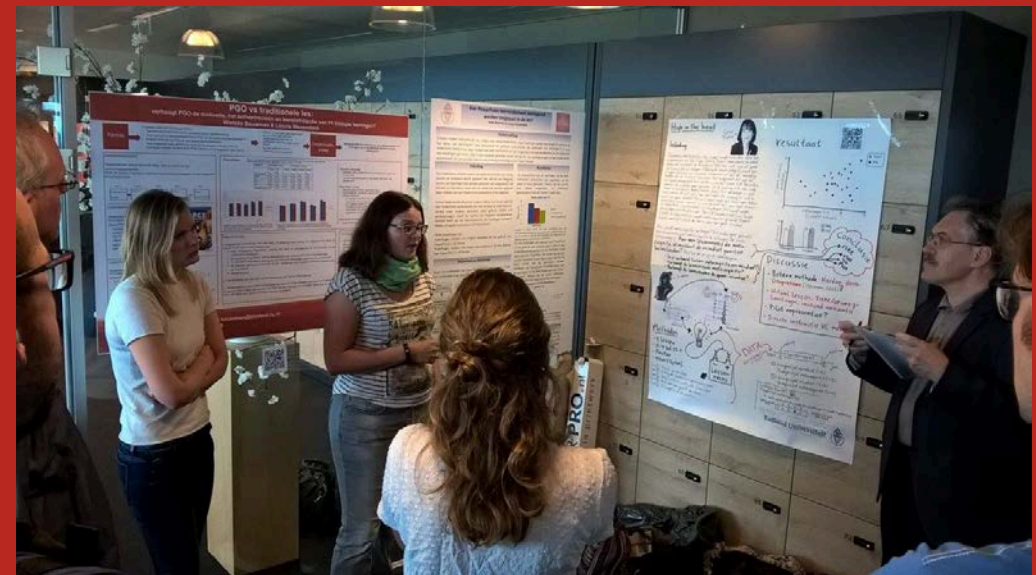# Positioning Student Teacher Research in Teacher Education:
Perspectives from Teacher Educators

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Introduction

- Concern: previous research into experienced teachers' practitioner research
  (Meijer, Oolbekkink-Marchand, Meirink & Lockhorst, 2012; Oolbekkink-Marchand, Van der Steen & Nijveldt, 2014)

- Context: Dutch University-based Teacher Education program &
  Dutch academic schools

- Course: Practitioner Research in Teacher Education

- Controversy: Recent National Discussion on The Goals of PR in TEd

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Student Teacher Research in the Teacher Education Curriculum (I)

Position in the curriculum
- Single course (Ulvik, 2014; Trent, 2010)
- 'embedded' in the curriculum (Shosh & Zales, 2007; Vaughan and Burnaford, 2015)

"one trend worth noting is that, as action research grow in depth in graduate teacher education programs, it is designed more as an embedded experience, a cross-course experience, and less as a single captstone course" (Vaughan & Burnaford, 2015,p.)

Impact of PR on Student teacher development as a teacher:
- Shortterm impact on ST professional development (Parkinson, 2009; Ulvik & Riese, 2015; Windschitl et al, 2011)
- Long-term impact ST: level of preparedness and higher ratings by employers (Hammerness et al. 2005) but involves multiple characteristics of a TEd program.

