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Student Teacher E-portfolios: The emergence of student agency through structured dialogue and critical engagement

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Student Teacher E-portfolios: The emergence of student agency through structured dialogue and critical engagement

Morag Redford

Helen Coker

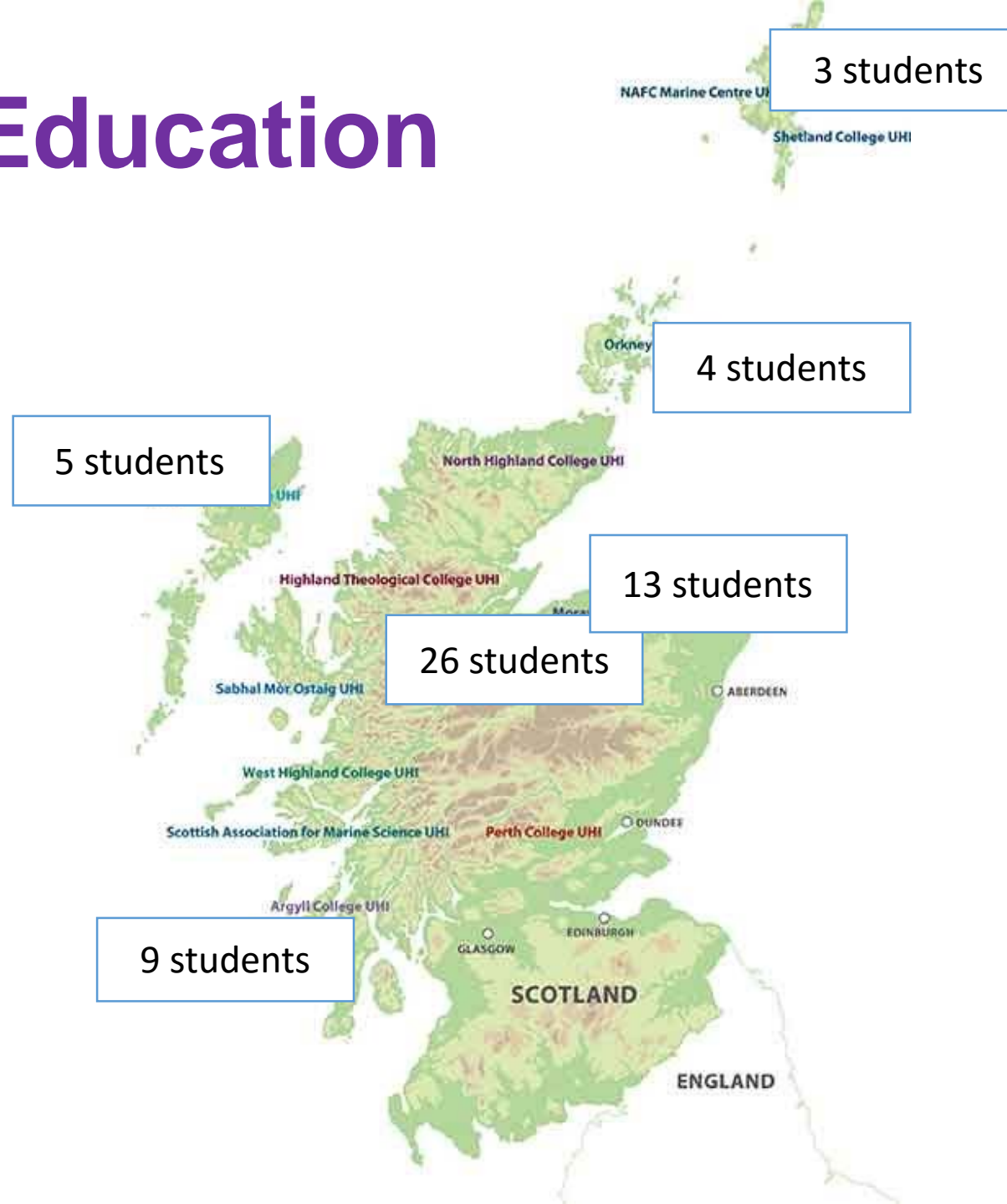
University of the Highlands and islands

In this session...

