

Visit to Central China Normal University (CCNU)

KING'S
College
LONDON

STUDYING TEACHER EDUCATION FROM A CULTURAL-HISTORICAL PERSPECTIVE

从文化历史角度研究教师教育

Professor Viv Ellis

CLASS 3: Studying teacher development: learning to teach

课程三：研究教师发展：学会教学



Teacher development is a ‘hot topic’ around the world as the emphasis in policy is placed on ‘teacher quality’. In the third class, we will look at different ways of conceptualising teacher development research and how CHAT might offer some helpful tools.

教师发展在世界层面来说都是一个热点话题，因为政策总是强调“教师素质”。在本堂课中，我们将关注不同的教师发展的研究构思以及**CHAT**理论如何启发我们。

The simple view of teacher development

关于教师发展的简单观点

- **The teacher's mind** is a store of facts which **they** can call up and apply
- It encodes information and stores it efficiently
- Mind and environment (**e.g. classroom, school**) need to be seen as distinct and separate
- Knowledge is carried in the **teacher's** mind and is context free
- Learning is efficient knowledge **acquisition**
- **Teacher's knowledge** can be easily transferred **to students**

教师的思想是大量的事实，它们能够被提取和应用

它将信息进行加密并且有效保存

思想和环境（课堂、学校）是独立和分离的

知识由老师的思想携带且不受所处背景/环境影响

学习是一种有效的知识获取过程

老师的知识能够被轻易传递给学生

The complex view of teacher development

关于教师发展的复杂观点

- **Teacher** learning is evident in increasingly complex interpretations of phenomena e.g. recognising that a person's behaviour is part of a wider set of problems they are facing **such as racism or poor health due to poverty (not excuses but reasons)**
- **Teacher** learning is also evident in how **they** respond to those more complex interpretations
- Teacher development is situated (in social contexts), culturally-mediated (through ideas and artefacts) and historical

教师学习将在阐释愈加复杂的外部世界中变的愈加清晰

比如：我们必须意识到一个人的行为是他所面对的大量问题的一部分比如因为贫困（不是理由是原因）带来的种族歧视或身体不适

教师学习也将在教师如何面对那些复杂的阐释中变的清晰

教师发展是有状况限制的（社会背景），文化中介/影响的（通过想法和器具）和历史相关的

Implications of the complex view

【复杂观点的启示】

- The quality of teaching and the outcomes for students depend on more than the individual teacher
- While the education and professional training of the teacher is important, the teacher's work is situated within wider social, cultural, historical and economic contexts
- The greatest variation of outcomes for students is associated with out-of-school factors
- It is therefore important to **change the conditions** in which teachers and students work and learn

教学质量 and 学生的成绩不是由单个教师决定的

虽然教师教育和教师专业培训很重要，但教学工作受限于广泛的社会、文化、历史和经济环境

学生成绩差异的最主要原因是校外因素

因此改变老师和学生的工作和学习条件是非常重要的

**Why has teacher development and ‘teacher quality’
become such a ‘hot topic’ around the world?**

为什么教师发展和教师素质在世界范围内都成为了热点话题？

-
- Neo-liberalism's association of education with economic interests

新自由主义所带来的经济兴趣和教育产生了联系

- Neo-liberalism promotes market-based solutions to problems of public sector reform - consumers (parents/students) have choice in the education market

新自由主义注意提倡使用市场为基础的方法来解决公有制的改革——消费者（家长/学生）在教育市场中有选择的权力

- The belief that if we get the education system right our economy will grow and we will be able to compete globally

有一个信念就是如果我们将教育系统维护好了那么我们的经济将增长。这意味着我们能够全球化竞争

- So neo-liberal policies take a simple rather than a complex view of how to develop good teachers

因此新自由主义政策采用了简单观点来阐述如何发展出好的老师

Let's look at some ways of studying 'teacher development' and 'teacher education' in which CHAT can help us understand what is going on:

