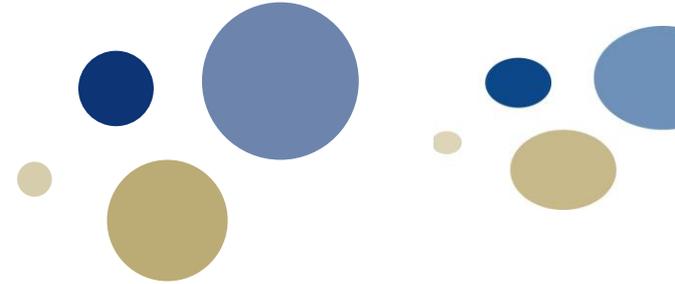




NTNU – Trondheim
Norwegian University of
Science and Technology

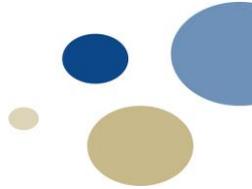


Teaching and Teacher Education

– a reflexive approach to teaching

Marit Honerød Hoveid
Professor, Dr. of Pedagogy (Education)
Department of Education and lifelong learning.

Teaching

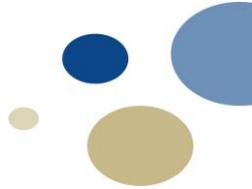


- Various persistent metaphors:
 - a black box (pupils) – to be filled up (with knowledge through teaching)
 - hence, teaching is a form of transportation of knowledge
 - And it takes place in an unequal relation between someone more knowledgeable (teacher) and someone less knowledgeable (pupils)

Contestable – but important underpinnings of how teaching is commonly conceived,

Advise: If you want to change education, and teaching – you need to start here

Teacher education (TE) in Norway



- Profound changes has happened over the last decades

Various strands of TE:

- Early childhood teacher ed. 0-6 years: Ba. degree (3 yrs.)
- Primary teacher education 1-7 grade: Master degree (5 yrs.)
- Secondary teacher education 5-10 grade: Master degree (5 yrs.)
- Upper secondary teacher:
 - Master degree, subject specific + 1 yrs. pedagogical didactical course (PPU). Or
 - An integrated 5 year program for upper secondary teachers, grade 8-13.
- Vocational teacher programs, 1 year (PPY) in addition to vocational qualification.

From all-round- teacher to a subject-specific-teacher

(focusing specifically on grade 1-10)

- Re-newed emphasis on teachers' subject specific knowledge
 - Demanding entry grades in math and Norwegian (mother tongue) to TE
 - Why do you need a good grade (4) in math to teach social science and music?
- “Fagfornyelsen” – a **curriculum reform** from primary to upper secondary education (including vocational education)
- **Deep learning** (as opposed to superficial/fact based learning)
 - curriculum overload; the realization of a need to specify and deepen the curriculum content and to develop better transdisciplinary content.
 - The objective is to provide students with better (deeper) insight and critical skills. Education and teaching should provide students with a deepened understanding of the content in its context (White paper 28: 2015-2016). This new curriculum (LR2020) is aligned with the DeSeCo framework for development of 21st century skills.

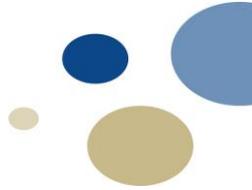
Some challenges:

- The Norwegian school system consist of many small rural communities – with small schools; about 60% of the school have less than 300 pupils.
(altogether 2848 schools).
- Providing teachers with the required subject specific qualifications in all subjects that are taught is a challenge, especially in the rural schools.
 - Can you be a good teacher without the knowledge according to the required subject specific requirements?
- The emphasis on subject specific knowledge – become an emphasis on universal factual knowledge – which in effect rules out the interpersonal and transdisciplinary knowledge.

Teaching

- for “Bildung” (Russian: obrazovanie or vospitanie) – for the self formation in solidarity/participation with others.
 - Aiming for a good life with and for others in just institutions (Ricoeur, 2005).
- in an education for *all* – the idea of comprehensive (public) education (open to and free for all)
- As the confirmation of the capability of a student – “I Can”

There are other objectives of teaching and education: i.e.: the economic and social progress of a county in competition with others – for the qualification of a workforce.



Teaching as acting – what one does in teaching

- An action theoretical approach to teaching (addressing speech and body in teaching)
- **Education** refer to longer timespans; to a transfer between generations and **teaching** refers to a here and now (the presence in teaching)
- Arguing that learning is context dependent – therefore teaching has to take this into account
- A normative stance: Teaching should promote participation and collaboration
- Understanding teaching through various relations (see fig. 1)

Hoveid, H. & Hoveid, M.H. (2019).
Making Education Educational. A reflexive approach to teaching.
Switzerland: Springer

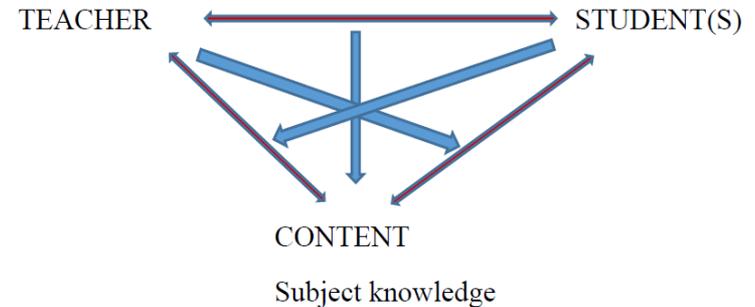
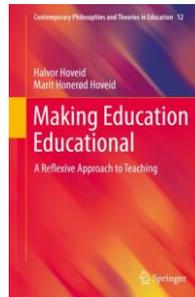


Fig 1. The didactic triangle (Hoveid interpretation)

A reflexive approach to teaching!

- Without a better understanding of what one does, when one does what one does in teaching – the acts of teaching will never fully develop.
- For teachers to develop a reflexive approach to teaching – they need to develop a language (together) about what they do in teaching.
- This needs to be reflected in teacher education

