שאילתה: שיתוף פעולה בין אקדמיה לשדה בהכשרת מורים.

מילות מפתח:

Field, Academy, Integration, Collaboration, teacher education, Field, Integration, pedagogy

1.

Using EL Infusion to Expose Teacher Candidates to a Dual-Language Setting: Another Success Story.

Authors:

Williams, Deborah J.1, williamsd9@sfasu.edu

Source:

Delta Kappa Gamma Bulletin; 2017, Vol. 83 Issue 3, p24-27, 4p

Document Type:

Article

Subjects:

Teacher collaboration

Teacher education

Student teachers

Language of instruction

Teaching models

Teaching methods

Universities & colleges

Texas

Abstract:

The author describes a field experience that results from collaboration among educators at a rural university in Texas and a dual-language academy. The endeavor was a result of university personnel's decision to infuse English Learner strategies into the curriculum for generalist, elementary, preservice teachers. This decision to expose teacher

candidates to a dual-language setting optimized learning for both elementary students and teacher candidates.

2.

Secondary STEM Teacher Preparation as a Top Priority for the University of the Future: National UTeach Replication as a Strategic Initiative.

Authors:

Pérez, Martha1

Romero, Pamela1

Source:

Journal of the World Universities Forum; 2014, Vol. 6 Issue 4, p21-36, 16p

Document Type:

Article

Subjects:

National Academy of Sciences (U.S(.

Teacher education

Secondary education

Educational programs

Educational accountability

Strategic planning

Author Supplied Keywords:

Accountability

Change in Higher Education

Education Preparation Programs

Replication Model

Secondary STEM Teacher Preparation

UTeach Institute

UTeach Program

Abstract:

National calls, such as the National Academy of Science's Rising Above the Gathering Storm, and President Obama's Educate to Innovate and 100Kin10, caution against the detrimental effects that a lack of math and science literacy pose to the health of the nation's economy and call for immediate action to increase the nation's science, technology, engineering and mathematics (STEM) talent pool by increasing the number of K - 12 STEM teachers. A growing number of universities are responding to this challenge by adopting the UTeach program, making secondary STEM teacher production a university-wide priority through a unique cross-college collaboration. The University of Texas' UTeach program offers both a STEM degree and secondary certification to teach math, science, or computer science in just four years. UTeach combines rigorous content preparation, pedagogy, and early field teaching experiences into four-year STEM degree plans. The UTeach Institute was established to support the implementation of the UTeach model at universities across the country and currently partners with 35 universities implementing UTeach-based programs in 17 states across the United States. As of Spring 2013, approximately 1,600 UTeach graduates have been produced and that number is expected to rise to 9,000 by 2020. Initial results indicate that UTeach implementation is creating institutional change and establishing programs that are making headway in bringing STEM teacher preparation to the forefront of each university's mission. This article examines this scale-up experience as an example of a successful model for strengthening university-based STEM teacher preparation. Specifically, we review the implications for the university of the future, and address the necessary institutional changes required for successful program implementation. Our experience shows that successful program implementation in a university setting requires a balanced approach. Clear articulation of operational and instructional program components, structured implementation support, explicit program benchmarks and continuous evaluation of progress must be

paired with an awareness of the local context and opportunities for adaptations and innovations to the model.

3.

Academy and community: The experience of a college programme in socially-engaged practice.

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Source:
International Journal of Education through Art; 2012, Vol. 8 Issue 3, p271-285, 15p
Document Type:
Article
Subjects:
National College of Art & Design (Ireland(
Community arts projects
Art & society
Art -- Ireland
Irish art
Artists & community
Dublin (Ireland(
Ireland
Author Supplied Keywords:
citizenship
Collaboration
community
higher education
Inner-city Dublin

socially-engaged art

Abstract:

A review of Irish art indicates that socially-engaged and collaborative art is firmly rooted within certain communities. Whilst there is an array of terms used to describe the range of practices emerging within the field of relational arts, making for some confusion, the establishment of socially-engaged art within particular communities in Dublin can be traced to the 1990s. In this article the role of the National College of Art and Design (NCAD) in supporting the development of socially-engaged art is examined through the lens of a post-graduate programme entitled Community/Arts/ Education. The concepts and practices underpinning the programme are considered in the context of on-going change within teacher education at the NCAD. The rela-tionship between the academy and community is examined critically in the context of local developments in socially-engaged practice. Key features of socially-engaged art are analysed in two case studies by artists whose practice is located in Dublin.

4.

Integrating Content and Pedagogy: Developing Collaborative, Interdisciplinary Social Studies Teacher Education.