- Development of our E-portfolio
 - Discussion
- Presentation of our research
 - Discussion



Teacher Education at UHI





The Development of the E-Portfolio

- **Problematizing - How could we use a digital space to enable the development of professional identity for student teachers?**
- **Policy Context:**
 - National: Teachers in Scotland work with a set of standards, students need to meet the standard for provisional registration (SPR) at the end of the year
 - International: Agenda of quality around teachers (classroom-ready in Australia)
- **Theoretical Context:**
 - Teacher Agency (Priestly, Biesta and Robinson, 2015)
 - Cultural Narratives (Bakhtin, 19**, Wertsch 19**, Philpott, 2014)

First Iteration

- E-portfolio was based in Mahara – e-portfolio platform

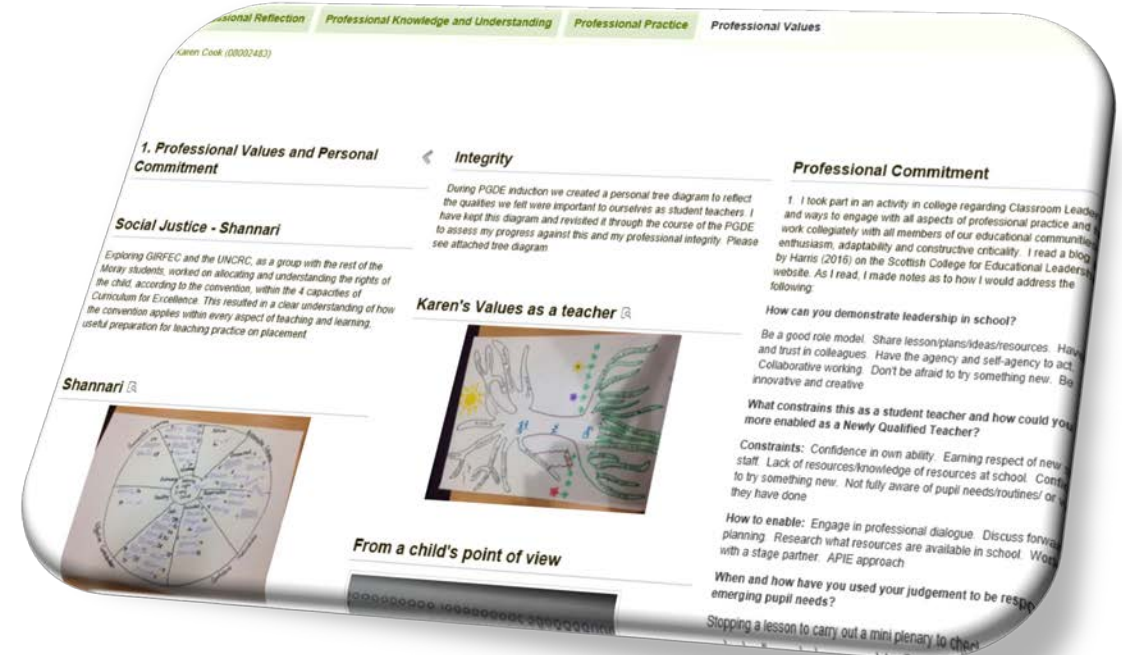
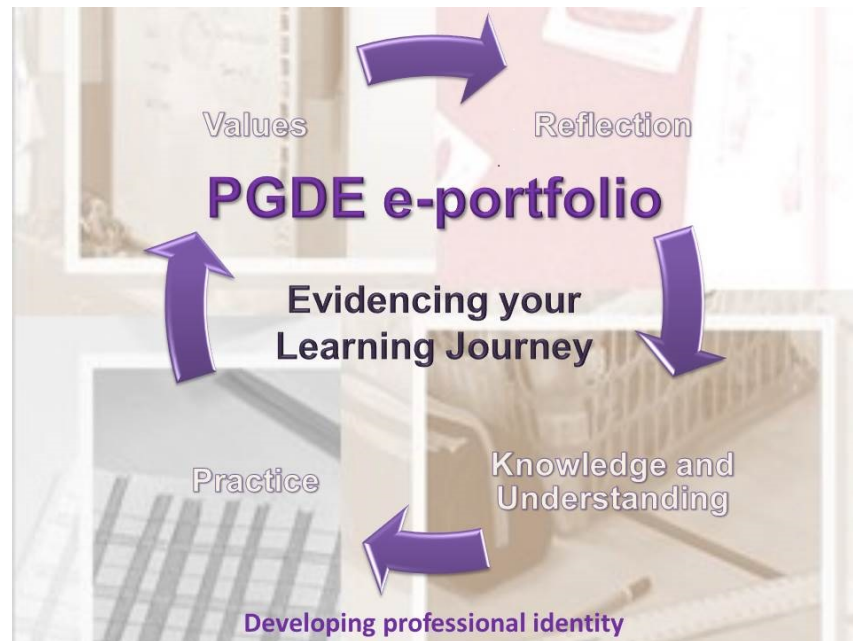
SPR	Evidence
1. a. b. c. d.	



