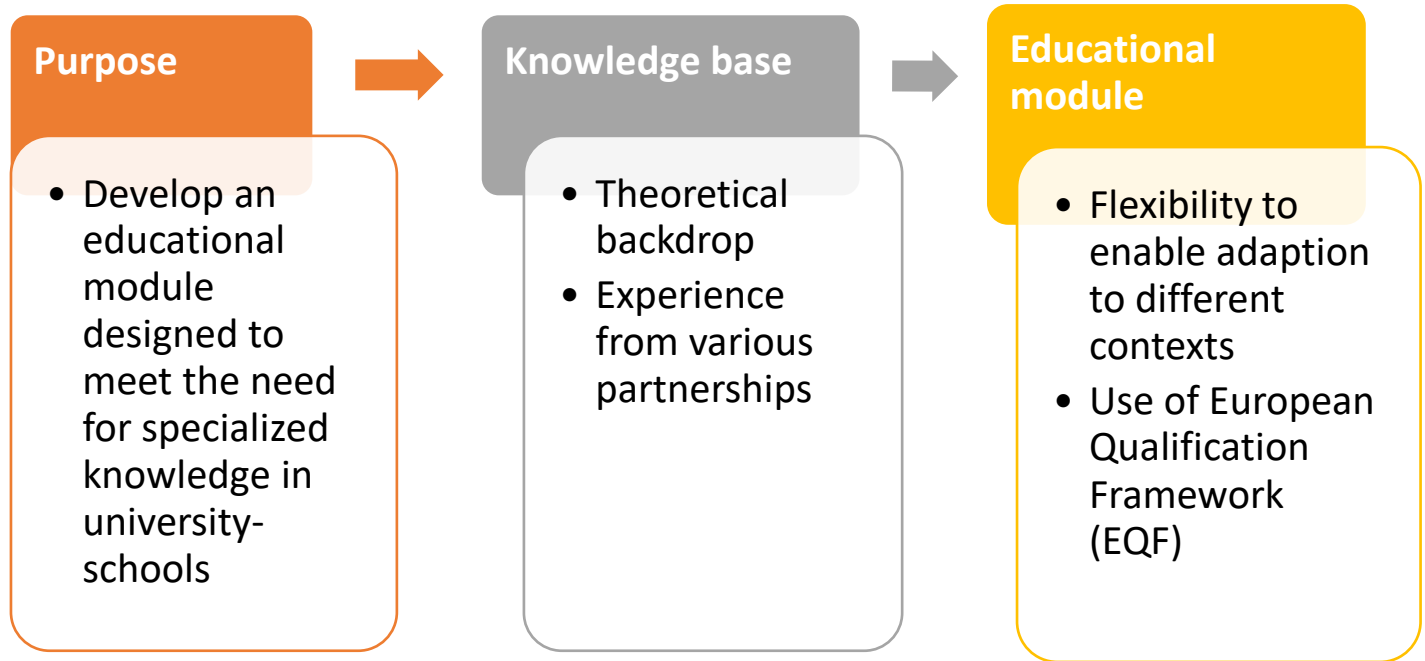# Educational Module
Norwegian University of Science and Technology

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Rationale for the EduSchool educational module in university-schools

Purpose

- Develop an educational module designed to meet the need for specialized knowledge in university-schools

Knowledge base

- Theoretical backdrop
- Experience from various partnerships

Educational module

- Flexibility to enable adaption to different contexts
- Use of European Qualification Framework (EQF)

Backdrop

- Tension: practice turn ⟷ academization of teacher education (Murray, Swennen & Kosnik (2018)

- Political pressure to create partnerships between academy-practice field (EU- Norway)

  - **All teacher education programs shall establish partnership with schools, including pre-schools, to qualify student teachers (practicum) and the professional development of teachers (White Paper 11, 2008-2009).**

- Different goals- educating teachers- teaching children, however both parties have a shared goal: improving education

