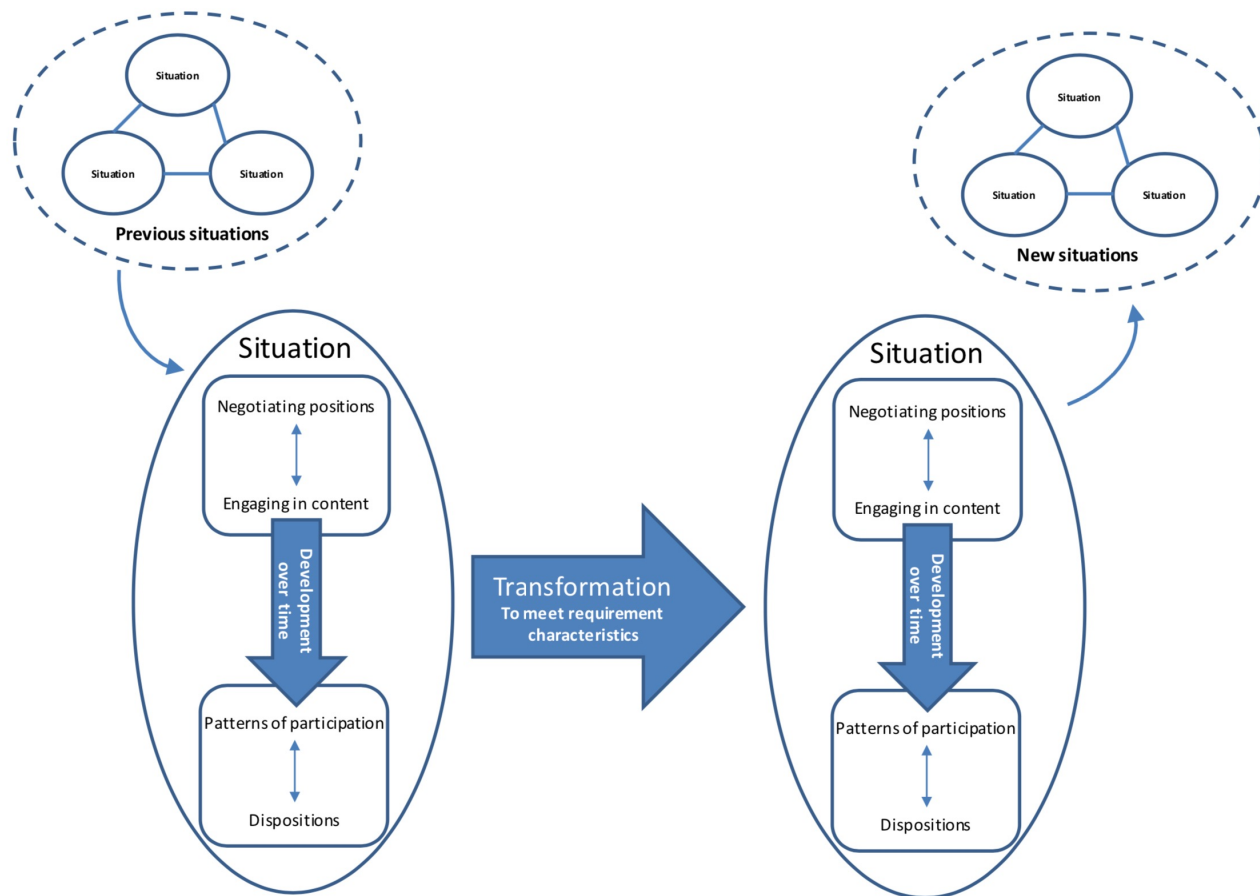DIDAKTISK DESIGN
for transformationer af faglig viden

