

**What do student teachers think about the university's research contribution to their professional knowledge development?
ITE policy, school context and the individual**

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Rationale and purpose of the study

- **Policy context:**

- ITE as policy problem; competing notions of learning to teach

- **Extant literature:**

- positive contribution of the university; challenges and facilitators of research engagement

- **Gap in literature:**

- *how different ITE routes may impact views*

- *Influence of contextual/ structural factors in relation to more person-specific factors (e.g. personal epistemology and epistemic emotions)*



Tensions between the policy context and research-rich ITE

- Policy scepticism in university models of ITE / erosion of university-led ITE and focus on the practicum
- Cf. Learning to teach as multi-faceted intellectual activity
- Occupational professionalism vs. organisational professionalism (Evetts, 2009)

RQ1: Does the policy shift favouring occupational professionalism over organisational professionalism result in diverging views amongst ITE students on different training routes?



Theory-practice divide or dynamic?

- Preference for templates *for* teaching over learning *about* teaching
- Need for applicability and particular solutions
- Rational theories vs. emotive dilemmas
- Lack of experience on which to hook theory
- Socialising influence of schools / mentors' dismissal of / inexperience with of research
- Academic enjoyment and personal orientation to deliberative learning
- New perspectives (re-) invigorating > agency and strengthened professional identity

Ecological agency (Biesta and Tedder, 2007)



ITE curriculum development

- Focus on PCK
- Integration of experiential learning and research-based knowledge
- Reflective practice; theory with ‘small t’ before ‘big T’
- Constructivist, student-centred ITE
- Practitioner inquiry/ action research

But what about more person-specific factors? Insights from social and educational psychology



Muis et al. (2018) Epistemic emotions

“result from information-oriented appraisals (i.e., the cognitive component of an emotion) about the alignment or misalignment between new information and existing beliefs, existing knowledge structures, or recently processed information” (p.169).

| Antecedents | Consequences |
|---|--------------------------------------|
| Control | Planning / goal-setting |
| Novelty | Motivation |
| Value | Cognitive / metacognitive strategies |
| Complexity | Learning outcomes |
| Achievement / impasse of epistemic aims | Revisions to antecedents |



RQ2a: How do contextual and person-specific factors influence student teachers' views about the university's contribution to their professional knowledge development?

RQ2b: Does the structure and nature of the ITE curriculum created by the university help to promote research relevance?



Methods and sample

Phase 1: survey

- Semester 2, 2019
- n = 78 (all secondary)
- 67% female / 33% male
- 61% university-led (U-L) / 39% School Direct (SD)

Phase 2: semi-structured interviews

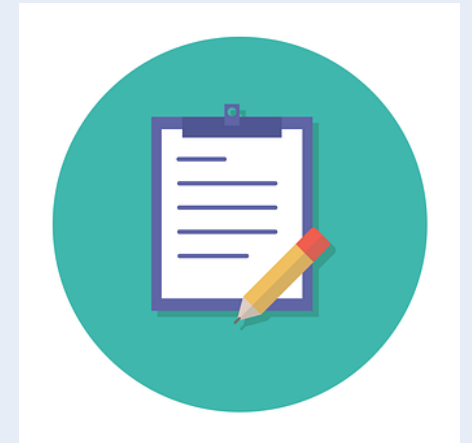
- Semester 2, 2019 and 2020
- n = 14 (all secondary)
- 9 U-L / 5 SD
- 9 female / 5 male



Survey results – Key Findings

Variation in views related to

- 1. Gender**
- 2. Students on different ITE courses**



| Survey Item | University-Led Students | | School Direct Students | | t -test | Cohen's d |
|---|-------------------------|------|------------------------|-------|---------|-----------|
| | M | SD | M | SD | p | d |
| I have found Critical Incident Analysis a useful tool for developing my practice | 2.04 | .94 | 3.04 | 1.28 | .<001 | 1.032 |
| I have found other models for reflective practice, e.g. Brookfield's lenses or Jay and Johnson's typology, helpful for my professional development. | 2.11 | 1.04 | 3.07 | 1.349 | .001 | 1.100 |
| I am keen to complete a full Master's degree in Educational Practice at the university as an NQT/RQT. | 2.08 | 1.15 | 3.36 | 1.43 | .<001 | 1.209 |



| Survey Item | Females | | Males | | T-test | Cohen's d |
|---|---------|------|-------|------|--------|-----------|
| | M | SD | M | SD | p | d |
| I have found Critical Incident Analysis a useful tool for developing my practice | 2.14 | .98 | 3.00 | 1.25 | .005 | 1.073 |
| I have found other models for reflective practice, e.g. Brookfield's lenses or Jay and Johnson's typology, helpful for my professional development. | 2.16 | 1.08 | 3.07 | 1.21 | .003 | 1.121 |
| I am keen to complete a full Master's degree in Educational Practice at the university as an NQT/RQT. | 2.27 | 1.19 | 3.36 | 1.53 | .028 | 1.303 |



Relationship between ITE training route and views?