Authors:

Cude, Michelle D.1, cudemd@jmu.edu

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Sandman, Alison1

Source:

Social Studies Research & Practice (Board of Trustees of the University of Alabama); Fall2016, Vol. 11 Issue 3, p19-30, 12p

Document Type:

Article
Subjects:
Teacher education
Social sciences education
Public universities & colleges
Pedagogical content knowledge
Collective action
Author Supplied Keywords:
collaboration
interdisciplinary partnership
pedagogical content knowledge
pre-service teachers
social studies
teacher education

Abstract:
This case study investigated how a collaborative, interdisciplinary partnership supported preservice teachers' approach to integrating content and pedagogy in coursework and field-based experiences at a large, public university. The collaboration involved articulating shared goals and objectives, planning and teaching co-requisite courses, and sharing a vision of shaping future social studies teachers. The research questions that framed this study were: What elements contributed to a successful collaborative, interdisciplinary partnership? How did faculty involved in the collaboration conceptualize supporting pre-service teachers' development of pedagogical content knowledge (PCK)? The voices of the faculty members involved in this collaboration are highlighted to illustrate how they conceptualized meeting the needs of preservice social studies teachers. Findings included identifying the constraints and benefits of partnerships as well as contributing factors to a successful interdisciplinary partnership. Identifying the evolving

definition and role of PCK in the training of future social studies teachers is also addressed.

5.

The edTPA as an Occasion for Structuring Faculty Dialogue Across the Divide? A "Checklist Manifesto" for a More Inclusive Teacher Education.

Authors:
Pugach, Marleen C.1, mpugach@uwm.edu

Source:
Teacher Education & Special Education; Nov2017, Vol. 40 Issue 4, p314-321, 8p
Document Type:
Article
Subjects:
Teacher education
Inclusive education
Teacher effectiveness
Teacher evaluation
Job performance
General education
Special education
Author Supplied Keywords:
Atul Gawande
collaboration
edTPA
inclusion
preservice teacher education
teacher performance assessment
teacher preparation practices and outcomes

Abstract:

Collaboration across teacher education in the service of a more inclusive preservice pedagogy is now taking place within a context of high intensity accountability that includes the widespread adoption of the edTPA. This analysis explores how teacher educators in special and general education might advance the preparation of preservice students for inclusive teaching when faculty are obliged to use the edTPA to measure candidate learning. Drawing on Atul Gawande's (2009) work in the field of medicine related to the value of using checklists to improve outcomes among experts in practical settings, the author proposes the Teacher Education for Inclusion Checklist. This tool is designed to help overcome the underappreciated power of the historical divide between general and special education, which often serves as a default position for how teacher educators work together, and to provide guidance for how faculty might engage in dialogue across the assessments mandated by the edTPA.

6.

Developing pedagogical judgment in novice teachers: mediated field experience as a pedagogy for teacher education.

Authors:

Horn, Ilana Seidel1

Campbell, Sara Sunshine2

Source:

Pedagogies; Apr-Jun2015, Vol. 10 Issue 2, p149-176, 28p

Document Type:

Article

Subjects:

Education

Language & languages

Teachers

Teacher education

Judgment (Psychology(

Author Supplied Keywords:

design research

field experience

mathematics education

teacher education

teaching methods

Abstract:

A common critique of teacher education centres on the gap between coursework and schools, with ample evidence that novice teachers seldom bring ambitious forms of instruction into classroom placements. We describe a 6-year design experiment conducted in a university teacher education program secondary mathematics methods course focused squarely on this issue. Using the framework ofhybridity, or the merging of two contexts to make a third that has elements of the originals, we developed a pedagogy we call the mediated field experience (MFE). We present our design framework and describe the MFE cycle, where novices learned a concept in course activities, followed by guided classroom observations and facilitated debriefs with partner teachers. We highlight how this pedagogy facilitated connections across coursework and classrooms through narrative cases of novices' learning. We argue that their learning provided the basis for a complex form of teacher thinking, pedagogical judgment. This article offers a proof-of-concept argument that teacher education can support novices' learning in the service of ambitious practice.

7.

Integrating Geospatial Technologies Into Existing Teacher Education Coursework: Theoretical and Practical Notes from the Field.

Authors:

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Source:
Contemporary Issues in Technology & Teacher Education; 2016, Vol. 16 Issue 3, p1-1, 1p
Document Type:
Article
Subjects:
Educational technology
Learning Management System (Computer software(
Teacher education

Abstract:
Although instruction related to learning management systems and other educational applications in teacher education programs has increased, the potential of geospatial technologies has yet to be widely explored and considered in the teacher education literature, despite its ability to function as an engaging pedagogical tool with teacher candidates. This practitioner article discusses uses of geospatial technologies in a social studies teacher education program as a way of demonstrating how other teacher educators might use geospatial technologies to prompt teacher candidates to new ways of thinking about pedagogy and the world at large. An overview is provided of the value and relevance of integrating geospatial technologies within teacher education, followed by three examples of how geospatial technologies have been included in existing teacher education courses. In each example the activity and its connection to geospatial technologies are described, as well as the assessment and experience of teacher candidates. Teacher educators, especially those with limited experience in geospatial technology use, are provided with exemplar ways they might integrate geospatial technologies into the courses they teach?whether it be a course on methods, curriculum, a content area, or beyond.

