TInFo
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Educator Development

Research in teacher education – Further Reading

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Role of Research in Teacher Education

Cochran-Smith, M. & Villegas, A.M. (2015). Framing Teacher Preparation Research: An Overview of the Field, Part I. *Journal of Teacher Education 66*(1), 7-20.
http://dx.doi.org/10.1177/0022487114549072

This is the first of a two-part article that aims to chart the contemporary landscape of research on teacher preparation and certification. It is based on a review of more than 1,500 studies published between 2000 and 2012. Part 1 provides information about how the review was conducted and describes the theoretical/analytic framework the authors developed to guide the review. The framework combines ideas from the sociology of knowledge and research as social practice. This framework situates the research on teacher education within salient economic, intellectual, and demographic developments of the past half century and also examines the practices of researchers who are differently positioned from one another, have divergent purposes and audiences, and who work both inside and outside teacher education. Part 1 also analyzes the first of three major research programs—research on teacher preparation accountability, effectiveness, and policies, identifying strengths and weaknesses in this body of studies.
Keywords teacher education preparation, teacher education research methodology, certification/licensure

Cochran-Smith, M., Villegas, A. M., Abrams, L. W., Chavez-Moreno, L. C., Mills, T., & Stern, R. (2016). Research on teacher preparation: Charting the landscape of a sprawling field. In D. Gitomer & C. Bell (Eds.), *Handbook of research on teaching (5th ed.),* **pp. 439-547. Washington, DC: American Educational Research Association.**
http://www.aera.net/Publications/Books/Handbook-of-Research-on-Teaching-FifthEdition

The chapter is a large-scale review of research conducted in and about teacher education. It recognizes three major research areas: (1) Evaluative studies of teacher education programs, comparisons between "traditional" and "alternative" routes into teaching, assessment of beginning teachers' knowledge and skills, and the impact of policies concerning accountability and certification on teacher education programs and graduates' qualities. The authors conclude that future evaluative studies need to focus upon specific program characteristics rather than global measurements, and demonstrate links between these features and students' learning. (2) Research on diverse pedagogical aspects of teacher education: disciplinary, pedagogical and technological knowledge and skills, teacher education curricula, field experience, the relations between teacher education institutes and schools, and teacher educators' work and professional development. The authors assert the need for more research on technology in education (3) Addressing diversity and social justice issues in teacher education. It seems that too little is known about these issues. Furthermore, most of the existing literature deals with ways to ameliorate the consequences of the current situation rather than the political, sociological and economic factors responsible for these inequalities.

Smith, K. (2015). The role of research in teacher education. *Research in Teacher Education, 5*(2), 43-46.
https://www.uel.ac.uk/schools/cass/research/research-in-teacher-education/volume-5- no-2-november-2015

The current paper will briefly elaborate on the concept 'research-based' teacher education and discuss what type of research teacher education and teacher educators can chiefly benefit from. I

argue that developing teacher educators' research competence is a neglected challenge and so is the need for protected time for teacher educators to engage in research.

Berg, N. van den, Geerdink, G., Geldens, J., Hennissen, P., Hoogland, J., van Katwijk, L., Snoek, M., & Timmermans, M. (2017). *Praktijkgericht onderzoek dat bijdraagt aan innovatie van opleiding en praktijk.* **Amsterdam: Netwerk Lectoren Lerarenopleidingen.**
http://www.lerarenopleider.nl/velon/wp-content/uploads/2017/06/NotitieKennisbenutting_enkelzijdig.pdf

Met deze notitie wil het Netwerk Lectoren Lerarenopleidingen bijdragen aan de discussie over de focus en vormgeving van onderzoek binnen en vanuit de lerarenopleidingen, naar aanleiding van de strategische agenda van de Vereniging Hogescholen rond de lerarenopleidingen. De auteurs hopen met deze notitie opleiders, onderzoekers, leidinggevenden, bestuurders en beleidsmakers te prikkelen en te inspireren om werk te maken van onderzoek met impact voor opleiders, scholen, leraren, en uiteindelijk voor leerlingen. Als lectoren die intensief betrokken zijn bij de lerarenopleidingen en bij het praktijkgerichte onderzoek dat daarbinnen plaatsvindt, hebben ze de ambitie om het praktijkgericht onderzoek sterker te laten bijdragen aan het ontwikkelen van die gevalideerde kennis. In deze notitie wordt beschreven hoe de kerntaak van lerarenopleidingen ten aanzien van praktijkgericht onderzoek opgevat kan worden. Dit wordt geïllustreerd dit met concrete voorbeelden en met ontwerpcriteria voor Centres of Expertise in de educatieve sector.

Kools, Q., Wessum, L. van, Boei, F., Willemse, M., & Katwijk, L van (2017). Opvattingen van managers en lerarenopleiders over onderzoek op de lerarenopleiding Een onderzoek bij hbo-lerarenopleidingen in Nederland. *Tijdschrift voor Lerarenopleiders, 38*(3), 17-28.
http://www.lerarenopleider.nl/velon/ledensite/files/2017/09/38_3_02Kools_etal.pdf

Voor veel HBO-lerarenopleiders is het doen en begeleiden van praktijkgericht onderzoek relatief nieuw. We hebben aan 269 lerarenopleiders en 25 managers gevraagd wat hun opvattingen zijn over het doen van onderzoek door lerarenopleiders en het begeleiden van studenten bij onderzoek. De opvattingen van opleiders en managers verschillen: de meeste managers vinden dat onderzoek hoort bij het beroep van lerarenopleider; de opleiders denken daar genucanceerder over. De meeste managers willen dat lerarenopleiders betrokken zijn bij praktijkonderzoek, terwijl lerarenopleiders aangeven dat deelname van lerarenopleiders aan praktijkonderzoek afgestemd moet zijn op hun vaardigheden en motivatie. We vonden daarbij significante verschillen tussen lerarenopleiders van de Pabo en van de lerarenopleidingen voortgezet onderwijs.

