

RECITE Action Plan (IO2) for University College South Denmark (UC SYD) and Vonsild Elementary School

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The action plan, which will be described here below, follows the mapping report (IO1) including a SWOT analysis for UC SYD and Vonsild Elementary School. During this introductory analysis, it has become clear that relevance and governance are some of the important players in a fruitful collaboration and transparent research circulation between teacher education, research and school. However, it seems to be a challenge to systematically ensure this circulation. Consequently, and with the aim to improve co-production and share of knowledge between the different actors from our teacher education institution and practice, we have decided to produce and implement an action plan as a pilot for a new collaborative inquiry¹.

In 2015, UC SYD established its first University Schools where teacher educators, student teachers, researchers, and school teachers co-produce and apply knowledge in such collaborative inquiries in order to explore and develop research-informed practice in its complexity. University Schools strive

¹ Collaborative inquiry has been invented as a term for a common research set-up where teacher educator(s)/researcher(s), student teacher(s) and school teacher(s) collaborate on a common subject in school with the aim to connect Teacher Education, Research and school practice in a new way. Circulation of research becomes an important issue in this relation because knowledge, which is produced in the different collaborative inquiries, must be fed back into Teacher Education

to strengthen the link between empirical data, theory and practice, considering the macro level (structural), micro level (cultural), and individual level (descriptive/analytical work) in relation to research topics. They support a more systematic approach to research as part of a new school culture.

In the framework of RECITE, UC SYD and Vonsild Elementary School are going to elaborate a pilot action plan with a special focus on co-creation of research by doing observations on experimental teaching in school. The topic of research is use of technology in English classes based on a Fab Lab approach. Until now, UC SYD's University Schools have focused on collaborative inquiries in Danish, Maths and Sports only. This pilot action plan therefore extends the University School collaboration with a new topic and hopefully, it will have an impact on the research circulation between Teacher Education, Research and School to the ultimate benefice of pupils in schools.

Period covered by action plan

Spring 2021. The action plan has been postponed from spring 2020 due to Corona outbreak. This also means that there is less time to implement and evaluate the action plan in the framework of the RECITE project.

Target groups in action plan

Teacher Education at UC SYD will lead the action plan in collaboration with Vonsild Elementary School. One main teacher/researcher from Teacher Education and 2-3 school teachers will be responsible for the planning and implementation of the action plan. RECITE project managers will monitor the action with head of Vonsild Elementary School and do the RECITE reporting as well. Collaborative inquiries always bring in at least one teacher student because an important aim is to develop research competences among the students based on their own practice. Nevertheless, because of the late timing due to Corona outbreak in 2020, it is not yet sure whether one or more teacher students will be able to participate in this new collaborative inquiry in spring 2021. It depends on their choices of subjects in the spring term. If no teacher student will be able to be part of this new collaborative inquiry at Vonsild Elementary school, teacher educator/researcher and school teachers will still co-produce a common research project with focus on technology in English classes. Once a collaborative inquiry has been established, teacher students can enroll continuously.

Timeline of proposed action

December 2020: Preparatory meeting between RECITE partners from UC SYD and Vonsild Elementary School

