



 **2017**

ISfTE Denmark

April 24th-28th



BOOK OF ABSTRACTS



**37th Annual Seminar -
International Society for
Teacher Education:
Teaching and learning for
the future**



Danish School of Education, Aarhus
University



Book of Abstracts
International Society for Teacher
Education
37th Annual Seminar
April 24th-28th, 2017
Danish School of Education,
Aarhus University,
Denmark
E-print version

Eds.:
Karen Bjerg Petersen &
Lise Lotte Helm
Danish School of Education,
Aarhus University

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International Society for Teacher Education
37th Annual Seminar
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Danish School of Education, Aarhus University,
Denmark

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Seminar greetings

Welcome to the 37th Annual Seminar of the International Society for Teacher Education (ISfTE). May I take this opportunity to extend a warm welcome to all the delegates and their accompanying persons to this important cultural and economic center of Denmark - Aarhus.

The seminar theme “Education – teaching and learning for the future” inspires us to reflect on our work as teacher educators and professionals for the benefit of future generations. I believe this perennial event serves two purposes. First, it provides us a venue to explore and advance our profession through discussion, deliberation and sharing of our educational experiences and research findings in small paper groups. Second, it gives us opportunities to generate collaborative research and professional exchange through social gatherings as a big family. Hope you will enjoy this 5-day ISfTE annual seminar.

On behalf of the Society, I want to express my wholehearted thanks and gratitude to the local organizing committee for organising this delightful seminar and inviting us to the Denmark's happiest city. Please join me to thank our colleagues Karen Bjerg Petersen, Lotte Rahbek Schou, Lea Lund, Hanne Balsby Thingholm and Lis Salbøg Birkelund for allowing us to experience the Danish Culture and visit the European Capital of Culture 2017. Thank you very much.

Jacky Pow

ISfTE Secretary General



Welcome to Denmark – ISfTE2017

It is a pleasure to welcome you to the 37th Annual Seminar of International Society for Teacher Education - ISfTE2017. We are glad to welcome you to Denmark, to our city Aarhus and, in particular to the Danish School of Education, Aarhus University. We are proud that the Danish School of Education at Aarhus University in collaboration with many colleagues and local institutions in Denmark has managed to follow up on the long-standing tradition of hosting the annual ISfTE seminar on a new continent each year.

Many of you are familiar with the exceptional concept of the ISfTE seminars. The unique way of working together in smaller paper groups presenting papers and sharing research and ideas, participating in cultural and social events give the participants an opportunity to draw comparisons and think about contrasting ideologies, processes, and problems that we face in an effort to deepen the understanding of education globally. Many participants have become friends and enjoy meeting each other year after year during these annual seminars.

In Denmark, the unique concept of the ISfTE seminars reminds us of the so-called “Folk High Schools” - “højskole” in Danish - a tradition with a long history behind. The first “højskole” was established in 1844 by the Danish enlightenment philosopher, teacher and educator Grundtvig, who stressed “the living word” as an important tool to educate and develop democratic and responsible citizens. Today, the tradition is still alive, and many “Folk High Schools” consider themselves as places, where the participants “will come to love to learn” and where “dialogue and debate” is emphasized (quote: <http://www.hojskolerne.dk>).

We too hope, that the ISfTE 2017 seminar in Denmark will inspire you to love to learn and to have constructive and interesting dialogues and debates, among others about “Teaching and learning for the future” – the theme of ISfTE2017.

Thanks and acknowledgement

The organization of this conference would not have been possible without the help and cooperation of many people and institutions. Here, I take the opportunity to thank the Danish School of Education, Aarhus University for supporting ISfTE2017. My thanks go to the many persons at Aarhus University, who have helped and supported us throughout the preparation for this conference.

I would like to thank the city of Aarhus, and the Mayor, Jacob Bundsgaard for the reception in the Town hall of Aarhus.

My acknowledgement and thanks also goes to VIA University College Denmark, Teacher and Preschool Education. The program for Wednesday, April, 26th 2017 including school visits and the mini conference is organized and arranged solely by our colleagues from VIA.

I thank our sponsors and all those who have contributed to make this conference a reality and success.

Of particular importance for this conference is the organizing committee. During two years we have worked together closely. In good "Folk High School" spirit, we have had constructive dialogues and debates.

As the convener I would not have been able to arrange this conference without the consistent support, advice and suggestions from the organizing committee and the staff from Aarhus University. It has been a pleasure to arrange this conference.

Karen Bjerg Petersen, convener of ISfTE2017.

Organizing Committee

- Hanne Balsby Thingholm, Centre for Teaching Development and Digital Media, (Cudim), Aarhus University
- Lotte Rahbek Schou, Danish School of Education, Aarhus University
- Lis Salbøg Birkelund, former Danish School of Education, Aarhus University
- Lea Lund, Cudim, Aarhus University
- Karen Bjerg Petersen, Danish School of Education, Aarhus University

Academic Comitee

- Prof. Dr. Nuray Senemogly, Hacettepe University, Turkey
- Prof. Dr. Peggy Saunders, Weber State University, USA
- Dr. Jacky Pow, Hong Kong Baptist University, Hong Kong
- Prof. Dr. Lmd Lebeone, University of South Africa

Via University Organising Comitee

- Bjørn Laigaard, International coordinator
- Lisbeth Lunde, Head of Research Center
- Arne Mogensen, Head of Research Center

Aarhus University & Danish School of Education

- Gitte Grønning Munk
- Susanne Hammer Samuelsen
- Esben Klange
- Lise Lotte Helm

Program – overview

Time	Monday April 24 th 2017	Tuesday April 25 th 2017	Wednesday April 26 th 2017	Thursday April 27 th 2017	Friday April 28 th 2017
9:00 – 10:15	Opening Ceremony at the Hotel Claus Holm (Head of Danish School of Education), Jacky Pow (Secretary General ISfTE), Karen B. Petersen (convenor) Panel: Education – Teaching and Learning for the Future Claus Holm, Elsebeth Jensen, Per F. Laursen	Paper Groups 2 at the Hotel	7:30 Busses from Radisson Hotel to Tjørring 9:00-10:45 School visits in Tørring (in small groups)	Paper Groups 6 at the Hotel	Paper Groups 8 at the hotel Preparing paper group presentations
10:15- 10:30	Break – coffee/tea	Break – coffee/tea		Break – coffee/tea	Break – coffee/tea
10:30- 12:00	Keynote: Prof. Ning de Coninck-Smith: Danish History of Education from the Past to the Present. Connected and Entangled Stories.	Paper Groups 3 at the Hotel	10:45-11:15 Lunch at Tørring School 11:25-12.40 Return by busses to Aarhus - VIA University College (Teacher and Preschool Education)	Paper Groups 7 at the Hotel	Paper Group Presentation END of conference
12:00- 13:00	Lunch at the Hotel	Lunch at the Hotel		Lunch at the Hotel	Lunch at the Hotel
13:00- 15:00	Paper Groups 1 at the Hotel 15:00-15:30 Break –coffee/tea	13:00-14:15 Paper Groups 4 at the Hotel 14:30 Busses from the hotel to 15:00-17:00 Open Air Museum 16:00-17:00 Coffee/tea at Open Air Musseum	12:45-15:15 Mini – Conference at VIA University College Presentation of research and development projects related to preschool/ teacher profession and education (separate program) 13:45-14:15 Break - coffee/tea 14:15-15:15 Continuation of Mini conference	13:00 – 14:00 InnoEntre Presentation and workshop: Innovation and entrepreneurship in future education 14:00 – 14:30 Break – coffee/tea 14:30 – 16:00 Continuation of InnoEntre	See you next year in Japan!
	15:30 Walk to City Hall 16:00-17:00 Reception at City Hall Welcome by Mayor Jacob Bundsgaard	17:00-19:00 Sightseeing by bus in Aarhus from Open Air Museum and return to hotel	15:30 Busses from VIA University College to Hotel Radisson 16:30-18:00 Papergroup 5	16.30-17.30 General Assembly for all Members of ISfTE FREE TIME	
18:00- 20:00	Dinner at the Hotel 17:00-18:00 Free time Walk back to hotel	Dinner at the Hotel	Dinner at the Hotel 20:00-22:00 Rainbow-walk at AROS Art Museum	19:30-24.00 Farewell Banquet at the Hotel	

Program Monday, April 24th , 2017

Breakfast at your hotel

9:00-10:15 Opening Ceremony at the Radisson Hotel:

Claus Holm (Head of Danish School of Education)

Jacky Pow (Secretary General ISfTE)

Karen Bjerg Petersen (Convener ISfTE 2017)

Panel: Education – Teaching and Learning for the Future:

Claus Holm (Head of Danish School of Education, Aarhus University)

Elsebeth Jensen (Vice Dean for Teacher Education at VIA University College)

Per Fibæk Laursen (Professor, Danish School of Education, Aarhus University)

10:15-10:30 Break – coffee/tea

10:30-12:00 Keynote:

Prof. Ning de Coninck-Smith, Danish School of Education, Aarhus

University: Danish History of Education from the Past to the Present - Connected and Entangled Stories.

