

## UHI Research Database pdf download summary

### Roundtable Discussion: Student Teacher E-portfolios

Coker, Helen; Redford, Morag

*Publication date:*  
2016

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*Citation for published version (APA):*

Coker, H., & Redford, M. (2016). *Roundtable Discussion: Student Teacher E-portfolios: The emergence of student agency through structured dialogue and critical engagement*. Australian Teacher Education Association Annual Conference , Ballarat , Victoria, Australia.

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

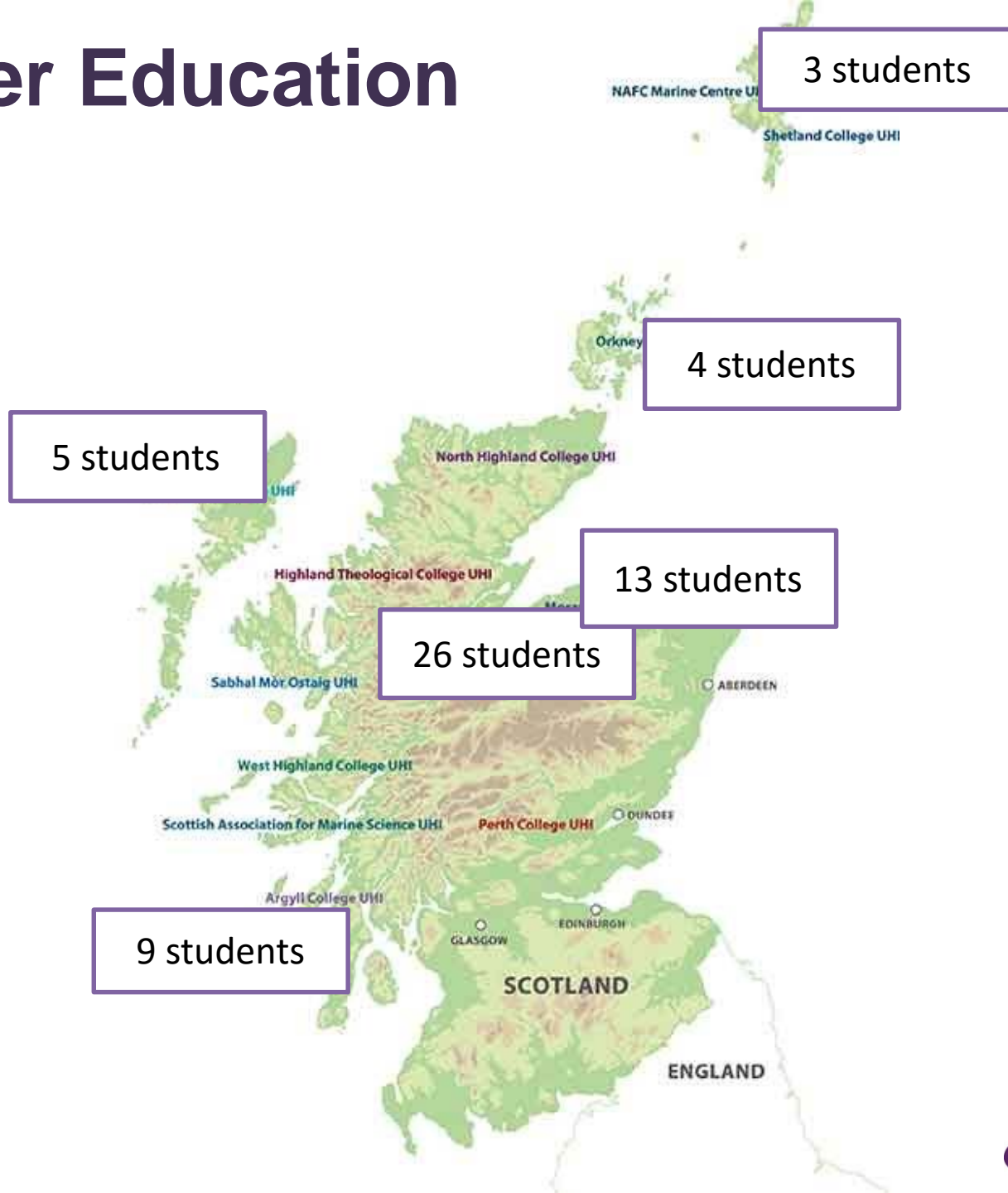


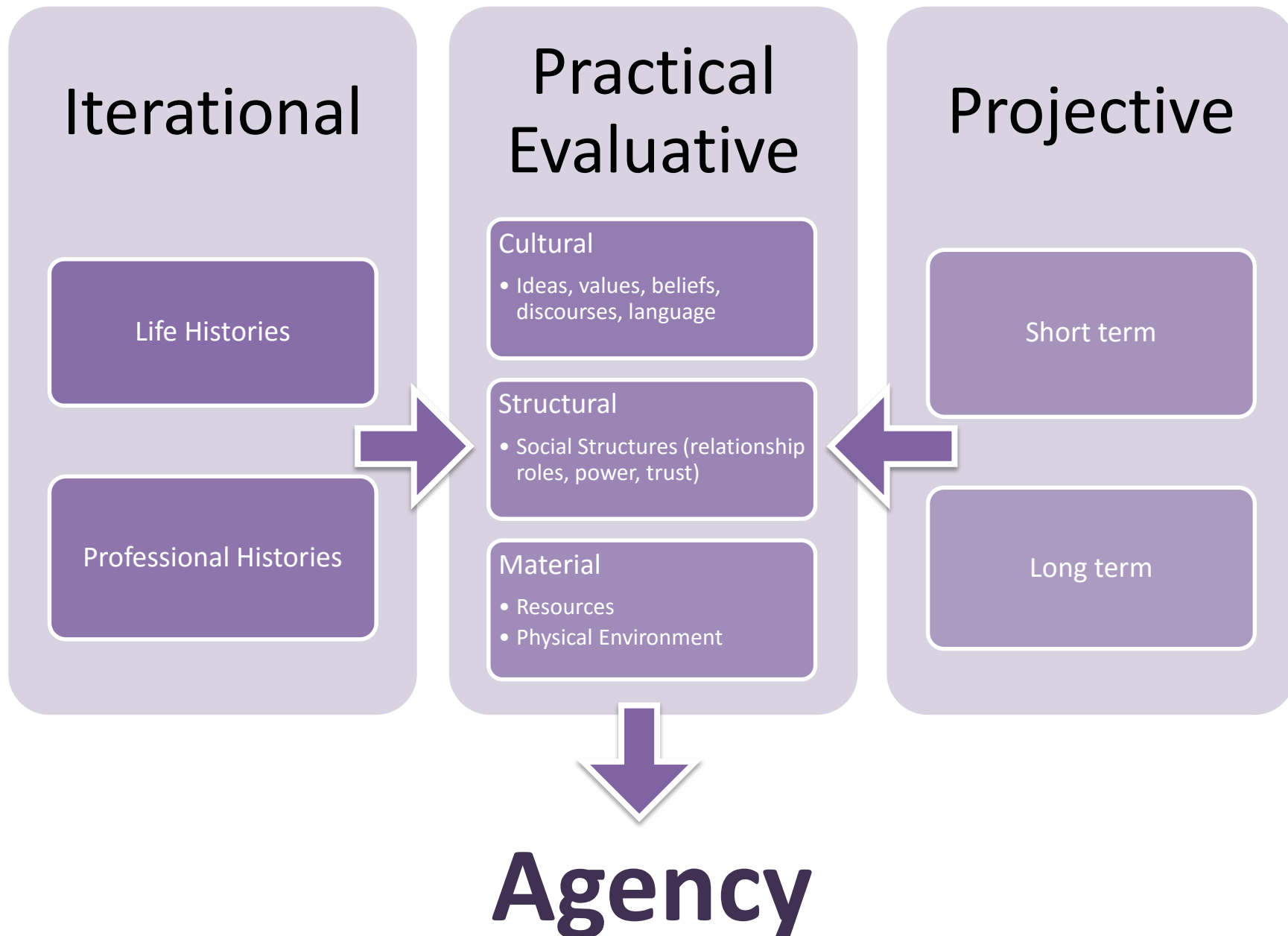
# In this Roundtable

- Presentation of our research
- Two discussion activities:
  - Vignettes of student agency
  - Dialogic structures to support agency