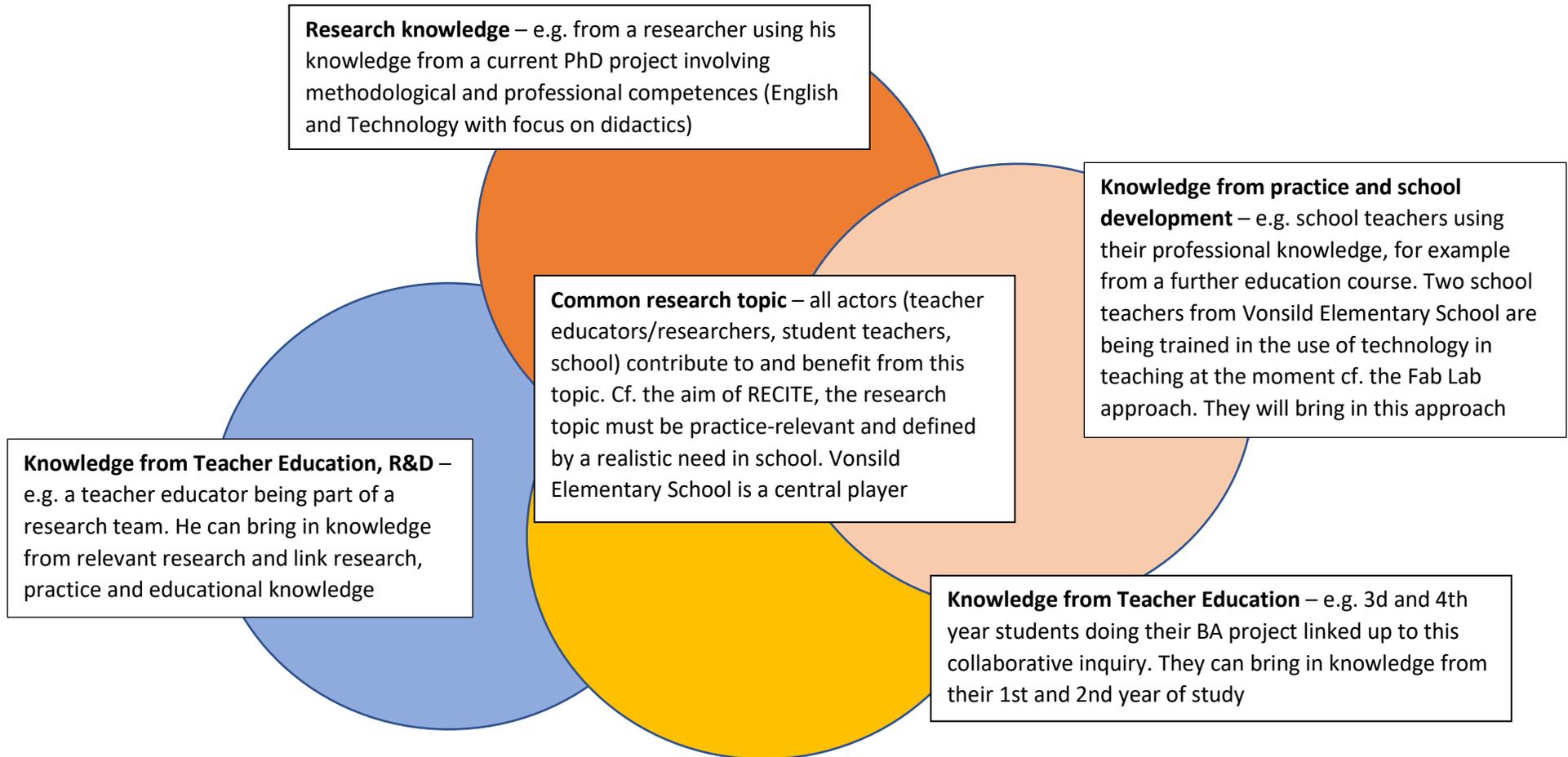
January/February 2021: Teacher/researcher from UC SYD, school teachers from Vonsild School and one or more teacher student(s) plan in details the action to be carried out in school

March-Mai 2021: Collaborative inquiry between teacher/researcher from UC SYD, school teachers from Vonsild Elementary School and one or more teacher student(s)

June 2021: Reporting/evaluation of action. RECITE partners and participants in the collaborative inquiry will evaluate together

Description of model for circulation of research in RECITE

– use of technology in English classes based on a Fab Lab approach: a new topic of research in UC SYD’s collaborative inquiries which will expand the existing University School partnership with new areas of study



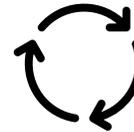
Description of how knowledge can circulate and evolve from an individual level in collaborative inquiries to possible changes in research culture in Teacher Education

The above designed model will be described here below in order to demonstrate the different levels of circulation of research, which contribute to the superior research culture in Teacher Education. Clear governance structures have been defined as a crucial player for a valuable research circulation in Teacher Education and to succeed with this mission, the contribution and role of each actor must be clearly defined.

Research knowledge – with the researcher in the center

Knowledge from the collaborative inquiry circulates through the researcher into the research programme 'School & Leisure' and is thus being integrated in a bigger research community. This knowledge circulates back again into the specific collaborative inquiry.

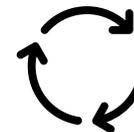
Knowledge can furthermore circulate to Lifelong Learning activities/other national and international research communities



Collaborative inquiries

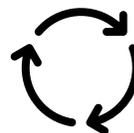
Knowledge from practice – with the school teacher in the center

Knowledge from professional competence development and from experiences in practice circulate through the school teacher and the collaborative inquiries into the school and contributes to school development and a change of school culture; in a specific class, a year, a professional team or in a more general way in the school



Knowledge from Teacher Education – with the teacher student in the center

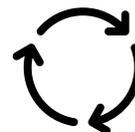
Knowledge from the collaborative inquiry circulates back into Teacher Education through the teacher student. The student produces a Bachelor project and often uses knowledge from these collaborative inquiries as a solid grounding



