

Extended Teams in vocational education: Slow starters but worth the wait

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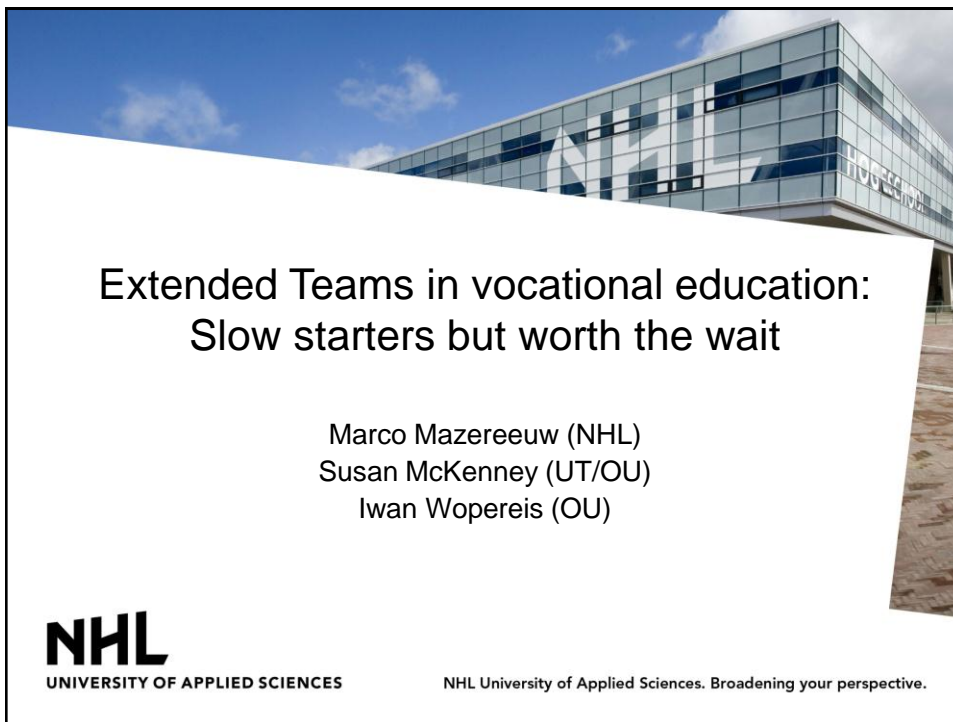
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Extended Teams in vocational education: Slow starters but worth the wait

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Introduction

- Connections between student workplace learning and formal education is a source of frustrations
- Multiple causes and often related to communication problems
- Extended Teams (ETs) are seen as a potential solution for the connection problems (Nieuwenhuis, Nijman, Kat-De Jong, De Ries, & Van Vijfeijken, 2011)
- ET: vocational teachers and workplace supervisors share responsibility for the quality of education and thus cross boundaries

This study

- Searches for knowledge about the *performance* of ETs on a *micro-level*
- Followed *five ETs* during their *three years of collaboration*
- Focuses on changes over time:
 - *How the teams perform*
 - *How individual team members are influenced*
- Contributes to knowledge on how such teams can be *supported* in and outside their organisations

Theoretical framework

Team development

- In team relationships, collaboration and shared views
 - Communities of practice (Brouwer et al., 2012; Wenger, 1998; also see Wenger-Trayner et al, 2015)