现在让我们通过CHAT的启发来研究教师发展和教师教育一些方法

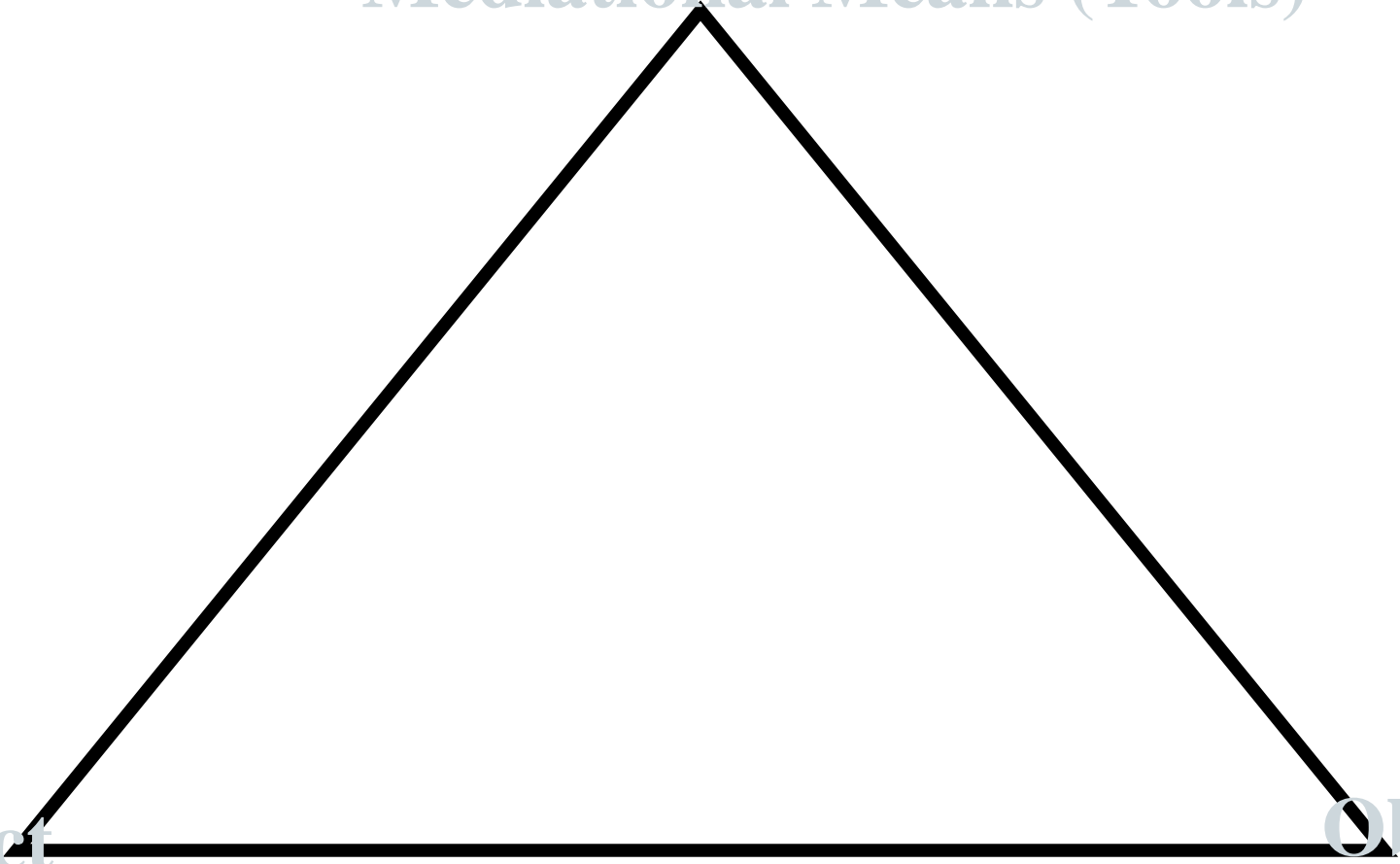
The learning challenge of teacher education

教师教育中的挑战

- The **theory/practice** divide continues to be structuring (Cartesian dualism – mind/body)
- 理论/实践二元划分被继续建立（笛卡尔二元论——思想/主体）
 - Questions of **application** (of theory) or **transfer** (of knowledge)
 - 问题诸如（理论的）应用或（知识的）转移
 - Questions of **craft** (judgement, wisdom, skill, practice) or **science** (research, bodies of knowledge)
 - 问题诸如技能（判断力，才智，技巧，实践）或科学学术（研究，系统知识）
- The **mobility** of the learner (teacher)
- 学习者（老师）的流动性
 - Student teachers move across the **boundaries** of schools and university
 - 实习教师对于学校和大学界限的穿越
 - Different **activities** are ongoing within these different boundaries
 - 这些不同的范畴内有不同的活动在进行
 - How do the student teachers make sense of these **boundary crossings**?
 - 实习教师是如何看待这些界限穿越的？

