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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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

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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

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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   Size   Location

Facilitation
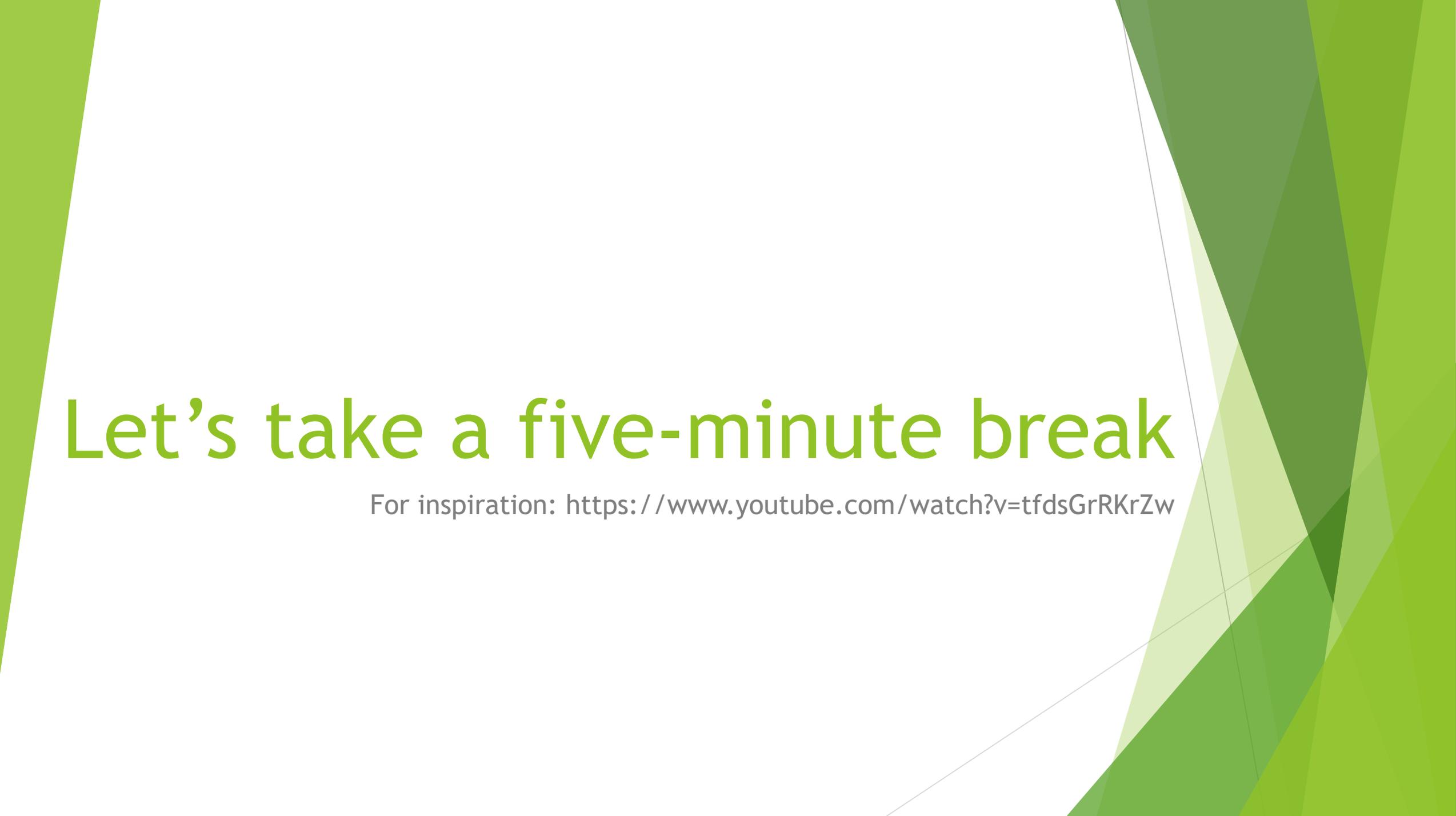
Goals

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 ≠ 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

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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

Grap 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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