Collaborative inquiries

Knowledge from Teacher Education – with the teacher educator in the center

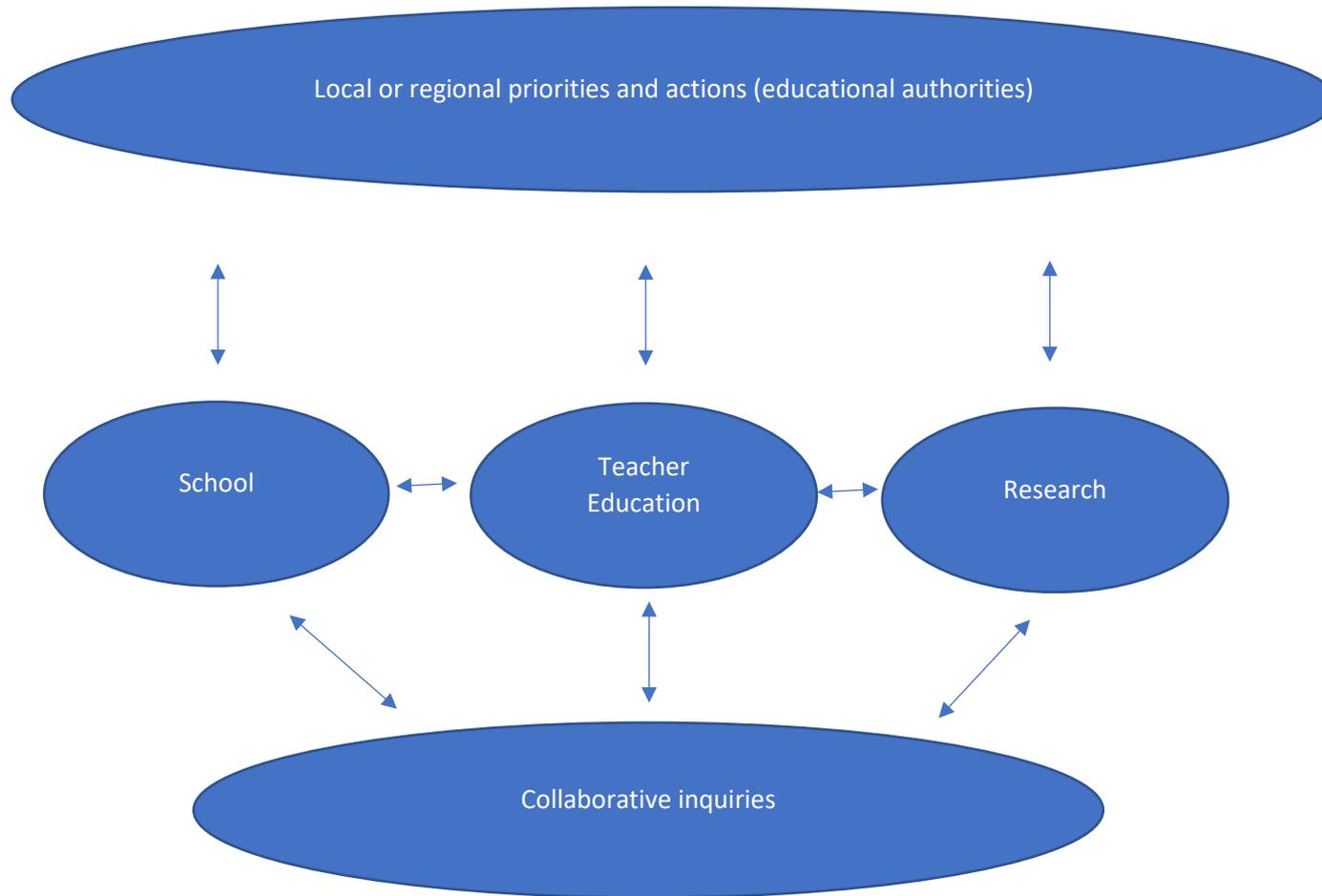
Knowledge from the collaborative inquiry circulates back into Teacher Education and different communities of practice through the teacher educator; e.g. communities of specific topics, projects or groups of students. Teacher educators are often involved in many professional communities in education, research, lifelong learning activities and in partner schools and, thus, spread knowledge on a large scale



Common for all actors is the ongoing production of new knowledge and skills. Knowledge and skills challenge, disturb, frustrate – but also inspire, activate and motivate towards a better teaching.

Research management becomes a central topic when we discuss production, implementation and share of knowledge as well as research culture in Teacher Education. RECITE contributes to pay attention to the definition of responsibilities in this relation; who is defining research topics in the collaborative inquiries, how are actors' roles defined, how is knowledge governed and circulated.

The model here below demonstrates how knowledge can circulate between educational authorities and Teacher Education institution.



Conclusion

UC SYD and Vonsild Elementary School will implement a pilot action plan in spring 2021 with a focus on the use of technology in English classes based on the Fab Lab approach. Collaborative inquiry concept from UC SYD's University School partnership will be used as a model for this research community.

RECITE thus expands existing research topics in UC SYD's University School. Furthermore, RECITE pays a special attention to co-production and share of knowledge, and governance structures in relation to circulation of knowledge. The aim is to spread this circulation of knowledge beyond separate collaborative inquiries and thus develop a transparent and accessible research culture in Teacher Education. In RECITE research topics are defined in school to ensure relevance for school practice.

Research management in Teacher Education requires a clear definition of responsibilities and roles in both Teacher Education, Research Department and school. Each actor contributes to and benefits from the collaborative inquiry and makes knowledge circulate within different professional communities.

In RECITE, coherence between Teacher Education, research, school and educational authorities is the main point with the aim to highlight how professionals can improve their working procedure to develop the best possible teaching for pupils in school.