- Embedded across online space – Blackboard sessions

Second Iteration

- Re-structured pages to reflect teacher identity



- Formative dialogue with tutor on the front page
- Triad discussions
- No empty space

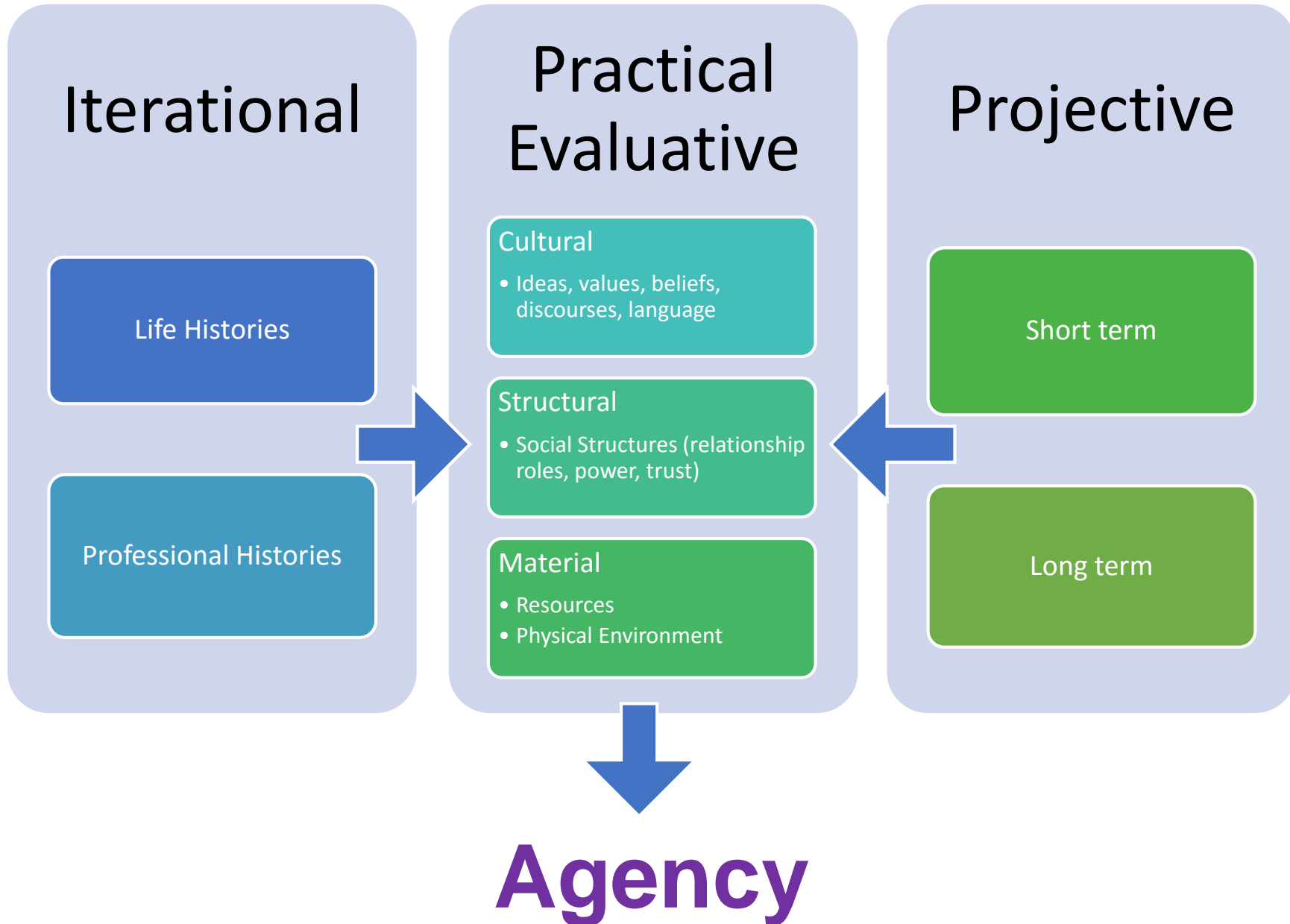
Discussion



- Social Justice
- Integrity
- Trust and Respect
- Professional Commitment

Student-Teacher Agency Research

- Theoretical Framework
- Methodology
- Methods
- Findings



Model for ecological Agency (Priestly, M, Biesta, G and Robinson, S, 2015: 30)



Methodology



Methods

- Focus group
 - Whole cohort in three groups (53 students)
- Triad maps
 - Whole cohort in triads (53 students)
- Individual interviews
 - Selected students from all APs