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Orientations and goals of (ST) practitioner research (I)
(from Oolbekkink-Marchand, Van der Steen & Nijveldt, 2014)
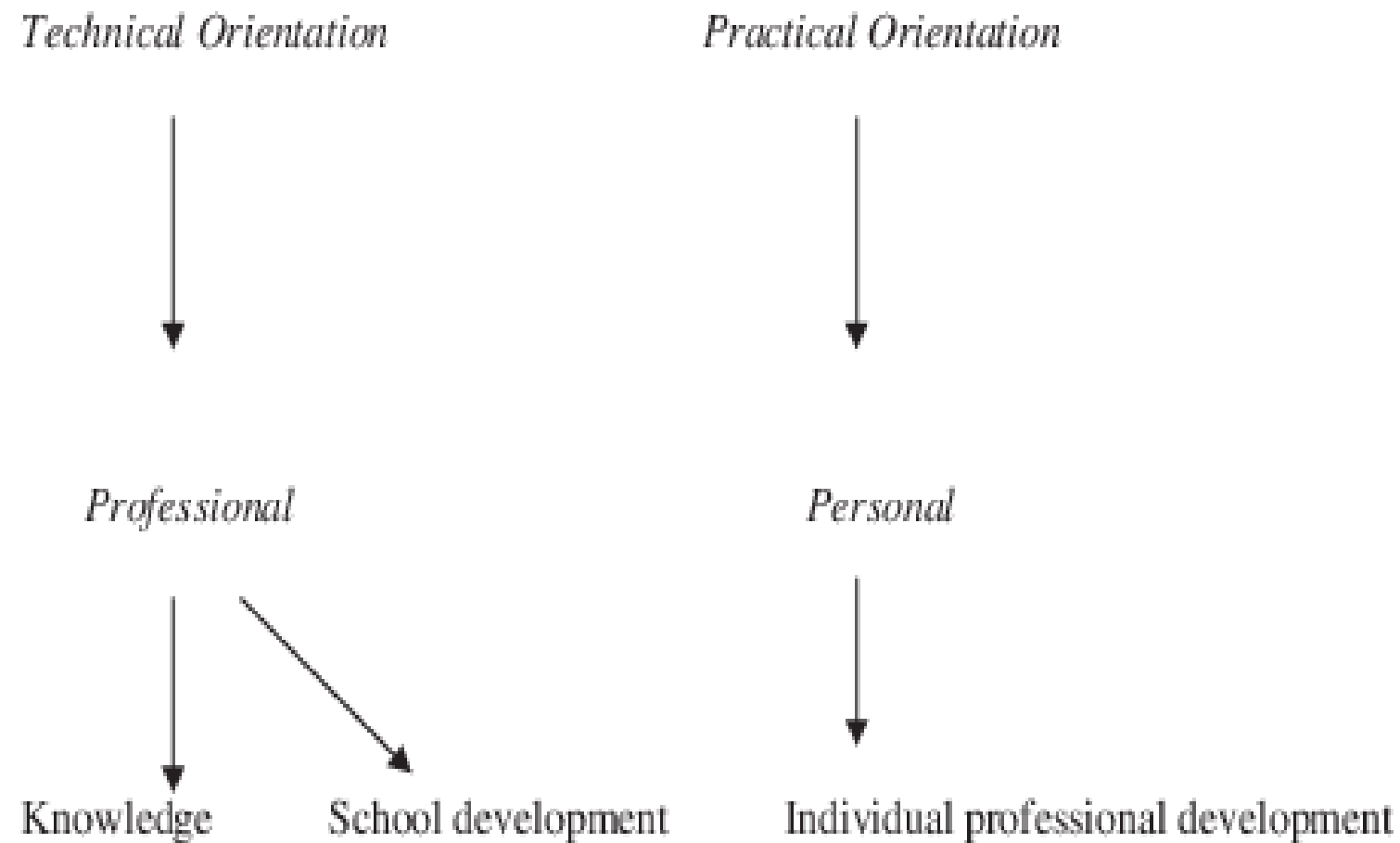
Orientations and goals of (ST) practitioner research (II)

- Goals of (Student-Teacher) Practitioner Research

  - Personal professional Development (Vaughan & Burnaford, 2015)
    – Learning deliberately from practice (Ginns, 2001)
    – Developing an inquiry stance (Cochran-Smith et al., 2009)

  - School development
    – Teacher leadership to affect change in school/community (Vaughan & Burnaford, 2015)
    – Influence on school practice (Frost et al., 2004; Oolbekkink-Marchand, et al., 2014)

