



# EUROPEAN DOCTORATE IN TEACHER EDUCATION

**Researching Policy and Practice**

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EDITED BY:

*Michael Schratz*  
*Hana Červinková*  
*Gábor Halász*  
*Milan Pol*  
*Luís Tinoca*



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European Doctorate in Teacher Education – Researching Policy and Practice

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# **INTRODUCTION: EUROPEAN DOCTORATE IN TEACHER EDUCATION – SETTING THE SCENE**

**Michael Schratz, Hana Červinková,  
Gábor Halász, Milan Pol, Luís Tinoca**

European Doctorate in Teacher Education (EDiTE) is a Marie Skłodowska-Curie Innovative Training Network supported by the European Union's flagship initiative Horizon 2020. Based on the transnational collaboration of five partner universities, namely Eötvös Loránd University (ELTE) Budapest, University of Lower Silesia (ULS), University of Lisbon (ULisboa), University of Innsbruck (UIBK) and Masaryk University (MU), EDiTE formed an innovative network for the academic professional development of emerging researchers through the exchange of knowledge across conventional boundaries. In response to the current challenges of the complex transformation processes in societies, the programme provided training opportunities related to the development of transferable skills and competences, and tried to forge a closer link among the research area, teacher education and teaching and learning in the field of tensions between policy and practice. The third-cycle research collaboration of the five academic institutions offered a unique possibility to bring together emerging researchers for working cross-culturally under an overarching European research perspective at the nexus of theory and practice. At the heart of the joint research activities lay the improvement of knowledge transfer and exchange between universities and schools or other non-academic institutions in the field of teacher education, with intensive transnational research opportunities that facilitated the development of professional knowledge and scholarly thinking.

In their collaborative work, the consortium of the five universities decided to focus on the theme of “Transformative Teacher Learning for Better Student Learning in an Emerging European Context,” in the belief that

- the transformation of teacher learning has the strongest impact on
- student learning, which needs improvement in many directions, particularly in view of
- the relationship among policy, research and practice, affecting the changing European area

Under this thematic umbrella, fifteen Early Stage Researchers (ESRs) from eleven countries (Bhutan, the Czech Republic, Ecuador, Germany, Greece, Hungary, Nepal, Poland, Serbia, Syria and the US) undertook intensive educational research work under the guidance and supervision of senior researchers from the five partner universities.

Accordingly, one of the main focus areas of EDiTE was embedded in the attempt to explore and shed light on the interconnectedness of educational research and practice and the implications thereof, through gathering diverse evidence on teacher transformative learning, as well as on its relation to student learning and to the

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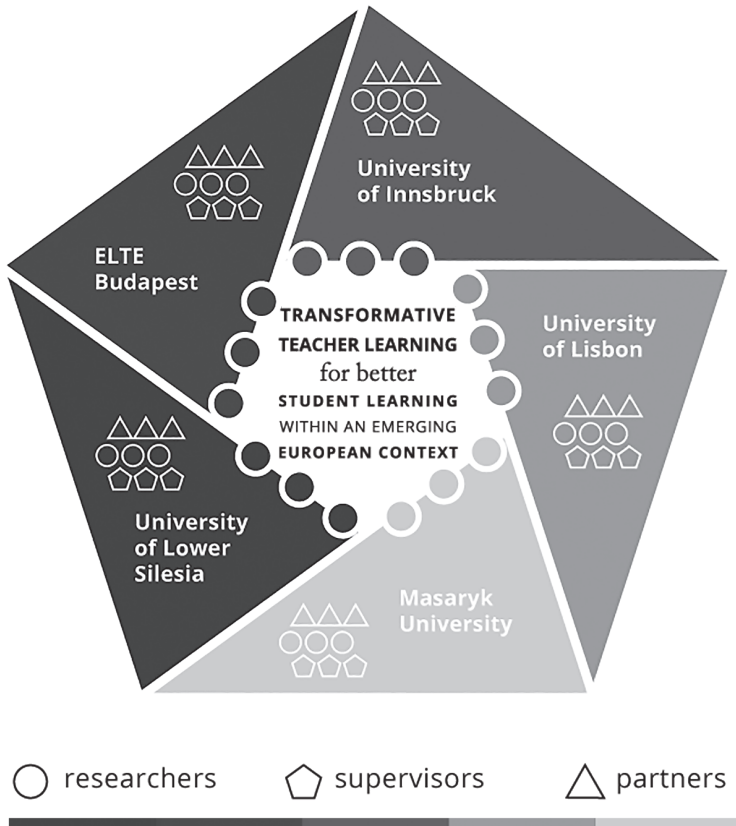
ever-changing European context (Rasinski, Tóth, & Wagner, 2017). This opportunity encouraged authors to submit parts of their research, vividly illustrating how their findings impact the future of educational practice. These practical implications may be oriented to an array of notions, ranging from how research is correlated with to the future of policy-making, to what kind of value research can produce for school organisation and functioning, to what data analyses mean for specific classroom practices, groups of teachers and educational issues.