Vygotsky and Tool-Mediated Action

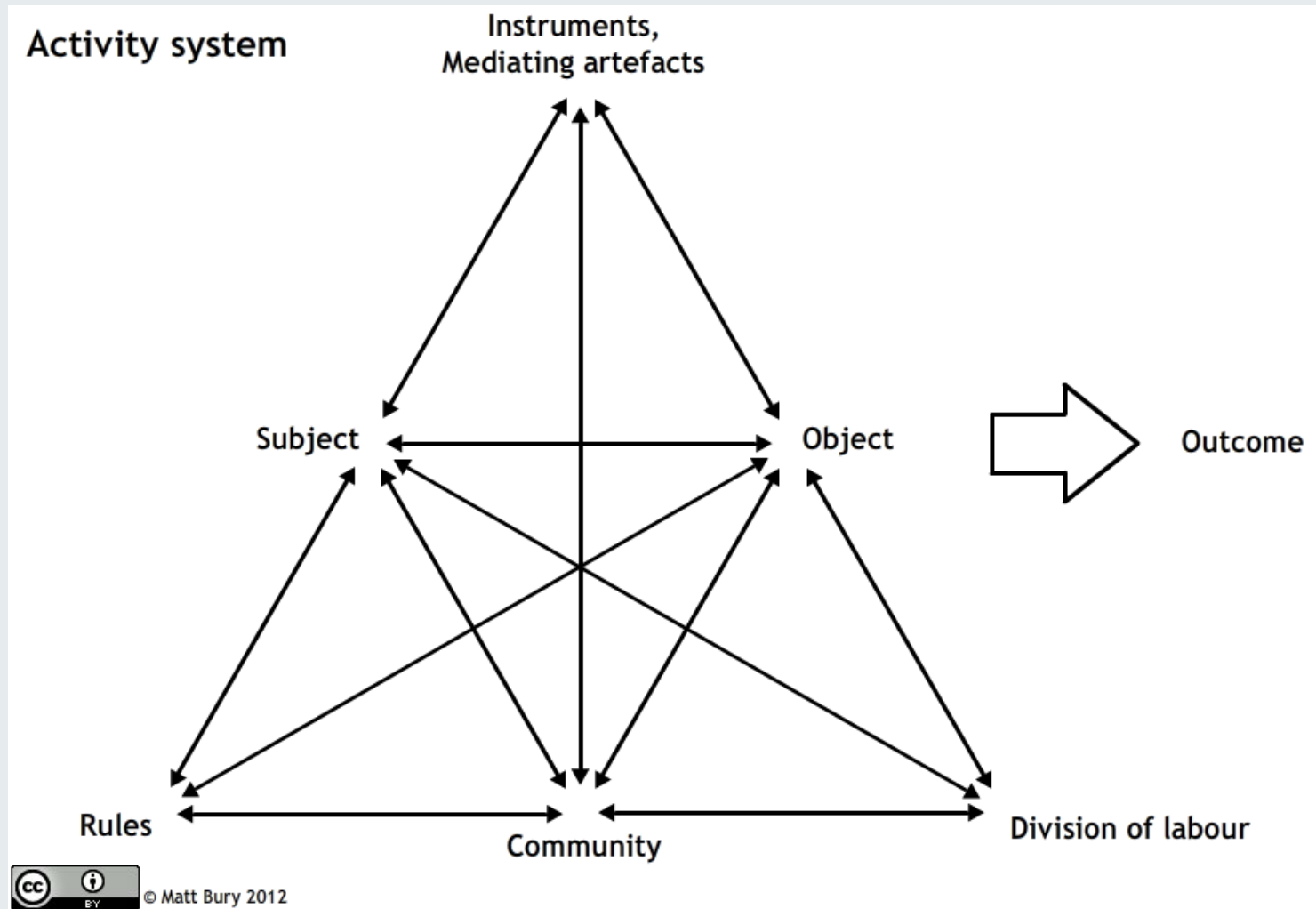
Mediational Means (Tools)

