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Editorial

Welcome to this first issue of the TEAN journal for the academic year 2014-15. The TEAN journal offers an opportunity to teacher educators to showcase their research and scholarly activity and we thank all our authors and reviewers for the time and commitment they have given to creating this issue. We learn from Google that the journal is very popular with many 'hits' on articles and papers and, as it has its own ISSN and full citation information, you can use the papers to reference in your own work. In fact, I am aware that many of you use the journal already in your own work and also with students. In this issue we re-visit Problem-based Learning and Emotional Intelligence, investigate a perspective on school/HEI partnership, consider social networking, and welcome a perspective paper from the General Teaching Council of Scotland.

Fiona Patrick and Alistair McPhee from the University of Glasgow invite us to evaluate the use of problem-based learning in a new initial teacher education degree. Their research specifically looked to understand the extent to which problem-based learning supported students to make links between educational theory and professional practice. Given that the so called 'theory-practice' divide is contested territory and much debated, their findings, which concluded that PBL did help the students in the study to connect theory and practice, are of major interest. How you go about this, they suggest, is of prime importance and they intend to continue their research further.

Andrew Hurley and Paul Cammack from the University of Cumbria investigated current preparation for placement processes in primary schools. They wanted to suggest improvements for this and took into account the impact on trainees' social and emotional well-being both before and during the school placements. This acknowledges factors beyond pedagogy which might affect retention of student teachers. Their findings are of great interest to all as their student teacher participants felt that there is a need for help in developing personal emotional competencies as part of the preparation for the complex role of teacher.

Effective school/HEI partnership is an essential part of teacher education and Adrian Copping from the University of Cumbria shares the findings of his research with what he calls 'an organically developing partnership' between an HEI and a primary school. Interestingly he notes how this kind of effective partnership has taken time to mature- it is not an overnight thing. He also refers to it as a partnership 'journey' implying that we take it together and it evolves. Adrian has found that effective partnership can start this way and that the partnership which develops benefits all in terms of sustainability, innovation and collaboration. His paper also touches on the implications of School Direct planning and working.

Is there a place for social networking in education? Elizabeth Jackson and Deeba Hussein Ahmed from the University of Cumbria think that there probably is. They conducted a case study in a

secondary school, looking at implementing a social networking platform as an educational tool. They looked particularly at potential advantages and challenges and discovered that the benefits outweighed the difficulties. They conclude that there is a need for schools to consider not just how a tool such as a social networking platform can be used within existing pedagogy, but also how teaching and learning may need to be redesigned to gain maximum benefit from it.

The TEAN journal welcomes Tom Hamilton, Director of Education and Professional Learning at the General Teaching Council for Scotland to present a perspective paper on the work of the council. The philosophies and direction of education in Scotland are of great interest to teacher educators not only in the UK, but worldwide. Tom gives us a comprehensive and interesting explanation of the work of the GTCS, emphasising the council's commitment to the important role of the universities in teacher education. Education in Scotland is much admired, but Tom reminds us that the GTCS' constant acknowledgement of the need to review what it does and why ensures that complacency never puts the brake on renewal and progress.

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