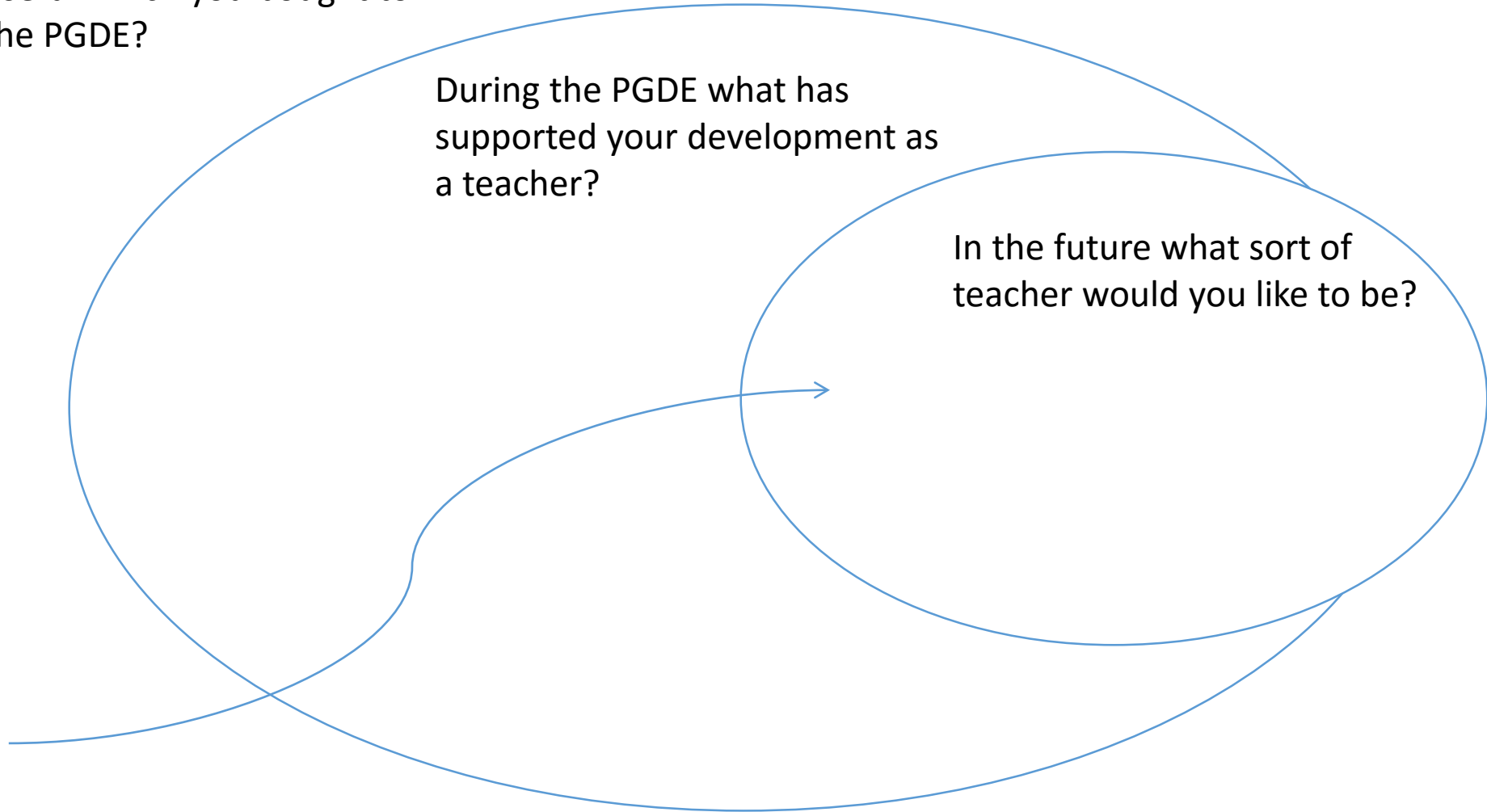


Triad Maps

What have you used / found useful which you brought to the PGDE?