Research and Teaching

Ben-Asher, S. (2019). Teaching and Research: Identity Representations Among Teacher-Education Faculty Members, Decades After an Institutional Change. *The Journal of Experimental Education*,
http://dx.doi.org/10.1080/00220973.2018.1543642

Recent emphasis on research productivity in teacher-education institutions has intensified the inherent tension in faculty members' roles as both educators and researchers. We adopt the framework of social representations theory to explore identity perceptions among teacher-educators whose organization required them to take on the identity of "researcher." The study relies on qualitative content analysis of data from eight focus groups (n¼100) comprising faculty members at an Israeli teachers' training college that transitioned into an academic research institution. We observe that, in the wake of the organizational change, participants abandoned the traditional hegemonic representation of the centrality of pedagogy and accepted new representations

combining teaching and research. Yet few participants identified with the new representation on a personal level, and pedagogy continued to constitute the essence of their work.
Keywords: Change; college teachers; conflictual and polyphasic social representations; hegemonic; organizational identity; role identity

Teacher Educators as Researchers

Cochran-Smith, M. (2005). Teacher Educators as Researchers: Multiple Perspectives. *Teaching and Teacher Education, 21*(2), 219–225.
http://dx.doi.org/10.1016/j.tate.2004.12.003

This article suggests that part of the task of the teacher educator is functioning simultaneously as both researcher and practitioner. However, there are sharply diverging viewpoints about the worth of this kind of research. On the one hand, there is now more research about teacher education being conducted by teacher educators themselves than at any previous time. On the other hand, in certain contexts, this research is discounted because it is judged not rigorous or because it does not generalize across contexts. The article considers the deliberations about practitioner research by the AERA Panel on Research and Teacher Education as an illustration of how these competing viewpoints can play out.

Researchly dispositions

Borg, S., & Alshumaimeri, Y. (2012). University teacher educators' research engagement: Perspectives from Saudi Arabia. *Teaching and Teacher Education, 28*(3), 347–356.
http://dx.doi.org/10.1016/j.tate.2011.10.011

This paper examines university teacher educators' engagement with and in educational research. Survey results collected from eighty-two teacher educators at a leading university in Saudi Arabia pointed to modest levels of research activity and also suggested that these individuals held largely technical views of what research is. Their assessments of their institutional research culture also signalled a perceived gap between the research productivity expected of them and the support they received from their university. The implications of these findings for promoting research activity among university teacher educators, where this is considered desirable, are discussed.

Cochran-Smith, M., & Lytle, S. (2009). *Inquiry as stance: Practitioner research for the next generation.* New York, NY: Teachers College Press.
https://www.tcpress.com/inquiry-as-stance-9780807749708

In this long-awaited sequel to Inside/Outside: Teacher Research and Knowledge, two leaders in the field of practitioner research offer a radically different view of the relationship of knowledge and practice and of the role of practitioners in educational change. In their new book, the authors put forward the notion of inquiry as stance as a challenge to the current arrangements and outcomes of schools and other educational contexts. They call for practitioner researchers in local settings across the United States and around the world to ally their work with others as part of larger social and intellectual movements for social change and social justice.

Tack, H. & Vanderlinde, R. (2014). Teacher educators' professional development: Towards a typology of teacher educators' researcherly disposition. *British Journal of Educational Studies, 62*(3), 297-315.
http://dx.doi.org/10.1080/00071005.2014.957639

Since the beginning of the twenty-first century, the need for teacher educators' – or those who teach the teachers – professional development became increasingly recognised in both policy and research literature. In this respect, a growing body of publications highly stress the teacher educators' task of engaging in research and becoming a teacher educator-researcher. This article assumes that teacher educators' professional development can be conceptualised as the development of a 'researcherly disposition'. A researcherly disposition is defined as the tendency to engage in research, and involves an inclination towards research (affective aspect), an ability to engage in research (cognitive aspect) and a sensitivity for research opportunities (behavioural aspect). Twenty in-depth interviews with teacher educators were conducted and analysed in order to empirically explore the concept and assess differences in teacher educators' researcherly disposition. The findings indicate a typology with three types of teacher educators: 'the enquiring teacher educator' (Type 1), 'the well-read teacher educator' (Type 2) and 'the teacher educator-researcher' (Type 3). Based on the proposed definition of a teacher educator's researcherly disposition, each type's disposition towards research is presented. Finally, implications for further research and for future programmes that focus on teacher educators' professional development are discussed.