EDiTE was designed to offer a transnational space for communication, exchanges and joint academic training to researchers and practitioners with an active role in building the future for the next generation of European and global citizens. As activists from various socio-cultural backgrounds with their heterogeneous capital, they collaborated in the field transformative teacher learning for better student learning in Europe. The common framework of EDiTE research activities fostered the development of professional knowledge and scholarly thinking of researchers and contributed to transnational knowledge acquisition, which can be used for the benefit of the education sector in particular and society in general

The EDiTE research community was formed by fifteen ESRs with their supervisors and other academic staff at the five partner universities (MU, ELTE, UIBK, ULisboa, ULS). As part of one of the research strands at their respective home universities (Figure 1), their research contributed to the overall theme of “Transformative Teacher Learning for Better Student Learning in an Emerging European Context.” They were expected to apply a comparative perspective in order to explore research questions on teachers’ and students’ learning within an emerging European context. To facilitate this comparative experience, they were supposed to do research at one of the partner universities for at least six months and take part in summer and winter schools. Regular communication about progress among peers at their home university and the other researchers of the community formed the basis for robust research results, which they regularly presented at national and international conferences and jointly published in peer-reviewed journals.

Figure 1 shows that each ESR was part of multi-level communities: as one of the three ESRs at each partner university, as a contributor to a particular strand within the overall project, as a member of the community of researchers at the home university with the supervisors/staff, and as one of the 15 Marie Skłodowska-Curie Early Stage Researchers forming the core researchers of EDiTE. Within each of these communities, the ESRs played a particular role which was determined by the research structure of each partner university.

Figure 1. The set-up of the EDiTE early stage researcher community



## EDiTE Partner Universities

Partner organisations (e.g. schools, educational agencies, non-governmental organisations, etc.) that were chosen as innovation hubs in each country of the five universities offered ample stimulation for professional growth, the generation of knowledge about educational change and research work. In the following, the individual universities' work in and contributions to EDiTE are presented by each partner.

## ELTE, Hungary

Eötvös Loránd University (ELTE) joined the EDiTE network with a plan and in an attempt to internationalise its Doctoral School of Education. Through this process of internationalisation, ELTE was also determined to strengthen the work of the existing research groups by including enhanced research perspectives and analyses of young top-class foreign researchers. With this purpose in mind, ELTE devised a research programme that spanned across three research groups, namely

- the Centre for Organisation, Teacher and Teacher Education Research (COTTER),
- the Centre for Higher Education and Innovation Research (CHEIR),
- the Institute for Research on Adult Education (CALE).

The research programme united three individual research projects and invited the selected early stage researchers to address overall research objectives of three parallel and interlinked research frameworks, starting from the EDiTE umbrella theme of “Transformative Teacher Learning for Better Student Learning within an Emerging European Context,” contributing to the ELTE joint research framework called “The Learning Teacher” and also supporting the research structures of their respective research groups. In this way, the ELTE framework of “The Learning Teacher” intended not only to build a bridge connecting the three individual doctoral research projects, but also to establish a link between the EDiTE overall thematic scope and the work of the three ELTE research groups.

The three individual research themes were devised as following:

- The evaluation of teacher education programmes in different countries with a special focus on the role of practicum in developing teacher competences in teacher education programmes;
- Teacher learning in schools as innovative learning environments, in the context of curriculum reforms and educational development interventions;
- Educating the reflective professional in teacher education – professional learning in teaching and in other professions.