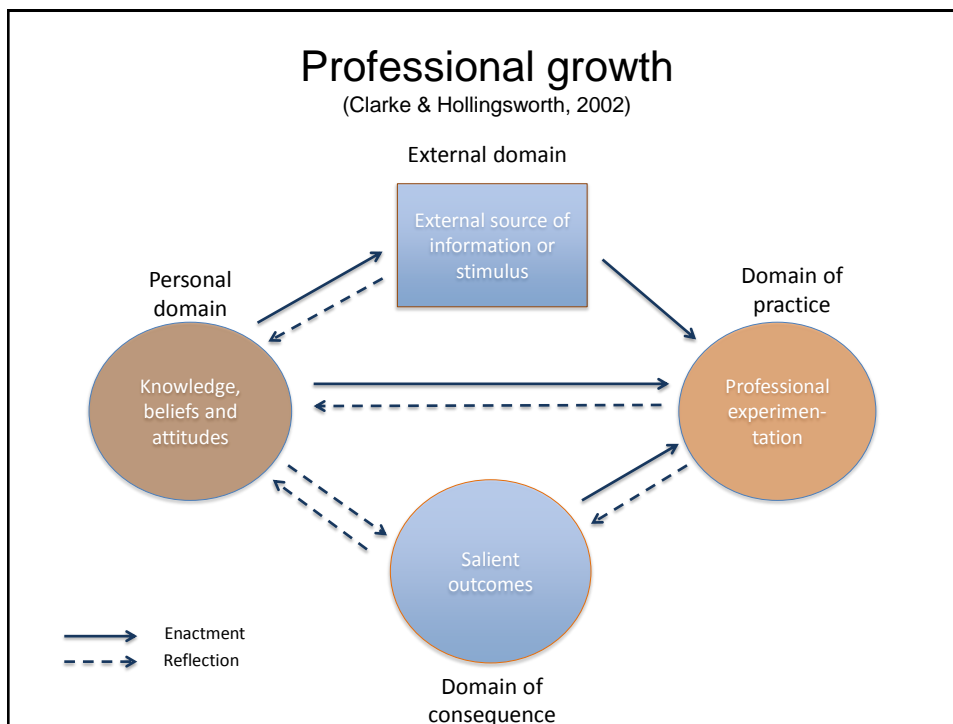
Professional development

- In knowledge, beliefs, attitudes and activities of its members
 - Professional growth (Clarke & Hollingsworth, 2002; also see Beverborg, Slegers & Van Veen, 2015)

Dimensions of team development

(Brouwer et al., 2012)

- Relationships and interactions (***mutual engagement***)
 - Identifying with team members and activities;
 - Allowing multiple perspectives;
 - Sharing responsibilities;
 - Realising social ties;
- Repertoire in collaboration (***shared repertoire***)
 - Building on each others contributions;
 - Regulating interactions;
 - Role taking and the degree of flexibility;
- Collective understanding (***joint enterprise***)
 - Agreement about the domain and objectives;
 - Having a common ground in concepts;
 - Using agreed upon / each others knowledge.



Research question

How do ETs and their members function during the three years of cooperation?

- In which dimensions of team functioning do ETs exhibit changes during the three years of cooperation?
- What is the nature of these changes?

- In which domains of professional growth do team members exhibit individual professional growth during the three years of cooperation?
- What is the nature of these changes?

Selection and procedures

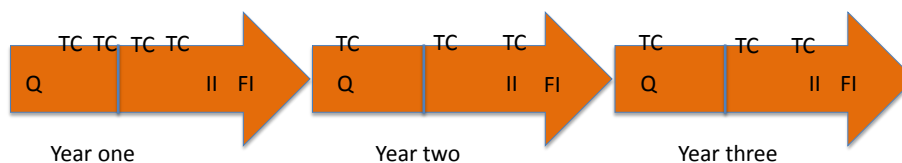
- Multiple case studies (Yin, 2009):

Domain	Secondary Vocational Education (SVE)	Higher Vocational Education (HVE)
Education	Edu-SVE	Edu-HVE
Economics	Eco-SVE	Eco-HVE
Technology	Tec-SVE	Tec-HVE

- Ten meetings in the project (4, 3, 3)
 - ETs shaped their educational interventions and evaluation through workshops and team discussions
 - Led by trainers / researchers of the project

Instruments

	Dimensions of team functioning	Domains of professional growth
Questionnaire (<i>Q</i>)		✓
Interview with individual team members (<i>II</i>)	✓	✓
Focus group interview with each team (<i>FI</i>)	✓	
Team conversations during meetings (<i>TC</i>)	✓	



Analysis team functioning

- Primary codes: assigning dimensions of team functioning to meaningful units
- Clustering units per code, per team, per year
- Axial coding: assigning indicators to units
- Valuing per indicator of the dimensions (↓→↑)
- Searching for patterns in changes

Analysis professional growth

- Primary codes: assigning domains and relationships (reflection / enactment)
- Clustering units per code, per team member, per year
- Axial coding: searching for changes in answers to similar questions
- Searching for patterns in changes of different team members

Results

- Team functioning: changes in
 - *Mutual engagement* (relationships and interactions)
 - *Shared repertoire* (in collaboration)
 - *Joint enterprise* (collective understanding)
- Professional growth: changes in enactment and reflection on
 - *External domain*
 - *Personal domain*
 - *Domain of practice*
 - *Domain of consequence*

Mutual engagement

	Identifying with team	Allowing multiple perspectives	Sharing responsibilities	Realising social ties
1	↑↓↑	↓↓↓	↓↓↓	↓↓→
2	↓→→	↑↑↑	↓→↑	→↑↑
3	→↑↑	↑↑↑	↑↑↑	↑↑↑
4	↑↑↑	↑↑↑	↑↑↑	↑↑↑
5	→↑↑	→↑↑	→↑↑	→↑↑

