Pre-conference Workshops

9-12 AM, August 26, 2010

Creating a Culture of Evidence in Teacher Education: A Workshop

Presented by Professor Marilyn Cochran-Smith and Professor Larry Ludlow,

Lynch School of Education, Boston College, USA

In the U.S. and in many other places around the world, the push to make policy and practice decisions on the basis of evidence is being coupled with recognition that real change requires shifts in organizational culture. Consequently, there are now many efforts to create "cultures of evidence" in educational and other organizations in the U.S. and elsewhere by making evidence central to decision making. In this workshop, Professor Marilyn Cochran-Smith, whose field is teacher education research, policy and practice, and Professor Larry Ludlow, whose field is educational research and measurement, combine their expertise and experience to describe and analyze efforts to create a culture of evidence at one university over a seven-year period. Drawing on many concrete examples of assessment instruments, research studies, and faculty initiatives, the presenters will focus on four key aspects involved in building a culture of evidence in teacher education: (1) development of a portfolio of studies that includes quantitative and qualitative assessments and works from a mixed-methods project approach; (2) recognition that the ways teachers are educated and prepared always poses values and ethical questions as well as empirical questions; (3) an exploratory, open-ended approach to evidence construction and analysis that does not merely confirm compliance with outside standards; and, (4) multiple systems and structures that institutionalize evidence collection and use locally and beyond. Building on these examples and on discussions with workshop participants, the presenters will make the case that building cultures of evidence in teacher education has the potential to be transformative, but only if the many challenges related to sustainability, complexity, and balance are addressed.

Apropos Climate Change:

Related Aspects of Teacher's Development

Presented by János Mika, professor, climate researcher, Hungarian Meteorological Service, Budapest; Eszterházy College, Eger, Hungary; Márta Sallai-Buránszki, Deputy President of the Hungarian Meteorological Service, Budapest, Hungary; Ada Ámon, Director, "Energia Klub" Environmental Association, Budapest, Hungary; Ilona Pajtók-Tari, Head of Department, Eszterházy College, Eger, Hunga; Judit Ütő-Visi, Associate Professor, Eszterházy College, Eger, Hungary

Climate change and related aspects are frequent topics of the media. For us, teachers this means a life-long challenge to be informed when contacting our students. Besides that, it is a good starting point to emphasise key aspects of various sciences and social behaviour, which were just dead learning materials without this enhanced attention and concern.

The aim of the workshop is to collect a few aspects of our attitudes, life and work which could be improved parallel to the increasing risk and its recognition by the society. These issues are

(i) *intelligent adaptation to weather*, as ever-changing risk and resource for everyone and everywhere;
(ii) *the energy-conserving way of life* in our homes, including motivations for using renewable energy;
(iii) *refreshing the school subjects* by combining their teaching material by topics related to climate and weather;
(iv) *developing the key competencies* of the teachers (and pupils) based on addressing their interest in climate.

These four key issues will be introduced by invited speakers, after a brief introductory by the convenor of the workshop to summarise the consensus statements of climate science. After these one short and four normal presentations, in the second half of the workshop, we call for prepared and spontaneous contributions and discussions in all targeted and, may be, skipped aspects of climate change in the schools.

Identities at Work: The Identities of Teacher Educators and their Implications for Professional Development

Presented by Anja Swennen, VU University Amsterdam

Teacher educators are important for the education of future teachers in primary and secondary education and as such, they are a crucial factor in the quality of education. Nevertheless, the attention both in research and in policy for teacher educators is limited. This workshop is for teacher educators, their managers, researcher who study teacher educators and those who have an interest in the professional development of teacher educators and its aim is to investigate the identities of teacher educators and the consequences of these identities for the specific professional development needs of teacher educators. The content of this workshop is grounded in my research about the development of the professional identity of teacher educators and the work of the Research and Development Community of the ATEE 'Professional Development of Teacher Educators' (http://pdte.macam.ac.il/).

The first part of the workshop consists of an introduction into the various meanings of the notion of identity and the consequences of these meanings for thinking about the professional identity of teacher educators. The study of identity does not only focus on teacher educators as individuals. The identity of teacher educators develops within the social, political and historical contexts in which they work and, as a result, the professional development of teacher educators is shaped by their personal motivation and initiative as well as by the possibilities and impossibilities of the context of teacher education and the wider context of education.

Who the teacher educators are is closely related to their work and after the introduction, the participants will make an inventory of the work of teacher educators based on the actual work and observations of the participants. The main questions we will answer are: What are the similarities between the work of teacher and teacher educators? What are the main differences. And what does this mean for the work and identities of teacher educators. The participants will than actively search for identities of teacher educators and give meaning to these identities. I will compare these identifies with those emerging from the literature.

Finally, we will discuss what these identities mean for the professional development of teacher educators and how we can develop professional development activities that help teacher educators to develop their own identity as teacher educator.

Complex Virtual Learning Environment in Primary School

Presented by Lajos Kis-Tóth and Csaba Komló,Eszterházy Károly College of Eger, Hungary

The Institute of Media Informatics of the Eszterházy Károly College of Eger, Hungary joined by the College's Demonstration Elementary School will launch a pedagogical and methodological experiment in the 2009/2010 academic year. As a result of this new and exciting venture aiming to promote efficient and productive digital literacy all fifth grade students of the Demonstration School can start their studies in an electronic and interactive learning environment comprised of projectors, interactive boards and such IP cameras, which facilitate the synchronous broadcast and archiving of lessons and presentations on-line. Furthermore, the traditional work stations will be superseded by Classmate PC machines in the respective classrooms.

In addition to elaborating electronic learning environments for students, the technical and professional support efforts included instructors as well. Consequently, in 2008 all instructors were provided with notebook computers. Moreover, professional training programs familiarised interested instructors with the foundations of electronic educational material development, and with the use of the MOODLE LMS framework and the Mahara electronic portfolio.

In the summer of 2009 teachers of the Demonstration School of college were provided professional training. Accordingly, fifth grade teachers were familiarised with the technological foundations and the methodology of the efficient use of such equipment and devices as the CMPC, the Interactive Board and e-presentations.

In our workshop, in a simulated virtual classroom environment we would like to describe our experience of this project and a short analysis of positive impacts and drawbacks, and answer together the following questions: (1) What are the key competencies of a teacher in the 21st century in a virtual learning environment? (2) What factors help to apply efficiently ICT in education? (3) How the role of teachers changes in a complex virtual learning environment?