Given the institutional determination to address the research needs and aims, the early stage researchers were selected based on the relevance and quality of their academic and professional backgrounds. Planning doctoral research in such a structured way substantially supported the implementation of an intensive doctoral programme at ELTE. As many higher education institutions in Europe and worldwide, ELTE has a tradition of doctoral programmes which take longer than three years to complete, and the process of developing a research proposal and applying for approval was rather lengthy under the previous doctoral procedure at ELTE. Therefore, having a research framework ready for researchers, made it possible to avoid several administrative steps

at the institutional level, and it also provided a much clearer idea of the research position and responsibilities of the young researchers. For the researchers, it outlined a rather explicit direction to follow and the foundation to build upon; and for ELTE as an institution, it provided an idea of what kind of young professionals the individual research groups sought as their team members.

Given these factors, the three selected early-stage researchers were Csilla Pesti, Helena Kovacs and Deisi Yunga.

Csilla Pesti was appointed to join the COTTER team and investigate the evaluation of teacher education programmes in different countries with a special focus on the role of practicum in developing teacher competences in teacher education programmes. She held an MA in teaching, specialising in Teacher Engineering, and in her MA programme she had focused on the study of secondary school students' logical thinking with the use of Raven's Standard and Progressive Matrices. She did her doctoral research in collaboration with the University of Innsbruck, Austria.

Helena Kovacs was appointed to do her research on teacher learning in innovative learning environments, in the context of curriculum reforms and educational development intervention. She did her work with CHEIR and in collaboration with the University of Lisbon. Prior to joining ELTE, Helena had been a consultant at the Technopolis group in Brighton (UK), and a trainee at the Commission's Directorate-General for Education and Culture. Helena had years of experience in facilitating non-formal training in the field of youth education across the Balkans. Helena obtained her Master's degree within the Erasmus Mundus Master's Programme in Lifelong Learning: Policy and Management at Aarhus University (Denmark) and at Deusto University (Spain). She was also awarded a full scholarship for her Bachelor in Community Youth Work at Jönköping University in Sweden.

Deisi Yunga was awarded a full scholarship by the Erasmus Mundus Master's Programme Mundusfor and held an MEd degree in Teacher Education, specialising in vocational education and training, from the University of Granada (Spain) and the Oslo and Akershus University College of Applied Sciences (Norway). Deisi had worked as an international project director in Ecuador and Peru, served as a junior lecturer at the Faculty of Law of the Technical University of Loja (Ecuador) and then worked as a research assistant in a project dedicated to improving the higher education system in Ecuador. She was appointed to do her research on "Educating the reflective professional in teacher education: Professional learning in teaching and in other professions" with ELTE's CALE research group, and in close collaboration with Masaryk University in the Czech Republic.

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## University of Lisbon, Portugal

The EDiTE project was seen at the University of Lisbon's Institute of Education as a critical opportunity to review our existing Doctoral Programme in Teacher Education by sharing experiences with our project partners, while at the same time expanding its scope through the development of an English language programme (the first at this level at our institution), enhancing international cooperation and furthering exchange in doctoral education. This opportunity was seen as particularly relevant, given the prospects it opened for bringing in three highly qualified international researchers who could significantly contribute to our research programme, while at the same time propelling our institution to move forward and answer the challenge of fostering an international degree with international students. This experience was initially prompted by our need to design and implement an international programme in English with our three ESRs and also with three other, self-funded researchers who joined them in 2016. A further thrust came during the highly rich exchange periods, when we had a chance to host five other ESRs during their mobility periods in Lisbon.

Our EDiTE research community was closely supported by a group of specialists in teacher education who served as supervisors (Luís Tinoca, Maria João Mogarro, Ana Sofia Pinho, Ana Paula Caetano and Maria Leonor Santos) and by our local technical secretariat (Inês Alves, Catarina Sobral and Maria Alexandra Ramos). During our doctoral seminars, valuable contributions were made to the programme by a host of other research professors, including João Pedro da Ponte, Cecília Galvão, João Filipe Matos, Isabel Freire, Pedro Reis, Jorge Ramos do Ó, Mónica Baptista, Ana Paz and Cláudia Faria.

Also, an important part of our EDiTE community was composed of our local partners: the National Education Council, the Alvalade School Cluster and the Azeitão School Cluster. Furthermore, many other schools which were not formalised as official partners but which our researchers had an opportunity to visit and explore during their fieldwork should also be recognised as crucial contributors to the success of this programme.

The main actors involved in this experience at the IE-ULisboa were our three ESRs: Nikolett Szelei, Wiktor Bernad and András Fehérvári; and three self-funded researchers who joined them from the beginning of the project: Sofia Sá, Wanderson Oliveira and Ezra Howard (who would later be hired as an ESR by Masaryk University).

