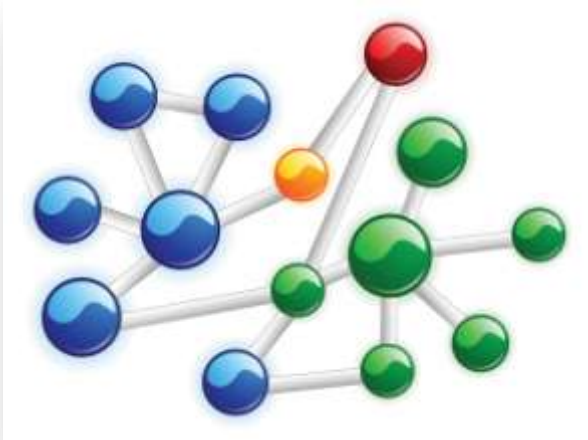




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# Teacher Education: Creating a Research Agenda

Professor Simon Borg



# Content




- What?



- Weighting?



- Rationale?

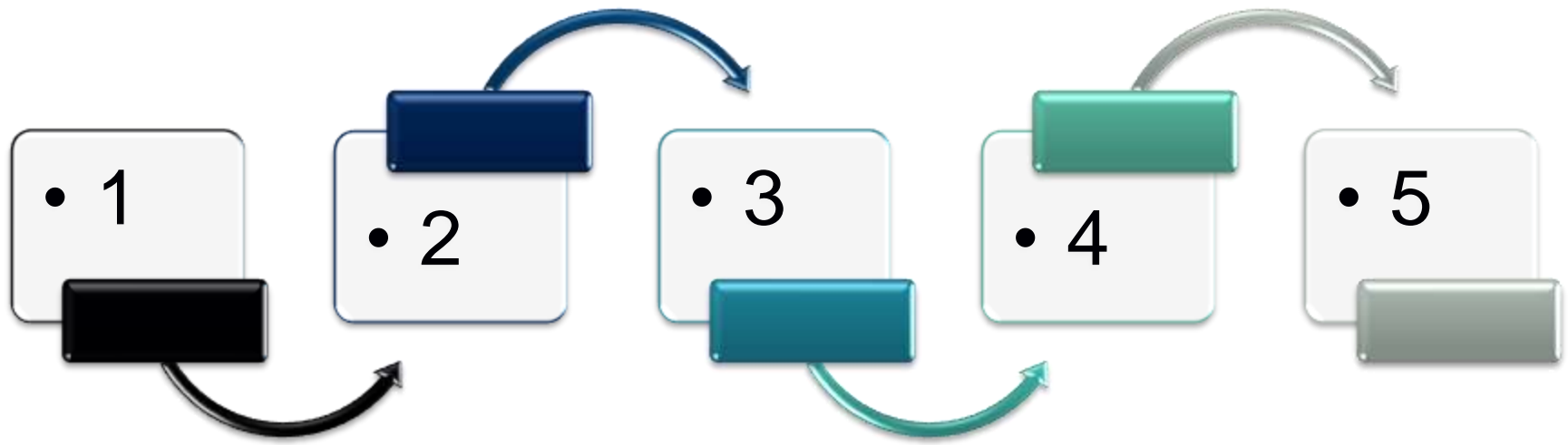


- Trainee perspectives?