  - Knowledge
    – Results which can be generalized to other contexts (Zeichner et al., 2001; Oolbekkink-Marchand et al., 2014)
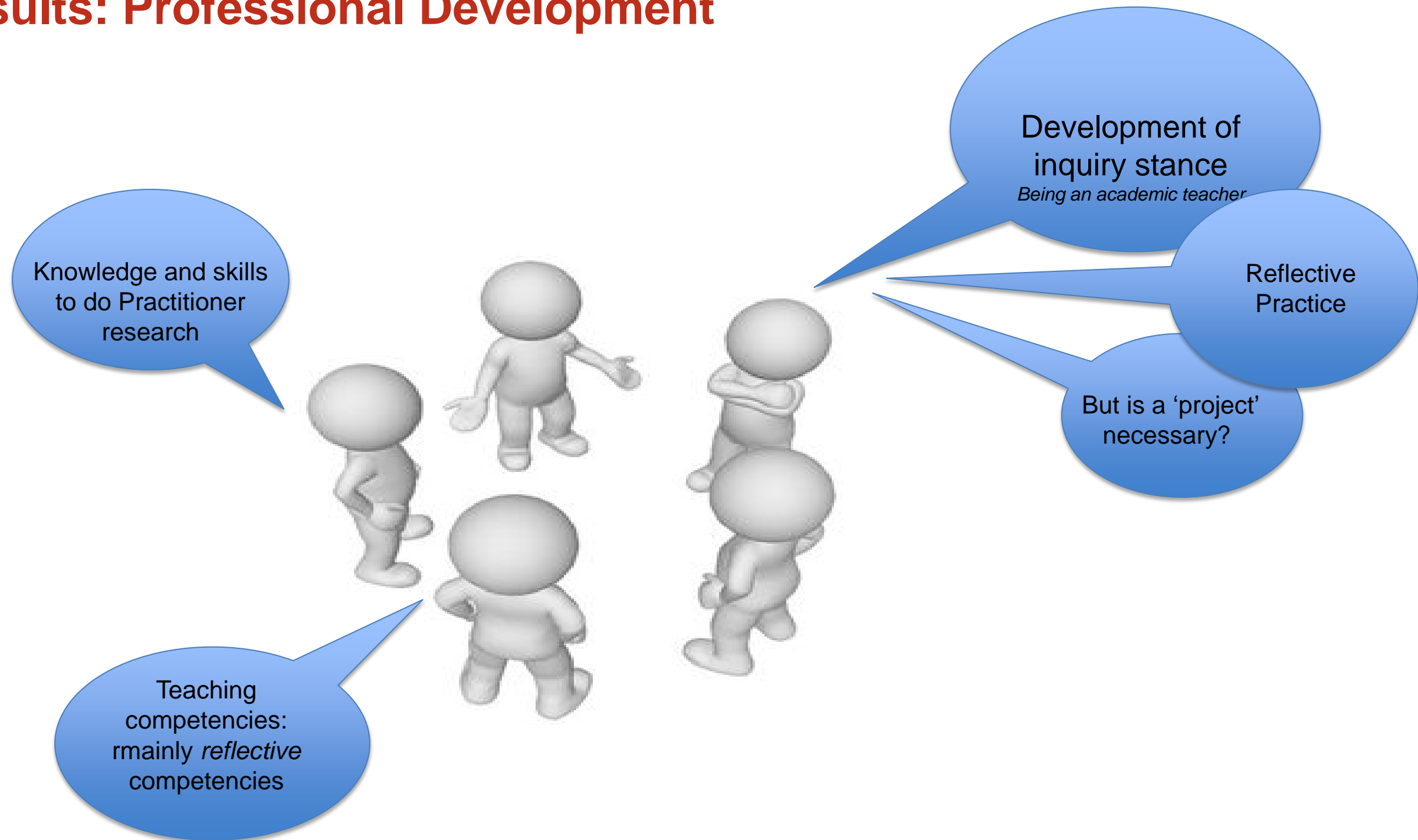
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Research Questions & Method

- What are teacher educators' perspectives on the goals of practitioner research for student teachers?

- Small-scale exploratory interviewstudy
  - 8 teacher educators
  - 3 university-based TEd programs
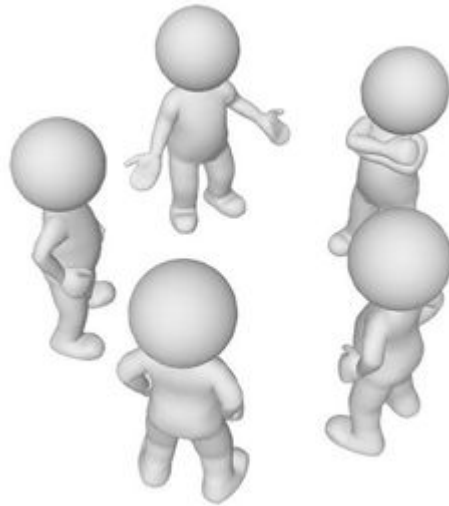 - Semi-structured interviews (30-60min)

  - Qualitative Analysis
    - Directed Content Analysis
    - Case-based Matrices

	Research tasks?	Experience in TEd
Ellen	No	14yrs
Marion	No	23yrs
Henry	Yes	12yrs
Miriam	No	10yrs
Paul	Yes	6yrs
Pete	Yes	38yrs
Lily	Yes	14yrs
Anne	yes	11yrs

