

Student welfare through involvement and networked learning in primary teacher training

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Student welfare through involvement and networked learning in primary teacher education

Networked Learning Conference 2020

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Marjan Vermeulen (Open University of The Netherlands, Kempel University of Applied Sciences, OMJS organization for educational advice)

Welcome and introduction

Who are the people seated at this (digital) round table?

Agenda

- ▶ Aims of the round table discussion
- ▶ Short presentation of our study
 - ▶ Premises of the study
 - ▶ Research question and four contexts of networked learning
 - ▶ Research questions for the present study and this round table
 - ▶ Results so far
- ▶ Collecting ideas and good practices: an adapted Delphi study
- ▶ To conclude

And we'll include a few short breaks to get tea and stretch our legs (and shoulders)

Aims of the round table discussion

- ▶ Sharing experiences and results from our study into the wellbeing of pre-service teachers participating in teacher learning groups in four Dutch institutes for teacher training
- ▶ Collecting colleagues' ideas and good practices concerning the theory and practice of facilitating the role of students in teacher learning groups and similar forms of networked learning in higher education
- ▶ Translating these ideas and good practices into design criteria for student participation in teacher learning groups
- ▶ Determining which subsequent steps we should take in our study, based on the input

A short presentation of our study: premises of the study

Student welfare = socialization, motivation, learning results

Study delay and dropout

Teacher shortage in NL

Small-scale educational setting = teacher learning group

Stress; lack of energy; dissatisfaction;
loneliness; lack of connection with
peers, teacher at institute, and mentors

Dimensions of social learning; value
creation

A short presentation of our study: research question and four contexts

- ▶ Overarching research question: How can the welfare of pre-service teachers in TLGs be facilitated in order to stimulate their socializing (i.e. social cohesion and belonging), motivation (i.e. agency and involvement), and learning (i.e. value creation and learning results)?
- ▶ Four different types of TLGs...

...as part of the curricula of four Dutch institutes for primary teacher training:

- ▶ iPabo University of Applied Sciences (Amsterdam)
- ▶ Marnix University of Applied Sciences (Utrecht)
- ▶ Thomas More University of Applied Sciences (Rotterdam)
- ▶ Iselinge University of Applied Sciences (Doetinchem)

... differing in terms of...