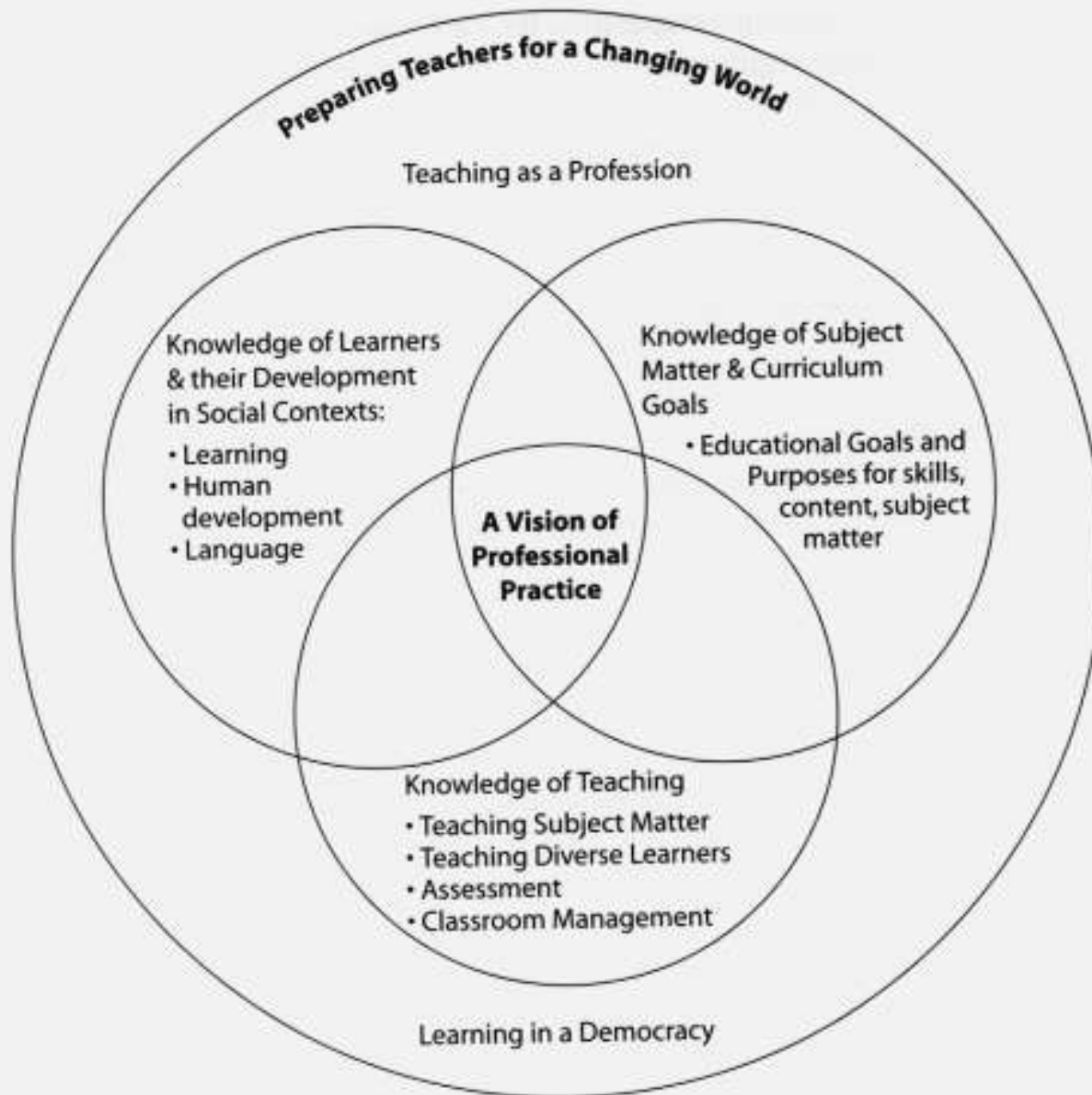


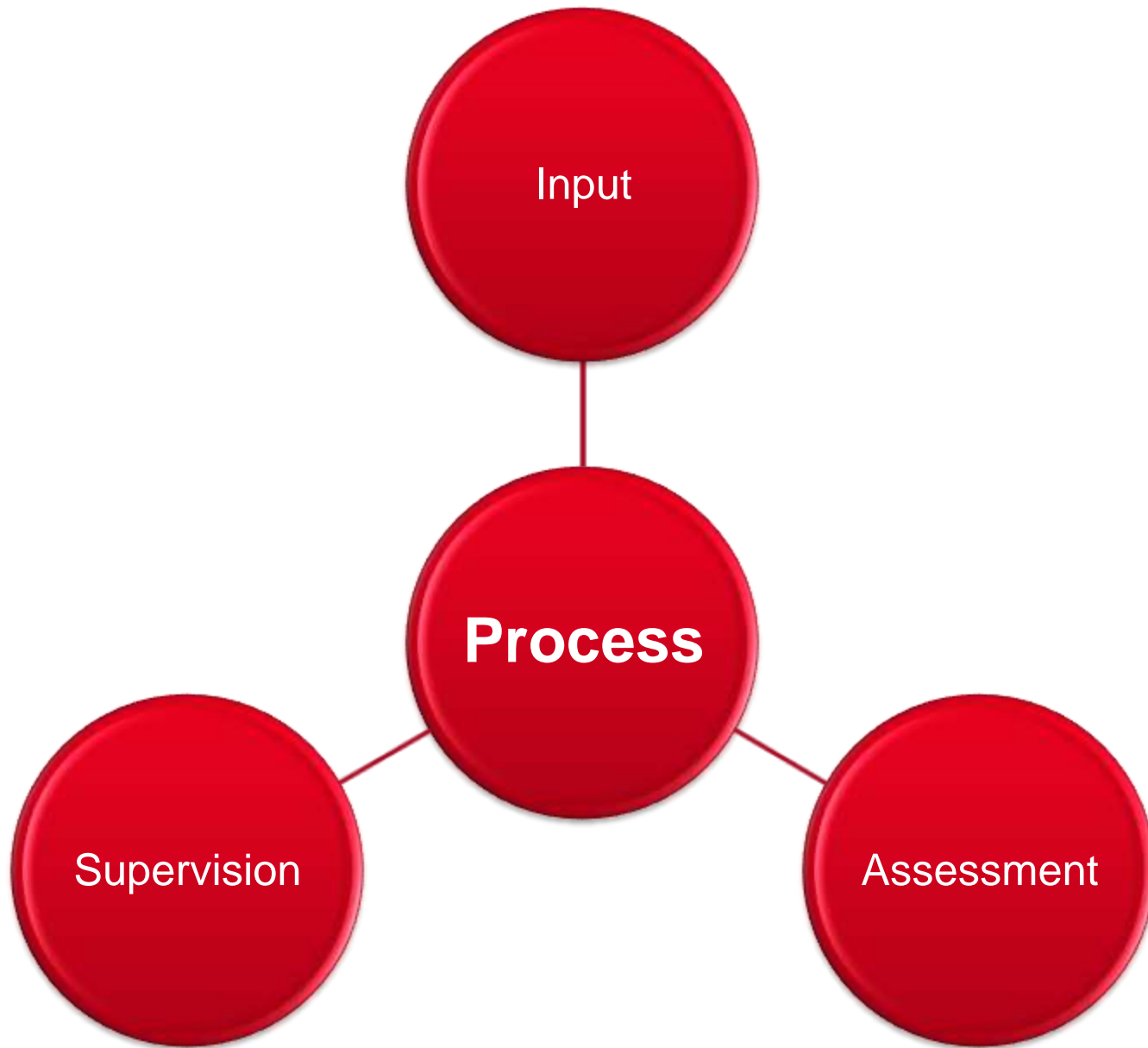
- Relative to contemporary thinking?

# Structure



[teacher educators] should recognise the complexities of what constitutes ‘subject knowledge’ in language teaching, and how it is inseparable from ‘teaching knowledge’ and involve participants in activities which capture the fusion of content and process typical of language teaching.