Tack, H. & Vanderlinde, R. (2016a). Measuring teacher educators' researcherly disposition: Item development and scale construction. *Vocations & Learning, 9*(1), 43- 62.
https://link.springer.com/article/10.1007/s12186-016-9148-5

This study reports on the development of a self-reported measurement instrument – The Teacher Educators' Researcherly Disposition Scale (TERDS) – to improve understanding of teacher educators' researcherly disposition. Teacher educators' researcherly disposition refers to the habit of mind to engage with research – both as consumers and producers – to improve their practice and contribute to the knowledge base on teacher education. Taking into account the shortcomings of the emerging field of teacher educator professional development research (which is largely confined to small-scale, qualitative studies), a large-scale quantitative survey study (n = 944) was conducted. The first part of the article reports the results of factor analysis (EFA and CFA), which suggest a four-factor structure of teacher educators' researcherly disposition: (1) 'valuing research' (α = .86), (2) 'being a smart consumer of research' (α = .89), (3) 'being able to conduct research' (α = .82), and (4) 'conducting research' (α = .87). Goodness of fit estimates were calculated, indicating g implications for further research and practices related to teacher educators' professional development are discussed.

Reflection on action

Garcia, M., Sanchez, V., & Escudero, I. (2006). Learning through reflection in mathematics teacher education. *Educational Studies in Mathematics 64*(2006), 1–17.
http://dx.doi.org/10.1080/00071005.2014.95763910.1007/s10649-006-9021-9

This article is written from our perspective as both researchers and mathematics
teacher educators, and describes how our knowledge has grown as we engage
concurrently in both teaching and research. Reflection-on-action is a means for us of approaching the
relationship between theory and practice that comes out of the development of our work as

researchers and mathematics teacher educators. The article presents the different steps we have identified in the relationship between theory and practice during our professional development. In the discussion, we examine the whole sequence of steps showing what we have learnt. Afterwards, we use the sequence of activity of the reflective process as a framework in which we can operate and reflect about our own development.

Keywords: community of learning, mathematics teacher educator learning, reflection on action, relationship between theory and practice, situated learning in a mathematical context

Selfstudy

Bashiruddin, A. (2006). A Pakistani Teacher Educator's SelfStudy of Teaching Self-Study Research. *Studying Teacher Education, 2***(2), 201-212.**
http://dx.doi.org/10.1080/00071005.2014.95763910.1080/17425960600983221

This paper describes a teacher educator's self-study of work with her M.Ed. students at a private international university in Pakistan. This systematic inquiry highlights changes and improvements in teaching drawn from experiences of practice based on autobiographies. Analysis shows that improvement in teaching came from the author's learning through self-study. Analysis also reveals implications for teacher educators and teacher education in general.

Brandenburg, R. (2008). *Powerful Pedagogy. Self-Study of a Teacher Educator's Practice***. Self-Study of Teaching and Teacher Education Practices. Volume 6. Dordrecht: Springer. 208 pp. (book**)
https://epdf.pub/powerful-pedagogy-self-study-of-a-teacher-educators-practice-self-study-of-teach.html

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Fletcher, T. (2016) Developing principles of physical education teacher education practice through self-study. *Physical Education and Sport Pedagogy, 21***(4), 347-365.**
http://dx.doi.org/10.1080/17408989.2014.990370

Background: The articulation of specific principles of teacher education practice allows teacher educators to make explicit the beliefs, values, and actions that shape their practice. Engaging in processes to articulate the principles that guide practice is beneficial not only for teacher educators and their colleagues but also for students. There are, however, few examples of principles that guide physical education teacher educators' practices. Self-study of teacher education practice (S-STEP) methodology offers one way of examining and articulating principles of practice. In this study, I make connections across several S-STEP research projects I have conducted individually and with colleagues, and share the principles that guide my practice with the physical education teacher education (PETE) community.

Purpose: The purpose of this paper is to articulate my principles of practice using SSTEP. Specifically, I ask: (a) How can the articulation of my principles of practice reflect broad understandings of PETE? and (b) How can sharing principles of practice encourage debate and discussion amongst members of the PETE community? To what extent do the principles articulated have resonance for others?

Participants and data collection: Six published self-studies as well as the raw data from those studies provided the data for this research. The raw data used in those studies consisted of self-generated data and data generated by others. Self-generated data consisted of written reflective journal entries gathered over five years and recorded audio conversations with two critical friends. Data generated by others consisted of semi-structured interviews conducted with two cohorts of pre-service teacher candidates: one consisting of 10 pre-service primary generalist teachers the other of 9 pre-service physical education specialists. Three interviews were conducted with each participant. Exit slips (informal evaluations) were also gathered from the specialist cohort.

Data analysis: First, elements of the previously conducted self-studies were synthesised to identify general themes and outcomes that represented principles of practice. Second, in several instances, the raw data were revisited to verify and contextualise quotes and excerpts, and consider the extent to which the data captured the principles that were being articulated.

Findings: Three central principles were identified that shape my understanding of a pedagogy of PETE: (a) building community is the foundation of practice, (b) not just modelling – explaining and reflecting upon modelling, and (c) identity matters. Identifying these principles has enabled me to better enact social constructivist approaches to learning, make explicit my personal and professional knowledge to myself, students, and colleagues; find meaning in my practice, and; begin sharing my partial understanding of practice with others in the teacher education community to generate debate and discussion.

Conclusions: Self-study encourages teacher educators to share their knowledge so that it may be discussed, challenged, and critiqued to further collective understandings of teacher education practice. In this spirit, these principles are not offered as an exhaustive list of all that guides PETE practice, but as suggestive of possibilities that might reflect shared understandings of teacher education and thus have the potential to influence policy.