12:00-13:00 Lunch at the Radisson Hotel

13:00-15:00 Paper Groups 1 at the hotel

15:00-15:30 Break –coffee/tea

15:30-16:00 Walk to City Hall

16:00-17:00 Reception at City Hall

Welcome by Mayor Jacob Bundsgaard

17:00-18:00 Free time and walk back to the Radisson Hotel

18:00-20:00 Dinner at the Radisson Hotel

Program Tuesday, April 25th, 2017

Breakfast at your hotel

9:00-10:15 Paper groups 2

10:15-10:30 Break – coffee/tea

10:30-12:00 Paper Groups 3 at the hotel

12:00-13:00 Lunch at the Radisson Hotel

13:00-14:15 Paper Groups 4 at the hotel

**14:30 Busses leave – ON TIME! – from Radisson Hotel to
Open Air Museum**

15:00-17:00 Visit at the Open Air Museum

16:00-17:00 Traditional Danish Coffee and Tea break at Open Air Museum

17:00 Pick up at Open Air Museum

17:00-19:00 Sightseeing by bus in Aarhus and return to the Radisson Hotel

19:00-20:00 Dinner at the Radisson Hotel

Program Wednesday, April 26th, 2017

Breakfast at your hotel

7:20 Busses leave – ON TIME! – from Radisson Hotel to Tjørring

9:00-10.45 School visits, arranged by Tjørring School

10:45 – 11:15 Lunch at Tjoerring School

11:25-12:40 Return to Via University College

**12.45-15:15 Mini-conference at VIA University College: Teacher and
Preeschool Education.
Presentation of research and development projects
related to preschool/ teacher profession and education**

Separate program

Including break – coffee/tea

**15:30 Busses leave – on time! – from VIA University College to
Radisson Hotel**

16:30-18:00 Paper Groups 5 at the hotel

18:00-20:00 Dinner at the Radisson Hotel

19:50 Pick up in reception hall Hotel Radisson for

20:00-22:00 Rainbow walk at Art Museum, AROS

Program Thursday, April 27th, 2017

Breakfast at your hotel

9:00-10:15 Paper Groups 6 at the hotel

10:15-10:30 Break – coffee/tea

10:30-12:00 Paper Groups 7 at the hotel

12:00-13:00 Lunch at the Radisson Hotel

13:00 -14:00 InnoEntre

**Presentation and workshop: Innovation and entrepreneurship
in future education**

14:00 -14:30 Break – coffee/tea

14:30 -16:00 Continuation of InnoEntre

16:30-17:30 General Assembly for all Members of ISfTE

FREE TIME

19:30-24:00 Farewell Banquet at the Radisson Hotel

Program Friday, April 28th, 2017

Breakfast at your hotel

9:00-10:15 Paper Groups 8 and preparation of Paper Group Presentation at the hotel

10:15-10:30 Break - coffee/tea

10:30-12:00 Paper Group Presentations

12:00-13:00 Lunch at the Radisson Hotel

End of conference - See you next year in Japan!

Program Mini Conference – VIA University College

<p>Wednesday, April 26th, 2017, 12:45 – 15:30; Via University College Denmark</p>	
<p>Mini – Conference, VIA University College (Teacher and Preschool Education)</p>	
<p>12:45-12:50 ROOM D205/D206 School visits – questions and reflections Head of Research Center, Arne Mogensen</p>	<p>12:45-12:50 ROOM D208/D209 School visits – questions and reflections Head of Research Center, Lisbeth Lunde</p>
<p>12:50-13:45 Presentation of research and development projects related to teacher profession and education</p> <p>A1 (12:50-13:15) Henning Westphael: Mathematical Mindsets in Teacher Education</p> <p>A2 (13:20-13:45) Karen Barfod: Outdoor learning VIA OUT: R & D + Teaching</p>	<p>12:50-13:45 Presentation of research and development projects related to teacher profession and education</p> <p>B1 (12:50-13:15) Niels Tange The Danish concept of “Dannelse”/ Bildung and how it is reintroduced in schools.</p> <p>B2 (13:20-13:45) Chung Kim The teacher as a moral agent. Moral agency and professional autonomy.</p>
<p>13:45-14.15 Break – Coffee/tea</p>	<p>13:45-14.15 Break – Coffee/tea</p>
<p>14.15-15.15: continuation of presentation at VIA</p> <p>A3 (14:20-14:45) Grete Dolmer & Peter Fregerslev: Writing practice in grade 8</p> <p>A4 (14:50-15:15) Line Møller Daugaard: Newly arrived children and youth in Danish schools</p>	<p>14.15-15.15: continuation of presentation at VIA</p> <p>B3 (14:20-14:45) Anette Boye Koch Sounds of Education: Teacher role and use of Voice in Interactions with Young Children</p> <p>B4 (14:50-15:15) Jan Jaap Rothuizen Knowledge in action: fundamental themes in stories early-childhood-education-pedagogues live by.</p>
<p>Closing of mini conference</p>	
<p>16:30-18 Paper groups 5 at Hotel Radisson</p>	
<p>18:00-20:00 Dinner at Hotel</p>	
<p>20:00-22:00 Rainbow walk at Art Museum, AROS</p>	

Panel

Claus Holm, Head of School, Danish School of Education, Aarhus University



The Danish School of Education (known in Denmark as DPU) constitutes Denmark's largest and strongest university environment for basic and applied research within the field of education and educational theory (pedagogics).

From 2007-2011 Claus Holm was Associate Dean of communication at DPU, Aarhus University. From 2013 - 2015, he was the Deputy Head of Department for research and international projects. Since 2016, Claus Holm is Head of Department, Danish School of Education.

Claus Holm has written the thesis "*The battle for credibility. Research in communication*". His area of expertise is teachers' professional judgment and, ethics in professions and management.

Elsebeth Jensen, Vice Dean for Teacher Education at VIA University College



Elsebeth Jensen is educated as a teacher in 1987. In 1998, she achieved a master's degree in pedagogy and, in 2007 she received her Ph.D degree. She has worked as a teacher.

From 1995 - 2010 Elsebeth Jensen worked as the director of Teacher Education in Aarhus. Since January 2011, she is the Director of Studies and Vice Dean for Teacher Education at VIA University College.

Teacher Education takes place in four different cities: Aarhus, Silkeborg, Skive and Nr. Nisum. VIA educates 25% of all teachers in Denmark.

Professor, Per Fibæk Laursen, Danish School of Education, Aarhus University



Per F. Laursen is a professor of education at the Danish School of Education, Aarhus University. His main research interests include teacher education, quality of teaching and school development. He is the author of many books, primarily in Danish.

Keynote

Professor, Ning de Coninck-Smith, Danish School of Education, Aarhus University



Teachers: past and present – a historical overview

Without teachers – no schools, but who were the teachers back in history, how were they trained and how was their relations to students, parents and the local community? In her historical overview, Professor Ning de Coninck-Smith will draw examples from a recent published five volume history of the Danish educational system over the past 500 years. She will talk about the changing conditions of teaching. From the times when a teacher could be a pastor, a former military person or an old women and, children coming to school irregularly until today, when teacher training is university college based, the profession has shifted from being most male to female, and classroom management has replaced order and discipline.

List of Participants

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Abstracts

Title of paper and presentation:

Becoming a Mindful Teacher

Presenters:

Patricia **AKPAN**, M.Ed. and Peggy **SAUNDERS**, Ph.D.

Weber State University

Email addresses: psaunders@weber.edu (primary contact) and
trishakpan@gmail.com

Abstract:

Shame, an emotion based upon people's belief that they, alone, are not good enough, influences their sense of efficaciousness, in turn, directly affecting their quality of teaching and student outcomes. Using mindfulness and self-compassion to address their feelings of shame allows teachers the opportunity to manage their emotions with objectivity and clarity. This study examined the changes in one teacher's self-efficacy and the impact on the classroom environment after learning mindfulness and self-compassion skills. *Tschannen-Moran and Hoy's Teachers' Sense of Efficacy Scale* and *Neff's Self-Compassion Scale* were administered to the participant before and after the study to determine any changes in self-efficacy and self-compassion. Five observations were carried out to assess any patterns and changes in his behavior which might influence student behavior and general atmosphere of the classroom. Five interviews were conducted to collect information that could not be observed combined with lessons to teach and reinforce mindfulness and self-compassion skills. Results indicated an increase in self-efficacy: particularly in classroom management and modifying lessons to fit the needs of individual students. An increase in self-kindness and decrease in self-judgment were also shown in regards to self-compassion.

Title of paper and presentation:

Unleashing the Potential of Students' Linguistic Resources in Language Teaching

Presenter:

Line Krogager **ANDERSEN**

PhD Student at Danish School of Education, University of Aarhus

Email address: lika@edu.au.dk

Abstract:

In Danish schools, the teaching of Danish and of foreign languages are traditionally seen as distinct, more or less unrelated subject matters. However, in light of the ever-increasing globalisation and political demand for all students to have high levels of foreign language proficiency, the time has arrived to try out a new approach to language teaching, based on the interconnected ideas that

- a) Students' existing linguistic resources can be exploited to enhance their language awareness by applying a cross-linguistic approach to language teaching and
- b) Enhanced language awareness can benefit the students in their foreign language learning efforts as well as in their development of a nuanced and varied use of their mother tongue.

To explore the potentials and challenges arising from the application of a cross-linguistic approach to language teaching, I will be conducting an action research project in cooperation with 5th grade teachers and students at a local elementary school. By engaging in a cyclical iterative process consisting of teacher workshops for class planning and collective reflection, alternating with classroom observations focusing on the students' reactions to and teachers' implementation of the cross-linguistic approach, I will attempt to identify the core challenges and potentials related to this approach and to determine whether the actual classroom interaction and display of learning reflect an enhanced language awareness or use of cross-linguistic resources by students as well as teachers.

The methodological approach taken and the relation between the theoretically based concepts of *language awareness* and *cross-linguistic language teaching* as well as the implementation of these concepts in practice will be the focal points of my paper. *Language Awareness* is in itself a concept which dates back to the 1980's (Hawkins 1999, James 1999), but has evolved considerably through its application to multiple areas within linguistic research since then, achieving a growing relevance and application in Danish research (Laursen 2007, Calmar Andersen, Humlum et al. 2014, Laursen 2014) and within the national curriculum. But how can we best define the concept when applying it to the teaching of languages in Danish elementary school, and how does it relate to the cross-linguistic approach to teaching? These matters will be discussed in the conference paper. The project involves several kinds of data (teacher surveys, student and teacher interviews, field notes from observations and classroom video), however, no findings will be presented yet, since my intervention is due to start after the conference itself.

I have chosen an action research approach for my PhD project because I find it essential to involve teachers closely in this process, which is ultimately aimed at developing a new way of teaching Danish and foreign languages in Danish elementary school. I believe this involvement of teachers in the research process will add value both to the concrete teaching methods and materials developed during the project period as well as to my reflections on and analysis of my findings.

References:

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Title of paper and presentation:
Further Education in Pedagogic Entrepreneurship
- a recipe for success?

Presenters:

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Ingebjørg **AAREK**, Assistant Professor, Emerita
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Abstract:

According to the Report to the Storting 16 (2016-2017) *Culture for Quality in Higher Education*, the key to education of high quality is an education that activates and engages the students as equal members of the academic community. The Government expects that the academic environment to a much larger degree uses teaching methods where the students play an active role. There is little research on what methods are the best for learning different subjects. Lecturers in higher education are encouraged to have a researcher's attitude to their own teaching methods to determine what works best.

School for the Future. Renewing subjects and competences highlights four areas of skills which will be important in the school for the future; subject specific skills, competence to learn, communication and interaction skills and participation in exploring and creating (NOU 2015: 8 2015).

The Plan of Action *Entrepreneurship in Education - From Primary School to Higher Education 2009- 2014* (2009) submits different measures which will strengthen efforts in entrepreneurship in education. Universities and university colleges should by 2012, show the learning outcome with respect to innovation and creativity. Funds were made available for further education in entrepreneurship for teachers. For three years, the University of Agder got funds to run courses.