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Results: Professional Development

Knowledge and skills to do Practitioner research

Teaching competencies: rmainly *reflective* competencies

Development of inquiry stance
Being an academic teacher

Reflective Practice
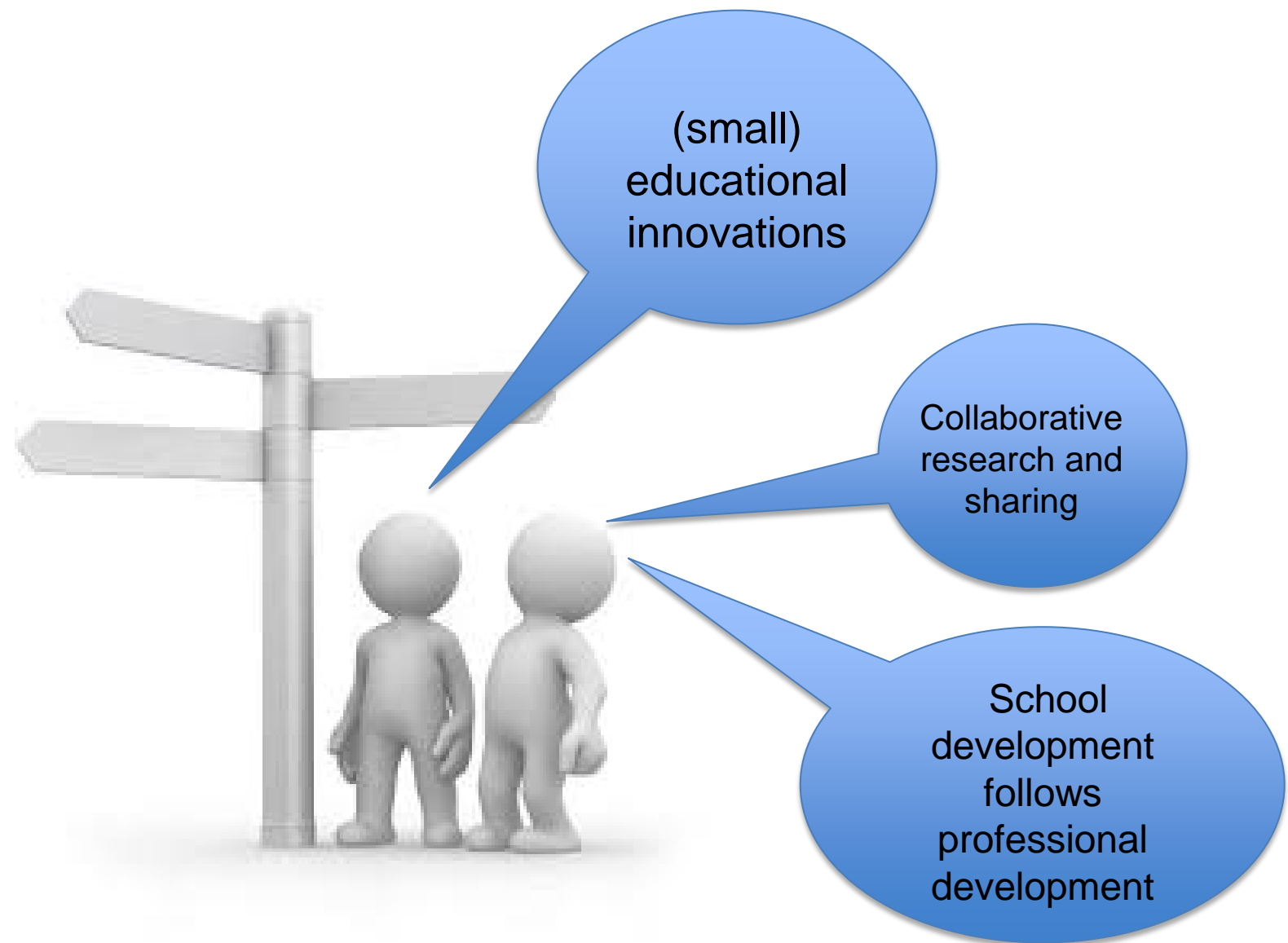
But is a 'project' necessary?