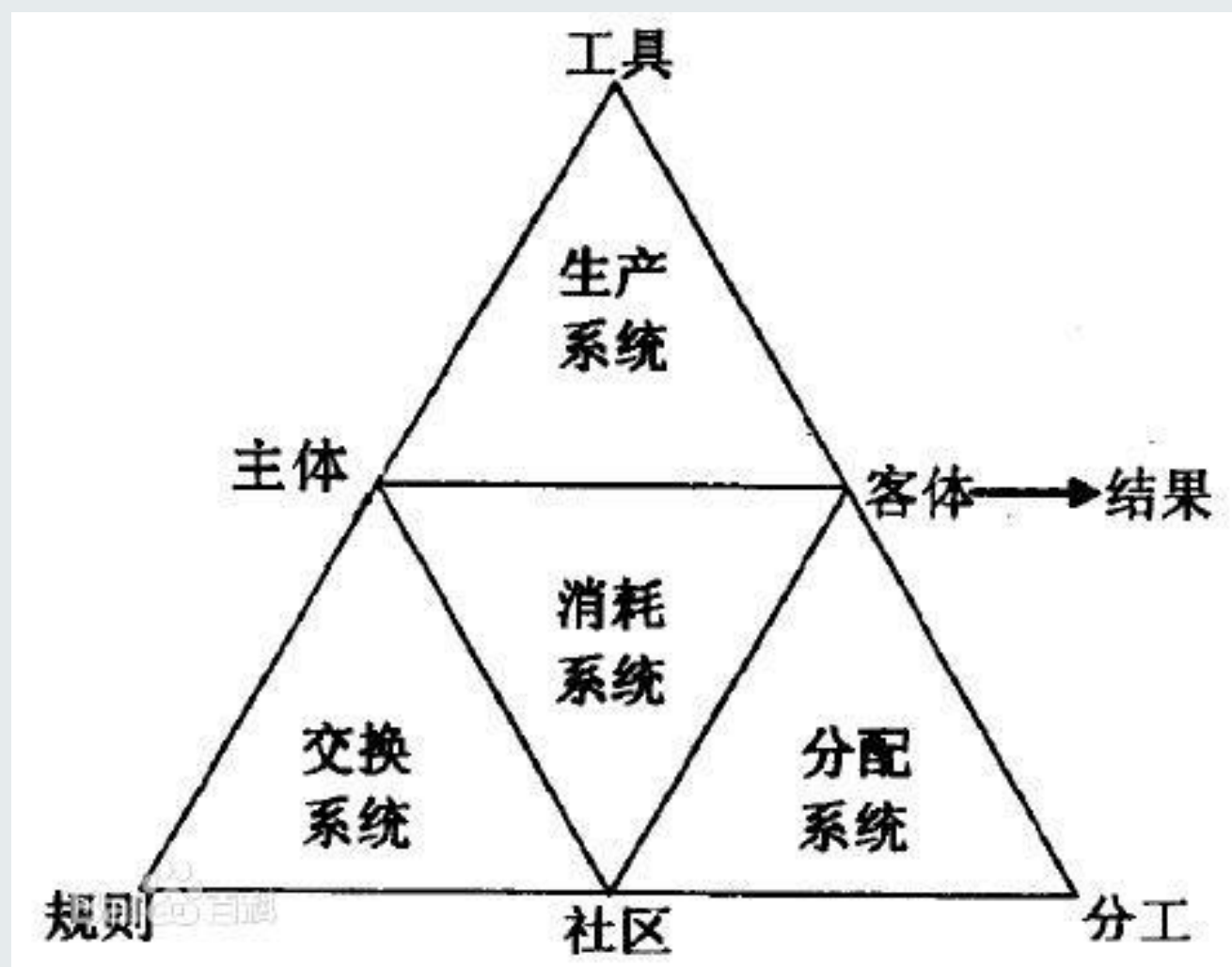


Subject

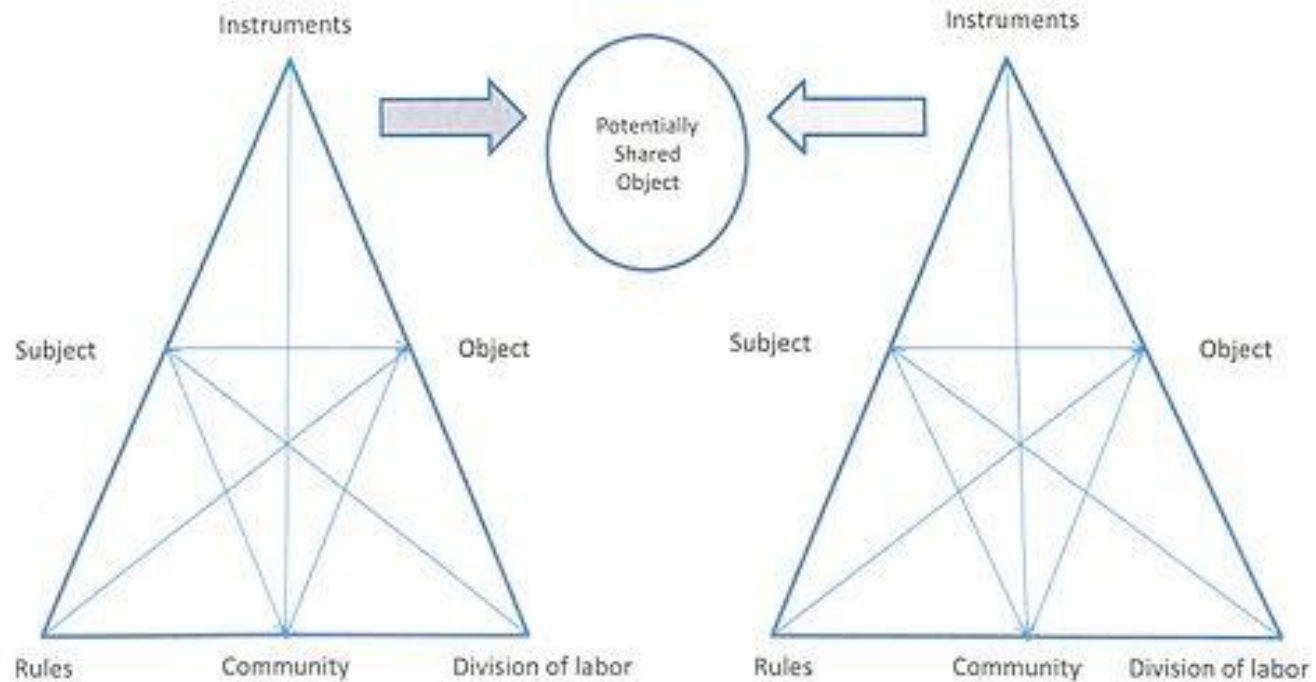
Object

An activity system





Third Generation CHAT



A glossary of terms

{术语表}

- **Subject**– the people engaged in the activities
- **Object**- part of the social world that motivates us to work together
- **Community** – social context; all people involved in the activity system
- **Tools or instruments**– the artefacts or ideas used by actors in the system. **Tools** are influenced by culture, and their use is a way for the accumulation and transmission of social knowledge.
- **Division of labour** – how the work of the activity is divided up; who gets to do what part of the work (hierarchy)
- **Rules** – conventions, guidelines and rules regulating activities in the system

主体——参加活动的人

客体/目标——其驱动我们一起工作，它来自于社会，是社会的一部分

共同体/群体——社会背景；所有参与活动系统的成员

工具/器具——活动中由主体使用的制品或者思想。

工具深受文化影响。其使用是一种社会思想的积聚和传递

劳动分工——任务是如何被分配的；特定的人需要做特定的工作（阶级）

规则——限制系统活动的惯例、指导方针和规则

Example 1: Studying the rhetoric of teacher education providers

范例1:研究教师教育提供者的花言巧语

- Neo-liberal education policies try to use privatisation of education as a mechanism to improve the quality
- In Britain, new private providers of teacher education for new and serving teachers are being allowed to open
- They claim that they have ‘the answer’ to the problem of poor quality teaching in schools and that they are better than traditional universities
- We can study the rhetoric of these new providers (the ways they persuade people to study with them or to given them money)

