



LSRN and TELL

Teacher Educators in the Lifelong Learning Sector: Their Roles and Research Possibilities

Institute of Education, University of London

12 July 2013

Introductions

What do teacher educators in the sector do and what are their profiles?


In your groups, please discuss

- a.) the activities that are carried out by teacher educators in the lifelong learning sector
- b.) the likely profile of this group of educationists, drawing from your own experiences

“Research on teacher educators: past and
future possibilities”

by Professor Jean Murray, University of East
London

Examples of research ideas from participants including poster presentations



“Putting Knowledge to Work: a conceptual framework to investigating the roles and identities of teacher educators” by Professor Karen Evans and Sai Loo, IoE, University of London

“Putting Knowledge to Work: a conceptual framework to investigating the roles and identities of teacher educators” by Professor Karen Evans and Sai Loo, IoE, University of London

For PKtW (Evans et al. 2010), recontextualisation is a ‘multi-faceted pedagogic practice’ which changes in different settings. The four kinds of recontextualisation are: Content Recontextualisation (CR); Pedagogic Recontextualisation (PR); Workplace Recontextualisation (WR); and Learner Recontextualisation (LR).

These processes are derived from three sources:

1. Van Oers’ (1998) recontextualisations: horizontal recontextualisation is viewed as an alternative approach to a ‘well-known activity’ in which the activity is recontextualised. Vertical recontextualisation is a process resulting from a development of new problems arising out of a well-known activity.
2. Bernstein’s (1990) pedagogic recontextualisation: as a bridge to relate curriculum (i.e. the ‘what’) and transmission (i.e. the ‘how’). He explained recontextualisation as a way of selecting, sequencing and pacing curriculum in order to teach learners.
3. Barnett’s (2006) ‘Double’ recontextualisations: reclassifactory recon- textualisation is viewed as a “toolbox” of applicable knowledge which professionals draw from and rely upon and pedagogic recontextualisation as a bridge between vocational pedagogy and disciplinary knowledge.

'Putting Knowledge to Work' education structure

Workplaces / Work phases

Acquisition

Application

CPD

Occupational/
Professional

Teaching



CPD – Continuous professional development

Loo, S. Y. 2012. The application of pedagogic knowledge to teaching: a conceptual framework. *International Journal of Lifelong Education*, 31(6), 705-723.

Discussion

This discussion is focused on three areas of the 'PKtW' education structure: Occupational/professional level (Acquisition and application quadrants); Teaching level (Acquisition and application quadrants); and Continuous professional development (CPD quadrants).

Occupational/professional level (Acquisition and application quadrants)

Teacher F acquired vertical knowledge pertaining to psychology (e.g. patients' fears) and dental hygiene (e.g. teeth brushing); using the two knowledge types relevant to her specific occupational needs (which may be different to those of another dental hygienist practitioner), she recontextualised the vertical knowledge of psychology and dental hygiene into knowledge practice, which had specific occupational functions (LR).

Her work in Malta at the naval clinic with naval officers and their families and at the local clinic with the local community offered insights into how knowledge at work (WR) might be applied at the occupational level.

These two examples of Teacher F illustrate that knowledge of a discipline/occupation alone is insufficient to work effectively and that knowledge of and sensitivity to the socio-political and cultural contexts of the workplace are equally important.

cont...

Teaching level (Acquisition and application quadrants)

Teacher C's work settings (occupational and teaching) may be different in terms of organisational culture. Associated with these, as Evans et al. (2010: 247) point out, are the differences in 'routines, protocols and artefacts' – the role of occupational and pedagogic-related types of knowledge, policies and regulations. She worked as a dancer in Europe on a number of contracts after her dance degree. She then worked as a dance teacher in adult community centres in England with a wide range of learners before enrolling on a PGCE course (in-service).

Examples of LR and CR using Teacher C's 'lactic acid poisoning' incident: with LR, her dance teacher did not have the relevant content knowledge to realise that this was lactic acid poisoning. Teacher C later learned from a friend that this was what had happened. This negative experience illustrates the LR process of acquiring new knowledge and strategies of preventing the phenomenon from recurring. Resulting from this experience (CR), Teacher C had modified this area of the dance specification into pedagogic activities (stretching and relaxing exercises) for her learners as part of her programme design.

cont...

Continuous professional development (CPD quadrants)

CPD activities may involve a combination of all four forms of recontextualisation depending on the specific contexts of the teachers. CR is used where the new knowledge in codified format is selected and re-formulated for use in curriculum design. PR is applied where the re-formulated curriculum is re-configured in terms of structuring and sequencing for delivery purposes. This recontextualisation process may involve incorporating newly acquired teaching strategies. It may also relate to newly acquired research evidence related to the teachers' learners.

Further research is required to understand the relationships between (a) the two types of CPD knowledge (i.e. pedagogic and occupational) gained and (b) the pedagogic performance using PKtW from the perspectives of pedagogic and occupational CPD activities.

So, how can this 'PKtW' education structure be adapted to research in the field of teacher educators?

Workplaces / Work phases

Acquisition

Application

CPD

Occupational/
Professional

Teaching

Teacher educating



Reflection and what next?

Suggestions?