EN UNDERSØGELSE AF
LÆRERSTUDERENDES TRANSFORMATIONER AF FAGLIG VIDEN
MELLEM PROFESSIONSUDDANNELSE OG -PRAKSIS

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SDU

- Design-Based Research approach (Amiel & Reeves, 2008; Edelson, 2002)
- Transitions (Beach, 1999) between the TEP and a Public School Class (5th– 6th) – two full semesters
- Video supported observations, interviews and document analysis
- Actor-Oriented approach (Lobato, 2006)
- Sociocultural understanding of learning as situated and context-dependent (Lave & Wenger, 1991; Säljö, 2000; Greeno & Gresalfi, 2008)
- Design of objects and activities for learning as boundary objects for transformations of knowledge and participation (Akkerman & Bakker, 2012)
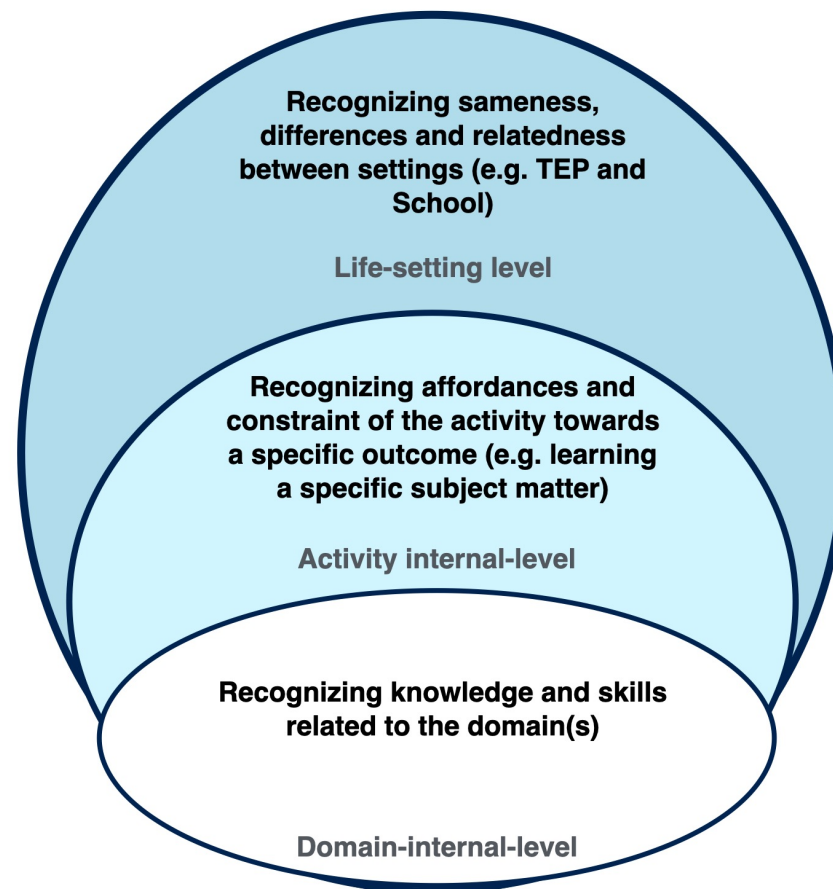
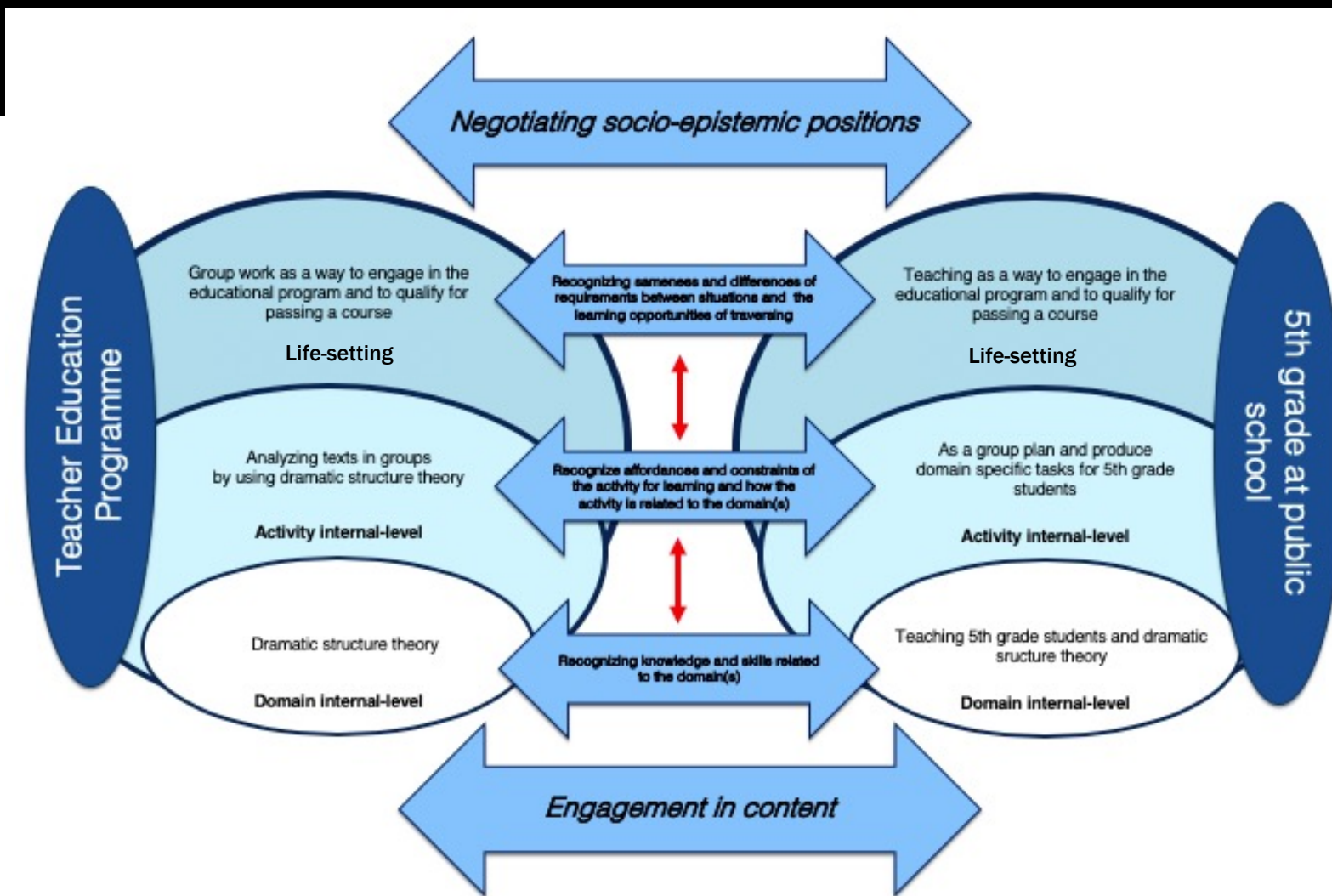# COLLATERAL TRANSITIONS AND EXPANSIVE FRAMINGS