新自由主义教学政策通过教育私有化来提高质量

在英国，面向新教师和在职教师的新式私人教师教育机构被允许开业。

他们自称他们对于糟糕的教学质量有着‘答案’并且他们比传统的大学做的出色

我们能够研究他们对自己的修辞（这边修辞指他们如何说服人们消费和跟着他们学习类似推销的花言巧语）

- Some rhetorical concepts (these words come from the Greek language):

- **Logos** – the logic of the argument
- **Ethos** – the authority and reputation of the person making the argument
- **Pathos** – the ways the person making the argument plays on the listener's emotions
- Rhetoric is a tool of persuasion – we can study speech, writing, multimedia

一些雄辩（辞令）的概念（这些词语来自于希腊语）

Logos——论证的逻辑

Ethos——论证人的权威和名誉

Pathos——论证人如何使用论证来影响听众的感情

雄辩（辞令）是一种说服工具——我们能够研究言论、文字作品和多媒体来研究它

Watch the video!

视频时间！

Discussion

讨论

Example 2: How teacher education artefacts mediate (or do not mediate) teachers' learning

教师教育中的器具如何影响（不影响）老师的教学

一、华中师范大学实习生教育实习成绩评价

| 一级 指标 | 二级 指标 | 主 要 观测点 | 评估标准 | | 分值 | 评估等级 | | | | 备注 |
|-------------------|-----------------|-------------|---|--|----|------|---|---|---|----|
| | | | A 级 | C 级 | | A | B | C | D | |
| 行为 表率 (10%) | 实习态 度与 纪律 | 实习态度 与纪律 | 实习态度始终认真能严格遵守《实习生守则》及一切规章制度，表现突出。 | 实习态度尚认真，但有违反纪委及不遵守《实习生守则》的表现。 | 3 | | | | | |
| | 为人 师表 | 为人师表 | 举止端庄，尊敬师长，团结互助，严于律己，成绩突出。 | 言行举止比较随便，对自己要求不够严格，为人师表方面表现一般。 | 4 | | | | | |
| | 教学 相长 | 教学相长 | 虚心求教，热爱学生，与实习学校的教职员工关系融洽，受到实习学校的好评。 | 尚能接受指导教师的意见，对学生关心不够，师生关系一般。 | 3 | | | | | |
| 教学 工作 (40%) | 课前 准备 | 教案 | 备课认真，教案完整，质量较高，能独立按时完成。 | 备课尚努力，经多次帮助，教案尚完整，质量较差，但能按时完成。 | 4 | | | | | |
| | | 预讲 | 内容熟悉，教态自然，符合教学要求。 | 内容欠熟悉，试教有缺陷，尚能接受意见，改进不大。 | 4 | | | | | |
| | 课堂 教学 | 讲课 | 目的明确，重点突出，难点抓得准，内容科学系统。 | 目的基本明确，重点不突出，难点未突破，有科学性缺陷。 | 4 | | | | | |
| | | 教学方法 | 启发性强，开展双边活动，能用标准普通话教学，语言简洁、流畅，板书安排有序，文字规范、美观。 | 不注意运用启发式，开展双边活动差；普通话不标准；板书无计划，有错别字。 | 8 | | | | | |
| | | 教学组织 | 能全面照顾和严格要求学生，课堂教学组只严密，课堂秩序活而不乱，应变能力较强。 | 对学生有一定的要求，但不能控制少数学生，课堂秩序尚好，缺乏应变能力。 | 4 | | | | | |
| | | 教学效果 | 达到了教学目的；教学内容能当堂消化巩固，教学效果良好。 | 基本上能达到教学目的，有较多的缺点和错误，教学内容均能听懂但未能当堂消化，教学效果一般。 | 8 | | | | | |
| | 课后 活动 | 课外辅导 | 主动经常，耐心细致，解疑答问正确，有启发性，能区别情况，因材施教；指导科技活动和兴趣小组的能力强，“讲座”质量高。 | 能进行课外辅导，解疑答问基本正确；指导科技活动的的能力一般，“讲座”需要别人大力帮助。 | 4 | | | | | |
| | | 批改作业 | 批改作业仔细、正确，评讲作业认真，效果好。 | 批改作业马虎，有少量错误，评讲作业能力差。 | 4 | | | | | |

How do the student teachers, the school teachers and the university professors use artifacts like this?