Keywords: pedagogy; identity; community; pre-service teachers; teacher educators; self-study

Garbett, D & Ovens, A. (Eds). (2018). *Pushing boundaries and crossing borders: Self-study as a means for researching pedagogy***. Self-Study of Teacher Education Practices (S-STEP) community. ISBN: 978-0-473-44471-6.**
www.castleconference.com or
https://www.dropbox.com/s/5cmsksjefea4xms/Pushing%20boundaries%20%26%20crossing%20borders.pdf?dl=0

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Hordvik, M. (2018). *Developing as a teacher educator. Using self-study of teacher education practices as a pedagogy for professional development: A rhizomatic consideration.* **Dissertation. Oslo: Norwegian school of sport sciences.**
https://nih.brage.unit.no/nih-xmlui/handle/11250/2498556

Kelchtermans, G. (2013). Zeg niet: 'Zelfstudie', maar:'LOEP-benadering, Lerarenopleiders Onderzoeken hun Eigen Praktijk' . Discussiebijdrage. *Tijdschrift voor Lerarenopleiders, 34*(2), 45-48.
http://www.lerarenopleider.nl/velon/ledensite/files/2013/06/34_2_5Kelchtermans.pdf

Sedert het begin van de jaren '90 heeft de zogenaamde Self-Study of Teacher Education Practices (S-STEP) internationaal veel weerklank gevonden in het onderzoek over de lerarenopleiding. De voorbije jaren heeft 'self-study' ook in het Nederlandse taalgebied opgeld gemaakt. In deze discussiebijdrage wil ik een lans breken om in het Nederlands 'self-study' niet te vertalen als 'zelfstudie' (of 'zelfonderzoek'), maar wel te spreken over de 'LOEP-benadering' (zie Kelchtermans & Vanassche, 2010; Kelchtermans, Vanassche & Deketelaere, 2013). Mijn motieven voor deze discussiebijdrage zijn zeker niet van taalpuristische aard of ingegeven door een neiging tot Vlaams-Nederlandse taalstrijd. Maar de juiste woordkeuze bij vertaling doet ertoe. Een adequate vertaling is essentieel voor een adequaat begrip en –uiteindelijk- voor een adequaat gebruik. Daar is het me om te doen.
Ik maak eerst duidelijk dat onzuivere vertalingen foutieve betekenisassociaties kunnen oproepen die tot misverstanden leiden. Nog problematischer echter is dat door die termen de inhoud van de boodschap verschuift, waardoor de klemtoon ten onrechte komt te liggen op de persoon van de opleider. Hoe belangrijk die persoon ook is, uiteindelijk gaat het in 'self-study' niet over hem of haar, maar om zijn of haar praktijk als lerarenopleider. En dat is precies wat we vermijden door te spreken over de LOEP-benadering, Lerarenopleiders Onderzoeken hun Eigen Praktijk.

Mena, J. & Russell, T. (2017). Collaboration, Multiple Methods, Trustworthiness: Issues Arising from the 2014 International Conference on Self-study of Teacher Education Practices. *Studying Teacher Education, 13*(1), 105-122
https://doi.org/10.1080/17425964.2017.1287694

This article reviews 65 studies presented at the 10th international self-study of teacher education practices conference in 2014 to determine whether emerging self-study research incorporates the five major characteristics of self-study: self-initiated inquiry that is situated and improvement-aimed; undertaken collaboratively; uses multiple research methods; and demonstrates trustworthiness. We present an analysis of 63 empirical studies with reference to the five major characteristics and

several additional criteria. Our analysis indicates that most of the self-studies reported at the conference were conducted within the context of faculty teaching programs with case analysis as the predominant approach; also, most were carried out collaboratively. Multiple research methods were preferred over single methods and the most frequent analysis was presented in the form of themes and topics. This review corroborates that empirical studies generally meet the major characteristics of self-study research, although not every self-study reviewed was conducted with a defined collaborative theoretical framework. Collaboration, use of multiple research methods, and trustworthiness emerged as three characteristics that were not always addressed adequately or carefully.

Pithouse-Morgan, K. & Samaras, A.P. (eds.). *Polyvocal Professional Learning through Self-study Research.* **Rotterdam/Boston/Taipei: Sense Publishers.**

1.The Power of "We" for Professional Learning - Kathleen Pithouse-Morgan and Anastasia P. Samaras
2. Work Gloves and a Green Sea Turtle: Collaborating in a Dialogic Process of Professional Learning - David P. Evans, Heipua Kaʻōpua and Anne Reilley Freese
3. A Dialogue on Supporting Self-Study Research in the Context of Dutch Teacher Education - Amanda Berry, Janneke Geursen and Mieke Lunenberg
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5. Jackie and Me, Jackie and Us: Productive Entanglements and Learning Conversations in the Supervision Process - Claudia Mitchell and Fatima S. Khan
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Ritter, J.K., Lunenberg. M, Pithouse-Morgan, K., Samaras, A.P., & Vanassche, E. (Eds.) (2018). *Teaching, Learning, and Enacting of Self-Study Methodology. Unraveling a Complex Interplay.* **Singapore: Spinger Nature.**
https://www.springer.com/us/book/9789811081040