The research project *Entrepreneurship in School and Education*, have looked at what factors are success criteria for further education courses in pedagogic entrepreneurship. The project is based on information from three courses held in Lesvos, Greece, for Norwegian teachers (2012, 2013, 2014). A common feature for these courses is that they got very good evaluations from the participants, and that the groups have created functioning networks.

In the autumn 2015, questionnaires were sent to all participants of the courses, about 70 persons. The data from the questionnaires were analyzed using SPSS. An in-depth interview will be also be made with a chosen representative form each course. In addition, we look at the evaluation made after each course, and the respective Facebook groups.

In the evaluation of the courses, the participants stated that they had got inspiration, knowledge and tools to continue using entrepreneurship in their schools, and that the course had given them a new perspective of teaching and entrepreneurship. The data from the questionnaires showed that the students prefer to go away for a week to participate in such a course. They emphasize that sharing of experiences, ample and dedicated time to work with the subject, engaged lecturers and creative tasks were positive sides of the course.

The in-depth interviews will be carried out in the spring of 2017. The Facebook pages show that they have created networks that have been of great use. They have been able to share experiences, and support and help each other. Our research indicates that building relations through meeting and living closely over time makes the threshold for using the network after the course lower.

Title of paper and presentation:

Imaginary dialogues –

**In-service teachers' steps towards mathematical argumentation in classroom
discourse**

Presenters:

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Abstract:

The purpose of the study is to explore in-service teachers' first experiences with *imaginary dialogues*, a form of mathematical writing where students are introduced to a written and unfinished dialogue between two thought persons discussing a mathematical problem. Students are supposed to continue working with the problem and to complete the initial dialogue between these persons. The dialogue is to be written while the students themselves are exploring and arguing the problem. In-service teachers were enrolled in a continuing university education mathematics online course. They were given the task to try out imaginary dialogue in their classes, from grade 4 to 11 respectively, with their students working in pairs. On the base of in-service teachers' responses in self-evaluations forms with open-ended questions, the study examines how the in-service teachers perceived the benefits of introducing imaginary dialogues as a tool to approach students' mathematical argumentation. The study also sought to investigate how they identified types and levels of argumentation in their students' written dialogues, on the background of Balacheff's framework of proofs in school mathematics practices. Students' writing on the arithmetical "handshake problem" served to exemplify teachers' reasoning on students' line of argumentation.

Title of paper and presentation:

A quantitative study of co-authoring on Google Slides for university level collaborative inquiry learning

Presenters:

Jackie W. W. **CHAN**, Miki LAU, Jacky **POW**, and Sandy LI

Hong Kong Baptist University, Hong Kong¹

Abstract:

In Web 2.0 era, students are not restricted to collaborate through face-to-face meeting, they can make use of IT tools to collaborate ubiquitously at any time. By using *Google Slides*, students' contributions for their collaborative inquiry learning assignment will be synchronised and appeared on their slides instantly, moreover the intra-group collaboration become visible for investigation. In this study, three sections of students (N=98) of an undergraduate Information Technology (IT) course were required to use *Google Slides* to co-author a slideshow presentation to summarise a collaborative inquiry project on comparing and criticising mobile apps with learning purposes. A quantitative content analysis is conducted to count frequency of each group member's contribution and types of actions on the same file to explore how do students collaborate in preparing a slideshow from each version of their slides. The result shows that students contributed in various ways throughout the process, and frequency does not matter with the quality of knowledge co-construction. The result also inspires instructors to review and adjust the criteria of measuring students' contribution with both quantity and quality in a collaborative inquiry learning assignment.

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Title of paper and presentation:

Teacher Professionalism and Identity: A South African Context

Presenter:

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Abstract

Professionalization is the social process by which any trade or occupation transforms itself into a true “profession of the highest integrity and competence”. There have been changes in the perceptions of education in recent years. This has been partially due to the new flows of information and teacher resources to be found. Because of how the financial situation is brittle and because of challenges which remain in our society, there have been arguments regarding whether or not teaching should be professionalized. Teachers need to be consistent in their teaching thus ensuring that they are present for all of the lessons that they must teach. To miss lessons a teacher is regarded as not only reckless from an occupational sense, but the cancellation of lessons or a substitution teacher can have a negative effect on learners who might be faced with exams, needing consistency and direction from a teacher familiar to them. The type of professionalism that teachers must have may be a lot different from that of other professionals. Given the increasing autonomy of teachers to exercise their judgment, professionalism is one of the most influential attributes of education.

The aim of this research work was to fill in the gap in the South African education system with regards to the enhancement of teacher professionalism and identity as it is the mission of South African Council of Educators (SACE). This research also aimed to enhance the management of Professional Development of teachers. The word identity has been used over time, mostly indicating the province of psychoanalysis to refer to the individualized self-image any person possesses. Identity is not something that one has but

something that one develops during one whole life. This includes identity as a focus of a single object, for example, a person, property, events, or identity as a focus on morals, politics or another social category, for example, sexuality, ethnic nation and occupation. Theoretically teacher professionalism and identity present a clearly structured integrated concepts encompassing the fields of knowledge that emphasise the relationship of the personality and his/her social environment. Teacher professional identity formation is constructed by the ways in which teachers build their personal practical knowledge from experiences in practice. Teachers' professional identity is a process of practical knowledge building characterised by an ongoing integration of what is individually and collectively seen as relevant to teaching. This could be described in terms of teacher as a subject matter specialist, teacher as a pedagogical expert, and teacher as a didactic expert.

Key words: professional identity, teacher development, policy, enhancement

Title of paper and presentation:

**Explicit Identity Exploration for Students
in an Initial Teacher Education Course**

Presenter:

Ann L. **ELLIS**, Ph.D. Department of Teacher Education

Weber State University, USA

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Abstract

Both traditional and non-traditional college students typically are engaged with identity issues in their personal lives. In order to provide explicit support for these students to explore identity issues as part of an initial teacher education course, learning activities and clinical experiences were designed to be meaningful and personally relevant. Students were asked to actively reflect on identity factors such as interest in issues in education, personal strengths, belief systems, temperament and willingness to engage in the day-to-day activities of professional educators. Student essays from the beginning of the semester were compared with student responses from the end of the course to determine evidence of development in identity achievement. This paper extends research previously reported at ISfTE.

Title of paper and presentation:

Higher education and its outcomes in the graduates' lives

Presenter:

Vera Lucia **FELICETTI**

PhD in Education, Postgraduate Education Program

La Salle University Center. Brazil; and

Alberto F. Cabrera

PhD in Educational Administration, Postgraduate Higher Education Program

Maryland University. College Park. EU

Abstract:

This article has, as its core, the graduation outcomes on Higher Education. Research participants were scholarship holders and non-scholarship holders University for All Program - ProUni already graduates of Higher Education from a South Brazil Nonprofit Institution entering this level of education in 2005. The outlined objectives sought to answer three research questions: What is the situation of graduates ProUni and not ProUni in the labor market, and how does it differ between the two groups of graduates? To what extent ProUni motivates prounist graduates to go on studying? What is the satisfaction of ProUni and not ProUni graduates with aspects related to their formation and their work, and how does it differ between the two groups of graduates? The methodology used was of quantitative nature and explanatory goal. Descriptive and inferential statistics were used to analyze data. The results indicate ProUni as having an important role in the formation of the first generation of graduates. Also point out that ProUni places its graduates at the same level of satisfaction that his colleagues not ProUni with regard to formation, realization of courses after graduation and satisfaction with extrinsic and intrinsic factors related to being graduated, as well as the association between training versus job and earned salary. The results indicate the need for researches at a national level, involving graduates of Higher Education, both scholarship holders and not scholarship holders.

Keywords: Higher Education. Graduation outcomes. Graduates. ProUni.

Title of paper and presentation:

Organisational User Participation

- **from Dramaturgy to Pedagogic working with vulnerable young people**

Presenter:

Lise Lotte **HELM**, Ph.D student Danish School of Education,
Aarhus University, Denmark

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Abstract:

This paper is based on an action research (AR) project which at the moment takes place on a mental institution for young people (14 to 23+ years) in Region Midtjylland, Denmark. The young clients are normally gifted, but suffering from different psychiatric diseases.

The purpose of the project is to investigate whether theories, experiences and methods from a dramaturgical perspective can inspire the development of a framework for organizational participation that meets the young people's challenges in various social contexts. The project is based on constructivism and psycho dynamical theories.

In the action research project we want to focus on means by which young people may be supported to express their personal dreams and ideas for changes and improvements through dramaturgical inspired and safe methods. An ongoing registration of the participants' feelings and experiences is meant to qualify the didactical and pedagogical process of the cooperation about plans and projects. The hope is, apart from qualifying the project and organizational actions within the institution, to encourage and stimulate the young people's self-confidence, wellbeing, empowerment and possibilities of rehabilitation as actors in society. To use metaphors in the understanding of everyday life and to transfer dramaturgical methods to for example business management is not a new way of thinking. In recent years we are witnessing a dramaturgical 'turn' in the society: dramaturgy has become a new media matrix, central in real life communication of communication and, an important field in

global and educational development (Szatkowski 2017). Theatre is a collective art form, and communication of communication (Szatkowski, 2017).

Many years of experience and research focusing on creating drama and theatre with vulnerable young people have shown that the processes of theatre production develop the actor's ability to mentalise (Helm, 2011). Many of these experiences have been inspired by Conceptual Devising (Kjølner, 2009, Szatkowski, 1991 & 2017). Conceptual Devising is a way of creating and working together towards a common goal – sometimes describes as a *common third*. Conceptual Devising seems to accommodate ways of tackling social challenges and to developing the participants' identity, self-confidence, motivation and abilities to take part in new social contexts.

Action research is chosen as a methodology because of the importance of user involvement at all levels of the project, and because AR includes the use of phantasy, creativity and perceptions of all involved persons. At the same time AR allows art-based ways of communication beyond usual linguistic terms and spoken language.

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Title of paper and presentation:

Revisiting Bernstein's code theory: social background and the dynamics of codes

Presenter:

Signe **JENSEN**, Master Thesis of Education,
Danish School of Education, Aarhus University, Denmark

Abstract

This research is based on revisiting of Bernstein's code theory, and combines sociology with semantics and linguistics. In Denmark a majority of children and young people obtain education. Working-class children however, are still disadvantaged and marginalized in school. Data collected through fieldwork in the Danish primary school, the "Folkeskole" , and microanalyses of the data highlight the differences in semantic codes, languages- and knowledge codes, including the power relations between the codes. The data is collected for a Master Thesis and Ph.D proposal.