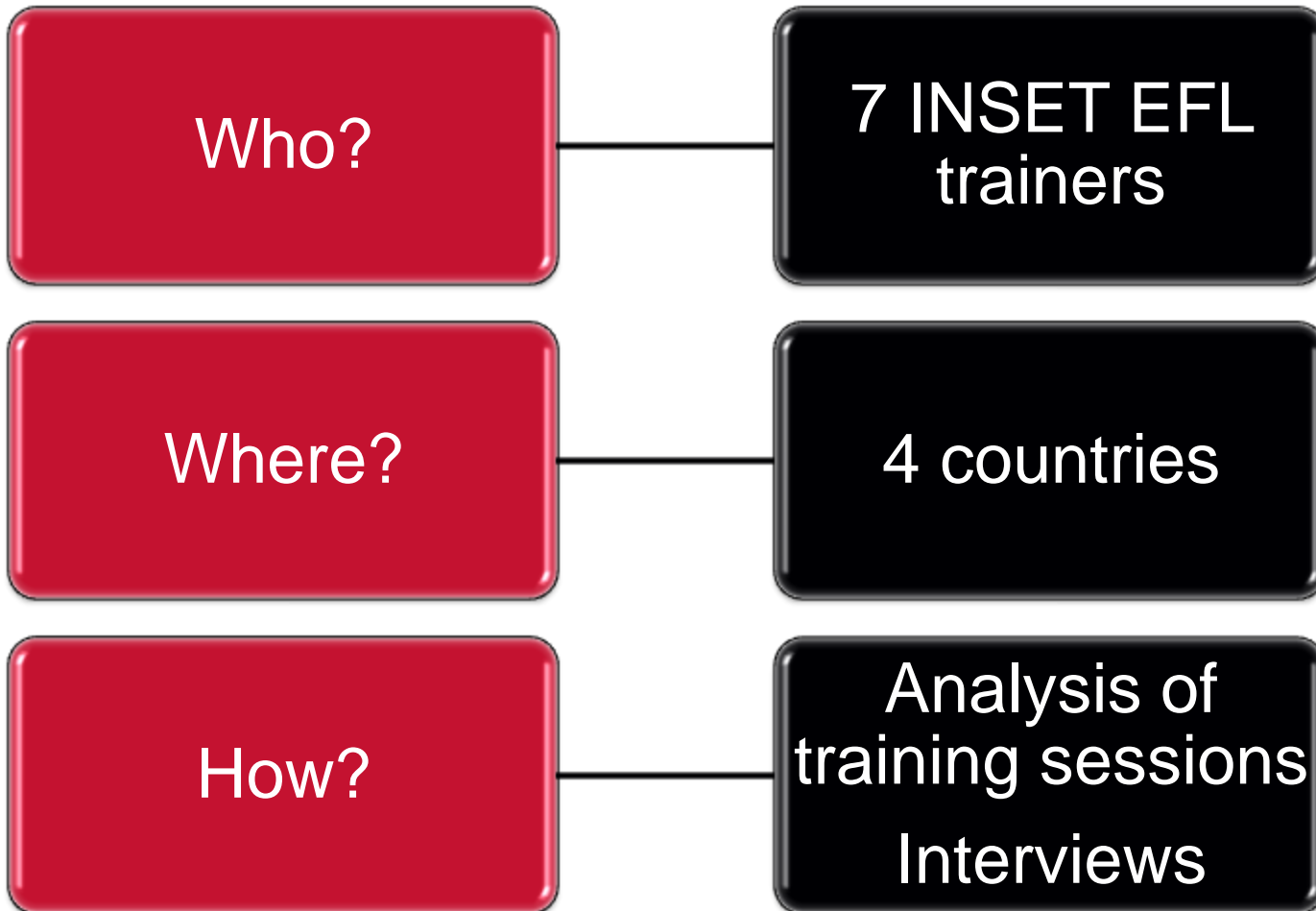




Simulations  
Reading  
Peer Observation  
Reflective Practice  
Loop Input  
Action Research  
Library Research  
Jigsaw Activities  
Teacher Presentations  
Discovery Tasks  
Poster Presentations  
Project Work  
Journal Writing  
Lectures  
Micro Teaching



# What Trainers Do & Why



# The Practicum - Kenya

Being student teachers we always just say *yes* to every assessor because you do not want to argue with them ... you just say *yes madam or, yes sir, it's ok*. These are your assessors ... at the end of the day, because you don't want to lose marks, you just have to go with whatever they say. But I wish they could ask us our views about the lessons.

# Orientations in Teacher Education

a conceptual orientation reflects a coherent perspective on teaching, learning, and learning to teach that gives direction to the practical activities of educating teachers.

