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Editorial

This summer TEAN presents the 17th issue of the TEAN journal here with a range of papers on varied topics which will be of interest to all involved in teacher education. The reviewers for TEAN continue to make a most valuable contribution to our journal and give clear and constructive feedback to all authors. If you would like to be involved in the journal as a reviewer or have an idea for a paper for the journal, please get in touch with alison.jackson@cumbria.ac.uk

Congratulations to all our authors for all the time and effort they put in to finalise their papers and give us plenty to advance our thinking about teacher education.

Victoria Brennan, Andrea Mallaburn and Linda Seton from Liverpool John Moores University present the results of a pilot study into teachers' perceptions of chemistry outreach work, especially in the context of children's social demography. Emerging themes are discussed and these will be followed up in the main data collection in the next stage of the project. These themes are: 'engagement', 'utilising activities/resources, 'a wider knowledge of science careers available', 'applications in a real life context' 'professional development of teachers, and in addition the delivery of these programmes, such as the 'involvement of external partners' The themes highlight how teachers may perceive chemistry/science outreach to be of greater importance the higher the educational level and how these programmes may provide experiences and opportunities for students from a lower socio-economic background.

John McCullagh and Andrea Doherty from Stranmillis University College, Belfast consider what pre-service teachers learn from microteaching primary science and how an online video analysis tool can enhance learning. Observing and teaching high quality primary science lessons during placement may be difficult because of the focus on Numeracy and Literacy and decrease in the profile of science within the primary curriculum. This research suggests that the online video analysis tool VideoAnt adds significant value to the learning resulting from each of the three features of microteaching; shortened lessons, video analysis and feedback. Findings could help address the challenge of achieving greater integration between the college-based and school-centred components of ITE programmes, and enhance pre-service teachers' experiences of teaching in curricular areas where the opportunity for practice during placement may be limited.

Pete Atherton from Liverpool John Moores University is concerned with the use of Kahoot! and how it can help trainee teachers understand the learning process. Kahoot!, an online collaborative learning platform, is frequently used as a quiz by experienced and trainee teachers and Pete suggests to us that these quizzes are frequently focused on recall and low order thinking. In his research, he explored how teachers can design Kahoot! quizzes in a way that enables them to better understand the links between educational technologies and learning. Added to this, a complementary element to his research assessed the effectiveness of Kahoot! as an example of using edtech to gather formative data and also develop their learners' own questioning techniques. The research findings reinforce the need for teachers to develop their digital pedagogy alongside carefully scaffolded tasks.

Sarah Hindmarsh from Nottingham Trent University reports on student engagement when learning outdoors was the focus of a study visit to Northern Norway for two members of the primary science team in an English University. The University College that was visited in Northern Norway has a well-established reputation for its outdoor learning provision and the visit focussed on the structured observation of teacher educators working with student teachers in a woodland playground project and a 'Land art in the tidal zone' residential fieldwork project. Sarah suggests that high quality outdoor learning experiences, including fieldwork, encourage skill development and that positive teacher – student relationships with the development of self-efficacy for student teachers are important for securing high levels of engagement and involvement when learning outdoors.

Hazel King from Canterbury Christ Church University suggests building Student-Teacher Relationships minute by minute. She suggests that student teachers are introduced to the effectiveness of formative assessment which relies on the teacher having an in-depth understanding of their learners. She undertook an action research project to evaluate the development of student-teacher relationships through written dialogue, building on research on the 'one-minute paper'. Students were positive about the benefits of using 'one-minute papers', and content analysis of their questionnaire responses drew out themes around personal student-teacher relationships and how these can support student learning. Hazel concludes by discussing the importance of making learning explicit for student teachers and using teaching approaches that nurture student-teacher relationships to empower students to become partners in the business of learning.

John Smith from the Institute of Education, University College London considers Reading Policy in England. He proposes that the 'Simple View of Reading' (SVR) generated an opportunity for the implementation of stable policy and balanced reading instruction in a conflicted environment. Measures taken to reinforce national systematic synthetic phonics instruction ensured that effective instruction is directed to the 'word recognition processes', but equal emphasis on measures supporting the development of the 'language comprehension processes' dimension is not so evident. His own revised version, The Simple View of Meaningful Reading (SVMR), aims to not only clarify and re-illustrate the significance of instructional interactions that incorporate both SVR dimensions in achieving meaningful reading outcomes, but also to afford an instrument for the professional development of teachers that further supports their agency in the alignment of effective reading policy and pedagogy.

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