Title of paper and presentation:

Entangled in a Neoliberal Web: Teacher Education in Canada

Presenters:

Renée **KUCHAPSKI**, Bob Rigas

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Abstract:

Canadian teacher education programs are uniquely positioned in a complex web of policy actors, all of whom have been influenced by neoliberal ideology. In understanding the increasing influence of neoliberalism on teacher education in Canada, it is useful to understand neoliberalism's influence on higher education, K-12 education, and public sector organizations, since teacher education in Canada is influenced by all three. Teacher preparation programs are situated in universities, they controlled by provincial ministries of education, and they collaborate with, and are expected to prepare teachers for, the school systems in their provinces.

This is a think paper based on a review of primary and secondary literature sources. Its main focus is on the extent to which neoliberalism has influenced teacher education programs in Canada. Its purpose is to provoke thought on how teacher educators can negotiate the conflicting demands of the current neoliberal policy climate. The literature reviewed is not exhaustive, but reflects key research in the fields of higher education, teacher education, public administration, and accountability. Drawing on policy texts, empirical research and research commentary, the review provides an overview of how teacher education programs are caught in a web of policies that reflect the spread of neoliberal ideology. Although neoliberal ideology has brought substantial changes to teacher education programs in the US and the UK, its effects to date have been less profound in Canada. However, as the proliferation of neoliberal policies continues across all sectors, and as cuts to higher education become more profound, faculties of education, like all faculties, are facing increased pressure to view education in market terms. From this perspective, the student is viewed as consumer, education as commodity, leaning a

measurable through performance indicators, and professor as entrepreneur. Productivity, not critical enquiry or social justice, is now advanced as the “challenge of the university” (cf, HEQC, 2012).

This paper draws attention to the changing and similar discourse in policy documents across sectors that influence on teacher education in Canada, with particular emphasis on the province of Ontario. Malen’s (2005) policy framework is used to discuss the rational and political dimensions of neoliberal policies, with particular attention given to the *web of policies* across sectors that strengthen a neoliberal agenda, and the *patterns of power and privilege* they reflect. It argues that in a neoliberal era, teacher educators face particular challenges. Efforts to balance the academic and more critical view of education with the demands for professional training becomes more challenging as the larger university is itself forced to conceptualize its role primarily in utilitarian terms, as student preparation for the new economic reality of globalization.

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Title of paper and presentation:

Using solar system as a complementary source to electricity in some South African schools

Presenters:

LDM “Oupa’ **LEBELOANE** and Mokhele **MADISE**

University of South Africa, South Africa

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Abstract

Emissions cuts and the promotion of Renewable Energy Sources (RES) is the way to go in this era of desertification, extinction of various species, floods, tsunamis and global warming. The various Renewable Energy Sources include, among others, the use of solar, wind, hydro, geothermal, biomass, tidal wave and hydrogen. The benefits of using solar energy system as a complementary source to electricity extend far beyond the fiscal savings in many ways. That constitutes the argument of the paper.

This paper wishes to respond to the question – why is it important to use solar system as a complementary source to electricity in South African schools? In order to do that, key terms will be described in the context of the paper. A brief background which includes that of the South African climate will be described for purposes of the presentation. Various Renewable Energy Sources (RES) which are used in South Africa will be cited on. The advantages of using solar system as a complementary source to electricity in South African schools – to preserve and sustain the environment will be elaborated on. The disadvantages which include threats thereof will also be discussed. Conclusions will be drawn.

Key terms: Renewable Energy Sources (RES); South African climate (types); solar system; nuclear energy; complementary source of electricity; electricity; South African schools.

Title of paper and presentation:

Challenges Besetting Classroom Discipline of Rural Schools in Vhembe District,

Limpopo Province

Presenter:

Rudzani Israel **LUMADI**

School of Education, University of South Africa, South Africa

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Abstract

Many educators claim that behavioural problems have increased in classrooms since the abolition of corporal punishment in the new democratic South African public schools. Based on the study, a qualitative approach was undertaken to investigate effective classroom discipline practices as perceived by educators in selected secondary schools of the Vhembe district. The researcher explores the emerging trends and challenges that the educators have to deal in respect of discipline strategies regarding the classroom discipline used by educators. For this purpose, data was collected through qualitative research using focus group interviews and questionnaire with educators. The findings revealed that educators are responsible and accountable for carrying out classroom discipline practices to foster appropriate behaviour by students. The strategies for addressing besetting classroom discipline were recommended. The researcher proposes remedies that might bring classroom discipline in Vhembe rural schools in line with the provisions of the South African School Acts (SASA) with regard to good management and discipline of students.

Title of paper and presentation:

**What's Really Happening in Teachers' Classrooms?: Evaluation And Measurement
Using Wearable Video Cameras And Observation Protocols.**

Presenter:

Colin **MABLY**

Educational Visions (EdVIS), USA

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Abstract:

For many of us involved with pre- and in-service teacher Professional Development (PD), a recurring problem is how to gauge a program's relative success in the classroom. The question "How can we determine the effectiveness of our teacher PD program?" has largely gone unanswered. Historically, a number of methods have been used. They include: student achievement (test data) results; teachers' self-report survey instruments; classroom audio recordings; an evaluation observer in the classroom, and more recently, the use of fixed-mounted digital video cameras. None of these approaches is ideal. Student test data rarely offer direct evidence of teachers' classroom actions. Teacher self-reporting suggests their pedagogy, but lacks objective evidence. Audio recordings collect sound, but not interactive context. An observer (person) in the classroom fundamentally changes normal classroom dynamics - the *Elephant in the Room* syndrome. Static video cameras offer an overall view, but cannot capture specific verbal interactions, and are easily disrupted by unwanted sound (student tapping a pencil, for example).

The emergence of lightweight wearable action cameras, the best known example of which is *GoPro*, offers an exciting new way to video-record classroom activity from the teacher's point of view (POV). Attached to a teacher's chest, these video cameras capture classroom events as they unfold. They also record every conversation the teacher has with his or her class, student groups or individuals. The teacher's anonymity is preserved. While we see and hear everything a teacher does, his or her face is never shown. Crucially,

recordings can be stored for later comparative analysis using well-validated observational research protocols capable of statistical measurement and analysis.

For a two-year period, a U.S. government-funded teacher PD program is providing an exciting opportunity to test the viability of this video technology for evaluation purposes. The participants comprise thirty (30) teachers from grades: kindergarten to grade eight (nine school years). The evaluation remit is to provide statistically significant evidence of teacher instructional improvement over time.

This paper describes the conceptual design and research paradigm aspects of the teacher PD's independent evaluation study. Although it is a work-in-progress, it is already producing data that suggest not only solid evaluation opportunities, but a number of unexpected teacher development benefits. In addition, the design allows comparisons to be made between what teachers *say* they do, with what they *actually* do in their classrooms.

Title of paper and presentation:

The language teacher as narrative bricoleur: the teaching of English additional language in grade 4-6

Presenter:

Margaret Malewaneng **MAJA**

Department of Curriculum and Instructional Studies, College of Education

University of South Africa

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Abstract

Literature has indicated that the narrative bricoleur tell stories about the world they have studied. Thus, providing a recount from the perspective of working as a narrative bricoleur in teaching English as additional or foreign language (EFAL) to enhance communicative competence in grade 4-6 classroom seems necessary. This paper examines the strategies implemented by the grade 4-6 teachers in teaching EFAL. Research with six teachers in two South African township primary schools investigated the strategies they use for supporting EFAL learners to become communicatively competent. This paper employed the interpretive bricolage research design within the domain of qualitative approach. Semi structured interviews, classroom observations and field notes were the main sources of data which were analysed thematically using the EFAL literature in conjunction with Bandura's work on teacher efficacy and the work of Levi-Strauss on bricolage. A key finding was that teachers found it difficult to devise narrative activities. I argue that taking an approach which I term 'teacher as a narrative bricoleur' could assist teachers to effectively enhance learners communicative competent in additional language.

Key words: narrative bricoleur, English additional language, communicative competence, teacher, bricolage

Title of paper and presentation:

An inclusive didactics of literature using multicultural texts in the Danish Public school

Presenter:

Nadia **MANSOUR**, Ph.d.- student

Didactic program, Graduate School of Arts, Aarhus University/VIA University College, Denmark.

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Abstract:

Context: The use of multicultural literature is seen as a necessity to help students from diverse ethnic groups see themselves valued and equal in the school setting, and is seen as an advantage for academic and social success for the students from ethnic minorities. This paper is a study on how the Danish public school can cope with and acknowledge ethnic diversity in the Danish society. The study investigates the use of multicultural literature and focuses on which possibilities for positioning (Blackledge & Pavlenko 2004) the students have, when this literature is used in classrooms.

Aim: This paper is both an empirical study and a theory based study. In the empirical study the focus is on how students negotiate meaning, identities and culture through the dialogues about literature. In this empirical study the aim is to develop a design for reading multicultural literature, where teachers in the subject Danish are able to choose literature where minority students are mirrored in order to acknowledge diversity in the society, and at the same time use instructional strategies in the classroom without connecting specific literature to individuals.

This study is also a theory based study where the aim is to contribute to the existing definition of multicultural literature, formulated by Mingshui Cai and Rudine Sims Bishop (1994), where multicultural literature is defined as literature written by minorities with an insider perspective. In order to develop a new definition of multicultural literature, where culture and identity is seen as fluid, dynamic and changing notions depending on the

context in which they appear, this study presents five thematic categories and three stylistic categories that are relevant for multicultural literature.

Key questions: What kind of literature can be defined as multicultural literature in a national context? How could it be possible to create a model/design for reading multicultural literature in the subject Danish?

Theoretical framework: Using the existing definition of multicultural literature (Cai & Bishop 1994), and migration theory (Frank 2008), selected literature are analyzed to categorize and develop a new theoretical definition of multicultural literature.

References:

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Title of paper and presentation:

Leadership Student Program and citizenship engagement – Colégio dos Jesuítas em Juiz de Fora/MG – Brazil.

Presenter:

Sérgio Eduardo **MARIUCCI**

Rede Jesuíta de Educação - Colégio dos Jesuítas (Juiz de Fora/MG – Brazil)

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Abstract:

This paper seeks to share the experience of Colégio dos Jesuítas's Citizenship and Leadership Program as an educational experience with successful results since 2010. It aims at developing the democratic and leadership skills among students from the age 12 to 16 years. It is inter-connected with a public program focussing on students' engagement with political issues, community problems and urban conflicts. The students are motivated to learn the public rights and duties, political participations and intitutions, public authorities and their duties. It is expected of them as their fundamental duties for citizenship training. It encourages forming democratic student representatives since young age.