Nikolett Szelei was an Early Stage Researcher from Hungary who had trained as a primary school teacher and completed her MA studies in Finland, where she had also worked as a preschool teacher. Her research interests included multicultural/intercultural education, preschool and primary school education, communities of practice,

professional learning communities, mentoring, comparative education, leadership, internationalisation and music education. Within the EDiTE programme, she developed an article based her dissertation entitled *Unpacking Cultural Diversity through a Critical Perspective Lens: Conceptualisations, Practices and Professional Development*. Her dissertation, was supervised by Luís Tinoca (main supervisor), Christian Kraller (co-supervisor) and Ana Sofia Pinho (co-supervisor), and was completed in a co-tutelle arrangement between the IE-ULisboa and the University of Innsbruck (Austria).

Wiktor Bernad was an Early Stage Researcher from Poland who held an MA in the Pedagogy of Care from the University of Wroclaw. His main focus during his PhD studies was pedagogical supervision and supervision-based school projects in Portugal and Poland. Previously, he had worked for an NGO in Poland as a youth worker, a project coordinator, a volunteer trainer, a summer and winter camp coordinator, an instructor and a sailing coach. He had also spent seven months in Brazil working with kids in an orphanage and teaching basic English in primary schools and computer science to the local community. Before moving to Portugal, he had worked in a primary school as a teacher in the afterschool club. Privately, he is an avid photographer, a bike rider and a guitar player. Within the EDiTE programme, he developed a dissertation entitled *Pedagogical Supervision in Poland and Portugal: A Qualitative Study of Discourses and Practices in Teacher Development*. His dissertation was supervised by Maria João Mogarro (main supervisor) and Hana Červinková (co-supervisor), and was completed in a co-tutelle arrangement between the IE-ULisboa and the University of Lower Silesia (Poland).

András Fehérvári was an Early Stage Researcher from Hungary. He held an MA in Educational Science, majoring in higher education, and a Philologist in Pedagogy degree, both from ELTE PPK. He taught IT in Eötvös József Elementary School, English to prison inmates and Jewish studies in Budapest's Lauder Yavne Jewish Community School. He volunteered for numerous Jewish education initiatives, including youth clubs, social foundations and the JDC-Lauder International Jewish summer camp in Szarvas, Hungary, where he was a senior staff member responsible for pedagogic programming and youth leader training. He is interested in all education-related matters, and primarily in higher education, social justice and equality in education, minorities, the underprivileged and Roma in education, and the potential benefits of positive psychology in education. Within the EDiTE programme, he developed a dissertation entitled *Pre-service Teachers' Perceptions of Their Initial Teacher Education*. His dissertation was supervised by Luís Tinoca (main supervisor) and Judit Szivák (co-supervisor), and was completed in a co-tutelle arrangement between the IE-ULisboa and ELTE (Hungary).

Sofia Sá is a Portuguese educational psychologist, passionate about training. She holds an MsC in Educational Psychology (ISPA) and is a certified trainer (Portuguese Certificate of Pedagogical Competence) with qualifications from the Scientific and Pedagogic Portuguese Council for Continuous Training. Since 2003, she has been engaged in multiple training programmes, especially in the area of communication and advanced Microsoft Office Excel skills. She also served as an external consultant for the private sector and in state institutions. When her son Gabriel was born in 2010, she decided to pursue her dream of working in the area of education. Currently, she is collaborating with the Instituto Superior Técnico (Engineering Faculty) at the University of Lisbon, where she is a guest lecturer. Within the EDiTE programme, she developed a dissertation entitled *Activating Lecturers: A Coaching Case Study*. Her dissertation was supervised by Luís Tinoca (main supervisor) and Maria João Mogarro (co-supervisor).

Wanderson Aleksander Oliveira is a mathematics instructor at a public university in Brazil and is currently working on his PhD project focused on the relations between mathematics and didactics in teacher training courses. He is also interested in curriculum development and professional identity within mathematics teacher training courses. Wanderson did research into connections between mathematics and games and worked as a special teacher with high-achieving middle and high school students. Within the EDiTE programme, he developed a dissertation entitled *Initial Teacher Education of Mathematics Teachers: A Case Study of a Public University in Brazil*. His dissertation was supervised by Maria Leonor Santos.

## **Masaryk University, Czech Republic**

The EDiTE project was perceived at Masaryk University's Faculty of Arts as a significant part of the portfolio of internationally-anchored research activities. The project was supported by the Faculty, and its actors were located at the Department of Educational Sciences.