# Teacher Education at UHI





*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



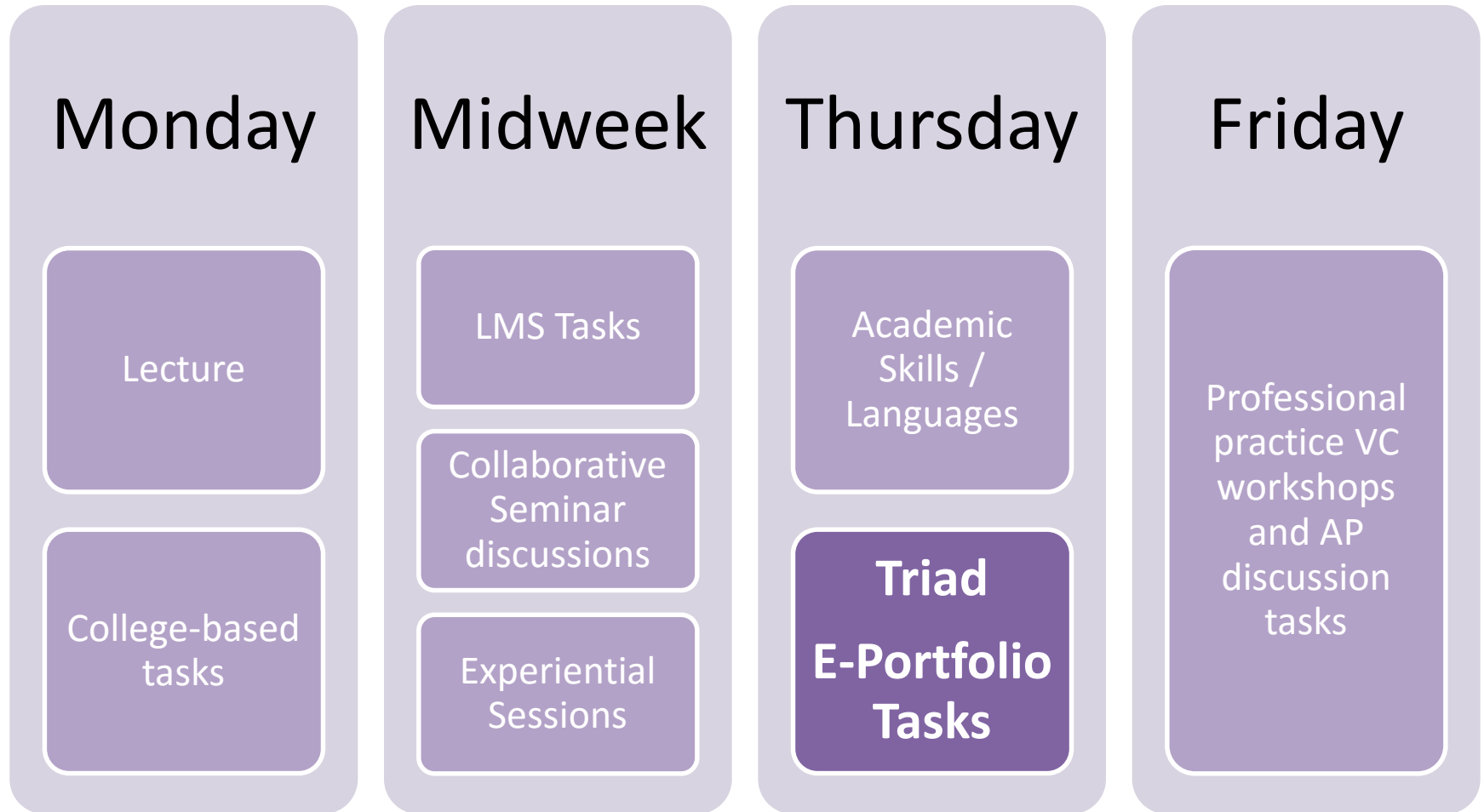
# Practical Evaluative

- Cultural
  - Ideas, values, beliefs, discourses, language
- Structural
  - Social Structures (relationship roles, power, trust)
- Material
  - Resources
  - Physical Environment





