



## Reviews

## Teachers and pre-service teachers as partners in collaborative teacher research: A systematic literature review



Vicky Willegems<sup>a,\*</sup>, Els Consuegra<sup>a</sup>, Katrien Struyven<sup>b</sup>, Nadine Engels<sup>a</sup>

<sup>a</sup> Department of Teacher Education, Vrije Universiteit Brussel, Pleinlaan 2, 1050, Brussels, Belgium

<sup>b</sup> Department of Educational Sciences, Vrije Universiteit Brussel, Pleinlaan 2, 1050, Brussels, Belgium

### HIGHLIGHTS

- Collaborative teacher research teams including multiple actors promotes teachers' professional learning.
- PTs appear to learn more when the collaboration with in-service teachers is an equal partnership.
- Participation in collaborative teacher research teams expands the concerns of PTs to pupil learning.
- Improved reflection and inquiry skills are not automatically transferred to daily teaching practice.
- Future research should focus on the role of teacher educators in facilitating collaborative teacher research as a Third Space.

### ARTICLE INFO

#### Article history:

Received 28 April 2016

Received in revised form

10 February 2017

Accepted 17 February 2017

#### Keywords:

Collaborative teacher research

Pre-service teacher

Pre-service teacher education

Professional development

Teacher collaboration

### ABSTRACT

A systematic literature review ( $N = 14$ ) was performed with a focus on the influence of collaborative teacher research on the professional development of pre-service teachers (PTs). A thematic overview of reported outcomes is presented. Collaborative teacher research has proven itself to be a promising practice for improving PTs' knowledge and attitudes regarding collaboration, reflection, inquiry, and student-centred teaching. Shared inquiry in less hierarchical partnerships between pre-service and in-service teachers, and other multiple actors, advances PT's learning more than one-to-one relationships between a mentor and a PT.

© 2017 Elsevier Ltd. All rights reserved.

### Contents

1. Theoretical framework .....	232
1.1. Teacher research .....	232
1.2. Teacher collaboration .....	232
1.3. Teacher resistance to collaborative teacher research .....	232
1.4. Modelling collaborative teacher research during teacher education .....	233
1.5. Effective collaborative teacher research .....	233
2. Research aims .....	233
3. Method .....	234
3.1. Search method .....	234
3.2. Sample .....	234
4. Results .....	234

\* Corresponding author.

E-mail addresses: [vicky.willegems@vub.ac.be](mailto:vicky.willegems@vub.ac.be) (V. Willegems), [els.consuegra@vub.ac.be](mailto:els.consuegra@vub.ac.be) (E. Consuegra), [katrien.struyven@vub.ac.be](mailto:katrien.struyven@vub.ac.be) (K. Struyven), [nadine.engels@vub.ac.be](mailto:nadine.engels@vub.ac.be) (N. Engels).

<http://dx.doi.org/10.1016/j.tate.2017.02.014>

0742-051X/© 2017 Elsevier Ltd. All rights reserved.

4.1. Descriptive results .....	234
4.1.1. Terminology .....	234
4.1.2. Study designs .....	235
4.1.3. Research foci .....	235
4.1.4. Thematic overview .....	237
4.1.5. Collaboration .....	237
4.1.6. Reflection .....	238
4.1.7. Inquiry .....	241
4.1.8. Student-centred teaching .....	241
5. Discussion and conclusions .....	241
5.1. Differentiated definitions as a display of engagement .....	242
5.2. Effects of collaborative teacher research: the state of the art .....	242
5.3. Effects on pupil learning: black box .....	243
5.4. Recommendations for practice and suggestions for further research .....	243
Acknowledgements .....	244
Supplementary data .....	244
References .....	244

The potential of collaborative teacher research, as a way of teacher learning and school development, is well documented and not new (Burbank & Kauchak, 2003; Cochran-Smith & Lytle, 1992). After decades of research and theory development, numerous terms have been used in the field to address the actions of teachers as researchers. The widely-cited work of Dewey (1929) on teachers as reflective practitioners dates back to the beginning of the 20th century. In the 1940s the action research movement emerged (Adelman, 1993; Lewin, 1946; Masters, 1999) and in the 1990s, teacher research became a prominent framework in professional development and school reform (Brydon-Miller, Greenwood, & Maguire, 2003; Reason & Bradbury, 2001). The teacher research movement seems to survive (Cochran-Smith & Lytle, 1993; Hollingsworth & Sockett, 1994; Lytle et al., 1994; Ray, 1993; Zeichner, 1994) and recently an increased attention on teacher research can be noted, with many studies reporting the positive effects of teacher research on teachers' practice and their students' learning (Blumenreich & Falk, 2006; Levine & Marcus, 2007; Love, 2009; Somekh & Zeichner, 2009).

