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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
- [Programme 'At a glance' with presentation titles: Page 8 to 11](#)
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- Evaluation and Research Presentations – abstracts: Pages 37 to 112

more towards independent work. This approach could be very effective for student teachers who study through the medium of Welsh and by modern foreign language teachers.

### Key References

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## 55 Impact of flipped learning approaches and its use with a group of students participating in Initial Teacher Education programmes.

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Flipped learning (FL) is a technique employed by colleges and universities to help develop students' conceptual understanding prior to in-session learning, allowing for deeper learning during the tutor-facing portion. Recent studies (Chin and Kozimor-King, 2018) have suggested that between 25-52% of students choose not to read assigned texts before learning sessions, only 30% of students feel that they *'should be'* required to read assigned materials, and that 78-82% of students reported not reading or sparsely reading recommended texts that they had purchased for a course. Due to this low level of engagement and apparent motivation, significant problems in relation to the large variation in levels of preparedness of students in the seminar room are manifested.

In this study, the motivation of students to take part (or not as the case may be) in FL activities is explored in relation to students undertaking Initial Teacher Education (ITE) programmes at Master's level. The modes of FL activities are investigated (such as use of video, and a range of written materials) as well as other factors that may have influenced the student experience. This reflective enquiry focuses on a group of 40 students across both campus and distance learning programmes. A qualitative and quantitative analysis of feedback from the respondents has highlighted a range of issues that have implications for teacher practise.

The results of the study support evidence for a student preference for abbreviated reading materials as well as the use of video materials (Lee and Choi, 2019). There also appears to be a strong correlation between engagement in FL and the expectation of presentation or a product of the students' FL to be used within the in-session portion of the learning, which is supported by other studies linked to the use of quizzes and other extrinsically motivational devices (Huang, Hew and Lo, 2019). There is also a strong indication that the busy

schedule of work during an intensive course such as short, 1-year teacher education courses reduces the motivation to engage with FL. Other motivational factors are also exposed during the study.

Finally, a discussion of FL from the perspective of motivation (Gilbert, 2013) and cognitive load theory (Lovell and Sweller, 2020) along with suggested practical implications for future practise are also put forth.

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## 62 Fostering Metacognitive Awareness in Pre-Service Teachers

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Both the English Core Content Framework [CCF] and the Early Career Framework [ECT] for pre-service and new teachers contain the key evidence statement that they must 'learn that explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success' (DfE, 2019a:17; DfE, 2019b:15), informed principally by the EEF (2017) Guidance Report. Metacognition, the ability to reflect on and regulate one's own thinking processes, is argued to play a pivotal role in both effective teaching and lifelong learning, with suggestions explicit practice is beneficial for disadvantaged pupils (EEF Toolkit). However, student teachers often commence Initial Teacher Education without a robust understanding of metacognitive strategies and their application in educational contexts, and are therefore ill-prepared to explicitly model and teach it, without receiving instruction and practise themselves.

Evidence suggests that effective teaching of self-regulated learning [SRL] and metacognition has two main elements: the direct approach, through explicit instruction and implicit modelling by the 'teacher' and the indirect approach, through creating a conducive learning environment, with guided practise, including dialogue and (scaffolded) enquiry (Muijs & Bokhove, 2020). Further, the evidence suggests that a mix of approaches is necessary to effectively develop SRL and metacognitive knowledge and skills; explicit teaching of strategies and teacher modelling, practise through verbalising, and more open-ended enquiry work during which prompts and scaffolds may be faded to promote more student agency and autonomy.

A semi-longitudinal study was undertaken to enhance metacognitive awareness over Semester 1 and 2 of the academic year. The study sought to utilise a mix of the above approaches throughout a series of 12 Level 4 Initial Teacher Education primary science workshops with the key objectives of empowering pre-service teachers with the knowledge of metacognition, skills development in implementing metacognitive strategies, and fostering a mindset of continuous self-reflection. A multifaceted approach was employed, integrating theoretical