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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

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The re-imagining of the place of poetry in the BEd English/ Literacy curriculum is prompted by an awareness that, within that context, poetry has been marginalised in recent years and by a conviction also that, even when taught, it is done so badly, with a focus on language development, rather than on fostering an awareness of poetry's imaginative wonder. In *The Redress of Poetry* (1995), Seamus Heaney observes that 'Poetry cannot afford to lose its fundamentally self-delighting inventiveness, its joy in being a process of language as well as a representation of things in the world.' (5). Using Heaney's words as both catalyst and springboard, I want to strongly argue for putting poetry centre-stage in the BEd English/ Literacy curriculum, but also for arguing that poetry's imaginative richness and wonder should be highlighted and that the enjoyment of poetry should be seen as an end in itself.

With that focus as a central paper a range of ideas which will help to underpin that necessary re-imagining. Firstly I will explore some fascinating definitions of poetry. Secondly, I will consider some right and wrong ways to teach poetry and, in particular, I will make the case for encouraging students to respond to the music of poetry, to what T.S.Eliot called in *The Use of Poetry and the Use of Criticism* (1933), "the auditory imagination." (118). Complementing that idea, I will endorse Ted Hughes's and Robert Pinsky's emphasis on the dying art of the memorisation of poetry. Thirdly I will explore two poems in some detail - namely, Heaney's 'When all the others were away at Mass' (*Clearances, The Haw Lantern*, 1987) and T.S.Eliot's 'The Journey of the Magi' (*Selected Poems* 97-98). In conclusion of this summary, I want to highlight a few of the definitions of poetry highlighted above. In his booklet, *Enjoying Poetry* (1956), C.Day Lewis emphasised the importance of reading poems aloud and responding, initially, to their musicality. Heaney in an essay entitled 'Learning from Eliot' (*Agenda* 1989) suggests that, despite their initial obscurity Eliot's poems can eventually "become in the end a familiar path within you, a grain along which your imagination opens pleasurably." (1a). Finally, Emily Dickinson (quoted in Paul Muldoon's *The End of the Poem*, 2006) observes startlingly: "If I feel physically as if the top of my head were taken off, I know that is poetry." (116)

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Presentation 88: Video-stimulated teacher recall interviews for powerful professional learning and generation of rich collaborative research data

Pete Boyd University of Cumbria. University of Hertfordshire.

Understanding the complexity of classroom teaching is important for both professional development and educational research. Classroom video, especially if it includes effective sound recording, can provide rich data that allows repeated observation and analysis. Stimulated recall interviews involve recording the teacher as they watch back a video of their lesson on a laptop and are able to pause, rewind or fast forward the video and focus in on what they consider to be significant moments or sections. The interviewer sits to one side and may use semi-structured interview prompts to influence the generation of data (Lyle, 2003). Generating rich classroom

data using this method has the benefit of being a professional development activity for the teacher, so that their giving of precious time contributing to a research project is at least paid back to some extent (Lewis, 2014). The method involves the teacher in data generation but also to some extent in analysis of classroom teaching, so it contributes to the design of 'close to practice' collaborative research (Wyse et al., 2018).

In this presentation I will briefly introduce the use of video-stimulated recall method in collaborative research with teachers, including ethical, power, and knowledge issues. However, I will then focus on the related issues of using hybrid thematic analysis and presenting such a qualitative analysis transparently and convincingly within the constraints of a journal paper. It is possible, but not easy, to design, complete, and publish high quality close to practice educational research. A collaborative method of data generation such as video stimulated recall teacher interviews can contribute towards this. I will draw on lessons learned from an earlier and a later project using the method (Boyd, 2014; Boyd & Ash, 2018). Looking forward, I will speculate on how presentation of classroom teaching analysis might be strengthened by using an open access online lesson video to accompany a research paper (Ash & Boyd in progress) and by the application of Legitimation Code Theory (LCT) within the approach to analysis (Ash, in progress).

The session offers teacher educators an introduction to a method useful for professional coaching and/or rich research data generation, but within a wider critical consideration of issues and principles on completing and publishing high quality close to practice research.

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Presentation 98: The Disappearing Identity of Teacher Educators

Bethany Kelly University of Buckingham, UK.

I have previously argued for the centrality of leadership identity in the recruitment of future school leaders and associated problems of a lack of focus on leadership in teacher education. Influenced by Gecas (1989) and