Key words: leadership, citizenship, democracy

Title of paper and presentation:

Educators views regarding the role of environmental non- governmental organizations (NGOs) in managing environmental education projects. A case of Alexandra Township Primary schools in South Africa.

Presenter:

Dailwei Solomon **MAWELA**

Department of Curriculum and instructional studies, College Of Education:

University of South Africa, South Africa

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Abstract:

The scarcity of knowledge and skills in schools in managing environmental education projects in schools in South Africa, Africa and other parts of the world is seen as a serious challenge which is impacting negatively in schools' attempts to improve their local environment. This paper explored educator's responses in managing environmental education projects in their schools' local environment. A qualitative approach was used and a case study research design was employed which include a sample of thirteen (n=13) primary schools located in Alexandra Township in Johannesburg South Africa. Data was collected using an open ended questionnaire. Findings indicated that, educators perceive environmental NGOs' as organisations that offer temporary solutions regarding schools environmental issues. Educators feel that the knowledge, skills and experience offered by environmental NGOs are only used for a certain EE projects and not applicable in other EE projects. In addition, educators view EE projects as extra work outside the classroom. Since most educators are not trained as environmental educators, they view integrating environmental education themes in school curriculum subjects as additional work. Therefore, despite the effort made by environmental NGOs in initiating and managing the school environmental education projects, sustainability of EE projects after NGOs disengagement is a challenge in most schools.

Key words: Environmental None-Governmental Organization, Environmental Education Projects, Managing, Schools

Title of paper and presentation:

The Glow-Grow-Go Method for Deepening the Reflective Practice

Presenter:

Dr. Shannon **MELIDEO**

Marymount University, Arlington, Virginia, USA

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Abstract:

Teachers educators frequently require introspective writing in methodology courses yet seldom instruct future teachers how to reflect. This session will include research on teacher reflection, specific suggestions for cultivating deeper reflection, and a basic framework for differentiation throughout the process.

Title of paper and presentation:

Increasing the Quality of New Teachers through a Mentor Academy

Presenter:

Louise R. **MOULDING**

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Abstract:

The preparation of teachers requires strong partnerships between teacher preparation programs (TPPs) and potential employers. These partnerships help ensure that teacher candidates have field experiences in classrooms of competent and caring mentors who can model, advise, and mentor the candidates. In building these relationships, TPPs must identify the qualities they want in mentors, then work with local district and school leadership to identify teachers who meet these qualities. Through partnerships with local school districts, Weber State University has developed a Mentor Academy to provide professional development to identified in-service teachers to serve as mentors to teacher candidates. The professional development includes mentoring, coaching, and co-teaching instruction and practice. Once completed, teachers are expected to implement the practices with WSU teacher candidates during practicum and student teaching.

Title of paper and presentation:

The challenges that Grade 11 Geography teachers encounter in teaching progressed learners in Gauteng secondary schools, South Africa.

Presenter:

Fulufhelo F. **MUKHATHI**

University of South Africa (UNISA), South Africa

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Abstract

The Department of Basic Education in South Africa has over the years instituted policies that deal with the promotion and more specifically the progression of learners from Grade R to Grade 12. One of these policies is the National Policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12. According to the National Policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12(2012:34) 'A learner may therefore only be retained once in the Further Education and Training Phase and other phases in order to prevent the learner being retained in these phases for longer than four years'. The implementation of this policy has led to a situation where some of the learners find themselves in a grade which they are not academically ready for.

The researcher used the constructivist-interpretive research paradigm. The reason for using this paradigm was to understand and interpret the challenges that Geography teachers encounter in teaching progressed learners. The social constructivist theory by Vygotsky and the Maslow Hierarchy of needs theory were used.

The aim of this study is to explore the challenges that Grade 11 Geography teachers encounter in teaching progressed learners. The qualitative approach with a multi-case study strategy was used for this study. The researcher used semi-structured interviews and document analysis to collect data from participants. The researcher interviewed Grade 11 Geography teachers in order to get their views on challenges that they encounter in

teaching progressed learners. He also analysed progressed learners' written work, mark sheets and lesson plans.

Purposive sampling was used to identify progressed teachers. The researcher interviewed 8 teachers from 4 schools that were selected in Mamelodi township. The results indicate that there are individual, societal and school challenges that Geography teachers encounter in teaching progressed learners. Furthermore, strategies were recommended that teachers should apply in teaching progressed learners.

Key words: progressed learners, progression, promotion, social promotion, underachievers

Title of paper and presentation:

The Great Teachers Movement:

Adjunct Faculty Development through Connection and Collaboration

Presenters:

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Abstract:

Adjunct faculty represent upwards of 70% of college and university faculty (National Center for Education Statistics, 2012) in the United States, yet they often lack resources and training, which often assist in promoting student success (Jolly, Cross & Bryant, 2014). Although many institutions reliant upon the use of adjunct faculty provide seminars and trainings as a means to demonstrate support and provide faculty development opportunities for their adjunct faculty, Wallin (2004) explained that “opportunities for professional development are limited for adjuncts, particularly in times of tight budgets” (p. 383). In short, extant literature suggests adjunct faculty needs are similar to those of full time faculty, yet institutions have not recognized nor responded to adjunct concerns. Thus, it is imperative that adjunct instructors have access to effective professional development opportunities in order to more fully contribute to departments and institutions. The purpose of this study is to describe the implementation of a faculty development model for adjunct professional development and to analyze adjunct faculty perceptions of its effectiveness on their professional development efforts.

This study examines an institutional-level faculty development initiative based on the use of the Great Teachers Movement paradigm. The National Great Teachers Movement began in 1969 in the United States as a result of faculty members being experts in their respective disciplines, yet not having extensive training in the art of teaching. The movement, created by David Gottshall, is based on the philosophy that “well facilitated shoptalk is one of the highest forms of professional development” (Cunningham, 2017).

The seminar format provides opportunities for teachers to connect and collaborate through highly interactive discussions where participants share teaching innovations and seek solutions to teaching problems and challenges. This model was adapted for use with adjunct faculty. Quantitative and qualitative data from 80 adjunct faculty participants provide the data sources for analyzing the effectiveness of the model in the context of professional development. (Note: This is a study in progress and we are currently gathering data. Preliminary data analysis will be completed by the time of the conference).

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Title of paper and presentation:

Collegiality versus Professionalism: A Study of Perceptions of Academics on Collegiality in Public and Private Institutions of Higher Learning in Malaysia.

Presenter:

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Abstract

Collegiality among educators determines the major outcomes and benefits of highly collaborative and collegial cultures in educational organizations. Strong and healthy collegial relationship among the teaching personnel is regarded as an essential component of institutional effectiveness. Collegiality plays a vital role in augmenting professional growth and development, job satisfaction, organizational and professional commitment as well as institutional quality and student performance. However, this trait remains a taboo and there seems to be various reasons as to why this relationship is neglected or not given the due importance in many institutions. This study is endeavoured to unravel some of the perspectives on the underpinning reasons as to why this trait is perceived as important or not given the due recognition. The proposed study will involve samples from both public and private institutions, and data collection done via a mixed mode approach. Analysis of the data will be used to create a profile of 'collegiality versus professionalism'. In spite of the possible ethical constraints anticipated, the study is expected to throw some light that might indicate the level or measure of 'professionalism' among academics in the selected institutions.

Key words: collegiality, professionalism, professionalism

Title of paper and presentation:

Capacity building as an approach?

- A case study of a Danish municipal school system

Presenter:

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Abstract:

Purpose – The purpose of this paper is to outline my Ph.D-project, which examines the correlation between capacity building and improved learning outcomes for students in the Danish municipal school system. The concept of capacity building refers to the capability of the individual or organization to develop professional practices and involves the organizational development of knowledge, skills, and mutual commitment. Capacity building also involves increasing ability of educators at all levels of the system to make instructional changes to improve academic achievement in schools.

This study aims to challenge the current understanding of capacity building as merely research informed competence development of school leaders and teachers on the basis of "Capacity building is an approach, not a program." (Fullan & Quinn, 2016)

Design/methodology/approach – A correlation between capacity building and improved learning outcomes for students is hypothesized. Based on a single case study in a Danish municipality, I will examine the strategies and actions applicable in relation to capacity building in a municipal school system. The operative constructivism of sociologist Niklas Luhmann forms the methodological basis of this study. The study is a single-case study (Cohen, Manion, & Morrison, 2011) using mixed methods (including focus groups). The case study of the school system in the municipality of Horsens provides an analysis of several interrelated organizational systems. I have chosen the single-case (mixed methods) study for the reason that it may establish cause and effect (what, how and why) by analyzing data collected in a given context, and is therefore relevant. (Silverman, 2006) To explore the correlation between capacity building and improved learning outcomes, I

will as mentioned conduct a mixed methods study collecting and analyzing data and integrating findings by using both quantitative and qualitative methods. I will treat the research question from several relevant angles for the reason that a single method or approach is not sufficient to answer the research question.

In this study, the empirical data will consist of policy documents, quantitative data from “Program for Learning Leadership – Evidence-Informed, Achievement-Oriented Development of Schools and Professional Competencies and focus group interviews with district administration, school leaders, teachers/pedagogues.

Findings – The paper will highlight some of the methodological issues of the study and discuss in relation to the subject of capacity building and learning outcomes for all students.

Research limitations/implications – The Ph.D.-project is gathering evidence about capacity building and learning outcomes for students over the next three years and therefore the findings are not yet available.

Keywords – Capacity building, learning outcomes, focus group interviews, district administration

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Title of paper and presentation:

**May new school models minimize status drop-out rates? Reflexions and discussions
based on the American P-Tech model.**

Presenters:

Karen Bjerg **PETERSEN** & Frans Ørsted Andersen,

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Abstract.

Drop-out rates is a theme that is attracting immense attention in the education policy debate all over the world. Recently, European and American educational statistics reported on continuous “status drop-out rates”. Status drop-out rates are defined as “the percentage of 16- to 24-year-olds (...) who are not enrolled in school and have not earned a high school credential” (NCES, 2016).

