

SOMETIMES STUDENTS MAKE THE BEST TEACHERS: DEVELOPING AND ENHANCING GRADUATE SKILLS

Ann Gow

Information Studies, University of Glasgow (United Kingdom)

Abstract

This paper will provide a discussion and demonstration of an experimental implementation of a new approach to fostering graduate skills and enhancing the learning experience of final year's students in Digital Media and Information Studies (DMIS), an undergraduate degree at the University of Glasgow. Teaching staff in the subject area worked collaboratively with students in a Peer Assisted Learning (PAL) study to develop a training programme for student demonstrators for the computer-based lab sessions that are a requirement in the DMIS level 1 courses. The process enabled the development of training in practical and critical thinking skills for the students, and developed a two-way process of mentoring and feedback that allowed both staff and students to learn from the process. The evaluation of the programme has indicated that involvement in this project has had a number of positive outcomes for students. Most significantly, it has enhanced and developed student graduate attributes, making a contribution to an excellent student experience. This initiative used existing methods in peer learning, and built on research such as Student Peer Learning & The AALL Professional Evolution, Equity & innovation Students Supporting Student Learning (SSSL) Symposium 2012.

This paper will be delivered by teaching staff involved in the project, supported with video contribution from students taking part in the scheme as supporting evidence of their experience of the effectiveness of the activity on student learning experiences and employability beyond graduation. Evaluation at the end of the project evidences the positive effect for both sets of students, with qualitative feedback overwhelmingly positive.

The University of Glasgow has developed Graduate Attributes as a core objective of student learning: "core attributes are valued and developed across academic, social and professional settings". This paper will reflect on the success of embedding defined UofG Graduate Attributes into this scheme: these include Subject Specialist, Confident, Effective Communicators, and Resourceful, and Responsible. Our project, has shown that these attributes are achieved not only through the classroom activities but also through application of training and accreditation, from participation in UofG GTA training, Subject meetings, and support to apply for UofG accredited Recognising Excellence in Teaching (RET) scheme. This in turn is aligned to Chartered Institute for Library and Information Professionals (CILIP) professional accreditation for the single honours DMIS degree, ensuring our demonstrators graduate with a firm set of graduate attributes and employability skills.

Keywords: *Cooperative learning, peer teaching, undergraduate, graduate attributes, educational benefits.*

SEXUALITY EDUCATION AND TEACHER TRAINING IN PORTUGAL

Filomena Teixeira¹, Ana V. Rodrigues², & Diana Oliveira²

¹Escola Superior de Educação de Coimbra e Centro de Investigação Didática e Tecnologia na Formação de Formadores (Portugal)

²Universidade de Aveiro e Centro de Investigação Didática e Tecnologia na Formação de Formadores (Portugal)

Abstract

In 2017 we started a study on sexuality education (SE) involving two Public Higher Education Institutions (HEI) with master's degree courses for kindergarten and primary education teachers in Portugal. The objectives of the study are: i) to determine if the study plans of teacher training (both for kindergarten and primary education teachers) of the different HEI include curricular units of SE; ii) to verify whether the legal framework in Portugal includes issues directly related to SE; iii) to identify specific contents of SE as part of curricular guidelines in pre-school and primary education; iv) to identify what knowledge, attitudes and behaviours about sexuality exist among future kindergarten and primary education teachers; and v) to develop and evaluate curricular proposals through the design of didactic resources to support educational practices that promote an integrated approach to the different dimensions of SE. In this free paper presentation, the results related to the first three objectives of the study will be presented and discussed.

Although there is a legal framework in Portugal that integrates SE from the 1st to the 12th year of schooling, data analysis revealed that only a limited number of HEIs explicitly integrate curricular units directly associated with SE. In addition, the recent guidelines for curriculum support continue to give little or no relevance to the subject. Since kindergarten and primary education teacher training is the responsibility of HEIs, it is urgent to ask questions like these: 1. Are the teachers scientifically and pedagogically prepared to teach SE in schools? 2. How do HEIs plan to meet SE training needs? Is the political power conscious of the situation? Will there be a political will to think about SE strategies that involve schools, families and the community?

Keywords: *Sexuality education, pre-service teacher training, legal framework.*

PRESERVICE TEACHERS' EXPECTATIONS OF PROFESSIONAL CONVERSATIONS ON PROFESSIONAL EXPERIENCE IN SCHOOLS

Denise Beutel, Donna Tangen, & Rebecca Spooner-Lane

Faculty of Education, Queensland University of Technology, Queensland (Australia)

Abstract

Professional experience is one of the most significant learning events in preservice teacher education. The professional conversations that preservice teachers engage in with their supervising teachers while on professional experience have the potential to contribute significantly to preservice teacher learning. This qualitative research explored preservice teachers' expectations of their supervising teachers and of the professional conversations they expected to engage in while on professional experience. The participants in this research were 31 preservice teachers (17 females, 14 males) who were completing their professional experience placement in a large, urban Australian secondary school that has a highly diverse student population. The findings indicated that there was little shared understanding of the purpose and aims of professional experience by the preservice teachers and their supervising teachers. When professional conversations occurred, they focused specifically on the immediate teaching practices of the preservice teacher rather than developing a greater understanding of the broader goals of education. Further, findings revealed that while the preservice teachers were located in a highly diverse learning environment, few professional conversations focused on the diversity and uniqueness of the school context. We suggest greater shared responsibility between supervising teachers and preservice teachers and further training of supervising teachers and preservice teachers in professional dialogues as ways forward.

Keywords: *Professional conversations, preservice teachers, professional experience.*

DIGITAL LITERACY OF PRIMARY EDUCATION TEACHERS IN THE AREA OF DIGITAL SAFETY

Lukasz Tomczyk

Institute of Educational Science, Pedagogical University of Cracow (Poland)

Abstract

Digital Literacy (DL) is one of the key competencies modern teachers should have. Regardless of the stage of education, they should be skilled in using modern ICT solutions. Fluent use of digital media is one of the DL components – as much important as the ability to understand and anticipate online threats. DL of teachers determines not only their own safety but also the safety of children in elementary education. The paper sets out to address the following question: What is the level of digital literacy regarding e-threats among primary school teachers? The answer was given based on a competence tests and a diagnostic survey results. The research was conducted among 222 teachers in Poland and was commissioned by the Ministry of National Education (project executor: Cities on the Internet Association Tarnów and Navigo Wrocław). It is the first research based on a real measurement of DL in the following areas: ergonomics of using ICT, reliable evaluation of online information, influence of advertising on children, relationships with other people through the Internet, setting logins and passwords, and malware protection. The conclusion is surprising: teachers have insufficient knowledge regarding protection of