Heterogeneity
Goals
Facilitation
Size
Location
Place in the curriculum

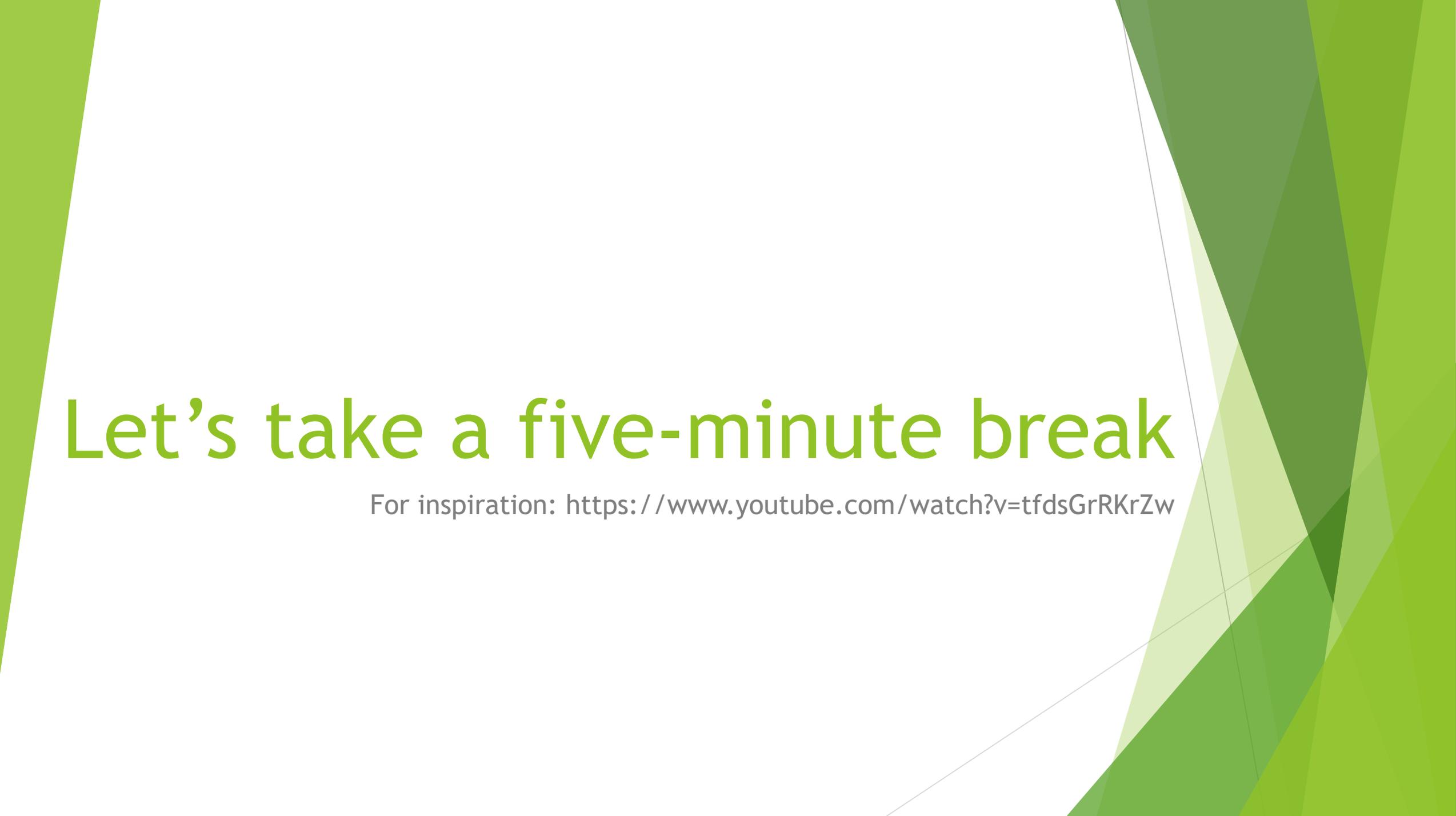


A short presentation of our study: research questions for the present study

- ▶ For our present study and this round table: What facilitation guidelines can be discerned to optimize students' professional development in TLGs?
 - ▶ What are characteristics of TLGs?
 - ▶ What are conditions for (successful) student learning in TLGs?
 - ▶ What are the effects of student participation in TLGs?
- ▶ Structured literature review

A short presentation of our study: results so far

- ▶ Limited number of studies
- ▶ Learning community \neq community learning
- ▶ Variation in terminology (communities of learning, learning communities, networks, TLGs, partnerships...)
- ▶ TLGs = equality of partners and mutual benefits
- ▶ Facilitating students: set joint goals, build trust and confidence, focus on outcomes and results, communicate about roles and learning
- ▶ Effects: increased subject knowledge, methodological knowledge, and practical knowledge

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The overall composition is clean and modern, with a white central area where the text is placed.

Let's take a five-minute break

For inspiration: <https://www.youtube.com/watch?v=tfdsGrRkrZw>

Collecting ideas and good practices: individual brainstorm

- ▶ An adapted Delphi study
- ▶ Padlet is our tool: go to https://padlet.com/rosanne_hebing/rf8dgsrnehz30aio
- ▶ Take ten minutes to individually add your ideas and good practices to each column
- ▶ You can move your own contributions around and 'like' other people's contributions

Collecting ideas and good practices: group conversation

- ▶ What do the ideas and good practices in the padlet have in common?
- ▶ What do we consider tenets for facilitating the role of students in TLGs?

Let's take a fifteen-minute break

Grasp a cup of tea or coffee, prepare yourself a sandwich, stretch your legs and shoulders, play with your dog or cat, water your plants, update your computer (don't forget to come back to this session, though), do the dishes, read a poem, read the news, check your email, post something about the NLC2020 on social media, or do something else that gives you joy ☺

Towards design principles for student learning in TLGs: your reactions

- ▶ Mentimeter is our tool: go to menti.com and use the code 28 78 06
- ▶ We'll try to arrive at design principles!

To conclude

- ▶ Materials and literature that we can share
- ▶ What can you take home from this session?
- ▶ Time for networking

THANK YOU FOR YOUR ATTENTION, INPUT AND ENTHUSIASM!

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