8.

Developing pedagogical judgment in novice teachers: mediated field experience as a pedagogy for teacher education.

Authors:
Horn, Ilana Seidel1
Campbell, Sara Sunshine2

Source:
Pedagogies; Apr-Jun2015, Vol. 10 Issue 2, p149-176, 28p
Document Type:
Article
Subjects:
Education
Language & languages
Teachers
Teacher education
Judgment (Psychology(
Author Supplied Keywords:
design research
field experience
mathematics education
teacher education
teaching methods

Abstract:
A common critique of teacher education centres on the gap between coursework and schools, with ample evidence that novice teachers seldom bring ambitious forms of instruction into classroom placements. We describe a 6-year design experiment conducted in a university teacher education program secondary mathematics methods course focused squarely on this issue. Using the framework ofhybridity, or the merging of two contexts to make a third that has elements of the originals, we developed a pedagogy we call the mediated field

experience (MFE). We present our design framework and describe the MFE cycle, where novices learned a concept in course activities, followed by guided classroom observations and facilitated debriefs with partner teachers. We highlight how this pedagogy facilitated connections across coursework and classrooms through narrative cases of novices' learning. We argue that their learning provided the basis for a complex form of teacher thinking, pedagogical judgment. This article offers a proof-of-concept argument that teacher education can support novices' learning in the service of ambitious practice.

9.

The Role of Simulations for Supporting Professional Growth: Teachers' Engagement in Virtual Professional Experimentation.

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Source:
Journal of Technology & Teacher Education; Jan2018, Vol. 26 Issue 1, p103-126, 24p
Document Type:
Article
Subjects:
Teacher education
Educational technology
Professional education
In-service training of teachers
Virtual classrooms
Author Supplied Keywords:
Inservice Teachers

Practice-based Pedagogies
Professional Experimentation
Professional Growth
Technology-Mediated Professional Development

Abstract:
There is growing interest in the field of education for leveraging emerging digital technologies to support teachers' learning in online or blended settings. This paper builds on Clarke and Hollingsworth's (2002) Interconnected Model of Professional Growth by investigating an alternative instantiation of professional experimentation. In particular, we examine the Story Circles model of professional development (Herbst & Milewski, 2018), which ushers teachers into a simulated type of professional experimentation to support teacher growth through the design and improvement of lessons using storyboards. In that context, we investigate how Story Circles enable teachers to experiment professionally in a virtual space. Focusing on the experiences of two secondary mathematics teachers, we illustrate how the Story Circles processes of scripting and argumentation were associated with teacher growth. We discuss how the Interconnected Model of Professional Growth can be useful for the design and study of simulated professional experimentation.

10.

Pre-service Teachers' Development of Technological Pedagogical Content Knowledge (TPACK) in the Context of a Secondary Science Teacher Education Program.

Authors:
HABOWSKI, THOMAS1, habowskil@gmail.com
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Source:

Journal of Technology & Teacher Education; 2014, Vol. 22 Issue 4, p471-495, 25p

Document Type:

Article

Subjects:

Pedagogical content knowledge

Science teachers

Student teachers

Educational technology

Teacher education

Teacher surveys

Abstract:

This study investigates pre-service teachers' TPACK development in a secondary science teacher education program that combined a content-specific technology integration course with extensive field experience. Both quantitative and qualitative data were collected. Quantitative data were collected through a pre-post administration of the Survey o f Preservice Teachers' Knowledge of Teaching and Technology. Qualitative data were collected through open-ended survey responses, a focus group and a conference involving teacher educators, practicing teachers and pre-service teachers. Findings indicated that a content-specific technology integration course offered simultaneously with extensive field experience through careful instructional design can improve pre-service teachers' understanding of combining technology with science content and pedagogy. Further, the content-specific nature of the course encouraged pre-service teachers to consider the interactions among technology and content (TCK) more frequently compared to technology and pedagogy (TPK). Findings have implications for teacher education programs and for researchers interested in the development of pre-service teacher knowledge of teaching with technology.

11.

CONSTRUCTIVIST APPROACH TO TEACHER EDUCATION: AN INTEGRATIVE MODEL FOR REFLECTIVE TEACHING.