Nevertheless, teacher research does not seem to gain a foothold in most schools. This might be due to the fact that teacher-education programs produce teachers who do not identify with the role of the teacher as a researcher and are not convinced of its effects. Teacher education's core responsibility is to train teachers who are able to deal with the complexity of teaching and, therefore, able to observe, analyze, and develop their practice in order to validate decisions and actions and, in the end, to provide excellent teaching to improve the learning of all pupils (Munthe & Rogne, 2015; Toom et al., 2010). Teachers are involved in decision-making about appropriate actions every day and, as explained by Cochran-Smith and Lytle (2009, p. 151), they "have to continuously form and reform the interpretative frameworks that guide their moment to moment actions as well as their deliberate and more considered long-term decisions in the interest of educating for a more just and democratic society". Predetermined technical skills, and academic and passed down experiential knowledge might be insufficient for the intelligent problem-solving that is required given the increasing complexity of teaching (e.g. diverse groups with low-income and underprivileged pupils). Therefore, it has been advocated to introduce systematic inquiry into pre-service teacher education curricula (Munthe & Rogne, 2015).

However, traditional images of teaching do not include teacher research and it is not really helpful for adopting 'inquiry as stance' if students of teaching notice that engagement in some kind of

practitioner research is expected from them in teacher education, while teachers in the schools, who serve as models, do not frame themselves as researchers. The well-known gap between campus-based teacher education courses and field experiences, and the competing messages students get from these two contexts continues to be a problem (Feiman-Nemser, 2001; Flessner & Stuckey, 2014; Le Cornu & Ewing, 2008; Zeichner, 2010; Zeichner, Payne, & Brayko, 2015). Conventional approaches to professional learning for in-service teachers (ITs) suffer from a similar kind of tension between those who produce and disseminate knowledge for teachers and those who are supposed to take it home and apply it in their classrooms (Apple, 1986; Burbank & Kauchak, 2003; Christianakis, 2010). Their knowledge, which counts for educating teachers and providing for their continuous learning, has currently been under debate. Placing students of teaching in schools without much preparation and leaving it to schools and the free market to prepare them for their job, with the "danger that teacher education will be transformed into a pure market economy divorced from universities" (Zeichner et al., 2015, p. 131), is not a satisfying alternative. Zeichner et al. (2015) call for "forms of democratic professionalism in teachers and teacher education, where colleges and university, schools and communities come together in new ways to prepare professional teachers who provide everyone's children with the same high quality of education" (p. 131). As Feiman-Nemser (2001) puts it, "Although teachers need access to knowledgeable sources outside their immediate circle, professional development should also tap local expertise and the collective wisdom that thoughtful teachers can generate by working together." (p. 1042). Teachers' experiences, voices, and thoughts should be at the core of professional development activities (Burbank, Kauchak, & Bates, 2010; Cochran-Smith & Lytle, 1999). The 'new' vision toward professional learning covers an array of approaches whereby teachers work together and take responsibility for their own learning and build on their on-going work of teaching. Instead of being consumers and implementers, they may become researchers and designers, aiming at the improvement of their practices and the learning of their students (Avalos, 2011). Although during the last decennia there has been growing support for the vision that collaborative research by teachers about their own classrooms represents a powerful way to realize this new vision (Cochran-Smith & Lytle, 1992, 2009), the old assumptions about teachers' roles in professional development seem to prevail in practice and policy (Cochran-Smith, 2005; Zeichner, 2010).

After twenty years of increased attention on teacher research,

Download English Version:

<https://daneshyari.com/en/article/4941713>

Download Persian Version:

<https://daneshyari.com/article/4941713>

[Daneshyari.com](https://daneshyari.com)