“a more rounded teacher”

“why you were doing certain activities throughout your lesson”.

“I do think you need theory [...] I do think that if you just go in and you learn on the spot, you’re just gonna teach exactly how your mentor teaches. You’re not going to learn anything else, are you?”

“Whilst I am teaching, I feel I should be learning as well”.

(U-L students)



“I’ve not been able to adapt my own style that I have. It’s been like, you follow our policy and nothing else.”

*“a professional teacher is basically someone who has a really great relationship with staff and students and makes very **well-informed decisions whether those are based on research or not.**”*

*“I think that the school is so driven by results, that they might think that’s **nice that you’re doing that but you’re not going to help us.**”*

(SD students)



Contextual issues

- Different schools and teachers/ mentors had variable attitudes to the value of research, which did not necessarily marry with the ITE programme they supported
- Demographics of the school or the school's teaching and learning styles could be a barrier to translating ideas from research
- 'Ecological agency' (Biesta and Tedder, 2007)



Person-specific factors

“the subject ones, I loved it. I absolutely loved it.” “Just brilliant! Exactly what I needed.” (U-L)

“It was just relevant, completely relevant as opposed to the morning which I guess felt less relevant at the time, sometimes.” (U-L)

“The subject specific I think that was major for me, in terms of taking things to my placement.” (U-L)

“I remember thinking that this is so relevant for my placement now and what I am doing [...] There’s so much valuable research. And I really did find when researching for that assignment in particular, very useful things that I still use now”. (U-L)

Value, novelty, complexity, achievement of epistemic aims



“a little bit overwhelming” (talking about learning theories)

more understandable when her subject tutor ***“broke it down”***
and provided subject specific practical examples (U-L)

***“It would be more **of a weekend** when I was doing my planning
and thinking about the week ahead. It was **then that I was able
to make the links because I was at home.**”*** (U-L)

Novelty, value and complexity



“I am the eternal student. I’ve already done a Masters and I’ve got a real thirst for it.” (SD)

“it’s like just let’s get the paper done and out the way [...] that’s the least of my concerns.” (SD)

**(Lack of) value due to (absence of) intrinsic
interest / personal epistemology**



“At first, I was putting more emphasis on teaching and being in the school. I really wasn’t putting the effort into theory and reading. And now, I enjoy it. I understand it a lot more. The process from last September to now, would be quite a lot of change in me .” (U-L)

Value/ Novelty antecedents and Motivation as consequence of positive epistemic emotion



Helpfulness of structure and nature of ITE course?

*“I actually **really like the student-centred approach** because when you are new to something, you tend to ask a lot of questions, or somebody could mention something that you’ve been thinking or you not be thinking of but you have in the past [...] **You can share experiences,** and think I’m not doing as badly as I think I am. Or just get advice with something.” (SD)*

*“I think because there all different methods of delivery and it goes in different ways, whereas in my degree it was all very lecture based and I struggled to access the material in that way. **And here, I thrived a lot better.**” (U-L)*

Favours constructivist approach, but also value due to intrinsic and extrinsic motivation and collaborative problem-solving > fulfils epistemic aim



“In the first part you can get stuff done, you can talk about certain aspects of the curriculum, but then after that it’s just we’re just here to have a mothers’ meeting.” (SD)

Rejection of constructivist approach – influence of personal epistemology



Conclusions and implications

- Strong influence of personal epistemologies and epistemic emotions
- Resilience of epistemic beliefs to contextual factors?
- Consideration of person-specific factors in ITE curriculum development
 - Development of metacognitive skills in ITE
 - Discussions about personal epistemologies and workshops that deal with discussions about epistemic emotions
- Teacher knowledge about epistemic emotions to help *children* learn
- ‘Knowing that’ and ‘knowing how’ need careful joining in the ITE Core Curriculum Framework and Early Career Framework
- Need for scaling up research



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