10. Teacher Education Research
Format of Presentation: Symposium
Part of larger Symposium: Pedagogy, Education and Praxis
Alternative EERA Network: 15. Research Partnerships in Education
Topics: NW 10: Research on professional knowledge & identity in teacher education
Keywords: Practicum, professional practice knowledge, praxis, student teachers

A Practicum Turn in Teacher Education

Chair: Matts Mattsson (Stockholms University)
Discussant: Sven-Erik Hansén (Åbo Academy, Finland)

This symposium is part of the international Pedagogy, Education and Praxis collaboration (PEP). We continue the research reported in the first four edited volumes of the book series Pedagogy, Education and Praxis (Kemmis & Smith, 2008; Ax & Ponte, 2008; Rönnerman et al, 2008; Mattsson et al, 2008). The book Examining Praxis (Mattsson et al, 2008) focuses on the degree project in teacher education. The small thesis as a form for final examination gives priority to knowledge that may be represented by text reported in an academic genre. Priority is given to episteme. The new book, A Practicum Turn in Teacher Education, (in progress) focuses on the kind of knowledge that is formed during practicum: What is professional practice knowledge? What do preservice teachers learn during practicum? What characterize the practice architectures that enable or constrain practices among participants involved in practicum? Priority is given to phronesis (Aristotle, 2004). The projects presented here are supported by the researchers’ hosting university and, to some extent, funded by the Swedish Council for Working Live and Social Research. Our symposium consists of five papers.


2. Doreen Rorrison, Australia: Practicum Research from the boarderlands. The author analyses learning experiences offered during practicum to preservice teachers in Australia, Sweden and Canada. Here are arguments for a practicum turn.

3. Tor Vidar Eilertsen, Eli M Furu, Karin Rørnes, Norway: Learning beyond the traditional: Student teachers as partners in school development. The authors analyse a model for student participation in a research and development project conducted in Norway.

4. Lotte Hedegaard, Susan Tetler, Denmark: Situated professionalism and practicum in teacher education. The authors discuss a practicum turn in Danish teacher education within the main subject ‘Special Educational theory’.

5. Sirkku Männikkö-Barbutiu, Sweden, Doreen Rorrison, Australia: Memorable Encounters – Learning Narratives From Preservice Teachers’ Practicum. The authors explore practicum learning from preservice teacher perspective in Australia, China and Sweden.

References
Presentations of the Symposium

Papers in Symposium: 5
National Perspectives: 5

A Framework for Practice in Teacher Education

Mattts Mattsson (Stockholms University), Doreen Rorrison (Charles Sturt University, Australia), Tor Vidar Eilertsen (Tromso University)

National perspective: Sweden, Norway, Denmark, Finland, Australia, Canada, China

A professional teacher today is required to demonstrate an increasing repertoire of personal as well as professional qualities, competences and experiences. These qualities cannot easily be developed just by university based teacher education or by the old type of apprenticeship. Other agents, structures and processes are involved in a development that results in a certain educational praxis. Professional qualities are formed in relation to actors and interactions on a social field (Bourdieu, 1999). Praxis and praxis development are key terms. In Enabling Praxis (2008) Kemmis and Smith understand praxis as morally informed actions for the good of humankind. Schatzki (2001) discusses The practice turn in contemporary theory. Professional actions are dependant on the discourses dominant on the field of practice. The way the practice architectures are constructed shapes practice in its cultural-discursive, social-political and material-economic dimensions, giving substance and form to what is and can be actually said and done, by, with and for whom. As a consequence, professional practice and practicum should be understood and researched in a collaborative action research approach. To improve practicum requires change of the participants as well as the practice architectures.
Border Crossing in Practicum Research
Doreen Rorrison (Charles Sturt University, Australia)

National perspective: Sweden, Australia, Canada

This paper argues for a ‘practicum turn’ – an episode uncovered through qualitative critical and participant oriented research. Based on seven guiding principles of practicum learning that emerged from acting upon empirical data through the critical questions in previous research, the author reframes conversations around the practicum in teacher education. New ways to ensure that practicum learning for preservice teachers is meaningful, rigorous, authentic, relevant and connected and not left to chance are uncovered. Research in practicum classrooms in Australia, Sweden and Canada and from kindergarten to the final year of schooling is presented. A range of theoretical perspectives introduce and underpin the substantial critique that goes deep into the practicum classroom. The situated nature of participant research, the challenges of border crossing and differences in ideological and societal polity provide theoretical points of departure. Recent research in Swedish schools highlights the challenges of defining preservice teacher practicum learning and the different lenses that can be used to identify and engage with the teaching and learning process.

Learning beyond the traditional: Student teachers as partners in school development
Tor Vidar Eilertsen (Tromso University), Eli Furu (Tromso University), Karin Rørnes (Tromso University)

National perspective: Norway