Learning About Self-Study of Teacher Education Practices - John Loughran
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The Role of the Teacher Educator During Supervisory Conferences -
Eline Vanassche, Ludovicus Beck, Ann Deketelaere, and Geert Kelchtermans
Teaching as a General Educationist in Physical Education - Eline Vanassche, Koen Kelchtermans, Ann Deketelaere, and Geert Kelchtermans
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Part IV Teaching, Learning, and Enacting of Self-Study
Methodology in Polyvocal Professional Communities Self-Study Research in a Polyvocal Professional Community Design - Anastasia P. Samaras and Kathleen Pithouse-Morgan
"Standing in a Messy Sandpit": The Learning Side of Self-Study Research - Megan Madigan Peercy, Dalal Alkandil, Rebecca Caufman, Seth Hudson, Shante Lane, Alice E. Petillo, Eric Reeves, and Andrea Sonnier

Vanassche, E., & Kelchtermans, G. (2015). The state of the art in Self-Study of Teacher Education Practices: A systematic literature review. *Journal of Curriculum Studies, 47*(4), 508-528.
http://dx.doi.org/10.1080/00220272.2014.995712

This article reports on a systematic review of the Self-Study of Teacher Education Practices research literature published between 1990 and 2012. Self-study research refers to teacher educators researching their practice with the purpose of improving it, making explicit and validating their professional expertise and, at the same time, contributing to the knowledge base of teacher education. Reflecting our analysis, we defined self-study as a research approach in the field of teacher education which can be typified by the following characteristics: self-study research focuses on one's own practice; for this reason, it privileges the use of qualitative research methods; collaborative interactions play a central role in the research process; and its validation is based on trustworthiness. Furthermore, we identified two tensions inherent in the self-study work, on which researchers always and continuously need to position themselves for self-study inquiries to achieve its purposes: the tension between relevance and rigour on the one hand, and that of effectiveness and understanding on the other hand.

Becoming a teacher educator – researcher

Yuan, R.(E.) (2017).'This game is not easy to play': a narrative inquiry into a novice EFL teacher educator's research and publishing experiences*. Professional Development in Education, 43*(3), 474-491.**
http://dx.doi.org/10.1080/19415257.2016.1182936

Drawing on the approach of narrative inquiry, this study looks into how a novice language teacher educator constructed and reconstructed his professional identities through his research and publishing practice in the higher education context in Hong Kong. The findings of the study show that the participant constantly tried to defend and develop his identity as a 'language teacher educator-researcher', which was subjected to various contextual obstacles including the institutional policy, the 'publish-or-perish' culture and the potential bias against practice-oriented research and peripheral research contexts. This study contributes to our understanding of the challenges and complexities involved in novice teacher educators' identity construction. The study also offers some practical implications for both language teacher education and higher education on how to help teacher educators construct a solid and strong researcher identity to support their professional practice and development.
Keywords: novice teacher educator identity; English as a foreign language context; research and publishing

Koster, B., Kools, Q., & Lunenberg, M. (2016). Leren onderzoek doen in korte tijd: het kan! *Tijdschrift voor Lerarenopleiders, 37***(3), 55-60**
http://www.lerarenopleider.nl/velon/ledensite/files/2016/09/37_3_06Koster_etal.pdf

Onderzoek is ondertussen onlosmakelijk verbonden met het beroep van de lerarenopleider. In een module 'Onderzoek in de opleiding' die onderdeel is van een opleiding voor opleiders, maken lerarenopleiders kennis met het doen van onderzoek in en naar de eigen praktijk. De module helpt opleiders om vorm te geven zowel aan de rol van onderzoeker als aan de rol van begeleider van onderzoek door hen zelf te laten ervaren hoe ze een kleinschalig onderzoek kunnen uitvoeren. In dit artikel starten we met een beschrijving van de module 'Onderzoek in de opleiding' om een beeld te geven van de uitgangspunten en werkwijze. Verder geven we enkele voorbeelden van onderzoek van deelnemers om te laten zien hoe deze aanpak in de praktijk ingevuld wordt. Daarna gaan we in op de opbrengsten op basis van onze eigen ervaringen en de evaluatiegegevens van de deelnemers. Op grond daarvan komen we tot de conclusie dat de module succesvol is door drie samenhangende

redenen: 1) de korte doorlooptijd; 2) de focus op de eigen opleidingspraktijk en 3) het kleinschalige karakter van het onderzoek. En bovendien: onderzoek doen kun je leren in korte tijd!

Pillen, M., Willemse, M., & Boei, F. (2018). Professionalisering van lerarenopleiders bij het doen en begeleiden van onderzoek. In: F. Boei, & M. Willemse (Eds). *Onderzoek in de lerarenopleidingen. Kennisbasis Lerarenopleiders Katern 5.* **Eindhoven: VELON. pp. 165-178.**
https://velon.nl/wp-content/uploads/2018/09/Kennisbasis-Katern-5.pdf

De onderzoekende rol van lerarenopleiders in het hbo krijgt steeds meer aandacht. Dat heeft gevolgen voor het onderzoeksbeleid van lerarenopleidingen, maar ook voor de professionele ontwikkeling van lerarenopleiders die soms nog weinig ervaring hebben met het doen en begeleiden van onderzoek. Dit hoofdstuk gaat over de lering die we kunnen trekken uit verschillende onderzoeken over het ontwerpen en uitvoeren van professionaliseringsactiviteiten op het gebied van het doen en begeleiden van onderzoek.

