



DEN 16. NORDISKE LÆRERUDDANNELSESKONFERENCE

INNOVATION I UNDERVISNING OG LÆRING

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Titel på Præsentationen:	Field practice increases professionalism: Collaboration during practicum
Type af præsentation:	Mundtlig præsentation
Sprog:	English
Tema:	1. Uddannelse, evaluering og feedback
Abstrakt:	<p>The study focused on stakeholders' views of field practice, their collaborative practices, and their stance on future goals for developing the field practice of preschool student teachers. Qualitative interviews were conducted with the majority-party municipal policymakers serving on educational councils, preschool teachers specializing in mentoring programs, and university teachers with authority or influence over field practice in some way. The paper focused on partnership theory (Halvorsen, 2014; Smith, 2016) and partnership in the third space (Zeichner, 2010).</p> <p>Using Engeström's (2015) activity system as an analyzing tool, the findings showed that the collaboration between actors about the practicum was scarce. University teachers believed that the collaboration could be strengthened, and preschool based mentors experienced that the collaboration varied, most of them had little contact with local departments of education. Policymakers felt they had little influence, and emphasized that they trusted their professional advisors, such as preschool advisors, for the collaboration. It is therefore important to strengthen the partnership between the stakeholders, especially involving preschool advisors from the local departments of education. Stakeholders' attitudes towards field practice were positive and most of the participants emphasized the value of the practicum and the professional development of preschool teacher students.</p> <p>Nøgleord: Partnership, Early Childhood teacher education, Practicum, Activity system</p> <p>Litteratur: Engeström, 2015; Halvorsen, 2014; Smith, 2016; Zeichner, 2010</p>