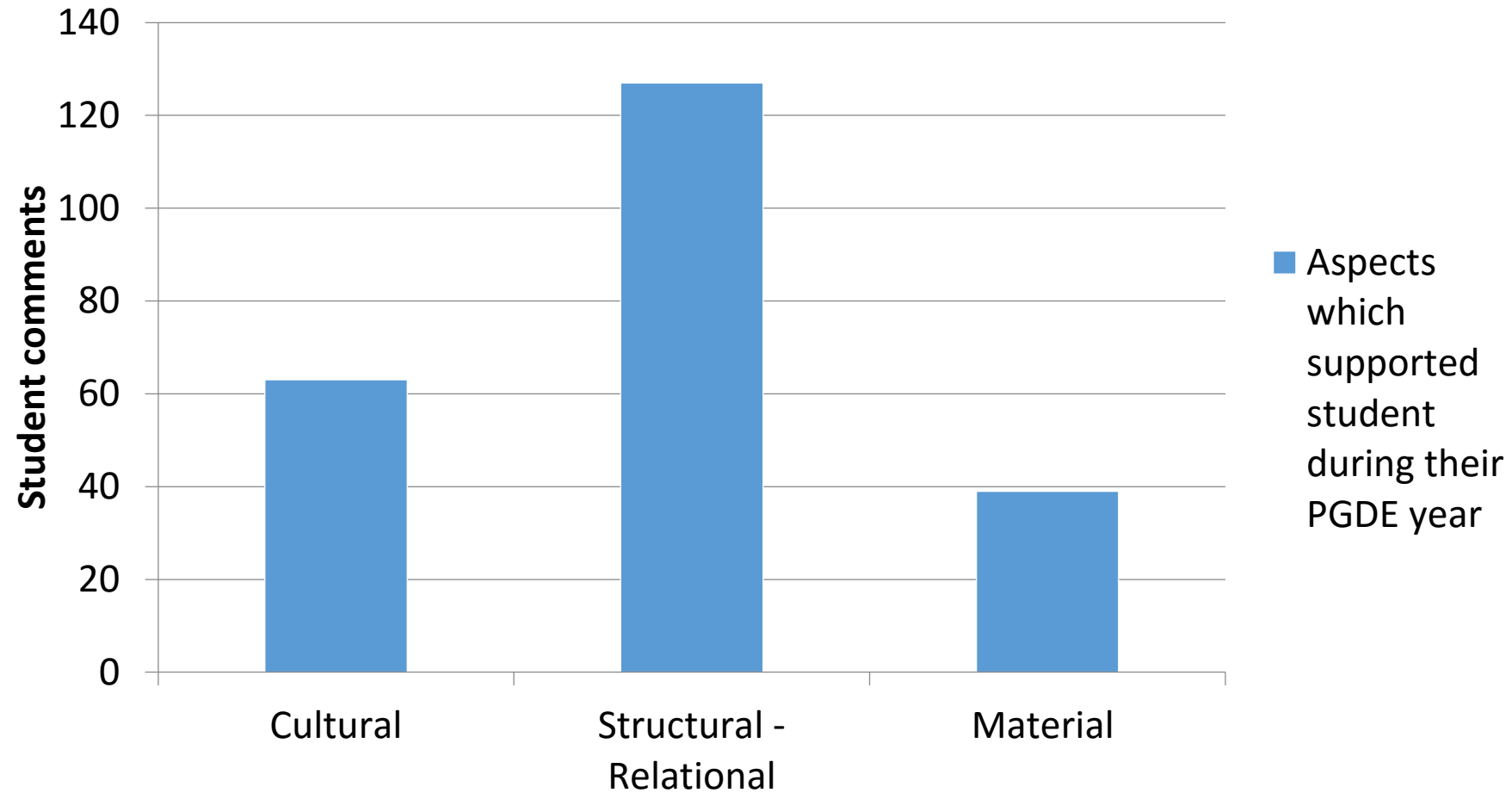
During the PGDE what has supported your development as a teacher?