- Overall development in mutual engagement is visible
- Especially 'allowing multiple perspectives' displays growth
- Perspectives appear to be context-bound (school-workplace)

Shared repertoire

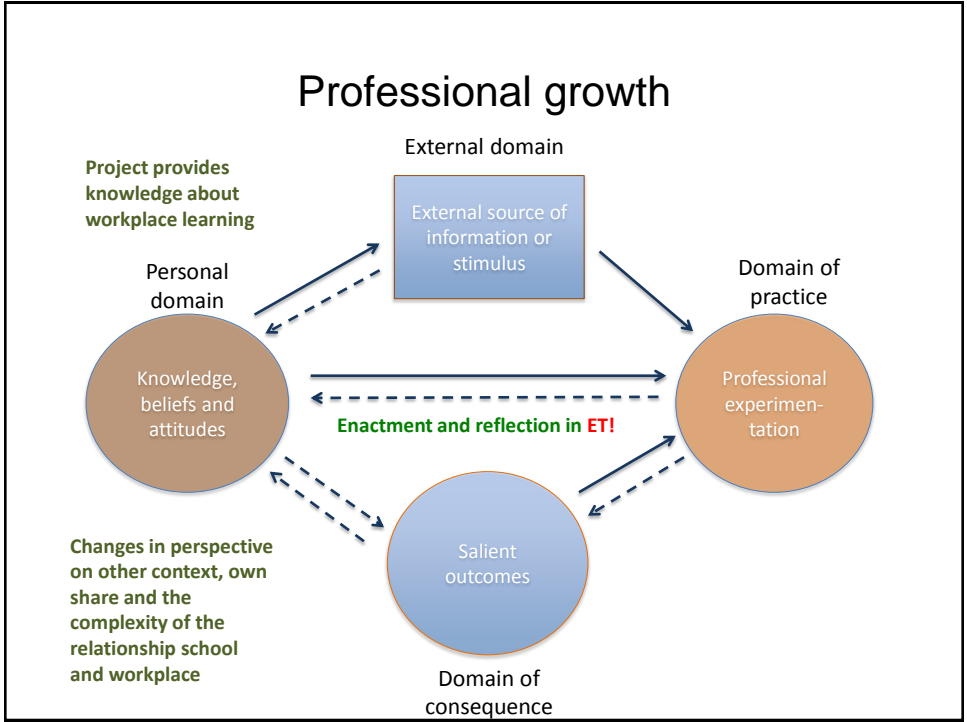
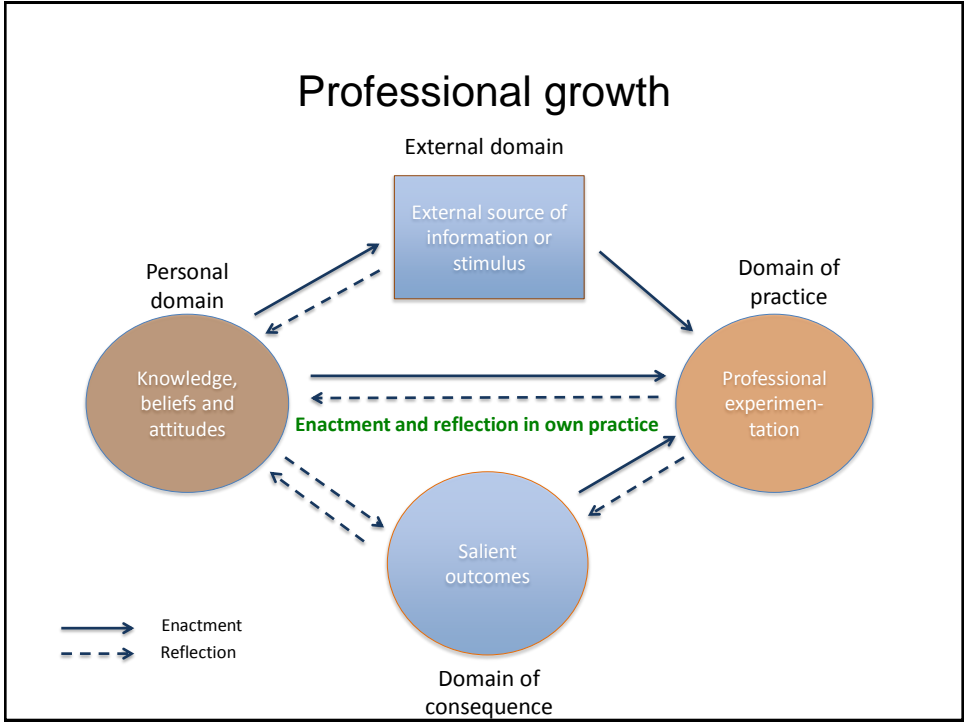
	Building on contributions	Regulating interactions	(Flexible) role taking
1	↓↓↑	↑→↑	↑→↑
2	↑↑↑	↑↑↑	↑↓→
3	↓↑↑	→→↑	↑↓↓
4	↑↑↑	→→↑	↑↑↑
5	→↑↑	→→→	→↑↑

