Round table Submission Template

Host name
Emmy Vrieling-Teunter[a], Rosanne Hebing[b], and Marjan Vermeulen[a]
[a]*Welten Institute, Open University, Heerlen, the Netherlands;* [b]*Iselinge University of Applied Sciences, Doetinchem, the Netherlands*

Round table title
Student welfare through involvement and networked learning in primary teacher training

Elevator pitch: Address the topic and the questions to discuss at your round table
What makes students eager to learn? This is a fundamental question for every educator. After all, students who are motivated and involved in their studies are more likely to succeed (Affolter, Gerber, Grund, & Wagner, 2015) and simply 'pleasant to teach'. Student welfare is particularly relevant for primary teacher training colleges in the Netherlands, which struggle with dwindling student numbers, high variety in student population, and the risk of study delay or dropout (Dutch Inspectorate of Education, 2017).

In order to enhance student engagement, teacher training colleges in different regions in the Netherlands - Doetinchem, Utrecht, Rotterdam, and Amsterdam - have formed teacher learning groups (TLGs) on various topics relevant for (pre-service) teachers, consisting of students of different years, teacher trainers, and in-service teachers. TLGs are increasingly acknowledged as a powerful means of enhancing learning and development. On the one hand, they offer students room for social learning and agency, stimulating their involvement and motivation (Vrieling-Teunter, Van den Beemt, & De Laat, 2019). On the other, they stimulate and facilitate in-service teachers' professional development (Lieberman & Wood, 2003). As TLG participants work together to solve authentic problems (Laferrière, Lamon, & Chan, 2006), both pre-service and in-service teachers gain specific and concrete ideas that can be directly related to their own classroom practice (Guskey, 2002). TLGs can thus be seen as social action evolving around relationships, or ties. TLGs, as collections of ties, enable both collaborative and individual learning and knowledge sharing (Schreurs et al., 2014).

Previous research has mainly focused on in-service teachers in TLGs. The current study explicitly puts student learning to the forefront (cf. Huiskamp, Vrieling, & Wopereis, 2017). A prerequisite for students' successful TLG participation is facilitation; enabling TLG participants in terms of time, space, and skills is fundamental for social learning and innovation (Hanraets, Hulsebosch, & De Laat 2011). Traditionally, most teachers carry out their work individually in their own classroom settings (Doppenberg, Bakx, & Den Brok, 2012), which makes the integration of social learning in schools a difficult manoeuvre (Vangrieken et al., 2014). Another complicating factor is that TLGs are often discipline-specific and their ties strongly localised (Pataraia et al., 2014). This makes it less likely for TLG participants to be exposed to new ideas and to integrate ideas created elsewhere into their own practice (Pataraia et al., 2014). In order to comply with the need for facilitation, we look for guidelines that assist facilitators in optimising the professional development of students in TLGs. For this aim, we perform a review study that searches for guidelines for designing TLGs as an educational setting, specifically focusing on the way in which we best facilitate students' role.

The preparation of students for their social role as learning professionals in schools is weakly conceptualized in teacher education curricula (Dobber, 2011). It is therefore relevant to consider ways in which teacher trainers can prepare students for successful participation in TLGs as part of the continued professional development in practice. Our review study was guided by the following research question: What facilitation guidelines can be discerned in literature to optimise pre-service teachers' professional development in TLGs?

The studies presented in the literature review were identified in several steps. First, searches on the EBSCOhost database were applied. This meta-database includes, among others, the ERIC and Web of Science databases. Peer-reviewed journal articles and book chapters published between 1 January, 2000 and 7 June, 2019 were included. In line with an earlier review study in the area of teacher facilitation in TLGs (Vrieling, Van den Beemt, & De Laat, 2018), we used the keywords 'team learning', 'network learning', and 'community learning' to integrate the three basic forms of social learning in literature. In addition, we used the key word 'collective learning' because collective learning also concerns a long-term perspective and is appropriate within educational teacher curricula. In sum, the following key words were used for a Boolean search: 'team learning' OR 'network learning' OR 'community learning' OR 'collective learning' AND 'teacher education' AND 'student learning'. This search resulted in 269 articles. In addition, we sought for studies in the specific area of student welfare using the key words: 'teacher education' AND 'student welfare'. This search resulted in 5 articles. After exclusion of the double findings, 190 articles remained.

