



DEN 16. NORDISKE LÆRERUDDANNELSESKONFERENCE

INNOVATION I UNDERVISNING OG LÆRING

Foredragsholder:	Marcus Samuelsson
Jobtitel:	Lektor i pedagogik
Kvalifikationer	Lärarytildare
Organisation:	Linköpings universitet
Titel på Præsentationen:	Using virtual reality to train teacher students'
Type af præsentation:	Mundtlig præsentation
Sprog:	Engelsk
Tema:	5. Nordisk bidrag til læreruddannelse
Abstrakt:	<p>Previous research has shown that teacher students often do not feel enough prepared for the teaching practice at the end of their teacher education (Helsing, 2007; Lindqvist et al., 2019). Hence, teacher education needs to do more to prepare teacher students' on how to teach and how to lead a class. In a study conducted at a teacher education program for high school teachers, we have used virtual reality to 2 prepare teacher students for teaching and managing the classroom. The virtual classroom consists of five avatars with different personalities. It is operated by a simulation expert that control how the avatars interact with a teacher student. The students were placed into groups of six and planned a short lesson. One of the participants were chosen to enact the lesson with the avatars. The other members of the group observed the lesson. During the simulation session, a specialist in leadership were observing the teacher student. After each session, the observing students and the specialist gave feed back to the student who taught the lesson. We will use a model made by Wubbels, Brekelmans, den Brok & van Tartwijk (2006) to analyse students' leadership in the virtual classroom. In their model teachers' leadership can be characterized as focusing on dominance, cooperation, submission or opposition. In the analysis we have looked at the communication between the avatars and the teacher students and placed it in the model. We will give examples of different styles of leadership. Keywords: Teacher education, simulation training References Helsing, D.</p>



(2007). Regarding uncertainty in teachers and teaching. *Teaching and Teacher Education*, 23, 1317-1333. Lindqvist, H., Weurlander, M., Wernerson, A., & Thornberg, R. (2019b). Conflicts viewed through the micropolitical lens: Beginning teachers' coping with emotionally challenging situations. *Research Papers in Education*. DOI: 10.1080/02671522.2019.1633559. Wubbels, T., Brekelmans, M., den Brok, P., & van Tartwijk, J. (2006). An interpersonal perspective on classroom management in secondary classrooms in the Netherlands. In: C. M. Evertson & C. S. Weinstein (red.), *Handbook of Classroom Management: Research, Practice and Contemporary Issues* (s. 1161–1191). New Jersey, NJ: Lawrence Erlbaum Associates.