The team consisted of three parts. A group of experts served as supervisors (Klára Šedová, Roman Švaříček and Jiří Zounek) or co-supervisor (Petr Novotný), and they also participated in doctoral seminars and other relevant activities throughout the project. The technical secretariat was represented by Ondřej Bárta and Zuzana Baričová Šmideková. The main external partners were schools, the Czech School Inspectorate and the National Institute for Further Education. The trio of ESRs was composed of Dev Raj Paneru, Kinley Seden and Ezra Howard. Also, Deisi Yunga (an ESR mainly involved with ELTE) did some of her research at Masaryk University during her secondment, and Beata Zwierzyńska (affiliated with the University of Lower Silesia)

spent some study time with us during the project period, too. The main coordinator of the participation of the Masaryk University team in the EDiTE project was Milan Pol.

No doubt, our three “internal” ESRs were the core of the project.

Dev Raj Paneru entered the project as one of the leaders of the Global College of Management (Kathmandu, Nepal). During his previous studies and in his professional career he had engaged in the use of digital technologies in the teaching of English. Therefore, during his doctoral studies and, in particular, in his doctoral dissertation, he explored the use of information and communication technologies in English classes, focusing on teachers of English in the Czech Republic. Although this is a very up-to-date topic, and it is extensively researched internationally, there has been a dearth of relevant studies in the Czech Republic so far.

Dev was a diligent and hardworking student who presented the results of his research at international conferences and published a number of papers, including a chapter in a specialist volume. He gradually gained an in-depth insight in the field and his work generated a variety of interesting findings and incentives for more research and reflection on the use of ICT in English language teaching. The results of his research thus augmented knowledge about a range of issues involved in teaching English with the use of digital technologies in the Czech Republic as well as the international discourse on the options of and limits to the implementation of digital technologies in education.

Ezra Howard for most of his career worked with language learners, first as an after-school programme coordinator catering for recent immigrants to the USA and then as a teacher of English as a second language with Shelby County Schools. His research focused primarily on the professional development and the development of professional identities of people who come to Teaching English as a Foreign Language (TEFL) through alternative routes. His research interests concerned migrant teachers and students, professional career cycles, alternative certification and the self-development of teachers through their profession. Following his research, Ezra was interested in turning knowledge into practice and returning it to school systems, working directly with teachers and students in the role of an instructional coach or in similar supervisory roles.

Kinley Seden joined the EDiTE project after fourteen years of experience at the Samtse College of Education, one of Bhutan’s best teacher education colleges. Therefore, she entered the project with a professional focus, which for her was on feedback, evaluation and the thinking of teachers. After a profound study of the foreign specialist literature, she succeeded in relating these three matters of interest to teaching English as a foreign language, a strong topic on an international scale. Her dissertation project obtained a tangible outline when a research gap was discovered: one topic that had not been thoroughly covered in an empirical manner before was how teachers created

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their subjective theories of assessment. Kinley Seden set out to conduct her empirical research with a lot of dedication, which helped her collect abundant data on Czech teachers, their procedures, thinking and acting. Besides the dissertation, which was highly appraised, her results were published in four articles in international journals. Kinley Seden now uses the experience she has gained from the European project on teacher education at the Royal University of Bhutan, employing her valuable knowledge to further the education of prospective teachers.

## **University of Innsbruck, Austria**

The Austrian partner was the University of Innsbruck, where EDiTE was hosted by its School of Education, a young and dynamic faculty committed to the professionalisation of teachers and teacher educators, with a particular interest in linking theory and practice. Its Department of Teacher Education and School Research invited ESRs to become members of its research and teaching community, who are dedicated to improving schooling at different system levels, from policy to practice. The Department is home to two national initiatives (the Leadership Academy and the Centre for Learning Schools) which are engaged in school reform. The ESRs were invited to join a research group working either in the area of teacher education or in the area of school-based research. Learning is considered to be an overarching theme which lies at the heart of educative experiences. Within these areas, the ESRs tried to find a topic of their choice and negotiated it with the supervisors of their respective research groups. They also had an opportunity to cooperate with a number of partner institutions supporting fieldwork (schools, national agencies and initiatives).

The core research topics at the Department of Teacher Education and School Research are

- Transformation and change through collaborative classroom research;
- Professional learning in teacher education: An experience-based approach;
- Being mindful of learning: Student engagement as a research focus.