Authors:
KUMARI, S. N. VIJAYA1

Source:
Journal on Educational Psychology; Feb-Apr2014, Vol. 7 Issue 4, p31-40, 10p
Document Type:
Article
Subjects:
Career development
Instructional systems
Education
Teachers
Teaching
Author Supplied Keywords:
Constructivism
Constructivist Teacher Education
Integrative Model for Reflective Teaching(IMRT(
Reflective Teaching
Reflective Teaching Training Model(RTTM(

Abstract:
The theory of constructivism states that learning is non-linear, recursive, continuous, complex and relational - Despite the difficulty of deducing constructivist pedagogy from constructivist theories, there are models and common elements to consider in planning new program. Reflective activities are a common feature of all the programs of constructivist Teacher Education .It is used at both Pre-service and In-service level of Teacher Education. Several studies have proved that, critical reflection

upon experience continues to be an effective technique for professional development. The paper discussing the nature of constructivist approach to teacher education emphasizes the role of reflective activities in teacher training. Based on the results of the research reviews in the field of constructivist teacher education and reflective teaching, the findings of the study strongly suggests the integration of reflective teaching practice in the preservice teacher education curriculum and suggests a proposed integrative model for reflective teaching. The study investigated the effects of different methods of teaching science on the achievement, basic science process and skills and scientific attitude of standard six pupils with different achievement levels. The study revealed that methods have differential effects on different contexts, that is, different pre-achievement levels. These differences were due to differences in the process variables. The study suggests that to implement any method, the context needs to be considered for its effectiveness and hence student-teachers need to be trained in analyzing their teaching in terms of context variables to establish relationship between presage-context-process-product so that the student teacher can improve his/her teaching as a student and develop transformation learning as a professional. In this study effectiveness of these three methods on achievement, scientific attitude and basic science process skills were found out by establishing fidelity of each method. This could be done effectively through reflective teaching training. Hence the findings imply that student teachers need to be trained in reflective teaching so that they will be familiar with the different approaches of reflective teaching and tools and techniques used for observing and analyzing classroom interaction and improve upon their teaching skills.

12.

Adapting 'lesson study' to investigate classroom pedagogy in initial teacher education: what student-teachers think.

Authors:
Cajkler, Wasyl1
Wood, Phil1

Source:
Cambridge Journal of Education; Mar2016, Vol. 46 Issue 1, p1-18, 18p, 2 Diagrams, 1 Chart
Document Type:
Article
Subjects:
Pedagogical content knowledge
Teacher education
Education of student teachers
Partnerships in education
Student engagement
Educational cooperation
Professional education
Author Supplied Keywords:
initial teacher education
lesson study
school-based
teaching practice

Abstract:
This paper reports findings from a project that explored the use of a modified form of 'lesson study' in a one-year programme of secondary school initial teacher education (ITE). Twelve mentors and student-teachers worked in pairs to design and teach two 'research lessons' in the course of two eight-week teaching practice placements as part of a university–school partnership for the preparation of new teachers.

Participating student-teachers reported that engagement in this form of lesson study with a mentor was an effective way to help them grow individual teaching skills, knowledge and confidence in teaching placements. In addition, in most cases, it enabled active and creative participation in a community of teacher learners. However, engagement in lesson study not only supported student-teachers to meet 'qualifying to teach' standards, but also offered opportunities for holistic study of teaching and learning, leading to growth in what we characterise as 'pedagogic literacy'.

13.

Quality and Early Field Experiences: Partnering with Junior Achievement.

Authors:

Piro, Jody S.1

Anderson, Gina2

Fredrickson, Rebecca2

Source:

Teacher Educator; Jan-Mar2015, Vol. 50 Issue 1, p31-46, 16p

Document Type:

Article

Subjects:

Junior Achievement

Student teachers

Public education

Teacher effectiveness

Teaching methods research

Classroom management research

Abstract:

This study explored the perceptions of preservice teacher candidates who participated in a pilot partnership between a public teacher

education preparation program and Junior Achievement (JA). The partnership was grounded in the premise that providing early field experiences to preservice teacher candidates was a necessary requirement of quality teacher education. In an introductory pedagogy course, preservice teacher candidates in their junior year participated in a five-week field experience where they taught JA lessons in partnership schools. The results suggested that preservice teacher candidates perceived an expanded sense of comfort with teaching strategies, classroom management, and diversity during the actual teaching of the lessons in the field experience. Additionally, participants reported increased confidence levels with their own preparation to teach. The partnership with JA that provided a quality, early field experience may have enhanced the general pedagogical proficiencies needed for preservice teachers to succeed as practicing educators. Suggestions for creating a partnership with JA are provided.