In the future what sort of teacher would you like to be?





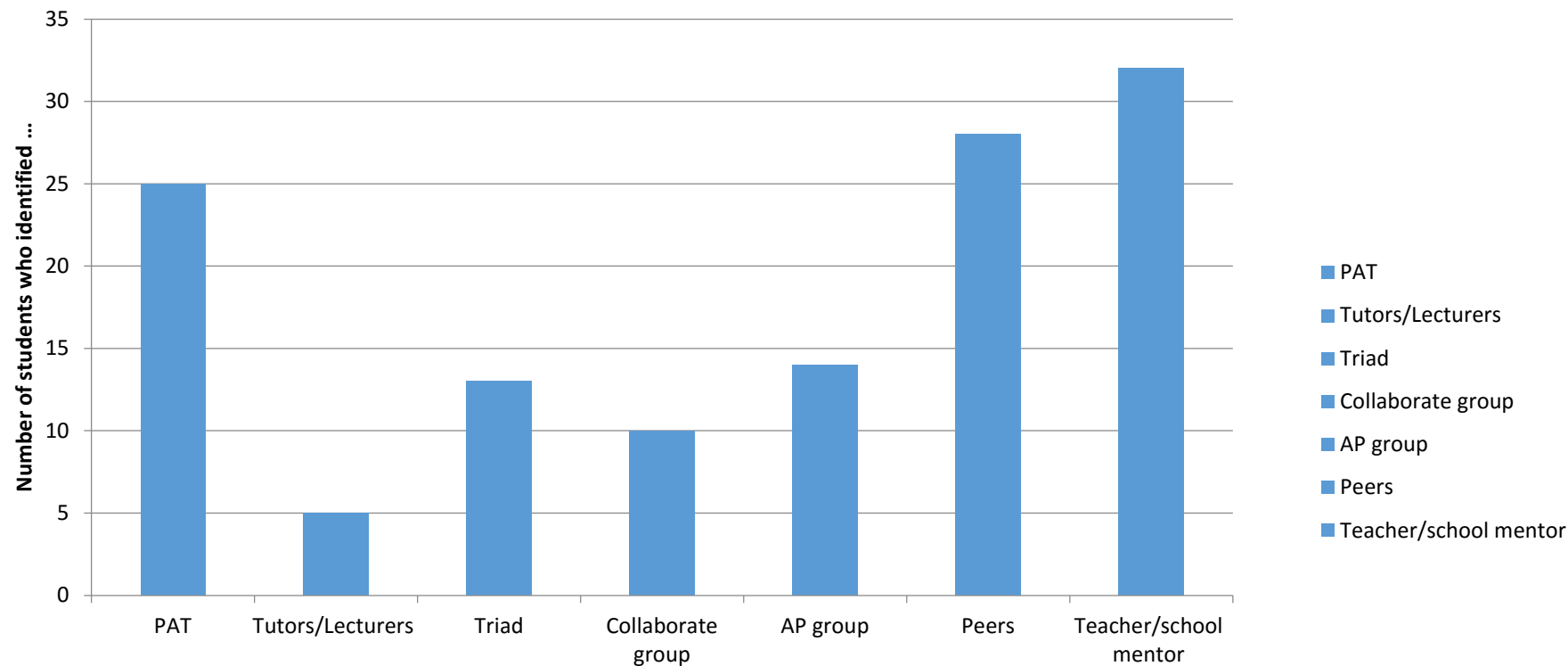
The PGDE year



Students valued relationships more than cultural or material factors



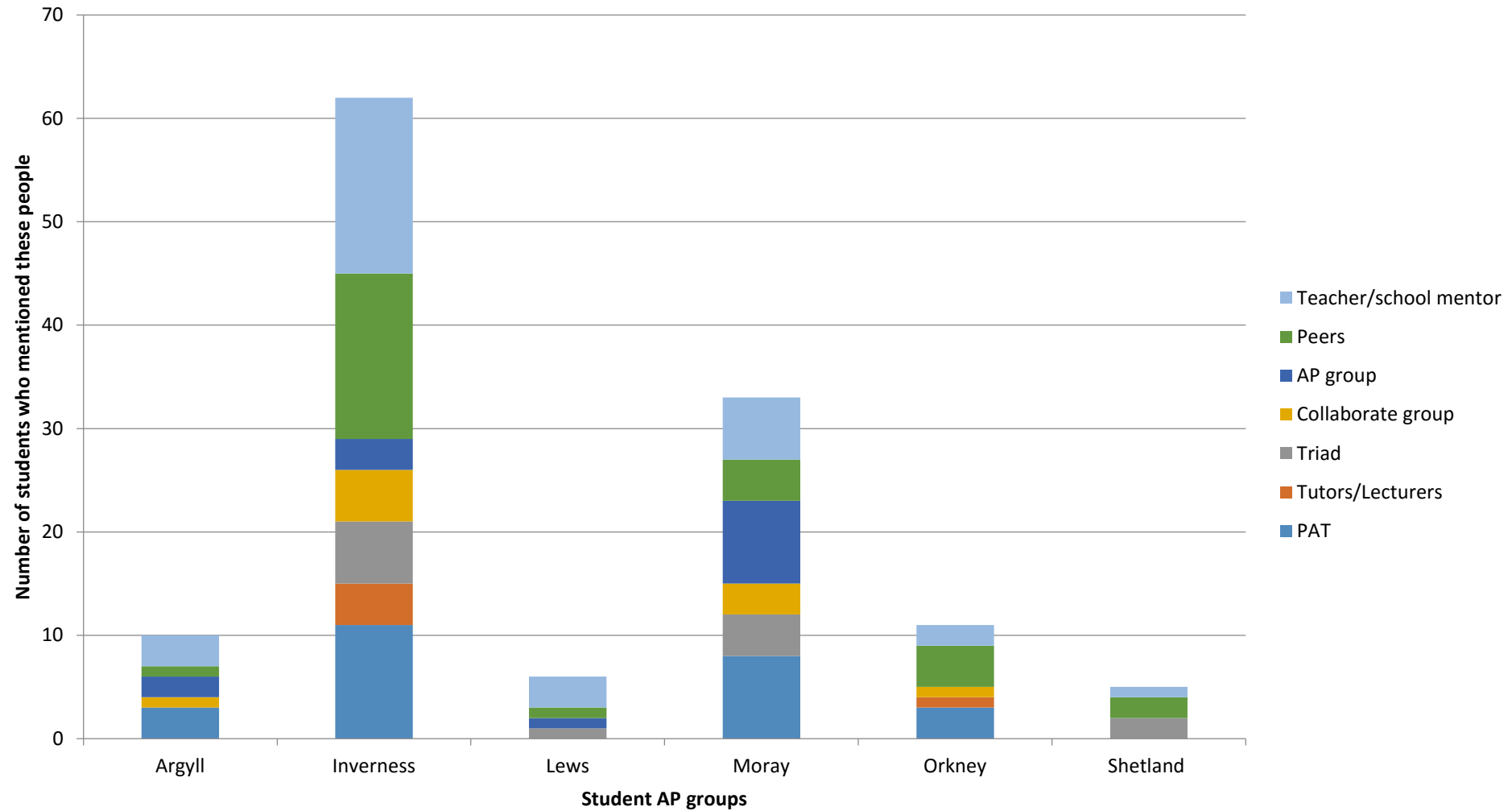
People identified by students as supporting them during their PGDE year



Relationships were important – they potentially played different roles



People seen to support students development as a teacher (by AP)



The relational context was potentially influenced by the local context



Interviews

We asked our students: *'Are you a Teacher?'*

I am but I've still got my L Plates on, I haven't advanced to P plates, I am working on it

I think so, yeah. Absolutely I feel like a primary teacher now

I think so
I am nervous about getting a class but excited about continuing my professional learning

Yes, I do feel like I am now and that's a different answer to what I probably would have given six months ago

Student Teacher Agency

Trajectories towards
the professional
'landscape' of practice

Through the woods of
the probation year