In 2014, the American National Center for Education Statistics (NCES) report that *the Hispanic status dropout rate (10.6 percent) “remained higher than the White (5.2 percent) and Black (7.4 percent) status dropout rates (NCES, 2016).* In 2015, the European statistical office (Eurostat) reported that 16 % of all European 16 to 24 year old adolescents did not finalize a secondary education (Eurostat, 2015). In Denmark in 2016, the figure was 10 % (Arbejdernes Erhvervsråd, 2016).

Apart from variations based on ethnic background, the reports evidence that in particular adolescents with low socio economic background are dropping out (Arbejdernes Erhvervsråd, 2016; Eurostat, 2015; NCES, 2016). In spite of a continuous policy emphasis on status drop-out rates, there has been much less focus on concrete measures aimed at minimizing the drop-out among socio-economically disadvantaged youth.

The purpose of this paper is to introduce an overlooked comprehensive new school model – the so-called P-Tech schools in the United States. In our presentation we will reflect upon and discuss pros and cons of this model as appropriate for a Danish and European context.

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Title of paper and presentation:

**The roles of technology leaders in the adoption and use of educational technology
for teaching and learning**

Presenter:

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Abstract

This article draws from the demands set by the South African policy, the White Paper on e-Education (2004). Schools that have installed information and communication technology infrastructure such as computer laboratories cannot meet the demand set by this policy due to theft and burglary. Often, there have been reports of various computer related deviant and criminal behaviours, such as an increase of intrusion, theft, defacement, and other forms of loss. If computer laboratories are protected against burglary and theft, they are often degraded to a point of uselessness as a result of poor management, maintenance, and hacking or cracking. This article was designed to explore the perceptions of technology leaders in response to effective technology adoption and use for teaching and learning. Ten leaders from different school levels were purposefully selected to participate in the face-to-face interviews. The findings indicate that technology leaders lack technical skills to maintain and secure the school infrastructure. The article suggests continuous professional development programs as support strategies to technology leaders.

Keywords: technology leaders, technology adoption, technical skills, hackers, crackers

Title of paper and presentation:

Metacognitive prompts within an online course.

Presenters:

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Abstract:

There is an abundance of research about the importance of metacognition in educational settings. It is known to improve student performance in academics. Metacognition has been found to be a strong predictor of academic success (Hattie, 2009). When students are encouraged to be more metacognitive, they frequently outperform students who are not taught to use metacognitive skills (Joseph, 2009). The ability for a teacher to encourage and model metacognition is an important but often underdeveloped skill of practicing teachers.

Metacognition is often separated into two components, knowledge and regulation. Metacognitive knowledge is knowledge about yourself as a learner and the factors that influence learning. Metacognitive regulation includes planning, monitoring and evaluating. Planning includes the ability to think about and select appropriate strategies and resources to achieve a task. Monitoring is awareness of understanding and progress in learning. Evaluation is appraising the end results and efficiency of one's learning (Shraw & Dennison, 1994).

This study investigates the use of strategically placed metacognitive interventions within an online course to improve metacognition in the areas of planning, monitoring, and evaluating. It was intended to discover whether strategically designed and placed metacognitive prompts would increase academic performance as a result of using metacognition in the course.

Many educators struggle to implement metacognitive strategies within the limitations of time constraints during class sessions. Additionally, there is little current research on the challenges of implementing metacognition into an online course. The

results from this study will examine the effectiveness of the metacognitive prompts within this online course.

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Title of paper and presentation:

Challenges and Complexities of Collaboration:

A Self-study of Collaborative Practices Between University and School

Professionals

Presenter:

Lucila T. **RUDGE**, University of Montana, USA

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Abstract:

Collaborative practices in university classrooms have gained increased attention in the past decades (Kluth & Straut, 2003; Martin & Dismuke, 2015). Collaboration in higher education has been viewed as ways to improve teacher education practices. Collaboration has been defined as a “style for direct interaction between at least two-co-equal parties voluntarily engaged in shared-decision making as they work towards a common goal” (Friend & Cook, 2000, p. 6). Successful collaboration, according to Martin-Rodrigues, Beaulieu, D’Amour, & Ferrada-Videla (2005), is determined by interactional, organizational, and systemic factors. It requires a wiliness to collaborate, trust in each other, mutual respect and clear communication (interactional determinants); and it is dependent on processes inside the organization (organizational determinant) as well as the organization’s external environment (systemic determinant). Collaborative efforts between different social, cultural, educational, and professional systems can pose additional challenges to the success of collaboration. For example, collaboration between different professionals working in school settings (Hillier, Civetta, Pridham, 2010, Kennedy & Stewart, 2011) or collaboration between school and university professionals (Brookhart & Loadman, 1992) may result in conflicting perspectives and role confusion making it difficult for collaboration to flourish.

The study presented in this proposal examines the challenges and complexities involved in the collaborative practices between school and university professionals during the implementation of the International Baccalaureate (IB) Educator Certificate Program in a

western university in the United States. Six school professionals and one university professor (myself) were involved in the collaboration. I was responsible for the development and coordination of the program but the seven of us were involved with the planning and teaching of the courses.

The IB Educator Certificate Program was developed in response to the increased interest of our local school district to offer the IB programs in their schools. The IB program is a globally branded curriculum of international education that integrates four programs, the Primary Years Program (PYP), the Middle Years Program (MYP), the Diploma Program (DP), and the Career-related Program (CP). The IB Educator Certificate Program is offered in partnership with the International Baccalaureate Organization and is designed to prepare teachers to teach in IB World Schools. The program integrates three newly-developed IB graduate level courses; each course is co-taught by two IB practitioners and myself. The program started summer 2016 with eight students. We are currently co-teaching the third course.

This study used a self-study methodology. Self-study research is aimed at making explicit the knowledge of practice gained through systematic investigation of one's professional practices (Vanassche & Kelchermans, 2015). The self-study methodology was used to closely examine my own actions and disposition to collaboration as well as the IB school professionals', with the ultimate aim to gain knowledge to inform our collaborative professional practices. Data were collected from 2014-present; they include email communication with IB school professionals, observation and self-reflection notes, IB school professionals' feedback, and students' feedback. Data was analyzed qualitatively based on the "determinants of successful collaboration" framework identified by Martin-Rodrigues, Beaulieu, D'Amour, and Ferrada-Videla (2005). This self-study provides in-depth discussion of the challenges and complexities involved in the collaboration.

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Title of paper and presentation:

**Analyzing Teacher Usage of Sixth Grade Mathematics Summative Assessments
Across Similar Educational Boundaries**

Presenters:

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State University, Ogden, UT

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Abstract:

Black and Wiliam (2003) suggested that summative assessments can be formative in nature if the data are analyzed in ways that provide teachers with information that can be used to change their instructional practice to enhance student learning. Previously, Chapman and Snyder (2000) drew on international experience to assess the success of how high stakes national assessments can improve classroom instruction and ultimately raise student achievement. They found that high stakes assessments can be successful in improving instruction, but it has failed as often as it has succeeded – mostly because the decision makers failed to understand the data or conditions that needed to be met for changes to occur. In some cases teachers would recognize a need to introduce new content or instructional practices, they feared doing so due to their need to teach to the test. One conclusion the authors suggested was to change the teaching in the classroom the assessment must be changed (either by changing the content being assessed or preferably the way the high stakes assessments are designed such as the SAGE assessment). Teachers may not know how to reshape their teaching. This paper explores how teachers are using summative assessments in sixth grade mathematics in classrooms from the southern geographical section of Salt Lake City, Utah. We will understand teacher use of summative assessments through the comparison of summative assessment student data from 2016 and 2017, possible classroom observations, and teacher questionnaires. Statistical analysis will be used determine the differences in the students' summative assessment scores. Thematic analysis will be used to gain understanding of how teachers use summative assessment data to guide their instruction.

Title of paper and presentation:

A Nordic Dimension in Education – Myth or Reality?

Presenter:

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Abstract

The new school reform launched in 2014 on the Danish Folkeskole, the public school, has often been referred to as a reform that will lead to fundamental changes in the school. In an interview in the teachers' journal *Folkeskolen* Christine Antorini, the former Education Minister, describes the school reform as a learning reform, where "[...] which is possibly the most important thing, and which has been discussed least in public, its entire pedagogical-didactic foundation is imbedded in the goal-oriented instructional teaching practice "(Olsen 2015a). The same idea is expressed by Jesper Fisker, a Permanent Secretary in the Ministry of Education, who has called the reform nothing less than "a cultural revolution, a learning revolution" (Olsen 2015b). The reform speaks a change in the teaching philosophy as the intention of the goal-oriented educational thinking is to shift focus from curriculum and subject matters to educational outcomes in terms of students' achievements. The success criteria are no longer whether the teacher has taught the subject and topics of curriculum but whether the expected outcome can be identified - that is, whether the teaching goals that the politicians have set out have been reached.

In the debate about the intentions of the school reform it is often referred to an important distinction between two very different intellectual systems both ideologically and institutionally evolved from very different starting points seeking to do very different kinds of intellectual and practical work: the *Didaktik* and the curriculum system. While *Didaktik* and curriculum studies do address the same questions about the means and aims of education, the ways in which traditional American curriculum theory and Nordic *Didaktik* have posed and sought to answer these questions have been very different. In the paper, I

will first present the basic principles of the two systems. Next, I will review philosophical and political differences regarding schooling and how political stances often upend traditional Nordic schooling values and traditions.

Title of paper and presentation:

Student Teachers' Perception on Ideal Teacher Characteristics

Presenters:

Dilek Ilhan Beyaztas,Erzincan University, Turkey; Suzan Beyza Kapti, Ankara University, Turkey and,
Nuray **SENEMOĞLU**, Hacettepe University, Division of Curriculum and Instruction, Turkey

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Abstract

When they start a teacher education program, based on their past experiences in education every student teacher has some idea about what is good teaching. It is assumed that their perception about what does and does not do a good teacher will influence their teaching in the future and help their transition into a good teacher. It is important to know student teachers' perceptions on ideal teacher characteristics for designing effective educational experiences in teacher education programs.

This study aims to investigate student teachers' perception on ideal teacher characteristics. Qualitative research design was adopted for the study. Data was collected through a questionnaire which has an open ended question about teacher characteristics. Total of 370 undergraduate students in teacher education programs from three different universities participated in the study.

The students were asked to determine their ideal teacher characteristics and which of these characteristics their past teachers have had or had not had. The data will be analyzed descriptively. Based on the findings, the results and conclusions will be discussed.

Title of paper and presentation:

The loneliness of violated teachers

Presenter:

Børge **SKÅLAND**

Oslo and Akershus University College of Applied Science, Faculty of Education and International Studies, Department of Vocational Teacher Education.