ANALYTICAL FRAMEWORK

Recognizing sameness, differences and relatedness between settings (e.g. TEP and School)

Life-setting level

Recognizing affordances and constraint of the activity towards a specific outcome (e.g. learning a specific subject matter)

Activity internal-level

Recognizing knowledge and skills related to the domain(s)

Domain-internal-level

ANALYTICAL FRAMEWORK

REFLECTION ON OR WITH PRATICE

Educator: Well, the learning design seems very elaborate and from what you show here, the pupils were working in depth with different aspects on using rhetoric means to engage in a debate. What were your initial thoughts on using Toulmin's model of argumentation in the way you do here instead of other theories within the field?

S1: To be quite honest, we didn't really discuss it during our planning. It became a focus when we were planning our presentation for today.

S2: We did of course discuss how we could use the model to…as a way of supporting the pupils in the debate activities, but we didn't really discuss the theory behind it…before now.

S1: Yes, we kind of focused on getting the lesson running, not so much on the theories

REFLECTION ON OR WITH PRATICE

- The students are displaying a Situated Readiness towards the demands of the professional practice as they perceive it "getting the lessons running". And being positioned at the TEP, the students are meeting the demands to pass the course. The domain-related theory often was applied in a sense of retrospective legitimization of the learning design.

- The life setting of the activity had a significant impact on the focus of the student´s reflections. Being located at the school and engaging in dialogue right after teaching the pupils, highly influenced the themes brought into the foreground of the discussions. In the same way, being located at the TEP had an impact on what was brought into the discussions.

- the correlation between the life setting and domain level has pervasive implications on the reflective practices carried out. The Situated Readiness of the students toward meeting the demands applied in the life settings has shown to have a strong impact on, whether they reflect on or with practice.

THANK YOU FOR YOUR ATTENTION

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