

TEAN conference 2023 masterclasses

The five optional TEAN pre-conference masterclasses are provided with an eye on international colleagues who have to arrive in Manchester the night before. They are also of interest to locally based colleagues who can travel to the venue early enough on day one. If you would like to propose a masterclass for conference in May 2024, please let a committee member know. However, we should let you know that masterclass facilitators do not get paid!

Deciding to do a doctorate and the learning processes en route to successful completion

Professor Jean Murray, University of East London

As a teacher educator, especially if you are based in a university or are aiming to gain an academic post, a big decision is likely to arise concerning completing a doctorate. Gaining a doctorate is not an easy goal but it is generally regarded as an entry level qualification within higher education and opens up pathways to develop a researcher identity, professorial pathways and senior management posts. This workshop will consider the various dimensions of this decision, and strategies for successful completion.

Reflecting on Teacher Professional Learning for Improvement

Dr Martin Hagan, St. Mary's University College, Belfast, Northern Ireland

Dr Rose Dolan, Maynooth University, Ireland

Across Europe, there has been a commitment to improve career-long teacher professional learning along with a view to improving practice to support better learning for students and improved economic outcomes for society (European Union, 2007; 2008; 2009). This workshop will provide a space for teacher educators to explore the nature of professional learning and how it is shaped by policy trajectories in different regions. In the first instance, participants will be asked to reflect on their own experience and practice and explore issues around language, purpose, context, format/content and impact. Secondly, for the purposes of critique, case examples will highlight specific approaches to professional learning and development in different regions. Finally, a series of framing questions will be employed to support participant discussion which may help inform programme design and support greater coherency in approaches to teacher professional learning.

Teacher Education Staff Expertise: pracademics and their value to higher education

Dr Lisa Murtagh, University of Manchester

HEIs have traditionally recruited colleagues with a growing/established research-focus; their eye firmly on the REF. However, Initial Teacher Education Programmes typically recruit

those with previous and/or current teaching experience; such colleagues are often positioned as distinct group, and in recent years the term 'pracademic' has been adopted as a term to highlight someone who is both an academic and an active practitioner in their subject area.

In this session, the lead participant(s) will share their insights into the broad theme of 'pracademia'; reflecting on their own experiences as a 'case study'. In response to this, participants will be invited to consider how their teacher experience:

- affects their approaches to their roles as ITE tutors
- their thoughts on how they contribute to the wider HEI context
- their perceptions of their professional identities.

To stimulate discussion, participants are asked to bring a physical 'metaphor' to the session that encapsulates their 'pracademic' identity in response to some/all/more of the above prompts!

Developing a research and scholarship rich academic culture within the discipline of Teacher Education

Dr Anna Robb and Dr Richard Holme, University of Dundee

This workshop has two parts. Initially we will focus on how to encourage early career staff with research and scholarship activity, drawing on our own personal experiences, and journey over the past decade working in teacher education. This will include exploration of the differences between research, scholarship, and the crossover between the two areas. In the second half of the session, we will work with attendees to plan concrete actions they can take back to their own setting. These can be used in individual Early Career Researcher (ECR) objective setting or to be built into programme or school and faculty development plans. This session will be suitable for ECRs and more experienced managers or leaders.

Publishing your Educational Research: Strategies, Style, Substance

Professor Pete Boyd, University of Cumbria & University of Hertfordshire

Writing shapes your thinking. This workshop works at two levels: considering strategies for supporting the writing of your students; and considering strategies for developing your own writing for publication of research journal papers. First, we consider writing support strategies. Second, we focus on the writing process and consider the issue of style. Third, we consider how to judge quality of educational research, with some pragmatic consideration of research audit and its emphasis on substance. The key question is: What are the characteristics of a publishable educational research journal article and what strategies can be useful in developing writing for publication?