实习教师、学校教师 and 大学教授是如何使用类似这样的器具的？

| | | | | | | | | | | | | | | | | | | | |
|--|---|---|---|--|---------------------------|--|--|--|--|---|--|--|--|--|-----------------------------|--|--|--|--|
| Trainee: | | | | | Placement School/College: | | | | | Date: | | | | | | | | | |
| A grade (1-4) is required for each Standard. | | | | | | | | | | An award of a grade 4 for any Standard is 'Unsatisfactory'. | | | | | Q16 is assessed in College. | | | | |
| 1 | 2 | 3 | 4 | Teaching Standard | | | | | | | | | | | | | | | |
| | | | | 1 Professional Attributes | | | | | | | | | | | | | | | |
| | | | | Q1 High expectations of children/young people & commitment to them meeting potential. Establishes fair, respectful, trusting, supportive & constructive relationships, | | | | | | | | | | | | | | | |
| | | | | Q2 Demonstrates positive values, attitudes and behaviour | | | | | | | | | | | | | | | |
| | | | | Q3 Aware of professional duties of teachers, the statutory framework, policies and practices and shares in their implementation | | | | | | | | | | | | | | | |
| | | | | Q4 Communicates effectively with children, young people, colleagues, parents and carers | | | | | | | | | | | | | | | |
| | | | | Q5 Recognises & respects the contributions of colleagues, parents & carers to children/young people's well being and progress | | | | | | | | | | | | | | | |
| | | | | Q6 Committed to collaboration and co-operation | | | | | | | | | | | | | | | |
| | | | | Q7 Reflects on & improves own practice, takes responsibilities for identifying & meeting own needs and identifies professional development needs during induction | | | | | | | | | | | | | | | |
| | | | | Q8 Creative & constructive towards innovation, prepared to adapt their practice | | | | | | | | | | | | | | | |
| | | | | Q9 Acts upon advice and feedback and is open to mentoring | | | | | | | | | | | | | | | |
| | | | | 2 Professional Knowledge and Understanding | | | | | | | | | | | | | | | |
| | | | | Q10 Range of teaching, learning & behaviour management strategies, can use & adapt them & personalise learning | | | | | | | | | | | | | | | |
| | | | | Q11 Knows assessment requirements/arrangements for their subject/age range, including public examinations and qualifications | | | | | | | | | | | | | | | |
| | | | | Q12 Knows a range of assessment approaches, including the importance of formative assessment | | | | | | | | | | | | | | | |
| | | | | Q13 Knows how to use local & national statistical info. to evaluate effectiveness of own teaching, monitor progress of learners and raise levels of attainment | | | | | | | | | | | | | | | |
| | | | | Q14 Secure knowledge & understanding of subject & related pedagogy to teach effectively across age and ability range | | | | | | | | | | | | | | | |
| | | | | Q15 Knows & understands curricula, frameworks, etc for their subject/curriculum area, inc National Strategies and other relevant initiatives | | | | | | | | | | | | | | | |
| | | | | Q17 Knows how to use literacy, numeracy and ICT skills to support own teaching and wider professional activities | | | | | | | | | | | | | | | |
| | | | | Q18 Understands how children/young people develop and how progress & well being can be affected (social, religious, ethnic, cultural, linguistic influences) | | | | | | | | | | | | | | | |
| | | | | Q19 Knows how to personalises provision for EAL, SEN, disabilities; takes practical account of diversity & promotes equality & inclusion in teaching | | | | | | | | | | | | | | | |
| | | | | Q20 Knows and understands roles of colleagues with specific responsibilities, including for those learners with SEN, disabilities and other individual learning needs | | | | | | | | | | | | | | | |
| | | | | Q21 Aware of current legal requirements, national policies & guidance on safety & well-being of children & young people. Knows how to identify & support those whose progress/development/well being is affected by personal circumstances, & when to refer them to colleagues for specialist support | | | | | | | | | | | | | | | |
| | | | | 3 Professional Skills | | | | | | | | | | | | | | | |
| | | | | Q22 Plans for progression across age/ability range, designs effective learning sequences within lessons & across series of lessons & demonstrates secure subject /curriculum knowledge | | | | | | | | | | | | | | | |
| | | | | Q23 Designs opportunities for learners to develop their literacy, numeracy and ICT skills | | | | | | | | | | | | | | | |
| | | | | Q24 Plans homework and out of class work to sustain learners' progress and to consolidate and extend their learning | | | | | | | | | | | | | | | |
| | | | | Q25 Teaches lessons & sequences of lessons across age/ability range that: a) uses a range of teaching strategies & resources, inc e-learning, taking practical account of diversity & promoting equality & inclusion; b) builds on prior knowledge, develop concepts & processes, enabling learners to apply new knowledge, understanding & skills and meet learning objectives; c) adapts own language to suit learners, introducing new ideas & concepts clearly, using explanations, questions, discussions and plenaries effectively; d) manages the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson | | | | | | | | | | | | | | | |
| | | | | Q26 a) Makes effective use of range of assessment, monitoring & recording strategies; b) assesses learning needs to set challenging learning objectives | | | | | | | | | | | | | | | |
| | | | | Q27 Provides timely, accurate & constructive feedback on learners' attainment, progress and areas for development | | | | | | | | | | | | | | | |
| | | | | Q28 Supports and guides learners to reflect on their learning and identify their progress and learning needs | | | | | | | | | | | | | | | |
| | | | | Q29 Evaluates impact of their teaching on the progress of all learners, and modifies planning and classroom practice where necessary | | | | | | | | | | | | | | | |
| | | | | Q30 Establishes a purposeful & safe learning environment and identifies opportunities for out of school learning contexts | | | | | | | | | | | | | | | |
| | | | | Q31 Establishes a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self control and independence | | | | | | | | | | | | | | | |
| | | | | Q32 Works as a team member, identifies opportunities for working with colleagues, and shares the development of effective practice with them | | | | | | | | | | | | | | | |
| | | | | Q33 Ensures that colleagues working with them are appropriately involved in supporting learning and understands the roles they are expected to fill | | | | | | | | | | | | | | | |
| Number of half days absent: | | | | | Signature of Mentor: | | | | | Signature of ITE Co-ordinator: | | | | | | | | | |