# Critical Engagement (Material Context)





# 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?

# Discussion

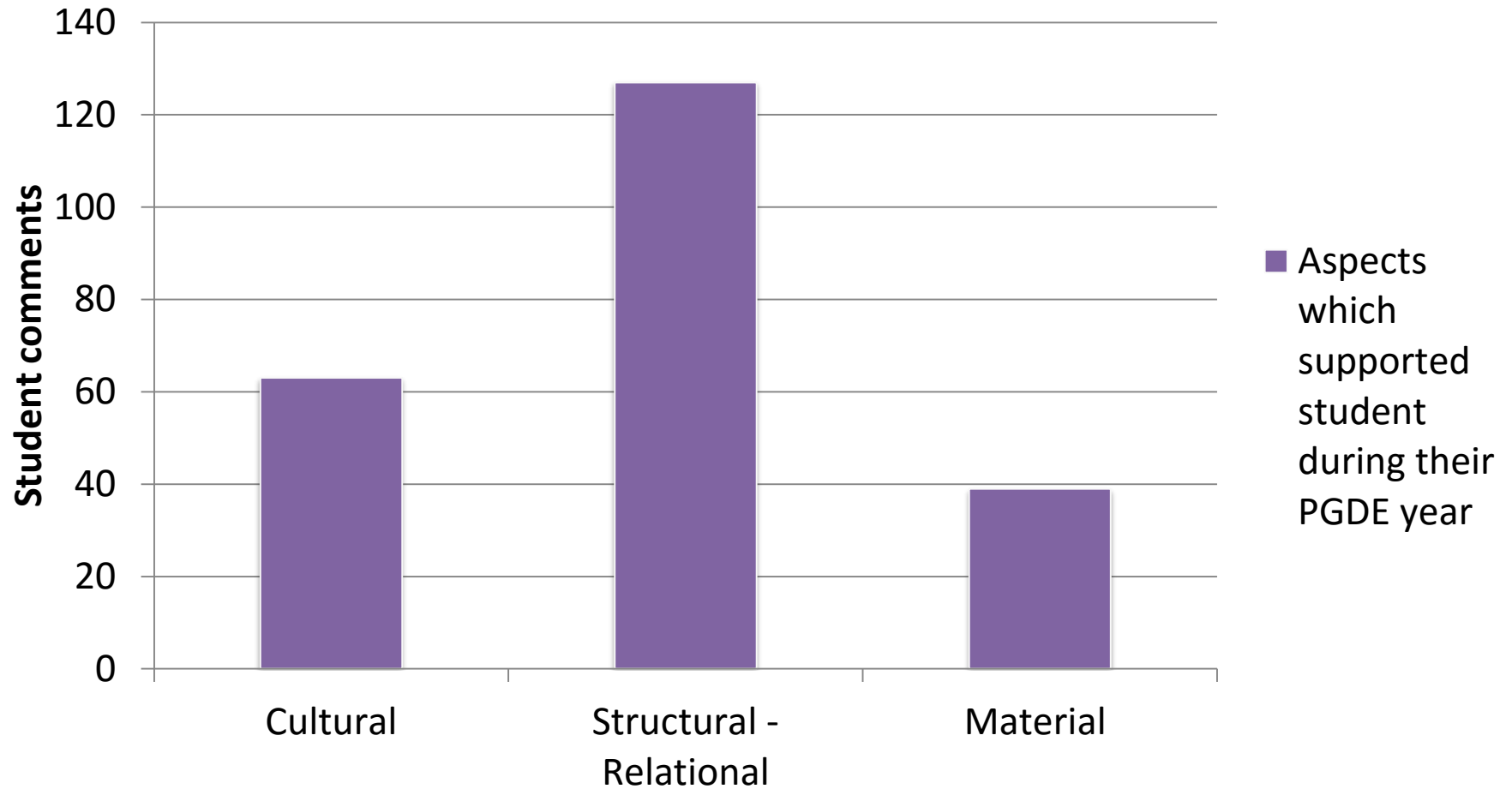
- Vignettes of Agency
- Triad discussions – students were asked what supported them over the PGDE year

