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# Teacher Education Advancement Network

## TEAN Conference 2024 Abstracts

This is a large document with full conference abstracts – DO NOT PRINT!

Use the hyperlink below to go to the 'at a glance' conference programme

Use author names or keywords or the presentation code number to search for specific abstracts

- Welcome and TEAN Committee: Pages 2 to 3
- Programme Overview with dates and times and rooms: Page 4
- The Venue – map: Page 5
- TEAN Sponsors – Mosaic, NASBTT, Critical Publishing: Pages 6 and 7
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## Round Table Discussion: Room 4

This round table discussion includes presentations 31, 14, 55, and 62.

### **31 Learning to Unlearn within teacher education – transformative professional learning to challenge and re-frame understandings of a social justice mentality.**

Jen Simpson University of Cumbria, UK.

Concerns around globalisation, global issues and increasing political and social divergence now ‘transcend borders’ (Bryan *et al*, 2009, p.31) and amplify the importance of the need for authentic social justice; not just as a concept but as a practice in critical and independent thinking rooted in a commitment to equity which results in ethical action.

Education plays a potentially pivotal role though, arguably, it has been more likely to sustain predominant frameworks of conceptually unquestioned charity mentality and mythmaking about the ‘other’. Thus, ensuring the continuation of the status quo rather than engaging in the more challenging transformative critical pedagogies required to remove the smokescreen of ‘sanctioned ignorance’ (Andreotti, 2006, p.44).

Additionally, approaches such as active global citizenship have possibly deepened the issues by unintentionally continuing imperialistic thinking and reinforcing stereotypes and prejudices (Andreotti, 2006) as well as creating little developers (Biccum, 2010), able to participate in the global economy but without the skills or experience to critically engage with issues such as inequality and injustice.

In this presentation I argue further that these potentially negative impacts are not only related to the global ‘other’ but the ‘other’ within our local societies and communities, hindering the drive towards a socially-just society. My original, small-scale study designed a transformative professional learning model inspired by Jan Fook (2006) which followed a process of ‘Learning to Unlearn’ to initiate active unlearning or deconstruction, as an essential part of deep learning (Illeris, 2003), which targeted fundamental, personal perceptions to influence professional practice. This innovative model was designed for high impact within a limited timeframe, such as an after-school twilight session, therefore manageable within the constraints of teacher educator timetables, especially if there is a marked impact as a result.

Indeed, the initial qualitative research results with teachers indicated a positive shift in perceptions and increased criticality though additional study and investigation was recommended to further explore the factors which encourage or inhibit this transformational move and how the model of Learning to Unlearn could develop and support this work. In contrast to the original research, my new study aims to explore this in the context of teacher education, with those beginning their teacher pathway, to evaluate the potential to engender a social justice mindset, influence future practice and enable a more equitable education.

#### **Key References**

- Andreotti, V (2006) ‘Soft versus critical global citizenship education’, *Policy & Practice: A Development Education Review*, Vol. 3, Autumn, pp. 40-51, available: <https://www.developmenteducationreview.com/issue/issue-3/soft-versus-critical-global-citizenship-education> (accessed 12/12/2023).
- Biccum, A (2010) *Global Citizenship and the Legacy of Empire: Marketing development*, New York: Routledge.

Bryan, A., Clarke, M. and Drudy, S. (2009) 'A study of student teachers' perspectives on social justice and development education'. Online. [www.ubuntu.ie/media/bryan-clarke-drudy-2009.pdf](http://www.ubuntu.ie/media/bryan-clarke-drudy-2009.pdf) (accessed 20 May 2019).  
Fook, J (2006) 'Beyond reflective practice: reworking the critical in critical reflection', Keynote paper presented at *Professional Lifelong Learning: Beyond Reflective Practice*, Trinity and All Saints College, Leeds, 3 July 2006.  
Illeris, K (2003) 'Towards a contemporary and comprehensive theory of learning', *International Journal of Lifelong Education*, Vol 22, No.4, pp. 396-406.

## **14 An enquiry-based approach to the use of carefully constructed workshops as an alternative way of teaching translation to student teachers who learn through the medium of Irish.**

Patrick Blaney St. Mary's University College, Belfast, UK.

The aim of this study was to explore the extent to which a move to an enquiry-based pedagogical approach to the teaching of translation in Modern Foreign Languages, better supported students' engagement, and learning. Watkins & Mortimore (1999:3) describe enquiry-based teaching as, 'any conscious activity by one person designed to enhance the learning of another'. As a practitioner, I was interested in improving my practice and the student teachers' experience regarding the teaching of translation.

This study was conducted with a participant sample of final year BEd student teachers preparing to work in primary settings in Northern Ireland. The students had elected to follow the Irish Medium Education (IME) pathway, meaning the children they teach are immersed in the Irish language. Following institutional ethical approval, all students in the cohort were contacted via email to ascertain their willingness to participate, resulting in a purposeful sample of 16 students.

Adopting an enquiry-based pedagogical approach in the teacher education session, I followed the workshop model advocated by Fitzpatrick & Hunt (2019). They state the lecturer should understand the profile of the students to make sure they can achieve the learning outcomes. They also claim the workshop should be well prepared, the introduction should be brief and that there should be a 'stand and share' after twenty minutes to see how the students are progressing. I followed their recommendations, and I prepared a piece of prose on the story of *Titanic* in advance. I gave the students a list of references to facilitate the exercise.

I adopted an interpretative, qualitative research design as advocated by Creswell (2012), employing three methods for data collection. I asked the participants to complete a short 'audit' questionnaire as recommended by Singer & Cooper (2017) to gauge their assessment of their own translation ability. Following this the workshop exercise was organised and video-recorded to closely observe the students as they engaged in the translation process. Finally, two focus groups, each containing eight participants were conducted. The questions were developed from the initial literature review. The students' responses were collated and analysed to examine common themes emerging.

Generally, the students found the references and page numbers very helpful, and they said it focused the exercise. The 'stand and share' also proved to be a beneficial exercise and refocused the students on the exercise and helped them share their work. The students agreed it was a very useful approach to help them