## ORIENTATION

- *Academic*
- *Personal*
- *Practical*
- *Technical*
- *Critical*
- *Reflective*

## PRIMARY CONCERN

subject matter

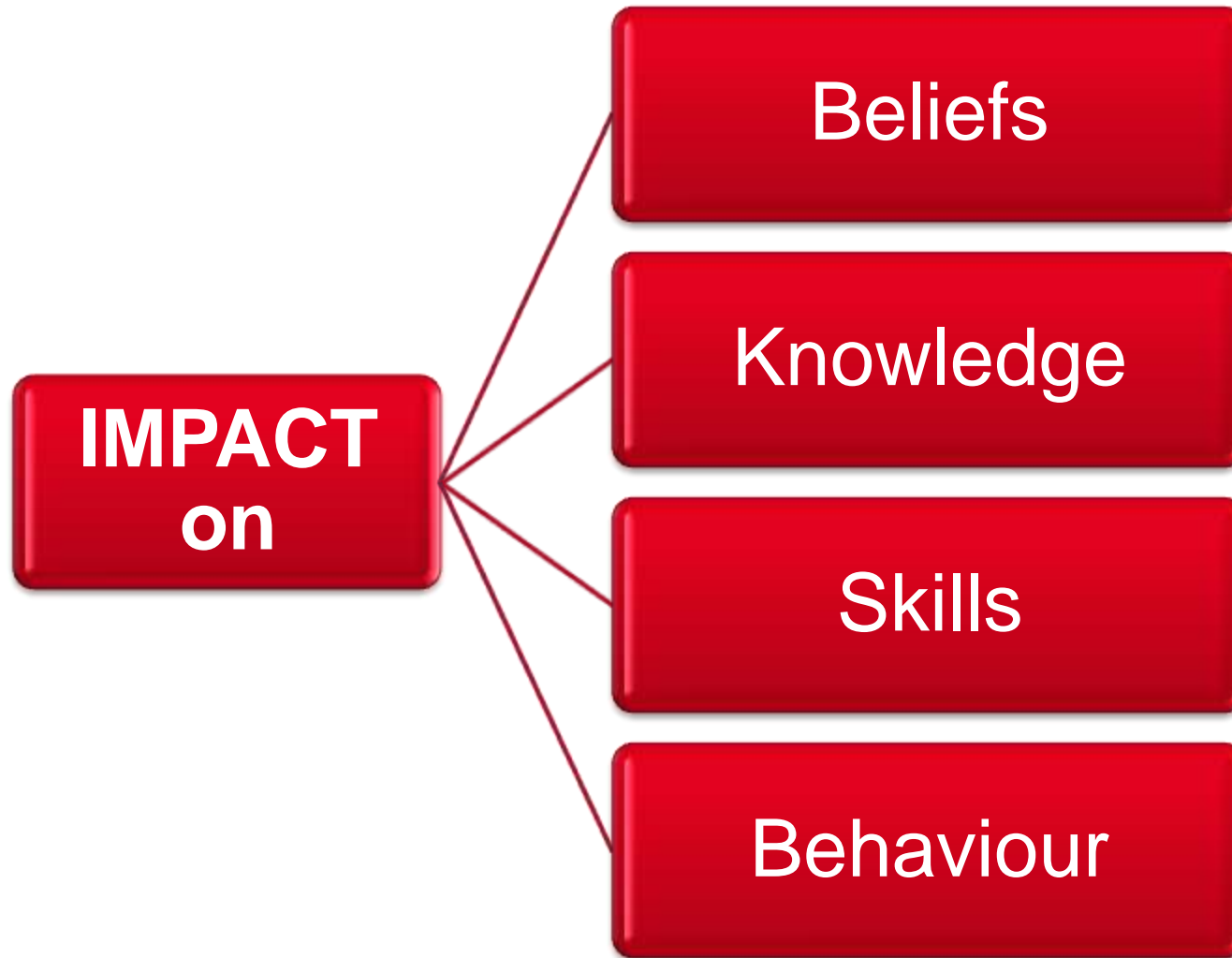
holistic growth

skills