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Abstract:

Introduction

Student-to-teacher violation is a problem facing schools all over the world. There are many studies on violence among students, few on students violating teachers. A central finding in my study on 14 teachers is experience of standing alone following assaults and threats from students

- **Problem**

How do teachers express & experience loneliness as a consequence of being violated by students?

- **Methodology**

In-depth interview with fourteen teachers, all of them either exposed to physical threats or actual physical assaults. Data is analyzed according to principles of Interpretative Phenomenological Approach (IPA), favoring the researcher to take an active interpretative role. It is a phenomenological study, focusing on the subjective meaning of the experience of loneliness.

- **Results**

Preliminary results indicate teachers lack support when being violated and that they feel - and express - a state of loneliness following students' assaults and threats.

- **Implications**

This study will indicate to what extent teachers experience loneliness and how they express this in my interviews. Suggestions on how this challenge can be met within the school society will be drawn from the study's findings.

Title of paper and presentation:

Finding Alternatives and/or Following Global Trends for School Leaders? :

Reflection of Educational Management in Japan

Presenters:

Hiroki **SUEMATSU** & Kemma **TSUJINO**

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Abstract:

Educational Management is confronted with more complex contexts and environments in the rapid changing societies. So-called neo-liberal reforms have been proceeding in different countries and schools are thrown into more competitive situation with lacking resources. In such global trends the nature of the management of schools should be severely questioned again. Universities that have been responsible for pre-service education for teachers in many countries are also participating in the field of educational management.

However, as the academic research trend of strongly required “effectiveness” to practice has increased, it seems that the unreasonable technical approaches or standardized theories without consideration of diverse characteristics are overflowing, too. As the increase of severe situations around educational management, the way of related researches are also strictly questioned. What role can university researchers play here?

There is a certain distance between the words the school leader tells and what they actually think and act. Under/against the political mainstream, “grass-rooted” dialogue to find alternatives and/or follow global trends for school leaders are conducted. Based on the above, this research asks questions from the following perspectives.

1. Background of involving university researchers into practice,
2. Analysis in why reforms, theories and practices do not intersect,
3. Dialogue as a developmental research,
4. Case Analysis in what the headteachers actually think and act.

In this research, “school leader” is defined in wider meaning than headteacher/principal including teachers and other staffs who are trying to bring about positive movement to their school. In spite that, the fieldwork target on headteachers in Japan with different careers such as school administration officers and some other positions in order to clarify the structure and reality of educational management. It is often said that the feature of school reform process in Japan is characterized as “policy-led” and “top-down”, however, the reality is much more complex and dynamic.

As the outcome of this research, it is tried to describe such actual situation through the continual dialogue between school leaders and researchers. Instead of suggesting “how-to” methods and in order to understand situation carefully, the authors are focusing on the dialogue. Such opportunities are clearly limited from both sides of practice and research.

As the conclusion, it is clarified what situation school leaders are facing and what do they consider the local contexts of their schools. The meaning of the cases in global context is also described at the same time. There are much more potentials than people think for educational management if school leaders and researchers meet and reflect each other.

Title of paper and presentation:

About teaching of first and second order

Presenters:

Tina Bering Keiding and Hanne Balsby **THINGHOLM**

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Abstract:

The article About teaching of first and second order has been send to review in a Danish journal on teacher education and the authors wish to present the article to an international audience in order to publish an English version of the article. The article gives a theoretical analysis of the concept of teaching as it unfolds on the basis of Niklas Luhmann's sociological theory of system. Teaching is defined as communication and is aimed at intended and academic knowledge and skills which the students cannot be expected to learn through general socialization. The concept of teaching is linked to three pedagogical themes: The first theme deals with issues of teaching intention. The second theme deals with observation of student learning. The third theme deals with the concept of second order teaching or teaching about teaching. The article contributes with new ways to reflect on teaching and learning; a communicative perspective and the need for classroom communication on classroom communication.

Title of paper and presentation:

The school garden as learning object and learning space

Presenter:

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Abstract:

This paper outlines the changing discourses on school gardening as a learning object as well as a learning space. Based on observations and interviews with different stakeholders it is understood, that Outdoor Education provides a meaningful multidisciplinary and multisensory learning space. The students learn to cope with issues like sustainability, innovation and social justice as situated learning. The main focus of the article will be on the interplay between the experience and reflection of the students. In the school garden the students learn how to grow and care for vegetables in an organic and sustainable way, and to understand the process according to their own capabilities. Relating scientific knowledge and social justice to everyday life, in a systematic way, is understood as the core of garden based learning.

Title of paper and presentation:

Qualitative methodologies and respectful praxis: Researching with youth

Presenters:

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Abstract:

A vast amount of educational research has explored questions related to youth, from a variety of perspectives. Historically this research was conducted **on** youth, often vulnerable youth marginalized within educational contexts; however, in more recent years researchers have been conducting participatory research studies **with** youth. In these studies youth participants engage in the actual research process in various ways, including input into research design and the collection and production of data. Our paper reports on findings from a critical literature review of qualitative methodologies and methods suitable for working with youth participants on issues relevant to their lives. We include studies that make visible the challenges researchers face when attempting to conduct ethical research with youth and to provide space for youth voices to emerge.

Methodologies relevant to youth research include, among others, participatory research, action research (Reason & Bradbury, 2006), community-based participatory research, and arts-based research. Such research is distanced from the historical paradigm of adult researchers doing research **on** youth and utilizes methods that move youth from the sidelines of research to greater involvement in the research process, for example youth collecting data for the study or including data they have produced themselves. Youth friendly methods described in the literature include focus groups (Rosell et. al, 2014), photo-voice (Power et, al, 2014), visual methods (Rose , 2007), arts-based construction of data (e.g., paintings, murals, photographs), and the use of drama in the representations of data.

The literature also addresses qualitative research and the ethical implications involved when participant groups are youth (Loutzenheiser, 2007). Participatory methods have specific challenges related to researching with youth (e.g., informed consent, reciprocity, respectful representation of data), which we address in our review.

Many youth, particularly those marginalized within educational contexts, face a multiplicity of challenges when attempting to complete their secondary education. Our interest in building knowledge related to respectful research praxis with youth participants is connected to our interest in researching youth experiences of travelling what has come to be known in Canada and the United States as the “school-to-prison pipeline.” This “pipeline” metaphor describes the trend in which students, often those who are marginalized in the educational system and in society, choose or are forced to leave schools and as such are at risk of becoming involved in the juvenile and later adult criminal justice system (Dancy, 2014; Skiba et al, 2014).

In our paper, we outline the arguments for the use of particular qualitative methodologies and methods and describe how they have been used in the field in the last few decades. We hope to contribute to a discussion with other researchers about the possibilities, limits, and benefits of conducting respectful research with youth on issues that impact their lives well beyond the period during which they struggle for an equitable and just education.

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Title of paper and presentation:

Administration of teaching and learning for the Future of Secondary Educations in Rivers State, Nigeria

Presenter:

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ABSTRACT

The pivotal role of education as instrument for national development commends it to continuously reinvent and reinvigorate its capacities to respond to the challenges facing the nation especially in the 21st century world. To achieve this Herculean task, effective administration of the dynamic centres of education: teaching and learning is required to effectively interpret and deploy the nation's education policy and execute curriculum realities that respond to fatigues in the present and the challenges of the future. This paper, thus critically examined the administrative issues relevant to enhancing teaching and learning, such as school size, classification, privatization and commercialization of education, neighbourhood schools: teacher education, professional preparation, teacher condition of service, teacher remuneration, teacher perception of equity, fairness and care, curriculum content and relevance, methods and strategies, school infrastructure, facilities, school climate, community/school relationship. The bottom line is how these administrative issues impacts teaching and learning and make meaningful contribution for the future

Keywords: Administrative issues, teaching, learning, future, secondary education, pivotal, education

Title of paper and presentation:

Learn to teach: usefulness of e-Portfolios as an empowering tool toward self-directed learning in a teacher education course

Presenter:

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Abstract:

The emergence of the Fourth Industrial Revolution brings challenges and provides opportunities for the education sector to accelerate the knowledge economy. This paradigm shift impacted immensely on the education sector. Education is currently experiencing rapid changes and challenges due to increase of technology based networked communities. In order for the higher education sector to be relevant and compatible in this challenging society, universities are to compel and to commit to the process of continuous change or become redundant. Literature shows that there are several advantages for using ePortfolios in teacher education programs. These advantages are enhancing lifelong learning, reflective teaching skills, increase pedagogical and technical content knowledge, values, believes, and positive attitudes amongst others. Moreover, the social networked, self-directed learning and communities of practice theoretical frame is foregrounding ePortfolio as empowering tool as a phenomenon in teacher education but in particular in an open distance learning context. Emanating from this view, this research is optimising the impact of the scholarship of discovery through an open distance learning teaching platform to facilitate and empower student teachers on how to teach Economics by bringing change towards a functional and harmonious, diverse education(al) landscape. With reference to this study, only students registered for the Postgraduate Certificate in Education (PGCE/Bed: Senior and Further Education and Training phase) were identified for this study because this yearly module enrolment was less than 300 students per year. The primary lecturer for subject methodology Economics decided to use ePortfolios as alternative non-venue based

assessment. This module shows a consistent pass rate above 90% for the past five years but lesser students enrol for the subject. The problem was not the pass rate but how the primary lecturer can empower and support Economics subject methodology students to become competent teachers to teach the subject effectively after they completed the course successfully. The aim of this module is to equip students with knowledge, skills, values, principles, methods and procedures to understand and explain orally and in writing the relevant theory of teaching in a problem-based education environment by using the Curriculum and Assessment Policy Statement (CAPS) to become competent Economics teachers for grades 10–12. The purpose of this paper is to explore Economics student teachers' views regarding the usefulness of an e-Portfolio as an empowering tool to become competent future teachers at an open distance learning university. For the sake of this paper, an online survey design was employed for the data collection process. A purposive convenient sampling was selected to collect data. Only PGCE/Bed (Senior Phase/Further Education and Training) subject teaching methodology (SDEC00N) students (n=367) which were registered students per module on *myUnisa*. Student teachers completed an online survey, e-Portfolio Educational Value Questionnaire (EEVQ) for collecting data. Five factors were extracted from the data. Students are of the view that compiling e-Portfolios as empowering experience in enhancing their learning and increase future job seeking prospects. Furthermore, they were able to systematically document their university lives, record their learning processes, analyze their own study interests and abilities, organize their learning records, and recall past learning experiences. Finally, student teachers' agreed they learn to teach Economics because of the usefulness of compiling e-Portfolios as a driver to becoming competent future teachers.