Developing as a teacher educator – researcher

Coniam, D. (2015). Using one's own professional activities to promote research and publishing. *European Journal of Teacher Education, 30*(3), 408-427.
http://dx.doi.org/10.1080/02619768.2014.983067

This paper explores issues related to teacher educators publishing in journals. They do so for obvious reasons such as tenure, career advancement, personal satisfaction and university prestige. In order to offer an extra means of helping teacher educators achieve these publishing goals, the paper explores how using one's own professional experiences in a number of spheres may offer substantial opportunities for publishing. Using a Grounded Theory analysis, the author presents an analysis of his own publications. These are laid out in five categories in which his professional pursuits with teacher trainees have led to a considerable number of publications, 34 of which have appeared in international journals, 25 of them in international Grade A and B journals. The author calls for academics to examine their own practices, suggesting that there is much in one's own professional experiences that can be of worth to the international community.

Geerdink, G., Boei, F., Willemse, M., Kools, Q., & Vlokhoven, H. van (2016). Fostering teacher educators' professional development in research and in supervising student teachers' research. *Teachers and Teaching, 22*(8), 965-982.
http://dx.doi.org/10.1080/13540602.2016.1200544

Most teacher educators who work at institutes for higher vocational education have faced a new role since the European Community aimed to upgrade the general quality of education. Research tasks have been added as a new important core business for institutes that used to be mainly focused on education. Teacher educators therefore have to become familiar with research knowledge and skills, and with the skills to supervise student teachers in conducting research. Professional development activities have been set up to prepare them for it. In this explorative study, we investigated the extent to which four different professional development activities within three Dutch institutes for teacher education contributed to the knowledge and skills needed for these new tasks. We gathered data by interviewing 12 teacher educators. In addition to some striking differences, we found corresponding positive experiences in all four activities. Exchanging experiences and discussing issues with colleagues was perceived to be the most outstanding part of each activity. This research has

yielded necessary insights into constructing professional development activities. It is clear that any professional development activity about research should be consistent with teacher educators' daily practices and concerns.

Keywords: Teacher educators; professional development; practice-based research; research skills; supervising student teachers' research

Griffiths, V., Thompson, S., & Hryniewicz, L. (2014). Landmarks in the professional and academic development of mid-career teacher educators. *European Journal of Teacher Education, 37*(1), 74-90.

http://dx.doi.org.vu-nl.idm.oclc.org/10.1080/02619768.2013.825241

This paper focuses on the professional and academic development of mid-career teacher educators from two universities in England. The objectives of the study were to analyse and compare the career experiences of teacher educators; in particular, to identify stages of development, landmark events and contextual factors affecting professional learning and academic identities. In-depth biographical interviews were carried out with 12 teacher educators, together with living graphs of their career paths. Clear landmarks were identified in both contexts, with development in teaching seen as largely positive, while research development was much more varied. Teacher educators who were further on in their careers saw research development as transformative personally as well as academically. In analysing the findings within a sociocultural learning framework, the authors draw in particular on Swennen et al.'s model of teacher educators' sub-identities, Akerlind's categorisation of an academic identity and Eraut's contextual and learning factors.

Loughran, J. (2014). Professionally developing as a teacher educator. *Journal of Teacher Education, 65*(4), 271-283.

https://doi.org/10.1177/0022487114533386

There is growing interest in the professional development of teacher educators as the demands, expectations, and requirements of teacher education increasingly come under scrutiny. The manner in which teacher educators learn to traverse their world of work in the development of their knowledge, skills, and ability is important. This article outlines some of the crucial shaping factors in that development, including the transition associated with becoming a teacher educator, the nature of teacher education itself, and the importance of researching teacher education practices. Through a careful analysis of these features, a framework for better understanding what it might mean to professionally develop as a teacher educator is proposed. The framework is designed to draw serious attention to the major aspects of teaching and learning about teaching that are central to shaping scholarship in teacher education and offer insights into the ways in which teacher educators' professional development might be better understood and interpreted.

Roberts, A., & Weston, K. (2014). Releasing the hidden academic? Learning from teacher-educators' responses to a writing support programme. *Professional Development in Education, 40*(5), 698-716.

http://dx.doi.org/10.1080/19415257.2013.835277

The Research Excellence Framework has led to increased scrutiny on the volume/quality of writing produced by academics within higher education institutions. This paper describes the initiation of a writing support programme for teacher educators in a new university and analyses its impact. A key finding has been that supporting staff to write is not simply a case of 'hurrying them along' but requires understanding of the particular barriers to writing for this group. We show how tailored

interventions, with emphasis on professional development rather than the explicit demand for publications, may be a fruitful approach towards encouraging staff to write and publish.

Geerdink, G., Swennen, A. & Volman, M. (2015). Een onderzoek naar de professionele identiteit van hbo-lerarenopleiders die promoveren. *Tijdschrift voor Lerarenopleiders 36*(2), 61-74.
http://www.lerarenopleider.nl/velon/ledensite/files/2015/06/36_2_6GeerdinkSwennenVolman.pdf

