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Teacher educators from the Lifelong Learning sector working together to develop the use of modelling in their practice: an action research project.

"I'm quite happy now talking to you about all of this, but I don't want to watch myself teach..."

Overview

- Introduction to research on teacher education and modelling
- Locating my research within existing work, including an account of research to date

One definition of modelling is...

- “the practice of intentionally displaying certain teaching behaviour with the aim of promoting student teachers’ professional learning (cf. Gallimore & Tharp, 1992).”

(Lunenberg et al. 2007, p.589).

What authors say about it...

- Korthagen et al. (2005, p.111) suggest that “through their own teaching, model the role of the teacher”.
- demonstration of “exemplary behaviour” (Lunenberg et al., 2007, p.592)
- “...introduces an enquiry based approach to professional learning” (Boyd, 2011, p.3)
- Lunenberg et al. (2007,p.597) “a powerful instrument” that can shape and influence changes in student teachers’ practice.
- “... little or no recognition of modelling as a teaching method in teacher education” (Lunenberg et al., 2007,p.597) .

Lunenberg et al.'s (2007) 4 forms of modelling

- Implicit modelling;
- Explicit modelling;
- Explicit modelling and facilitating the translation to the student teachers' own practice;
- Connecting exemplary behaviour with theory;

Loughran and Berry (2005, p.194) on modelling

- “However, even though it may be desirable, it is complex and difficult to do and is particularly difficult to develop alone.”

Part of the complexity is...

a teacher educator's session normally has 3 constituent parts:

- content
- teaching method(s)
- 'pedagogy of teacher education'

(Loughran (2006, pp3-4)

Existing research on teacher educators' use of modelling

- Self-study. For example, Loughran and Berry (2005), Wood and Geddis (1999)
- Case studies. For example, Lunenberg et al. (2007)
- Supported. For example, Swennen et al.(2008)

Three dimensions for investigation?



- “[B]eing a teacher educator is often difficult...in most places, there is no culture in which it is common for teacher education staff to collaboratively work on the question of how to improve the pedagogy of teacher education.”

My research methodology

- Action research
- Second-person approach.
- Working collaboratively with a group of teacher educators based at one further education college
- Piloted two data collection instruments to date: stimulated recall interview and interview
- Through “craftmanship” (Kvale and Brinkmann, 2009, p.260) of my research to have a “professional conversation” (p.2) with each participant about their use of modelling

What I've learned from the pilot is...

- “vulnerability”...“attic space”
- “I can’t bear it, it’s awful...this stupid stuff I’m saying”
- “I’d never really noticed my hands are bit like this”
- “performativity”
- Lingfield

Concluding thoughts

- Modelling is an under researched area within teacher education;
- It's a complex pedagogical strategy that is difficult to develop on your own;
- Professional identity; professional knowledge, professional practice are significant
- Stimulated recall interview..vulnerability
- Performativity

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