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**Editorial**

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Welcome to the seventh issue of the Teacher Education Advancement Network journal. It is most pleasing to discover that papers from the TEAN journal are found to be helpful and relevant across the globe, both to teacher educators and to student teachers. Please share with TEAN any instances of this beneficial engagement. In this issue we bring together a varied range of papers, some of which were presented at the 3<sup>rd</sup> TEAN conference in the Aston conference centre in Birmingham in May 2012, and all of which engage with interesting and useful themes which you will find of great value to your practice. For further information about the 4th TEAN conference and other TEAN events, go to [www.tean@cumbria.ac.uk](http://www.tean@cumbria.ac.uk) .

Many thanks to all our reviewers for their time and the excellent advice they offer aspiring authors, and to the authors themselves for the hard work they put in to complete their papers to the standards required in a journal of this kind. If you would like to become a reviewer or submit a paper, contact [alison.jackson@cumbria.ac.uk](mailto:alison.jackson@cumbria.ac.uk)

Remember that the TEAN journal is committed to giving support to you through the reviewing process and the journey to publication.

Imran Mogra from Birmingham City University begins this issue by asking us whether there is a place for Role Play in teacher education. The paper presents an imaginative and creative approach to tackling an area which students tend to find difficult; Special Educational Needs and Inclusion. The case study Imran carried out was focussed on the application of role play to enhance the teaching of the Special Educational Needs Code of Practice as part of a module on Inclusive Practice in the context of Initial Teacher Training. It was hoped to encourage more sustained reflection on the relationship between the Code of Practice and classroom practice, and to consider the complexities of inclusive practice in education. In a clear and thoughtful way, this theme is explored and, although it is acknowledged that role play does not suit all, Imran suggests that it is a useful technique and allows the fostering of greater confidence when faced with the exploration of some sensitive and personal issues.

We then turn to technology; Kerie Green and David Longman from the University of Wales, Newport engage us with an innovative and well designed study into technology enhanced learning. Their project used an audience response system for providing structured in-class feedback to tutors and learners, with a particular emphasis on supporting a tutor's use of questioning techniques. They explain how they used 'clickers' and how

they subsequently modelled the use of clickers to student teachers to encourage their use in the classroom. They report that the key outcomes from the project have been pedagogical not technical in that they wanted to improve the teaching and learning of mathematics for trainee mathematics teachers, and their findings suggest that this was achieved. The student feedback particularly illustrated how confidence in talking about mathematical ideas helped them to think more constructively about their own misunderstandings and thereby to overcome them.

We stay with a technological theme as we join Claire Scott from the University of Derby who explored the efficacy of a technology-enhanced learning resource designed by tutors to develop their students' understanding about academic writing and their confidence in working independently. Claire's hope was that engagement with this resource would have a twofold effect; firstly that students would be encouraged to work more independently, but secondly that tutors would benefit from this because students would not need as much one to one clarification and assurance, and hence valuable time could be saved. The findings of the study were extremely positive and this model could well serve to be used across many faculties and HEIs as it has a high degree of relevance to other programmes and educators. As the cultivation of student independence is a high priority and something which reflects the fundamentals of the very purpose of education, this paper is a most valuable contribution.

Those who read Peter Gossman's paper 'My best teacher' in Vol 3 No 1 of the TEAN journal, will be intrigued to read the paper from Gareth Lewis and Sue Forsythe from the University of Leicester. Here they investigate 'My best mathematics teacher'. They asked aspiring mathematics teachers to describe one of their 'best' maths teachers. Their aim was to add to the growing body of literature which indicates the value of teachers' personal attributes and how important these can be for student motivation and confidence in mathematics. They tell us that the attributes which the student teachers suggested are hardly mentioned in lists of teacher competencies compiled as part of government standards for teachers and some surprising data during their study suggested that success in a subject did not seem to necessarily preclude disaffection. The TEAN journal hopes to return to mathematics with the publication of further papers around this subject, so be sure to look out for that and if you are inspired to follow the theme of 'My best ...', get in touch.

Finally for this issue, we are indebted to Claire Lloyd and Robin Trangmar from Coleg Llandrillo Cymru who present a fascinating paper exploring the implications within a teacher training programme of John Hattie's synthesis of over 800 meta-analyses for lesson design and delivery. They carried out a case study in two stages: stage one involved an interpretive cycle that allows Hattie's attributes of effective practice to become meaningful through a consideration of the context in which they are applied; stage two built on the findings of this review to translate 'ways of thinking about teaching' into 'ways of teaching' that accommodate different goals and abilities in order to impact a range of student outcomes. Results suggest that practitioners need to develop a shared

commitment to thinking that is willing to engage with evidence and use this as the basis for questioning mindsets, critiquing existing practices, and exploring new ideas; and a commitment to action that is open to managing a complex process of change.

***Alison Jackson***