Economische en maatschappelijke ontwikkelingen vragen om een kwaliteitsverbetering van het onderwijs en om dat te bewerkstelligen hebben lerarenopleidingen binnen de hogescholen een onderzoekstaak gekregen. Voor een succesvolle implementatie van de onderzoekstaak lijkt professionalisering van lerarenopleiders een belangrijke voorwaarde. Docenten worden aangemoedigd een hogere opleidingsgraad te halen door het volgen van een masteropleiding of door te promoveren. Vooral promoveren betekent een onderdompeling in de academische wereld die anders is dan de professionele wereld waarin leraren opgeleid worden. Lerarenopleiders die gaan promoveren overschrijden daarmee de traditionele grenzen tussen het hbo en de academische wereld. Hun onderdompeling in de academische wereld is ook van invloed op hun professionele identiteit. Dit artikel gaat over de professionele identiteit - en de daarop van invloed zijnde omstandigheden - van lerarenopleiders die het opleiden van leraren hebben gecombineerd met een promotieonderzoek. Bij het onderzoek zijn vijftien lerarenopleiders van pabo's en tweedegraads lerarenopleidingen in Nederland betrokken die in de afgelopen tien jaar zijn gepromoveerd. Onderzocht is hoe zij het werken aan hun promotieonderzoek hebben ervaren en wat dat betekent voor hun professionele identiteit. Uit de resultaten blijkt dat er voor de lerarenopleiders die zijn gepromoveerd veel is veranderd; zij zijn naar eigen beleving 'onderzoekende' en daardoor betere opleiders geworden. De lerarenopleiding waarin ze blijven werken, is echter (nog) niet mee veranderd. Het promotieonderzoek van een medewerker levert voor de praktijk bruikbare, relevante kennis en een hoger opgeleide medewerker waar de lerarenopleiding niet vanzelfsprekend gebruik van maakt.

Wessum, L. van, Kools, Q., Boei, F., Willemse, M., & Katwijk, L. van (2018). Onderzoek naar professionaliseringsactiviteiten bij HBO-lerarenopleiders in het doen en begeleiden van praktijkonderzoek. *Tijdschrift voor Lerarenopleiders, 39*(1), 53-64.
https://www.rug.nl/research/portal/publications/onderzoek-naar-professionaliseringsactiviteiten-bij-hbolerarenopleiders-in-het-doen-en-begeleiden-van-praktijkonderzoek(96e470e6-46e6-41fa-b86a-ae9f83167411).html

Om lerarenopleiders te ondersteunen in het begeleiden van studentonderzoek en het zelf verrichten van onderzoek bieden lerarenopleidingen professionaliseringsactiviteiten aan. Er is echter nog weinig bekend over welke activiteiten lerarenopleiders vooral volgen, hoe ze deze activiteiten waarderen en wat de door hen gepercipieerde doelen zijn. In de hier beschreven studie hebben we aan 269 lerarenopleiders gevraagd welke professionaliseringsactiviteiten ze hebben gevolgd. Lerarenopleiders hebben vooral deelgenomen aan informele intervisie. De gepercipieerde doelen lijken vooral bij te dragen aan de ontwikkeling van menselijk en sociaal kapitaal. Door de professionaliseringsactiviteiten hebben lerarenopleiders ervaren hoe belangrijk het is om met collega's ervaringen uit te wisselen, te sparren en met en van elkaar te leren met betrekking tot het doen van onderzoek en het begeleiden van studenten bij hun onderzoek. Door de professionaliseringsactiviteiten komen ze tot onderlinge afstemming en hebben ze veel onderlinge steun ervaren. Het meest gewaardeerd zijn professionaliseringsactiviteiten waarbij het geleerde direct toepasbaar was in de praktijk, waarbij activerende werkvormen werden gebruikt en waarin lerarenopleiders samenwerkten met collega's.

Stimulating researchly dispositions of students

Meijer, M.J.. Kuijpers, M., Boei, F., Vrieling,E., & Geijsel, F. (2017). Professional development of teacher-educators towards transformative learning. *Professional Development in Education, 43*(5), **819-840.**
http://dx.doi.org/10.1080/19415257.2016.1254107

This study explores the specific characteristics of teacher-educator professional development interventions that enhance their transformative learning towards stimulating the inquiry-based attitude of students. An educational design research method was followed. Firstly, in partnership with five experienced educators, a professional development programme was designed, tested and redesigned. Secondly, a qualitative multiple case study was conducted to examine the active ingredients of the designed interventions with regard to educators' changes in beliefs and behaviour. The study was carried out in four different educational settings in which 20 educators participated during nine months. Data sources included videos, questionnaires, interviews and written personal theories of practice. The analyses indicated that aligned self-study interventions on a personal, peer and group level guided by a trained facilitator supported the intended leaning.

Research communities and networks

Davey, R., Ham, V., Gilmore, F., Haines, G., McGrath, A., Morrow, D., & Robinson, R. (2011). Privatization, Illumination, and Validation in Identity-Making within a Teacher Educator Research Collective. *Studying Teacher Education, 7*(2), **187-199.**
https://doi.org/10.1080/17425964.2011.591180

Much of the self-study of teacher education practices literature characterizes selfstudy as a collaborative activity involving various degrees of cooperation and
interaction with others, both the others who are our students and the collegial others
who assist us in our inquiries into our own professional practices. However, while
many self-studies in teacher education mention using collaborative or team
approaches, few seem to have made collaboration itself the key focus of empirical
interest in the analysis and reporting of those studies. This paper reports a collective
self-study by seven teacher educators at the University of Canterbury, New Zealand,
that specifically analyzed the contribution made to their teacher education practices
and self-understandings by the collaborative-collective process itself. We found that
this collective approach to self-study research helped to maintain momentum and
focus in our own self-inquiries through a strong sense of accountability to the group,
insured greater trustworthiness to the study through multiple perspectives to the data
collection and analysis, de-privatized, illuminated, validated, and challenged each
other's practices and professional beliefs, and ultimately contributed to the
development of a stronger sense of individual and community identity as teacher
educators.
Keywords: collaboration; community; professional identity