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Results: Professional Development

- "An inquiry stance is the aim. The skills, doing research is the means… I think TEd focuses too much sometimes on for example if research methods are correct" (Paul)
- "…but you also need all those techniques, you have to know what it is to do research and what skills you need for that. I really find it important that they realize how much research is part of their everyday practice" (Anne)
- "Decisions in schools (at the end of term) about students are often made based on hear-say. And I want my student teachers to learn to question these decisions made in schools." (Lily)
- " It can be a way to develop but it's not the only way…" (Miriam). "It depends on the context of the school" "I thought we teach them social scientific research.. But how long did it take me to learn that"

Results: School Development

(small) educational innovations

Collaborative research and sharing

School development follows professional development
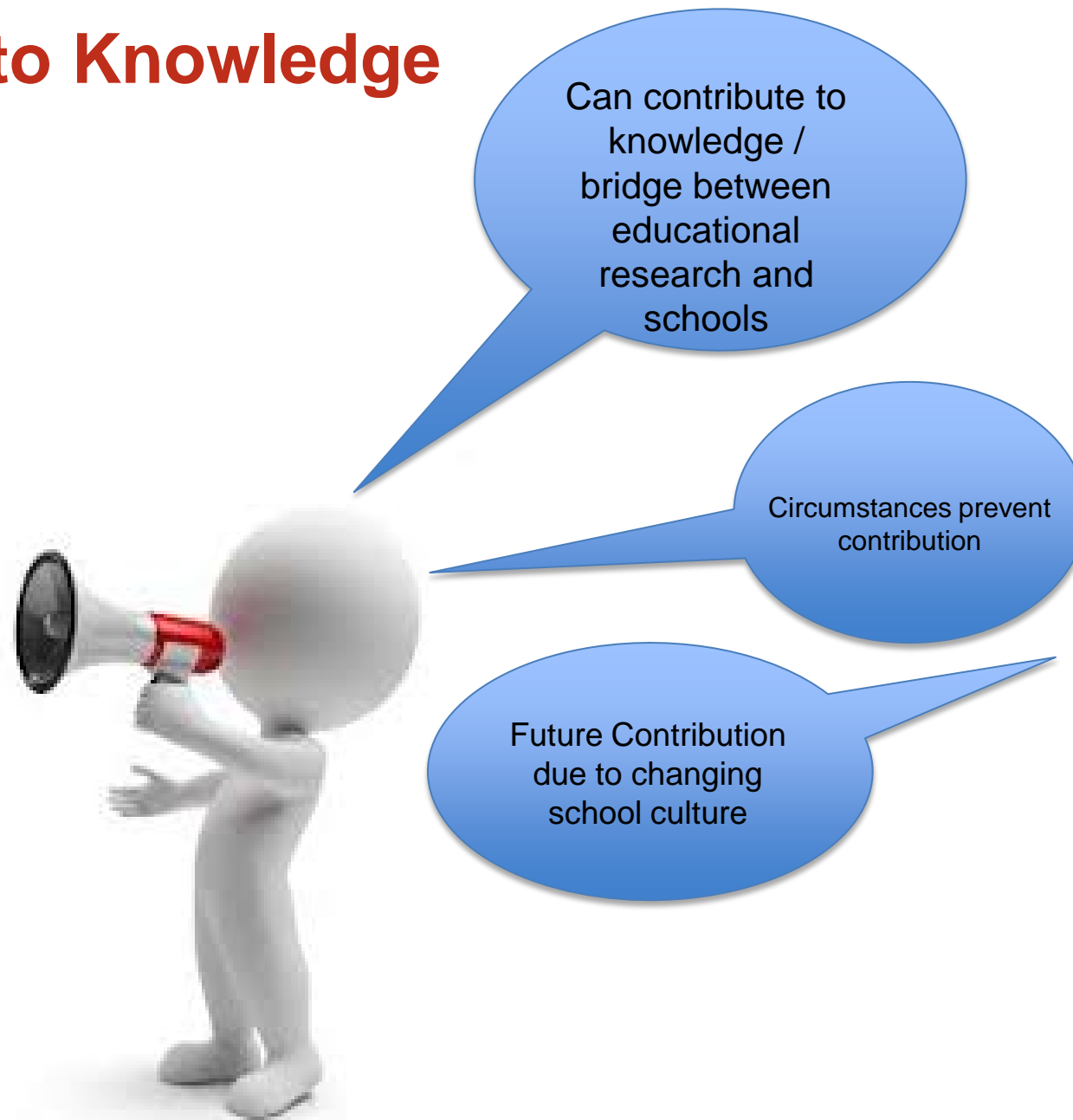
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Results: School Development

- "I believe that they will use the knowledge they gained during their research project and will maybe discuss it in their subject matter team." (Ellen)

- "Contributing to policy or educational innovations or doing research within a subject matter team, that benefits from an inquiry stance on your work as a teacher" (Anne).

