



**Velkommen til regionalt seminar i Bergen/
Tromsø/ Sandvika, høst 2018**

Overview of the agenda: *Day 1*



12.15-12.45	Session 1: Welcome and introductions
12.45-13.30	Session 2: Video presentations of some practice-oriented studies
13.30-14.30	Session 3: A closer look at the video examples
14.30-15.00	Break
15.00-16.25	Session 4: A deeper look at the video examples with gallery walk
16.25-16.30	Closing
19.00	Dinner

Overview of the agenda: *Day 2*



9.00-9.15	Session 1: Introduction
9.15-10.15	Session 2: Framework for understanding practice-oriented studies
10.15-10.30	Break
10.30-11.30	Session 3: Planning, part 1
11.30-12.15	Lunch
12.15-13.45	Session 4: Planning, part 2
13.45-14.15	Break
14.15-15.15	Session 5: Institutional discussions, including ideas for May national meeting
15.15-15.30	Closing comments and next steps



Session 2:

Video presentations of practice-oriented studies

Session 3: *A closer look at the examples*



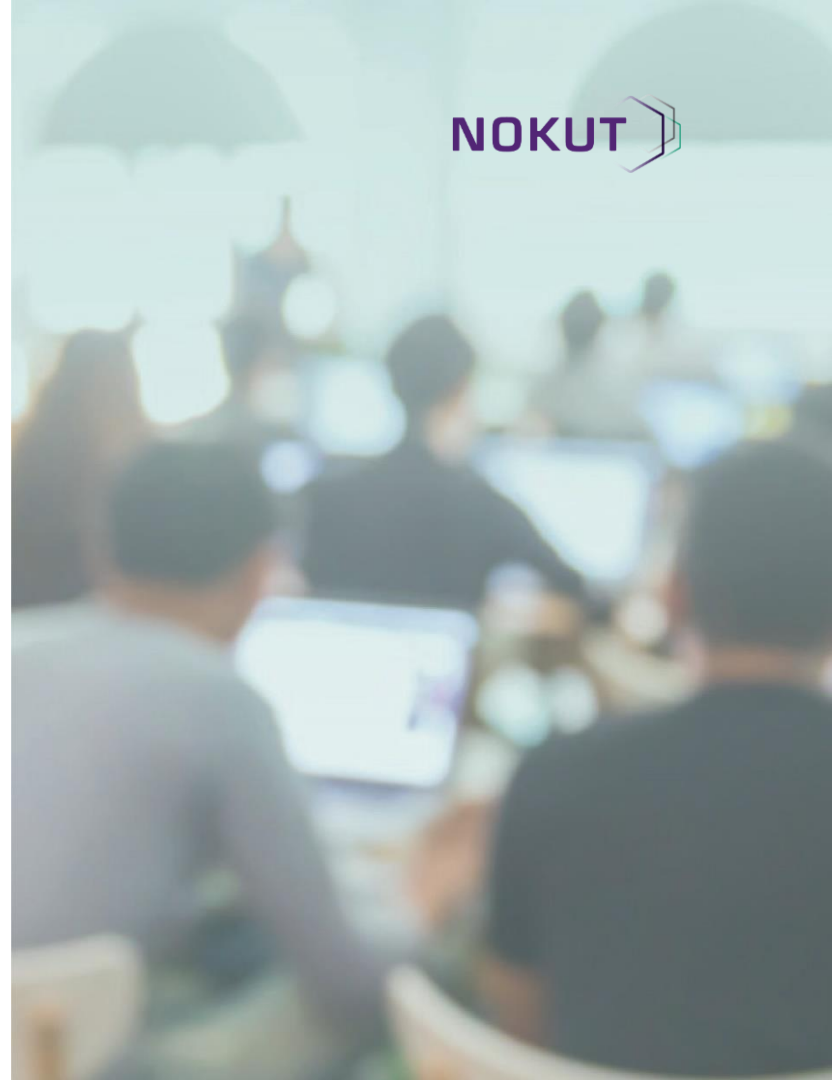
- Discussion (use the table on the next slide if helpful for discussion)
- What is the focus of the research question and where does it come from?
- What data were collected, and where were they sourced?
- Who analysed the data, using whose framework and with what tools?
- For whom are the findings useful and how might they be used?

