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Article Abstracts

Reports of Research and Self-Study

Engagement Theory: A Framework Supporting Preservice Teachers' Curriculum Articulation through the Use of a Video Blog

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Abstract

This project explores technology use as a medium through which preservice teachers can enhance their curriculum articulation and their creative expression by engaging with content knowledge and content skills. The framework of this project rests on engagement theory. This theory states that, by undertaking certain meaningful tasks, preservice teachers can better incorporate technology into teaching and learning. In this study, preservice teachers created digital video production with video technology and shared their digital stories on a video blog with other educators. This paper discusses the project design, the project implementation, and the preservice teachers' reflection on their content-integrated digital video creation. In this project, the video blog serves not only as a platform on which preservice teachers collect video clips but also as an important motivator that fosters preservice teachers' active inquiry, active learning, collaboration, and interaction throughout the learning process.

Living in the Margins of Teaching and Scholarship: Two Professors' Program and Leadership in a Learning Faculty

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Abstract

This paper discusses an inquiry approach of two new faculty members in their first and second year in a preservice department. The two faculty members' respective roles and coordination of methodology courses have shaped their understanding of the reconceptualizing of a teacher education program and the tensions each faces between their teaching, leadership, and scholarship. A collaborative self-study through writing and formal conversations captures the coparticipants' induction experiences of teaching, leading, and engaging in scholarly practice within a learning faculty.

Developing a School-College Professional Learning Community to Promote Student Engagement

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Abstract

A school-college collaborative enabled 100 fifth-grade students to participate in a cross-curricular learning experience that involved literacy development through storytelling, science through forensic exploration, and the arts through finger-painting and poetry. Three faculty members (one biology and two literacy professors) and 30 undergraduate students implemented the project. Survey results indicated that the project increased student engagement with learning science and using storytelling and the arts to help students further develop their literacy skills. The 5 fifth-grade teachers expressed satisfaction with their students' experiences. Planning, communication, and conflicting expectations were noted as challenges that schools and colleges should address.

The Significance of Action Research Experiences for Professional Identity Development in Alternative Teacher Education Programs

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Abstract

Many education programs want to identify new student populations, beyond traditional preservice teacher undergraduate or in-service teacher graduate students. However, needs and professional teacher identity development of such students have been understudied. As a result, programs attempting to serve them tend to have significant dropout rates. This article synthesizes identity development research and outlines how a program feature, teacher action research,

supports professional identity development. Exemplars of this feature in action, collected in an alternative program within a school of education, are presented. Identity development themes are discussed relative to realistic teacher education.

The Professional Working Theory: A Self-Study of Scaffolding Reflective Practice

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Abstract

This article is a self-study of the teaching practices of two teacher educators who collaborated to explore how they could reframe their teaching practices to improve their teaching of preservice and inservice teachers. Grounding their research in self-study and Dalmau and Gudjonsdottir's (2002) professional working theory, they scaffolded reflective practice to help their student teachers understand how they could integrate educational theory, practice, and ethics to reflect upon their practice and create their living theories of education. Themes emerging from this qualitative study include the use of metaphors and graphic organizers to scaffold reflective practice, the importance of dialoging, and emerging student theories of practice.

Using Teaching Learning Projects to Assess and Impact Candidate Practice and Pupil Learning

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Abstract

Teacher educators are under increasing pressure to show that their preparation programs make a meaningful impact on preservice candidates' teaching and that their candidates, in turn, improve pupil learning. This external pressure, while debatable on some fronts, poses a formidable educational challenge for teacher educators. Here, an early field-based course and applied teaching project are described that may serve as useful vehicles for examining candidate practice and student learning. Sixty-two preservice candidates completed an authentic teaching assignment in which they taught two formal lessons, collected pre- and post-teaching data, and responded to information gleaned from their professional reflections. Candidates summarized findings in written Teaching Learning Projects (TLPs) that were derived from the teacher work sample methodology. Findings indicated that candidates provided approximately 2,480 hours of in-class assistance during the Spring Term 2007, taught 124 formal lessons, and made a

noticeable impact in pupil learning in about 90% of their lessons. Implications for teacher educators are discussed.

Hidden in Plain Sight: The Invisibility of Homophobic Harassment and Girl-on-Girl Bullying in Schools

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Abstract

The recognition of the negative effects of bullying is a major concern within K-12 schools. However, not all bullying is recognized as serious or problematic. Educational professionals are in the best position to help change school environments (Kosciw & Diaz, 2006) yet few appreciate the seriousness of girl-on-girl or homophobic bullying. Ninety- seven preservice teachers in two states who had completed anti-bullying training as part of their course work participated in allied studies exploring recognition of and responses to these events. Results suggest that while they were able to articulate and discuss these bullying events, they failed to recognize and acknowledge these events in school settings. The preservice teachers, many of whom were recent high-school graduates, reported high-school experiences that may have clouded their ability to recognize and respond to inappropriate behaviors; their own high-school experiences may have desensitized them to the language and actions of homophobic and girl-on-girl bullying.

Sharing Perspectives and Practices

Learning Anytime and Anywhere With Advanced Distributed Learning: Some Opportunities and Challenges for Educators and Education

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Abstract

The implications for educators and educational institutions of universally accessible instructional resources that are available anytime and anywhere appear to be extensive and substantial. Some implications can be seen in the implementation of the Advanced Distributed Learning initiative and the likely culmination of technology and learning trends in instruction delivered as anytime-anywhere tutorial conversations. Opportunities for education include more accessible learning, more individualized learning, and continuous, unobtrusive assessment. Challenges include needs to re-assess the roles and responsibilities of formal education, the budgetary and other administrative practices of schools, and the procedures and standards for the preparation of teachers.

Making the Journey Into Teaching: A Different Approach to Student Teaching at the Secondary Level

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Abstract

In the fall of 2002, the Adolescent Education Program at Binghamton University, responding to New York State requirements increasing the number of days needed for student teaching, initiated a new approach to placing and supervising student teachers in their graduate preservice programs. In place of the traditional single placements for six to eight weeks each, the program places students simultaneously in both high school and middle school settings for what amounts to a full day's experience. This article discusses the advantages students and faculty have experienced using this approach as well as continuing problematic issues. To date, the experiences of our students suggests the advantages, among them improved planning, greater understanding of student learning styles, and developing classroom management skills, outweigh persistent complaints or difficulties.