research knowledge

empowerment

analysis



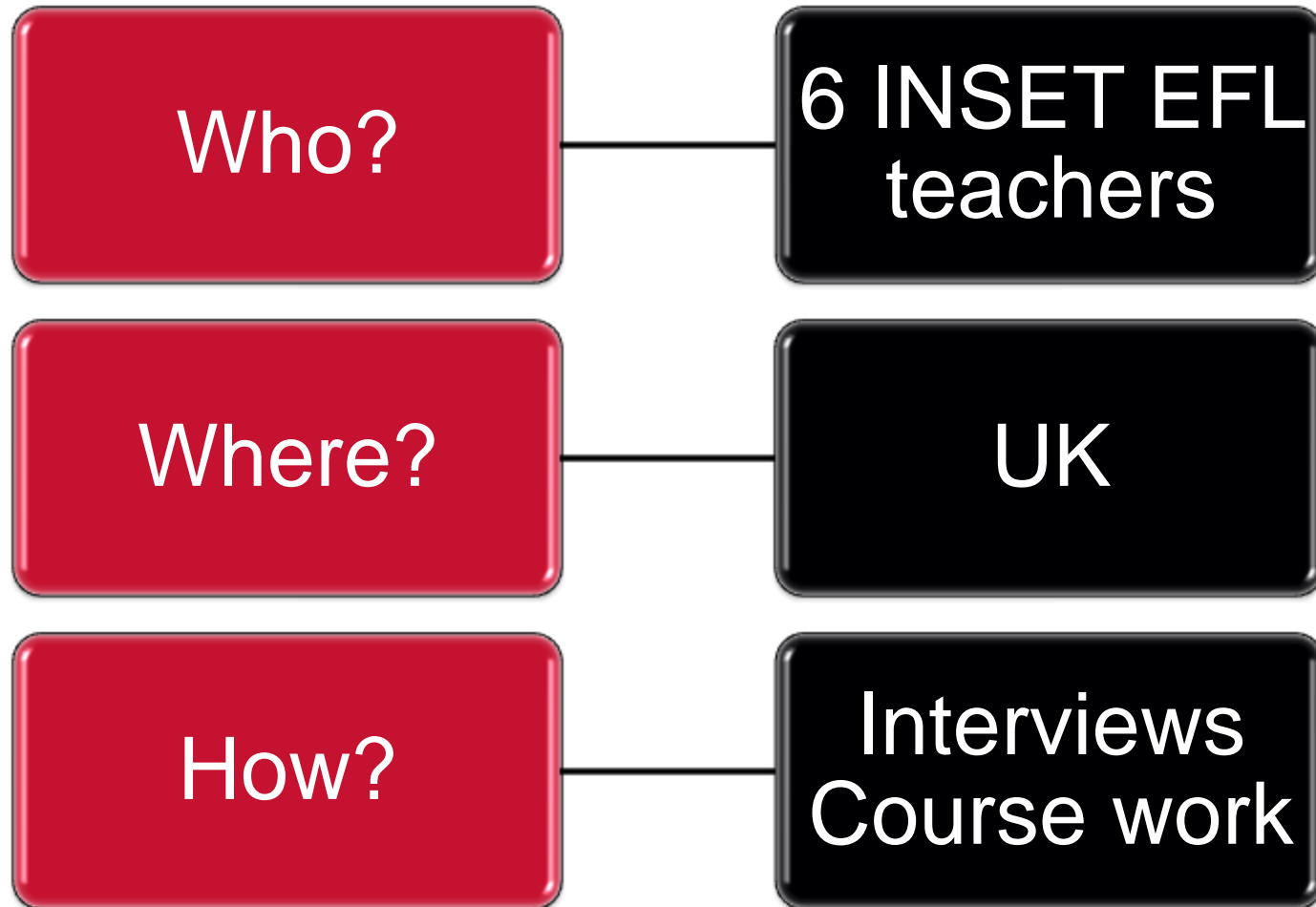
to what extent does teacher education  
(seem to) make a difference in any way to  
anyone at any point in time?