How can we study mediation and the object of activity?

我们如何研究中介影响和活动客体（目标）

Collect data (evidence) through:

- Observations of practice in real settings over time (that is, not brief observations but over extended time periods)
- This kind of observation is called **ethnographic**
- Audio (and perhaps video) recordings
- Interviews with key participants
- Collection of documents and artefacts

通过搜集数据（证据）：

在真实环境中进行观察（不是短期的而是长期的）

这种类型的观察被称为人种学（人种志）观察

音频（有时候是视频）记录

对核心参与者进行参访

对于文献和器具的搜集

Connecting Does Not Necessarily Mean Learning: Course Handbooks as Mediating Tools in School–University Partnerships

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Abstract

Partnerships between schools and universities in England use course handbooks to guide student teacher learning during long field experiences. Using data from a yearlong ethnographic study of a postgraduate certificate of education programme in one English university, the function of course handbooks in mediating learning in two high school subject departments (history and modern foreign languages) is analyzed. Informed by Cultural Historical Activity Theory, the analysis focuses on the handbooks as mediating tools in the school-based teacher education activity systems. Qualitative differences in the mediating functions of the handbooks-in-use are examined and this leads to a consideration of the potential of such tools for teacher learning in school–university partnerships. Following Zeichner’s call for rethinking the relationships between schools and universities, the article argues that strong structural connections between different institutional sites do not necessarily enhance student teacher learning.

Keywords

teacher education, student teacher learning, handbooks, mediation, cultural historical activity theory

The relationship between the different institutional sites of teacher learning, their functions, and their potential for coher-

teacher education requirements to establish a national model of student teacher education (Circular 3/84) with a stronger

Next time

下一堂课

CLASS 4: Intervention research: studying and promoting change in teacher education

课程四：干预研究：研究和提升教师教育中的变化

Thank you!

谢谢

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