**In what ways was agency enacted?**



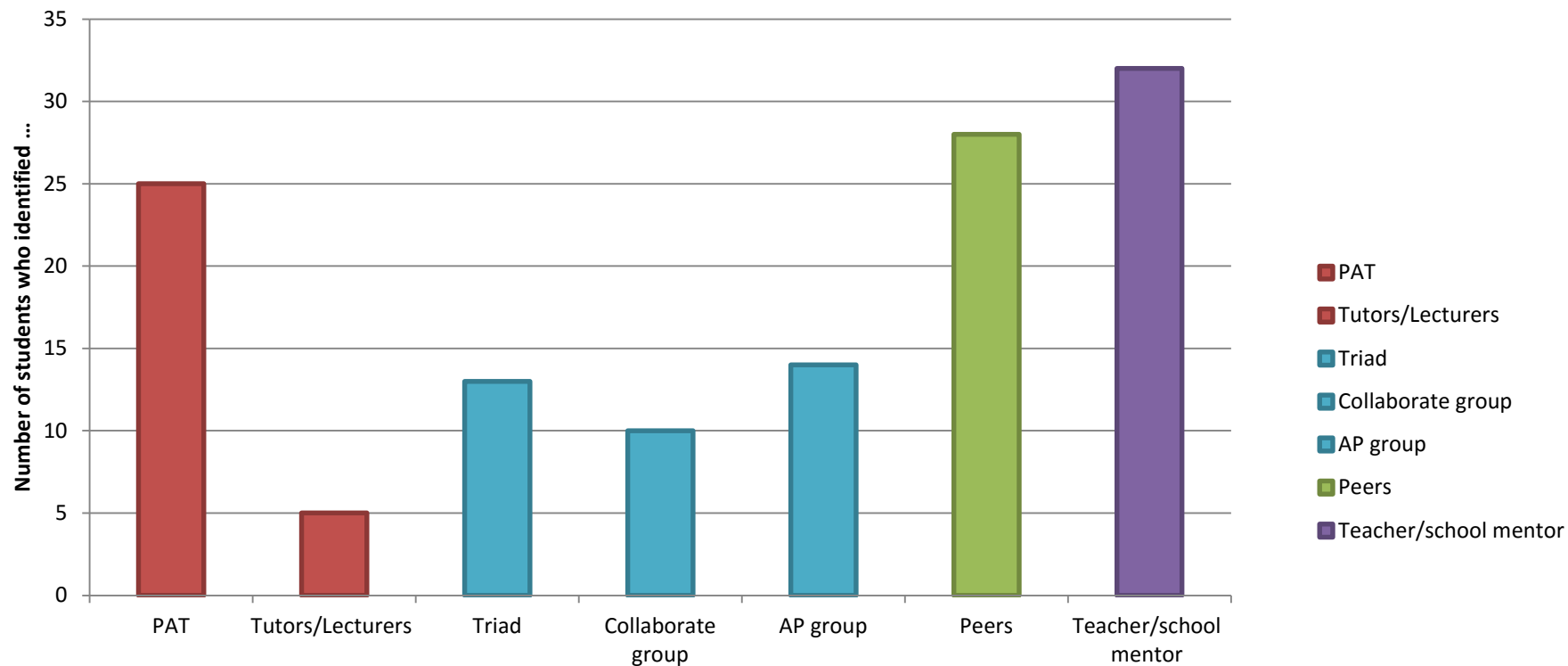


## The PGDE year



**Students valued relationships more than cultural or material factors**

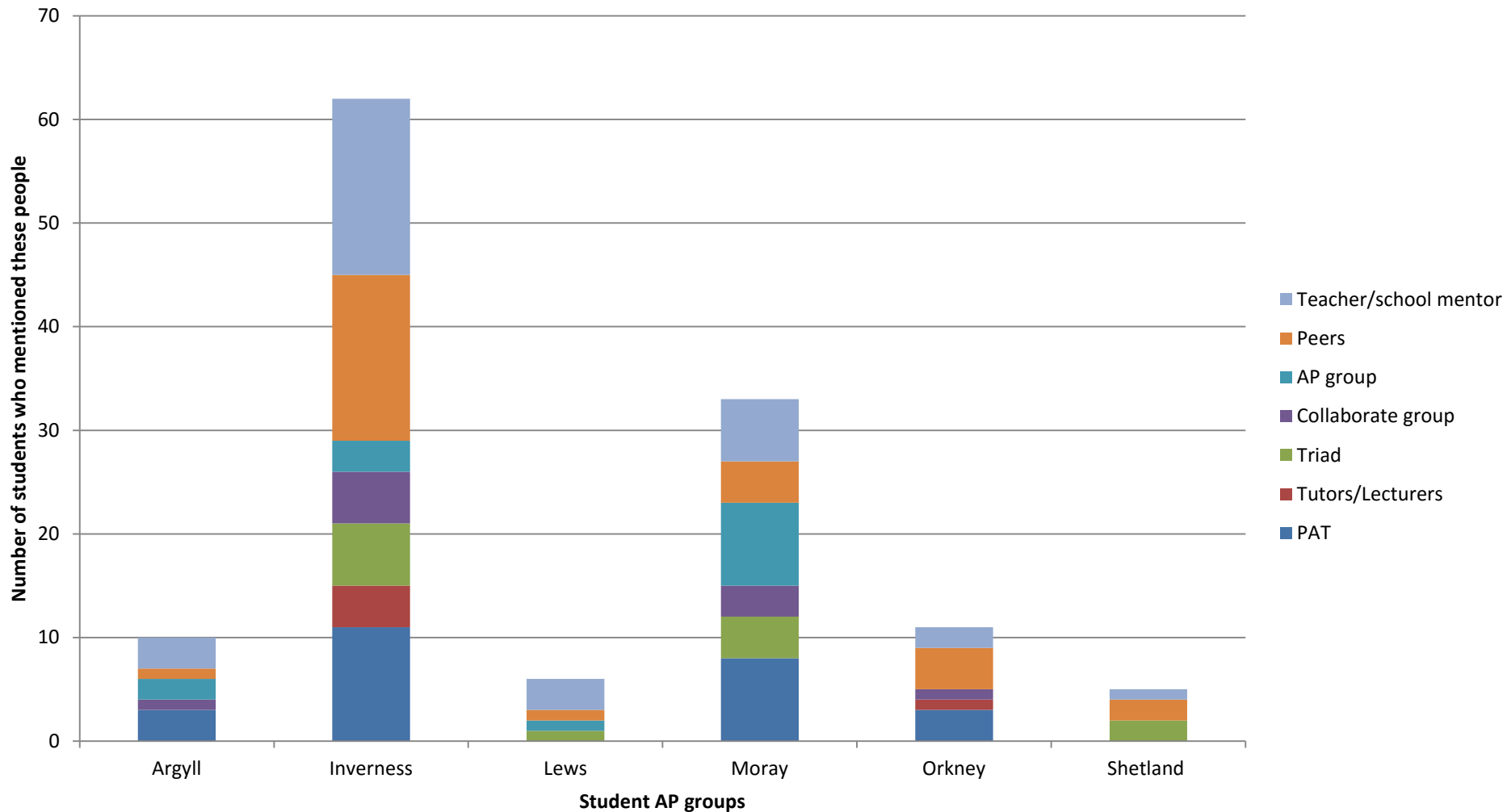
## People identified by students as supporting them during their PGDE year



**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**



# Discussion

- Triad Discussions
- E-Portfolio



In what ways did the Triad discussions and E-portfolio develop student teacher agency?

In what ways might this inform your role as a Teacher Educator?

# Agency

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