Session 4: A deeper look at the examples

(use the table on slide 10, if helpful for discussion)

Practice orientation of the studies

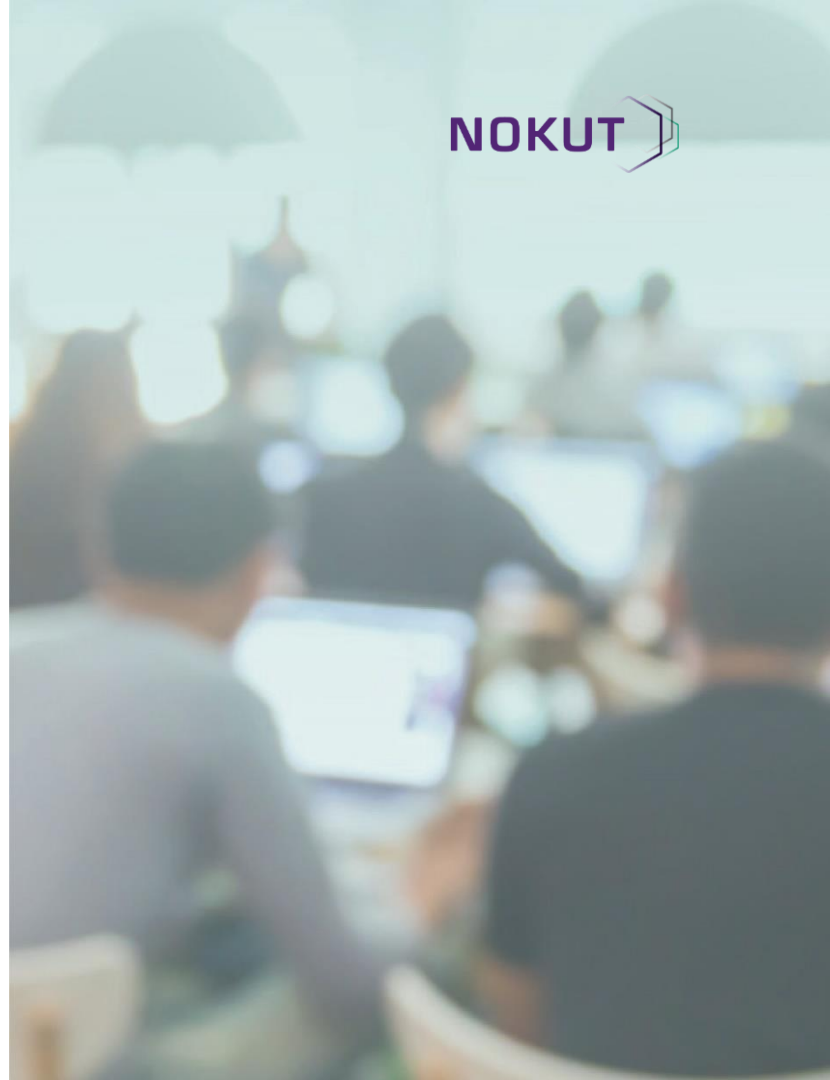
- How and to what degree are the example studies practice-oriented (or should be)?
- How is "practice" defined in these studies—is it the same across all of them, or different?
- How are the studies informed by theory and previous research?
- Do you agree that these are practice-oriented (or are some not, in your opinion)?