Key words: subject teaching methodology, self-directed learning, e-Portfolio Educational Value Questionnaire, e-Portfolio, professional development, open distance learning

Title of paper and presentation:

The importance of tacit knowledge in VET (vocational education and training).

Presenter:

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Abstract:

The main model in Norwegian VET is the so-called 2 + 2 model. This model means that students in vocational program first receive training for two years in upper secondary schools before they begin a two-year apprenticeship in the workplace. Training in a company, which is a combination of training and productive, giving the apprentice has considerable responsibility for its own competence. In this study, I examined how vocational teachers in the building trade and automobile trades facilitates teaching in school so that the student can be prepared for the independent work that he / she will face as an apprentice in a training establishment. The study builds on a previous study (2017) my colleague and I have done where we found that apprentices and learning companies use of electronic reporting system for documentation of learning activities use of electronic reporting system for documentation of learning work helps to strengthen the apprentices' safety that they receive the necessary training and tools contributes to communication between professional leader in enterprise and apprentice supporting apprentice vocational development and burgeoning vocational identity and pride. It appears that documentation systematics forces apprentices' understanding of the task as future practitioner.

This study seeks to find answers to how vocational teacher facilitates vocational students opportunities to develop and train themselves on the tasks they will face as apprentices. I have availed myself of theories about experiential based and tacit knowledge, and my own and colleagues' previous research to analyze my findings. The method I have used is a so-called unstructured group interview with two vocational teachers, one in the building

trade and in automobile trades where I was interested to reveal the meaning of the topics that came up in conversation. Both teachers had rich experience in applying electronic monitoring tools in their teaching in school. The interview was taped, transcribed and printed on paper. The meaning of the text was analyzed using a phenomenological approach (Johannessen et al., 2004 p.76; Creswell, 2009 p. 57). In addition, I observed one of the teachers in the classroom where students were instructed in the use of the online tool. The guidance was to help students to log the learning activities that were implemented in practical work in a company subject YFF (Vocational Specialization). This school subject that aims to give students the opportunity to gain experience with the content, tasks and working methods that characterize the different professions within the education programs, and to have a go out in relevant trades (The Norwegian Directorate for Education and Training, 2016).

The result of my preliminary findings so far show that vocational teacher transfer and facilitating the development and integration of experiential based and tacit knowledge requires both action, reflection and an emotional commitment.

Title of paper and presentation:

**Exploring Teacher-Candidates' Mental Health Understanding and Experiences:
A Two-Year, Case Study of a Mental Health and Wellness Elective Course**

Presenters:

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Abstract:

Mental health and wellbeing are topics of increasing global concern (WHO, 2013). In Canada, approximately 10% of individuals 15 years and older reported experiencing a mental health disorder within the last year, with over one-third of these individuals anticipated to experience a mental health challenge within their lifetime (Statistics Canada, 2012). In response, there have been increased calls for mental health literacy, with the understanding that educational effort work to eliminate stigma and promote positive self-care practices (Kutcher, Wei, & Coniglio, 2016). Postsecondary institutions in general, and teacher education programs in specific, are uniquely positioned to provide young adults with information and skills related to mental health and wellness (MacKean, 2011). Benefits associated with the delivery of mental health and wellness literacy within teacher preparation programs are multifaceted in their promotion of teacher candidates' care of immediate and future self, as well as their ability to promote the wellbeing of others (i.e., students, colleagues) within their future roles as educators.

To this end, we report on a two-year, qualitative, case study (Yin, 2009) focused around the delivery of an elective mental health and wellness course. Specifically, we completed individual semi-structured interviews (seven participants per year), in order to gain insights about their understandings of mental health, learning experiences, and professional development intentions in context of completing a course in mental health and wellness. Initial thematic analysis indicated that participants identified reflection and sharing as critical course elements. Participants also reported acquiring refined understandings about the nature of mental health and wellness (i.e., wellness as a fluid and dynamic process) and the importance of self-monitoring and self-regulation practices. They reported valuing confirmation of their current effective coping strategies and

opportunities to acquire novel ones, especially as related to stress management. Finally, participants articulated a perceived responsibility for promoting and sustaining mental health and wellness in their future roles as educators, but prefaced these discussions in context of limited knowledge and skills. We supplement these findings with a broader reference to whole-class (approximately 35-40 participants per year) self-reported mental health and wellness experiences as expressed through beginning-of-course and end-of-course mini-narratives and standardized measures of perceived stress (Perceived Stress Scale) and general wellbeing (World Health Organization Well-Being Index: WHO-5). We connect participants' experiences to the larger literature related to mental health and wellness among postsecondary students and practicing educators, as well as provide general recommendations for the delivery of mental health and wellness courses and supports within teacher education and postsecondary programs.

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Title of paper and presentation:

The role of narrative in the development of the South African curriculum: analysis of Life-Sciences and Live and Living content.

Presenter:

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Abstract

The South African principle of progression in the Curriculum Assessment and Policy Statement (CAPS) aimed at ensuring that the content and context of each grade shows progression from simple to the complex. The study wishes to find out whether the curriculum developers infused the above-mentioned principle during the development of the Natural Sciences (life and living) content in the General Education and Training band (GET) which serves as a background knowledge for the mastery of the Further Education and Training band (FET) Grade 10 Syllabus. The writing of this paper was motivated by findings by other researchers who postulated that CAPS Grade 10 Life sciences content is difficult for the learners and that led to poor learner performance. The main aim of this adventure is to search for the causes of poor performance by scrutinizing the Natural Sciences (life and living) content in the GET band to check whether topics provided in this band lay the foundation for the mastery of the grade 10 syllabus. The focus will be on tracing the existence of coherence of facts between topics within the grades as well as between the grades themselves- the so called narrative.

Habermas' Narrative theory will be used which states that one of the criteria for coherence had been whether the event was explicitly related to other parts of the story. This theory will be used to check whether there is connection of facts between adjacent topics in the Natural Sciences (life and living) and Grade 10 Life Sciences. Coherence of facts is key to this study because it enhances learning about the processes of scientific thinking and investigation. The researcher suggests that if there are connections that give meaning in

the Natural Sciences (life and living) content as well as the Life Sciences Grade 10 content, then the CAPS Grade 10 syllabus cannot be said to be difficult.

A qualitative research design was used in this study. Data collection was done through one focus groups interview as well as document study. A purposeful sampling technique was used to source for information-rich participants. The sample comprised of seven Life Sciences educators (3 males and 4 females) from Bojanala district in the Northwest province. This sample consisted of life Sciences educators who had twenty years plus teaching experience in the subject Life Sciences Grade 10. During document analysis the Natural Sciences (Life and Living) content as well as the FET band Grade 10 content was scrutinised to check whether there is a linking of facts between the adjacent topics and also to check whether topics are arranged from simple to complex.

The results of this research indicated that the Grade 10 educators are dissatisfied with the allocation of topics in CAPS Grade 10 which according to them, does not suit the level of development of that age-cohort. From document analysis it was discovered that the narrative approach was not followed in the selection of topics for both the CAPS Natural Science (life and living) and CAPS Life Sciences Grade 10 syllabi.

Title of paper and presentation:

**The Evaluation of the Quality in Education in Chile and its application to the
Training of Teachers of Mathematics**

Presenters:

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Abstract

The State of Chile and its Ministry of Education are concerned, some years ago, for the quality of education at all school levels in which the education system in the country is configured. At the same time, it is concerned with the initial and continuous training of teachers entering the system. The results of national (SIMCE) and international (PISA) evaluations indicate disappointing results, especially in mathematics.

This situation generated the formation of a National Accreditation Commission that establishes the quality of the initial training of teachers in the different institutions of the country that consider these programs, whether at pre-K, primary or secondary level. For example, in the last three years the application of a test on teacher competencies called *Prueba Inicia* has been added. It cares for the level of mastery that a graduate has at the moment.

The rules under which this Commission operates have been optimized over time in order to adapt to the dynamism and trends of public policies in education. Therefore, in general, for a program to be accredited in education, it is necessary to present to the National Commission of Accreditation its intention to do it and to develop within its institution and

faculty a process of self-evaluation that combines the analysis of the strengths and weaknesses in which it is performed and the improvement that this situation deserves.

The Mathematics and Computing Teaching Program of the University of Concepción is the only program accredited for 7 years in 2013 in the country. This is a very advantageous situation for our graduates because they all graduate and have work guaranteed in the education system. However, in 2016 it is decided to start the process of taking into consideration and work academically to face the next process of accreditation in the year 2020. What are our goals? To incorporate into the Initial Formation process emerging elements in Chilean society, such as citizen education, the inclusion of all people in the educational processes that the country unfolds and the domain of the lexicon of natural language. The latter is considered given that it is evidenced a regrettable deficit in this area. It is necessary to attend it quickly in our mathematics teachers because the majority considers the symbolic language as the source of mathematical knowledge without realizing that verbal, oral or written interaction is fundamental for the development of mathematical thinking processes.

Keywords: education, quality, accreditation, initial teacher training, mathematics

JISTE22.1 – Call for paper submissions – from ISFTE2017

JISTE - JOURNAL OF THE INTERNATIONAL SOCIETY FOR TEACHER EDUCATION



Call for Submissions for Vol. 22(1)

Theme: Teaching and Learning for the Future

Deadline: October 1, 2017

Submissions are invited for Vol. 22.1 from papers presented at the 37th annual ISfTE seminar, Danish School of Education, Aarhus University, Denmark, April 24-28, 2017, in Aarhus, Denmark. When you revise your paper, please consider the learnings from your paper group discussions. Please attend carefully to the manuscript guidelines printed below. Remember that the focus of the journal is on teacher education in an international context; this as well as the theme of the seminar should be clearly reflected in your submission.

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- All text should be double-spaced, with margins one inch all around (2.5 cm), left adjusted only.
- Paragraphs should be indented one tab.
- Tables, figures and charts should be kept to a minimum (no more than 4 per article) and each sized to fit on a single page 8.5 x 5.5 inches (20 x 14 cm)
- Abstract should be limited to 100-150 words.

- The cover page shall include the following information: title of the manuscript; name of author or authors, institution, complete mailing address, business and home phone numbers, and email address.
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- Writing and editorial style shall follow directions in the *Publication Manual of the American Psychological Association* (6th ed., 2009). References MUST follow the APA style Manual. Information on the use of APA style may be obtained at www.apa.org
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BOOK OF ABSTRACTS

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