A study

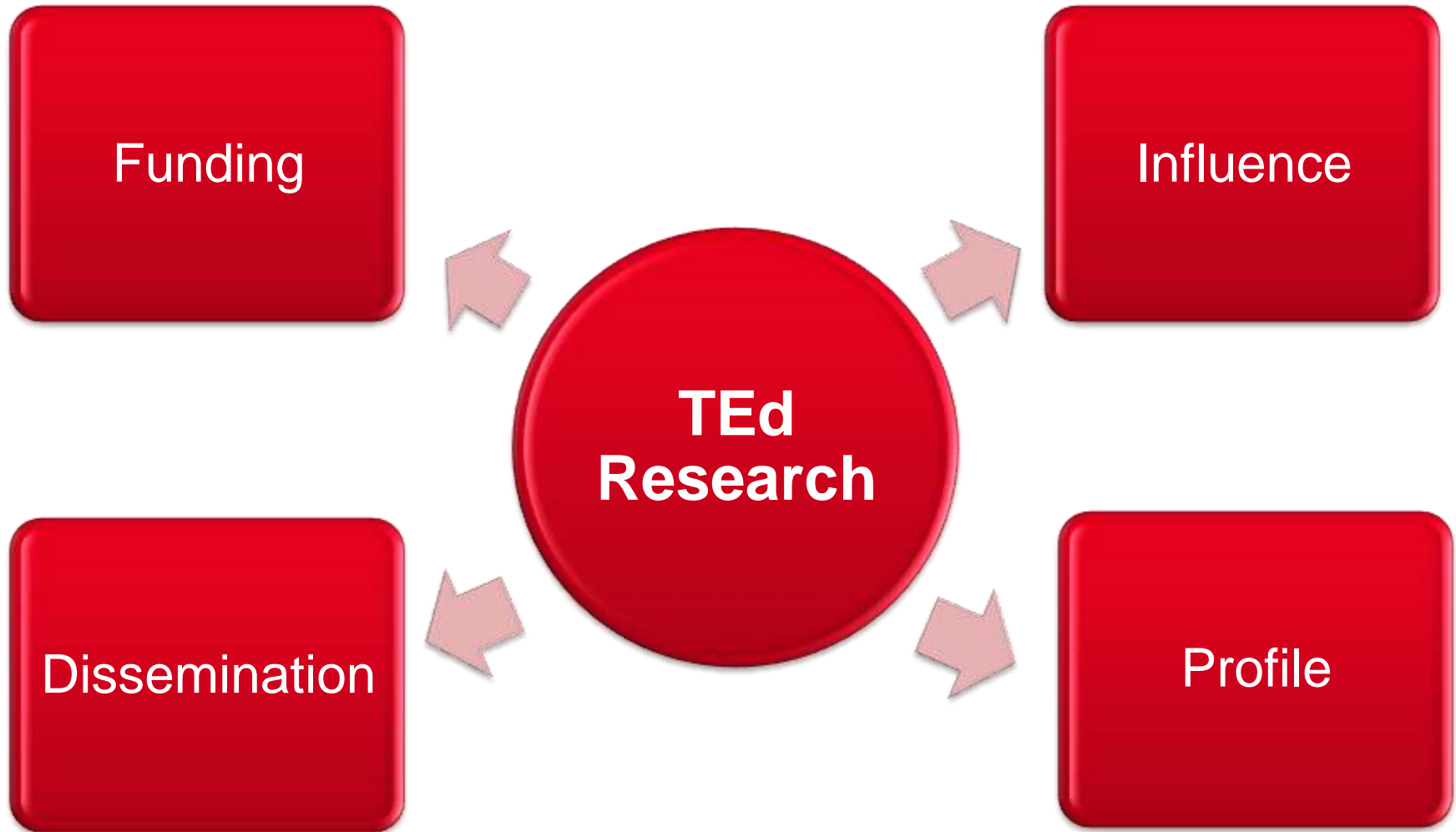
Teacher learning on the  
Delta

Aim

To examine the impact of  
INSET on teachers' beliefs








# Aspirations?



- Programme of research



- National influence



- International profile



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