Session 4: A deeper look at the examples

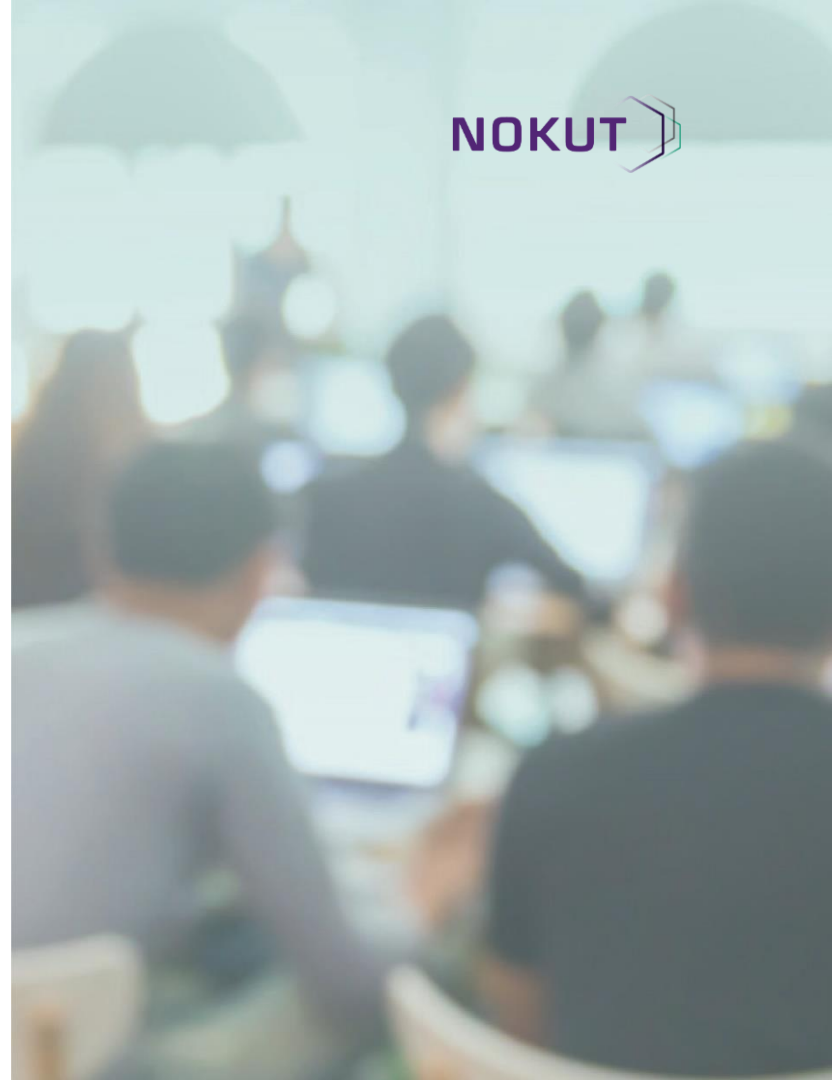
Integration of the studies to school and classroom

- What kind of relationship with the school/community would have been required in order to do this study?
- How is the study located in a classroom/school/community?
- What kind of supervision (and by whom) would it have taken to do this study?



Session 4: Contribution of the study to the researchers' learning and competence

- How did the studies contribute to teaching students learning to be teachers?
- Or might they **not** play a role in helping students learn to be teachers?



Session 4: Table to support *DEEPER* look discussion



	Practice orientation	Integration	Contribution to student learning	Practical issues
Examples that help clarify and extend the discussion, but also raise questions and issues				

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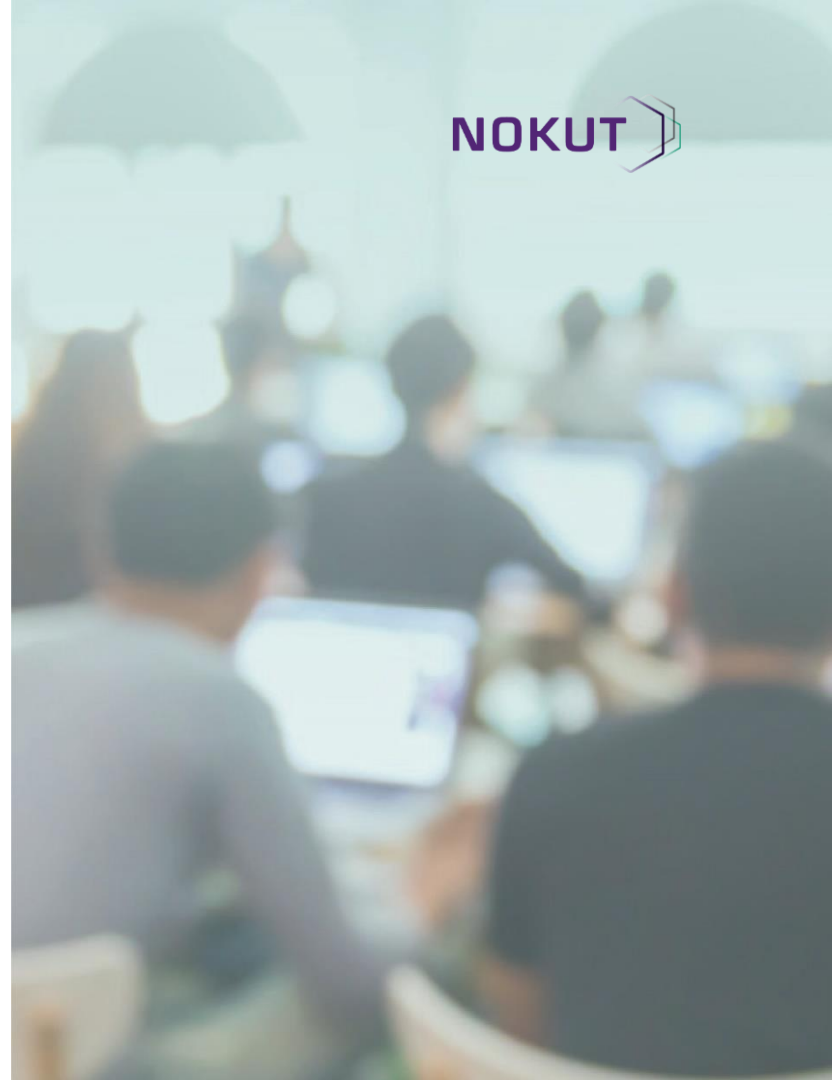