- "It is no use I think if I as a teacher discover something about m y teaching and tell that to you as my colleague. …. If you want to change education, a contribution to knowledge requires a change process, which involves not only working on practices but also on beliefs" (Pete)

Results: Contribution to Knowledge

Can contribute to knowledge / bridge between educational research and schools

Circumstances prevent contribution

Future Contribution due to changing school culture

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Results: Contribution to Knowledge

- That (contribution to knowledge) is only possible if you have a lot of time and distance to your practice, good research instruments, the possibility to analyze large amounts of data and that is often just not possible for teachers" (Paul)

- "There will be more and more research within schools, teachers doing research and experienced teachers who will start doing research" (Lily)

Results: Personal and Contextual Factors
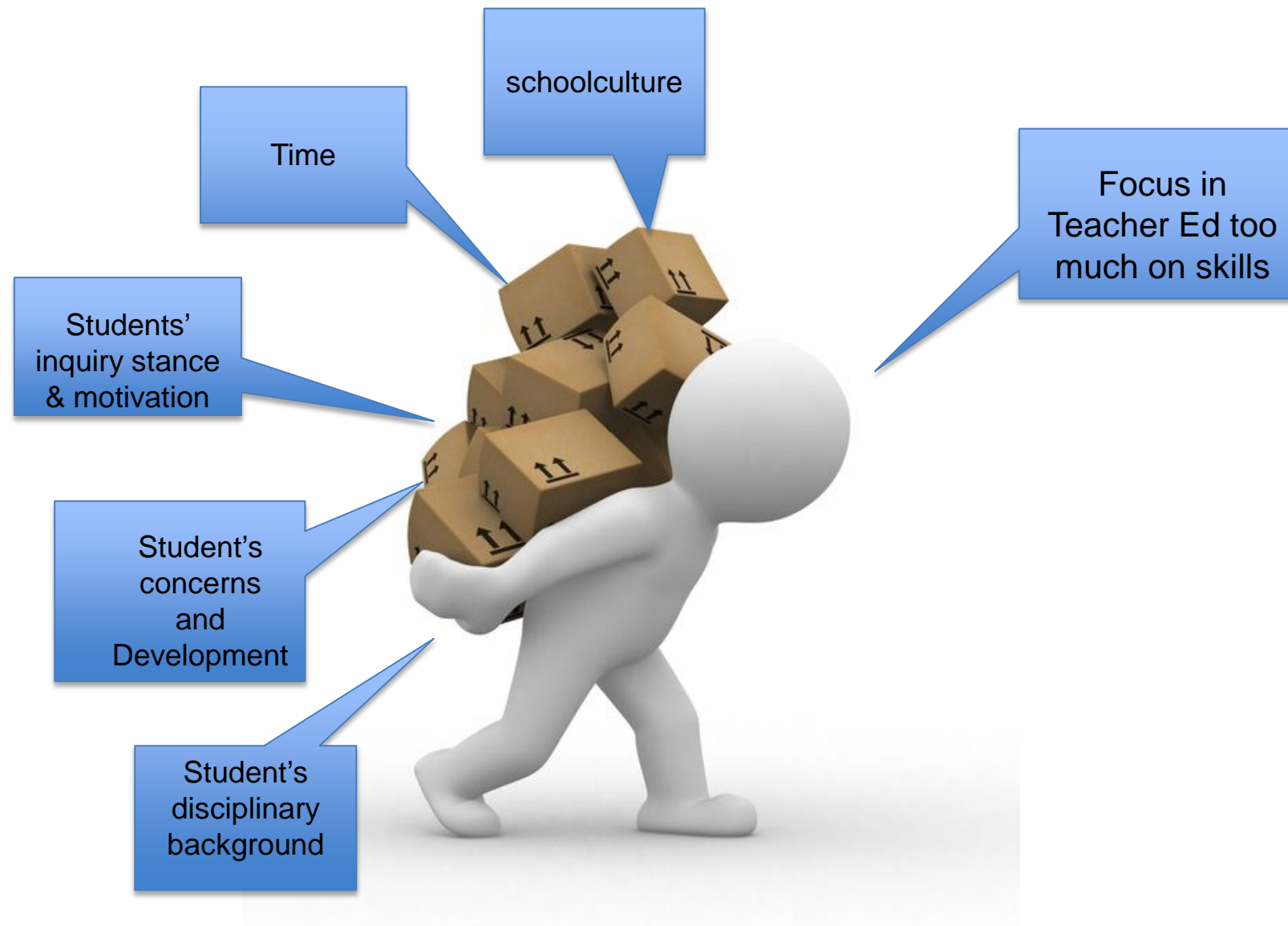
Results: Personal and Contextual Factors

