

A Comparison of the Reinvestment of Collaborative Asynchronous Discourse Observed by Two Main Actors of Pre-Service Teacher Education

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Introduction

Since Donald Schon's work about the reflective practitioner, reflective analysis has gained importance in education, in particular in pre-service teaching. Such reflection can be individual, but research has also stressed the relevance of its collective aspect (Darling-Hammond & Bransford, 2005). Networked communities are growing and they offer new affordances for reflection on practice (Laferrière, 2005; Lim & Cheah, 2003; Schellens & Valcke, 2006). However, few authors have examined how collective asynchronous discourse produced by such communities can be re-used in the classroom.

Research Question and Objectives

How could pre-service teachers' collective asynchronous discourse be reinvested in the classroom?

- ▶ **Objective 1** To identify ideas of intervention elaborated by pre-service teachers in a networked learning community.
- ▶ **Objective 2** To identify how ideas elaborated online were subsequently used while teaching.
- ▶ **Objective 3** To compare the pre-service teachers' and university supervisor's (U.S.) point of view about how the former reinvested asynchronous discourse in the classroom.

Framework

To identify ideas of intervention elaborated online and during classroom intervention, we referred to the five dimensions of educational intervention that support students' learning (Wang, Haertel & Walberg, 1993).

Methods

Context of the Study

- ▶ 5 pre-service teachers (female) and 1 U.S. (male)
- ▶ Final practicum : 14 weeks, winter 2011
- ▶ Networked learning community for reflection on action
- ▶ Learning community milestones and knowledge building principles
- ▶ Knowledge Forum® (KF)
- ▶ Constant participation required, but no prescribed topics
- ▶ No directives concerning the requirement to use any ideas elaborated online

Data Collection and Analysis

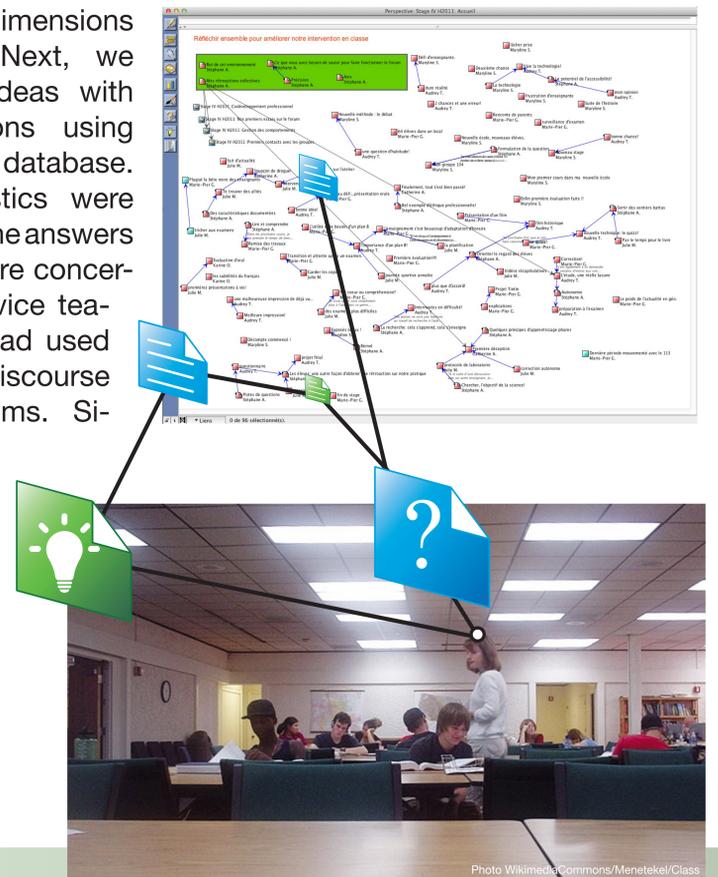
Data came from three main sources.

- ▶ Ideas of intervention were extracted from notes on KF.
- ▶ 4 observations (75 min. each) made by the U.S. in each pre-service teacher's classroom.
- ▶ Anonymous online questionnaire filled by pre-service teachers.

For the last two sources, the U.S. and the pre-service teachers had to indicate which ideas from the online discourse brought the latter to intervene in such a way.

We used qualitative analysis to identify ideas elaborated online with

reference to the dimensions of intervention. Next, we matched these ideas with U.S.'s observations using a FileMaker Pro database. Descriptive statistics were used to compute the answers to the questionnaire concerning how pre-service teachers said they had used asynchronous discourse in their classrooms. Similar statistics were also utilized to compare the U.S.'s observations and the pre-service teachers' point of view about ideas that were used while the latter were teaching students.



Results

The analysis of the 124 notes written by the networked learning community, using the five dimensions of our framework, led to the identification of a total of 127 different ideas. Distribution is detailed in Table 1.

Table 1 : Ideas Elaborated by the Networked Community.

Dimensions of Educational Intervention	Number of Different Ideas Elaborated Online	Examples of Ideas of Intervention
Quality of Teaching	56	Briefly review contents of preceding course at the beginning of class
Classroom Dynamics	36	Verbally encourage students
Classroom Functioning	17	Give responsibilities to students
Classroom Direction	14	Stop speaking to indicate unhappiness with students' behaviour in a non-verbal way
Quantity of Teaching	4	Check to see if students are actually working on the assignment that was given to them

Discussion

- ▶ Networked learning community supported the elaboration of many concrete ideas about educational intervention.
- ▶ Pre-service teachers used approximately 35 % of these ideas in their own classroom practice.
- ▶ U.S. and pre-service teachers' points of view on this reinvestment is similar for 3 dimensions : classroom dynamics, classroom functioning, quantity of teaching.
- ▶ Technical discourse (Van Manen, 1977) was easier to observe in classroom rather than deliberative discourse.

References

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Figure 1 presents the reinvestment of these ideas by pre-service teachers while they were teaching students.

Figure 1 : Ideas from the Networked Community Reinvested in the Classroom.