The abstracts of all selected sources were studied first, resulting in a final selection of articles. After reading the abstract of the articles, 175 sources were left out of the analysis because they did not meet the inclusion criteria: (1) student involvement; (2) social learning; (3) relationship teaching institute and workingplace; (4) face-to-face and blended learning. Exclusion criteria were: (1) student collaboration; (2) student-teacher collaboration; (3) team teaching; (4) online learning. In total, 15 studies were read in depth. These studies provided the basis for further analysis.

In the final phase, the selected sources were categorized by: (1) first authors' names; (2) title of source; (3) year, volume and issue number of publication; (4) type of research (conceptual versus empirical); (5) clarity of method section; (6) main findings of the theoretical search. During the content analysis, the properties of the textual information were systematically identified by their relationship with (A) characteristics of student learning in TLGs; (B) inluencing factors on student learning in TLGs; (C) effects on student learning in TLGs, including student welfare.

The results show that the facilitation of student learning in TLGs has not been a prolific topic of scholarly publication (n=1; Elster et al., 2014) over the last twenty years. It appears to be an unexplored area that needs further elaboration in future research. The following table shows the findings of Elster et al. (2014) that fit within our three categories.

Characteristics of student learning in TLGs	The term Community of Learners (CoL) is based on theories of situated learning which describe the collaboration of teachers with each other and with researchers. CoLs are expected to improve learning and teaching skills, to share responsibility for professional growth, and to partake in professionally guided discourse about one's own teaching and learning.
Inluencing factors on student learning in TLGs	➢ Setting joint goals for the participants in a learning community ➢ Focusing on students' learning (outcome orientation) ➢ Reflecting on curriculum, teaching, and learning processes ➢ Focusing on collaboration ➢ Enabling teachers to perceive themselves as learners ➢ Ensuring autonomy and freedom of decision-making
Effects on student learning in TLGs, including student welfare	➢ Increase of subject knowledge in the field ➢ Increase of methodological knowledge ➢ Increase of the self-estimation of students' own competences that led to the willingness to teach in this way ➢ Increase of practical knowledge on how to initiate and conduct processes in the field, which in turn led to a readiness to use the aquired knowledge in practice ➢ Increase of interest in self-reflection

In addition, we found the following categories in literature:
- Community engagement (n=9): The combination of learning objectives with community service in order to provide a pragmatic, progressive learning experience while meeting societal needs of student learning outside the institute in the community;
- University-school partnerships (n=5): working partnerships between university teacher-educators and school teachers to design, develop and deliver innovative learning experiences that bring together not only people with different perspectives, but also pedagogical theory, research and practice.

Goal: Illustrate what you would like to achieve as a collective outcome

Although teacher training institutes see the value of networked learning for their students, the findings of the review study show that attention for student learning in TLGs in educational curricula is scarce. This indicates the necessity to do follow up research in this area. The round table presents an opportunity for us to exchange our experiences and collaboratively search for facilitation guidelines for students participating in TLGs. We will search for additional theoretical sources and practical examples that will be structured according to the three categories mentioned above: A) characteristics of student learning in TLGs; (B) inluencing factors on student learning in TLGs; (C) effects on student learning in TLGs, including student welfare.

How to engage the participants into the discussion

After a general introduction (5 minutes), we will first share our experiences and results, grounded upon the three categories mentioned above (5 minutes for each category). Then we will collect ideas that are written on three white papers (one for each of the three categories) in the conference room, distinguishing between theory and practice (45 minutes). To wrap things up, we will discuss how the input contributes to facilitation guidelines for students participating in TLGs (20 minutes) and necessary follow up research concerning student learning in TLGs (20 minutes).

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