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14.15-15.15	Session 5: Institutional discussions
15.15-15.30	Closing comments and next steps



Session 2:

Framework for understanding practice-oriented studies



Key issues*

- Choice of topic and research question/s
- Research design and sources of data
- Organisation, scaffolding and supervision
- Quality and contribution

*Adapted from A. Oancea (2018) Practice-oriented research dissertations. Internal presentation, University of Oxford.

Choice of topic and research question/s

DEFINING A TOPIC

- **Practice-based** proposal (questions arising from students' own praxis)
- **School/ municipality-based** proposal (students identify current problems faced by the practice settings, with guidance from school)
- **Literature-based** proposal (emergent interests through engagement with research literature and discussion with HE supervisor)
- Choice from topics **pre-set** by the course provider/s (possibly in partnership with settings and municipalities) or from an existing research project/ dataset

SUBSTANTIVE FOCUS

- **Subject/ SEN** (pedagogy)
- **Classroom** practice
- **Local** educational provision (school, municipality) (including school leadership)
- **Wider** educational issues

Research design and sources of data

SOURCES OF DATA

- School/ municipality/ national **administrative data**
- Pre-existing **research datasets**
- **Documentary** data
- **New empirical** data (via interview, observation, visual, questionnaire etc)
- **Theoretical** inquiry
- **Research synthesis** approach

DESIGNS

- **Multi-site case studies** (potentially mixed-method, comparative)
- **Single-site, practice-based case studies**
- **Action, participatory and practitioner** intervention research
- **Larger scale** cross-sectional, time-rich, longitudinal or ethnographic designs

Organisation, scaffolding and supervision

- **Individual vs group** projects
- **Supervision:**
 - **individual / pair/ group** supervisions
 - **single** supervisor/ **co-supervisors/ partnership** models
- **Stepping stones** (prior assignments on related topics) or **one-off** (final year project)

Quality and contribution

EXPECTED CONTRIBUTIONS

- **Own learning**, professional development, and practice
- Development of practice/ policy/ culture in own **institutions, cluster, or municipality**
- Making a difference to **teachers, children, parents**
- Advancing **research knowledge**, including theory

QUALITY ASSESSMENT

- **Research rigour vs practical relevance**
- **University-based** assessment; **partnership; peer; self-assessment**

DISSEMINATION AND USE

- **Closed** (only for degree)
- **Shared** in practical settings and/or with peers
- Made **publically** available
- **Use by others** actively encouraged and supported

What about...?

Discussion

- Explore the different possibilities in relation to your context
- You may wish to talk about...
 - New ideas arising from the sessions so far
 - What might be valuable to try in your context
 - How you may re-imagine the thesis in relation to students' and partners' needs
 - Other questions and issues

Session 3: *Sharing expectations for the MA thesis*



- What expectations does your TE program/HEI have for the MA theses?
- What expectations does your school/municipality has for the MA theses?
- What expectations do student teachers have for the MA thesis?
- List key ideas on chart paper


Session 3: *Summarizing the role of the MA thesis*

- Summarize your shared understanding of the role of the MA thesis for student teachers who are learning to be teachers during teacher education
- List the key aspects based on your discussion (on chart paper)

Access to full text master's theses

<https://www.nokut.no/apt>

on the webpage, click on this box:

Materiell – konferanser, seminarer og workshops 

Session 4: *Discuss and plan*



- What kinds of previous activities/experiences/courses over the course of the program will you use to explicitly support the thesis work (especially the 3rd year research experience, but also throughout the previous 4 years)?
 - How will you orient student teachers to MA thesis work?
 - How will you organize their thesis work both in TE institutions and in schools?
 - How will you support their thesis work through seminars and personal supervision?
 - How will you evaluate the theses?
- Be prepared to present your plan to others and discuss.

Session 5:

Institutional discussions

PLEASE BE SURE TO TALK ABOUT IDEAS AND
REQUESTS FOR THE MAY NATIONAL MEETING