- "In schools there is often no time for research because it is not part of the core-business. Schools have another rhythm, everything that happens, has to happen today." (Henry)
- "They do it because they have to but it is more effective if students really research something that they want to discover" (Anne)
- "I think you can do more in-depth research if you spent more time in teaching practice, than you can ask better questions" (Marion)

Conclusion

- Practitioner Research contributes to ST's professional development
  - Project -> stance? OR Encouraging Inquiry stance throughout?
  - Timely in Student Teachers' Development?
  - Student Teachers' motivation ?

- School Development
  - Research culture in Schools?
  - Supervision in schools?

- Knowledge
  - Research culture in schools?
  - Lack of time?

Implications
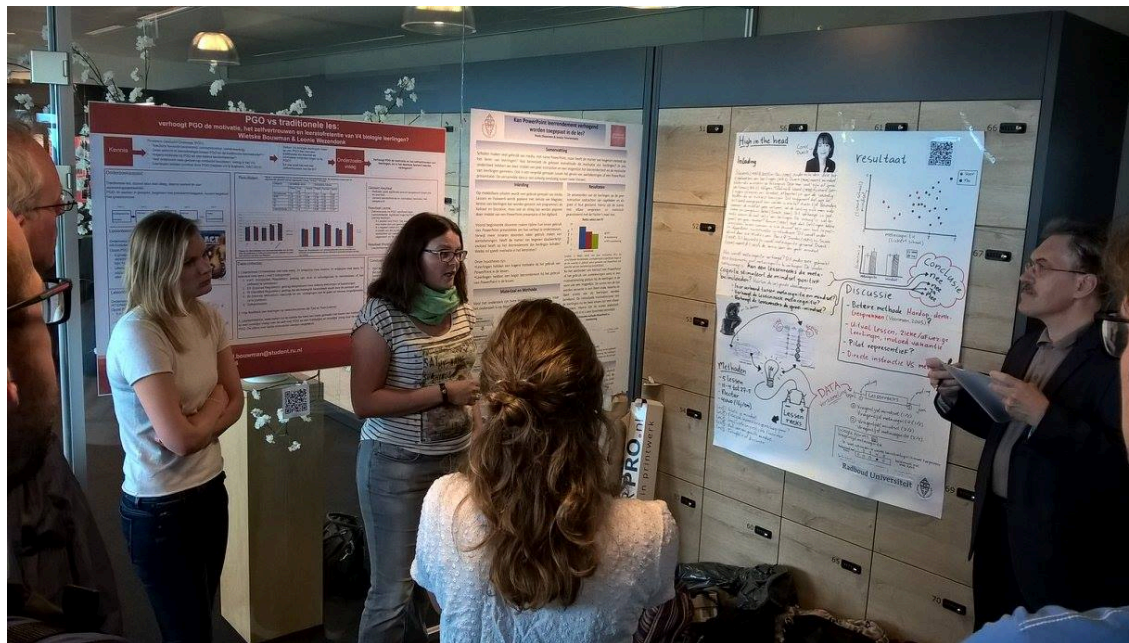
- Discussion in Teacher Education including partners about the goals and the consequences for the curriculum: Can we have it all?

- More research on perspectives of both Teacher educators, student teachers and schools on the goals of practitioner research.

- Investigate the assumption that practitioner research leads to student teacher development (inquiry stance) both short and long term

Something to think about…..
Goals of practitioner research and corresponding validities (Oolbekkink-Marchand et al., 2014)

Goals	Primary	Secondary	
Individual professional development	Outcome Catalytic	Process Democratic	Dialogische validiteit
School development	Democratic Catalytic	Outcome Process	
Generalizable knowledge	Process outcome	Catalytic democratic	

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