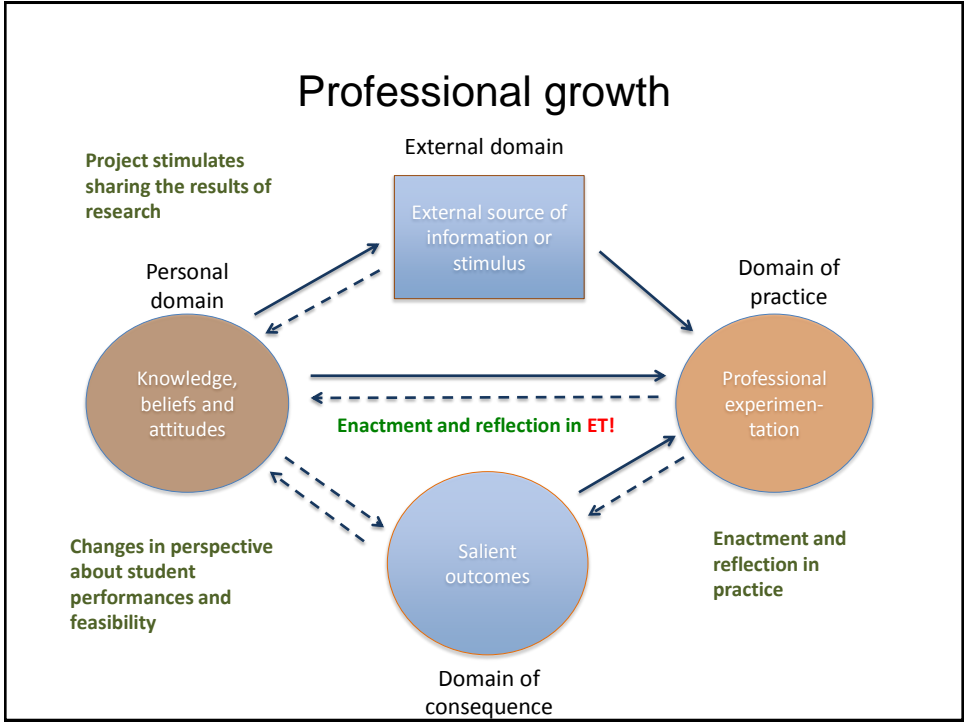
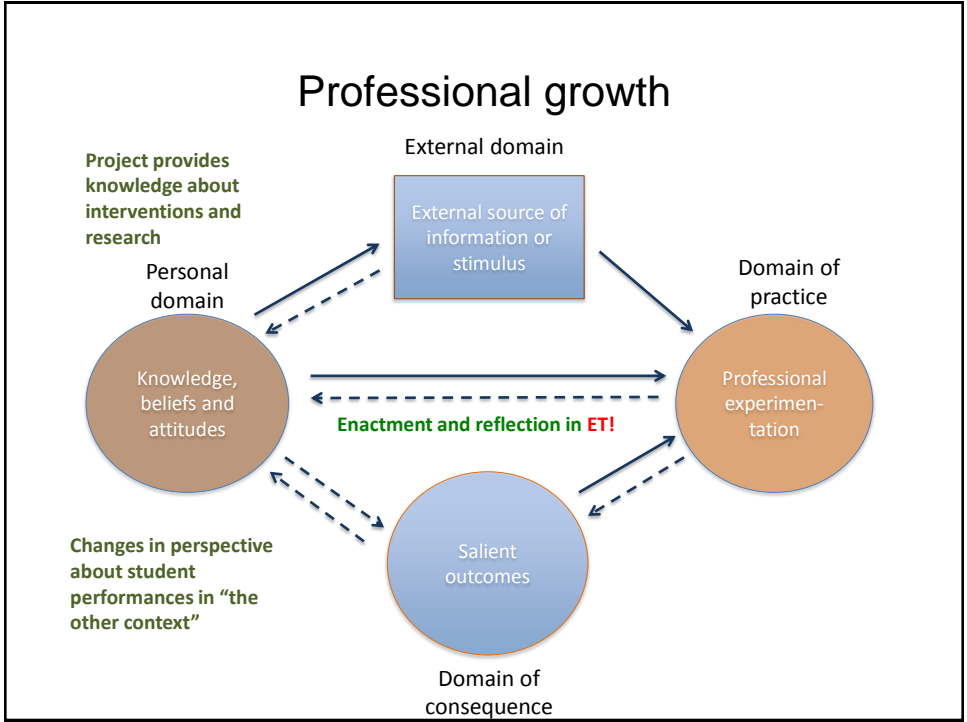
- Overall little development in a shared repertoire
- The regulation of interactions barely develops
- Besides this, regulations strongly depends on the project organisation
- Responsibility of the regulation seems to depend on the **context** (school-workplace)