- Criteria for partnerships: e.g. equality, mutual trust, long term commitment (Sandholtz, 2002)
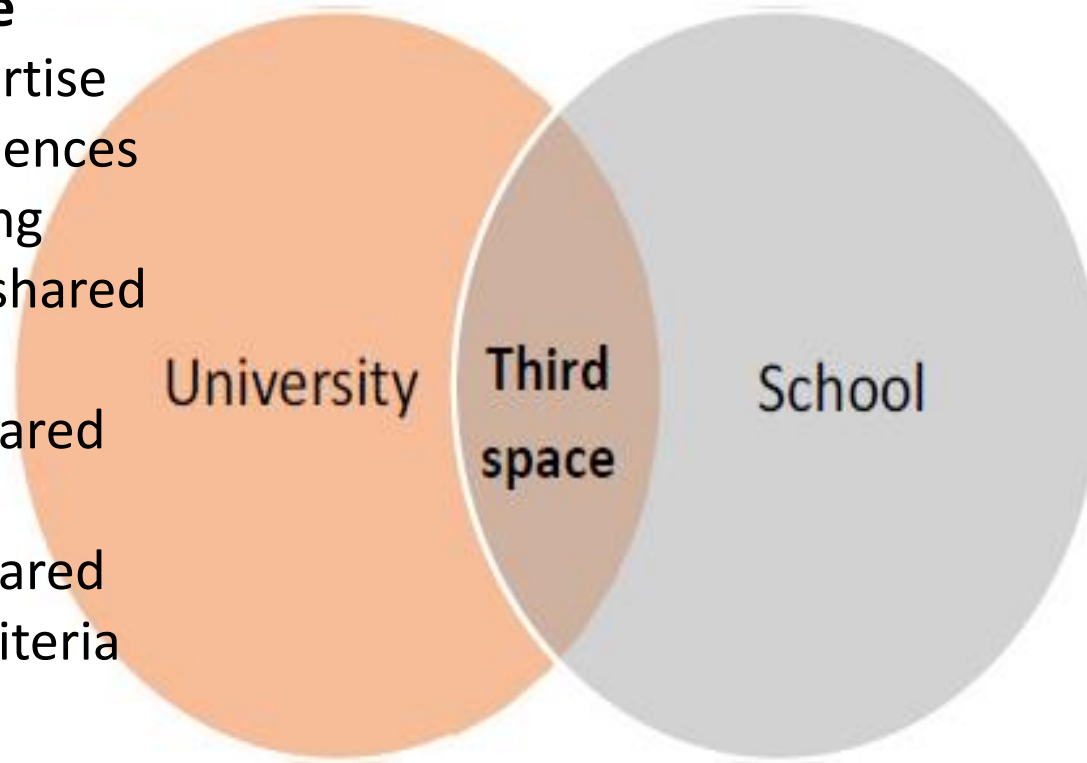
Competence building

- Practicum essential component in education teachers (Nieme, 2002; Smith & Lev-Arie, 2005)

- Teacher education- career long education (Smith, 2015)

- Mentors- school-based teacher educators- 'a profession within a profession'

- Student teachers need access to different types of expertise

- Mutual learning in a third space; university lecturers- school teachers- student teachers

- Respect, trust and dedication are keywords

Table 1, Differences between mentoring and teaching (Smith, 2015: 291)

	Teaching	Mentoring
content	subjects (math, history, etc.)	Teaching about teaching
age	children	adults
theoretical foundation	pedagogy	andragogy
hierarchy	explicit, accepted	Implicit, problematic
relationship	teacher-student	collegial
assessment	explicit formative and summative	explicit formative, implicit summative
Research (added in this document)	problem-based teaching	R&D in cooperation with university

In the third space
- Different expertise
- Sharing experiences
- Mutual learning
- Developing a shared language
- Developing shared R&D projects
- Developing shared assessment criteria

University   Third space   School

ECTS	15
Level	Master-level (7)
Knowledge areas	• Mentoring as a Professional Practice • Scientific Methods/Practice-related inquiries • School Development • Frames of teacher education programmes
Learning outputs; knowledge	The candidate • has in-depth knowledge of how R&D and practice-related inquiries develop student teachers' practice and her/his own mentoring practice • has knowledge about various mentoring models and can apply this knowledge in staff development and school improvement • has in-depth knowledge about the role of feedback
Learning outputs; skills	The candidate • can conduct supervised R&D and practice-related inquires according to acknowledged research methods and ethical norms • can apply different strategies to critically explore personal and others' mentoring practice • can provide critical constructive feedback
Learning outputs; general competence	The candidate • can apply knowledge and skills in professional collaborations • can integrate mentor knowledge and skills in school improvement activities • can apply knowledge and skills to develop clarifying and strengthening the role of teacher educators • can communicate practical knowledge to students and colleagues
Working methods	• Flipped classrooms (online lectures) • School-based communities of learning (discussing lectures and reflecting on experiences) • Individual readings of literature, discussed in school-based learning communities
Assessment	• Team practice-related inquiry • Individual portfolio

Adaptation
No size fits all

Recommendations

- Establish co-creation arenas (third spaces) between actors from universities, schools, and students that allow for **renegotiation and contextualization** when implementing EdU-School Educational Modules.
- EdU-School Educational module is based on the **integration of the knowledge areas** mentoring, R&D and school development. The integration is reflected in all aspects of the module (goals, working methods and syllabus).
- Developing **a contextualised educational module** for teachers and leaders at University Schools.