Draper, R.J., Adair, M., Broomhead, P., Gray, S., Grierson, S., Hendrickson, S., Jensen, A.P., Nokes, J.D., Shumway, S., Siebert, D., & Wright, G. (2011). Seeking renewal, finding community:

participatory action research in teacher education. *Teacher Development, 15*(1), 1-18.
https://doi.org/10.1080/13664530.2011.555221

This narrative study describes the experiences of a group of teacher educators as they worked together in a collaborative research activity investigating theories of literacy and the preparation of secondary teachers. The collaboration was organized around the precepts associated with participatory action research (PAR). After four years of collaboration, the narratives of the members of the group revealed (a) changes to the practices and identities of the participants, (b) how the group formed a community, and (c) the ways in which the institution supported the work of the group. Organizing collaborative activities around PAR holds promise to not only produce quality research, but to support the improvement of teacher preparation programs and the development of teacher educators. However, this work requires institutional support that fosters collaborative work without mandating either collaborations or outcomes.
Keywords: participatory action research; narrative research; teacher education; literacy; collaboration; professional development

Fowler, Z., Stanley, G., Murray, J., Jones, M., & McNamara, O. (2013). Research capacitybuilding with new technologies within new communities of practice: reflections on the first year of the Teacher Education Research Network. *Professional Development in Education, 39*(2), 222-239.
http://dx.doi.org/10.1080/19415257.2012.744769

This article focuses on a virtual research environment (VRE) and how it facilitated the networking of teacher educators participating in an Economic and Social Research Councilfunded research capacity-building project. Using the theoretical lenses of situated learning and socio-cultural approaches to literacy, participants' ways of engaging with this technology are described, and the reasons why their existing technical expertise did not unproblematically transfer to the new technology are explored. We argue that three main factors affected the use of the VRE, and in particular its wiki tool: the individual's motivation to learn and to engage with (more) new technologies; the emerging dynamics of each research group as they developed shared working practices; and the institutional climates, which supported or discouraged the individuals' engagement with both the technology and a regional Teacher Education Research Network that used this technology. In conclusion, we suggest that successful engagement with new technologies in future academic communities of practice might well benefit from a shared commitment to agreed working practices across the group and the provision of brokerage and championing of the technology by key individuals who are in the position to inspire, motivate and support others.

Makaiau, A.S., Leng,L., & Fukui, S. (2015). Journaling and Self-Study in an International Research Collective. *Studying Teacher Education, 11*(1), 64-80.
https://doi.org/10.1080/17425964.2015.1013025

Drawing from the theoretical foundations of reflective teaching, culturally responsive education, social constructivism, and self-study, this collaborative self-study investigates the role of an interactive online journal in an international research collective. Each from a different country, the authors came together through a common interest in the "philosophy for children Hawai'i" approach to education and designed an online platform for journaling together. The overall objectives of the study are to examine how interactive online journaling influences international collaboration, individual research interests and goals, and personal and professional development. To analyze their journal the authors use an applied self-study research methodology that is self-initiated, improvement-aimed, and communicative. The findings reveal how journaling can create an international commons, deepen inquiry in the research process, and foster a culturally responsive

approach to international collaboration. The discussion explores the impact of the authors' relationships and roles on their joint production of knowledge and elaborates the usefulness of collaborative technologies in reducing face-to-face tensions often experienced in cross-cultural collaboration. The authors explain how community, philosophical inquiry, and reflection in the context of online journaling proved to be powerful tools for culturally responsive researchers who wish to construct their own understandings of what it means to be a part of an international research collective.

Murphy, S., McGlynn-Stewart, M., & Ghafouri, F. (2014). Constructing Our Identities through a Writing Support Group: Bridging from Doctoral Students to Teacher Educator Researchers. *Studying Teacher Education, 10*(3), 239-254.
https://doi.org/10.1080/17425964.2014.949656

We are recent graduates of a graduate faculty of education in a research-based university in Canada. Our aspirations to become successful teacher educators and to write our dissertations brought us together to form a writing support group. During the 2010–2011 academic year, we conducted a self-study to better understand how the support group helped us to navigate the process of writing our dissertations as well as our endeavors to become teacher educator researchers. The results of our self-study indicate the importance of a supportive writing group in developing an identity as a teacher educator, developing research and writing skills through being a critical friend, and preparing graduate students for the complex role of teacher educator.

Postholm, M.B. (2016). Collaboration between teacher educators and schools to enhance development. *European Journal of Teacher Education, 39*(4), 452-470.
http://dx.doi.org/10.1080/02619768.2016.1225717

The article focuses on school-based development and how collaboration between teacher educators and leaders and teachers can promote development in teacher education, in school and in the collaboration site in school where both parties meet. The data were collected in Norway through qualitative interviews with groups of teachers and leaders at three schools, and with a group of teacher educators. With the Cultural Historical Activity Theory as the framework, central concepts within this theory have been key elements in the study. The findings reveal that collective collaborative learning is a positive form of enhancing the professional development of teachers and that both structure and culture should interact when fostering development in school. The study also shows that the development of teacher educators' research competence can enhance development and learning both in teacher education and in school, and also improve the developmental transfer between these two arenas.