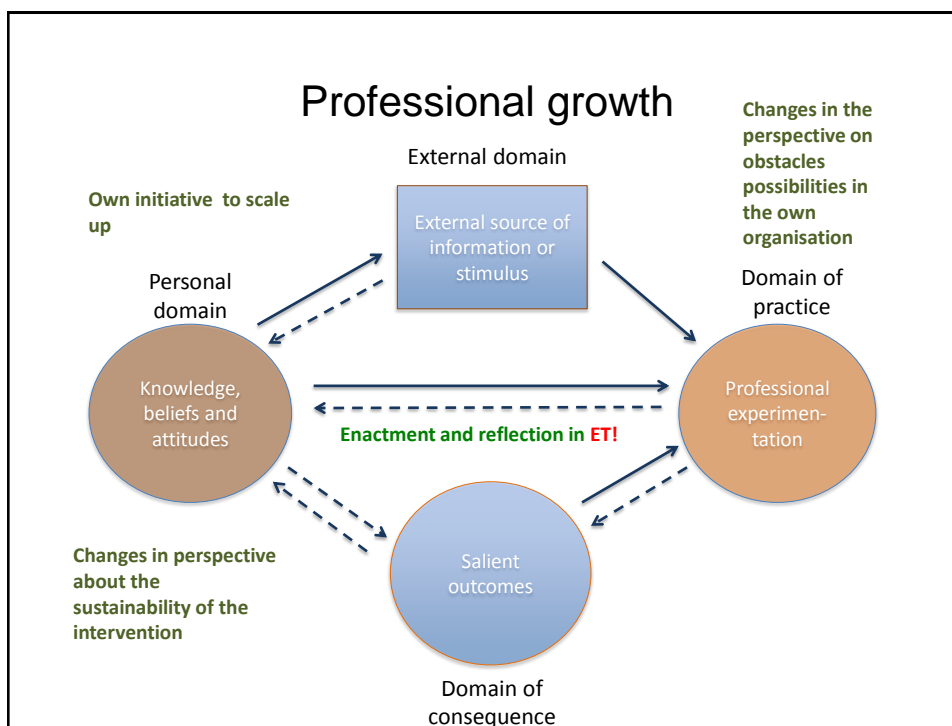
Joint enterprise

	Agreement on domain and objectives	Common ground in Concept	Agreement on the use of knowledge
1	↓→↑	↓↑↑	↓↑↑
2	→↑↑	→↑↑	↑→↑
3	→→↑	↓↓↑	↑↑↑
4	→→↑	↑↑↑	↑↑↑
5	→↑↑	→→↑	↑↑↑

- Overall development in joint enterprise is visible
- Specifically agreement on domain and objectives develops slowly but sustained
- Particularly practical and context specific concepts and knowledge are being shared







Conclusions team development

- Overall development in **mutual engagement** is visible
- Especially 'allowing multiple perspectives' displays growth
- Perspectives appear to be context-bound

- Overall little development in a **shared repertoire**
- The regulation of interactions develops barely .
- Besides this, regulations strongly depends on the project organisation
- Responsibility of the regulation seems to depend on the context

- Overall development in **joint enterprise** is visible
- Specifically agreement on domain and objectives develops slowly but sustained
- Particularly practical and context specific concepts and knowledge are being shared

Conclusions professional growth

- Future enactment based on reflection is especially stimulated by experiences in the own context
- However, experiences in the ETs also influence the reflection and eventually the enactment of team members. This can result in changes in:
 - perspective on the other context and their own share;
 - student performances in “the other context”;
 - student performances and feasibility;
 - obstacles possibilities in the own organisation.

Discussion

How can ETs be supported in their struggle to cross boundaries?

Please feel free to share your opinion.

I will respond with experiences and lessons learned from our project