Since German is the main language spoken at most faculties, it was necessary for the ESRs to acquire some competence in the German language in order to become fully integrated. Another challenge was that the German tradition in educational research is influenced by the *Bildungsidee*, which makes it difficult to compare it with the Anglo-American tradition.<sup>1</sup>

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<sup>1</sup> See D. Shirley, *The new imperatives of educational change: Achievement with integrity* (New York: Routledge, 2016), pp. 56ff.

On the other hand, the presence of the EDiTE researchers contributed to the internationalisation of the community at the Department, not only for the supervisors in their relation to the other partner universities, but also in the corporate life of the Faculty. For example, the ESRs shared their research with a wider audience at the university or presented jointly with the Department members at conferences abroad. Other opportunities offered themselves when special events were organised for the ESRs, such as an EDiTE hub meeting following the live session of u.lab! by Claus Otto Scharmer, a MIT (US) researcher who works on a theory of change, based on Theory U,<sup>2</sup> which is used in the Austrian Leadership Academy,<sup>3</sup> directed by Professor Michael Schratz on behalf of the Austrian Ministry of Education. The EDiTE community at the UIBK built on Theory U as a framework for developing and raising awareness with regard to social justice, embodiment and change in teacher learning. The UIBK started a lecture series dedicated to EDiTE, called “EdiTE Lectures,” which was not restricted to the members of EDiTE, but was open to all members of the faculty and beyond. Three lectures took place during the project:

- “Migration and multilinguality in Austrian schools: Counteracting stereotypes through statistics” by Prof. Barbara Herzog-Punzenberger (University of Linz, Austria)
- “How to improve teacher education: Experiences from the ‘Qualitätsoffensive Lehrerbildung’” by Prof. Manfred Prenzel (Technical University of Munich, Germany)
- “Learning from contrasts & contradictions: South African educational challenges within the global context” by Prof. Irma Eloff (University of Pretoria, South Africa)

The following three Marie Skłodowska-Curie Early Stage Researchers were based at the UIBK:

Malte Gregorzewski grew up in Hamburg, Germany, earned his MA in Economics and then worked in a secondary school in Berlin as a Fellow of the inaugural cohort of Teach First Deutschland. Prior to joining the EDiTE programme, he gained further work experience, for example in the Tokyo-based EU-Japan Centre for Industrial Cooperation and as a Program Officer at the Robert Bosch Stiftung in Stuttgart, Germany, where he was responsible for the German School Award. His dissertation, entitled *Leadership for Learning: Personal Mastery and Student-focussed School Leadership across Three European Countries*, was developed under the guidance of Michael Schratz (main supervisor) and Luís Tinoca (co-supervisor) in a co-tutelle arrangement between the University of Innsbruck, Austria, and the University of Lisbon, Portugal.

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<sup>2</sup> C. O. Scharmer, *Theory U: Leading from the future as it emerges: the social technology of presence* (Cambridge, MA: Society for Organizational Learning, 2017).

<sup>3</sup> [www.leadershipacademy.at](http://www.leadershipacademy.at)

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Shaima Muhammad was an Early Stage Researcher from Syria. Having completed a BA in English and International Studies in the US, an MA in Applied Linguistics in Australia and an Erasmus Mundus in Lifelong Learning in Europe, as well as having been a teacher in her home country for over five years, she enjoyed many rewarding opportunities to experience and learn from various educational paradigms and approaches. Under the supervision of Michael Schratz (main supervisor) and Ana Paula Caetano (co-supervisor), she has been exploring teachers' understandings of, conceptions of and experiences with education for citizenship in Austria and Portugal. She is currently in her writing stage and expected to submit her dissertation entitled *Teaching the Good Citizen? Teachers' Views and Experiences with Citizenship Education in Austria and Portugal* by the end of September 2019.

Prior to joining the EDiTE programme, Vasileios Symeonidis had obtained an MSc degree in International and Comparative Education from Stockholm University and a degree in Primary School Education from the Aristotle University of Thessaloniki. Following his undergraduate studies, Vasileios worked as a school teacher in international school environments in Greece and Sweden, and as the project coordinator of the Future Schools Project for eduACT, an NGO based in Greece. Vasileios also worked as a research assistant in the Education International's Research Unit, where he was in charge of a global-scale research project on "The status of teachers and the teaching profession: A study of education unions' perspectives." He undertook a traineeship at CEDEFOP, mapping the main developments in apprenticeships in European countries and researching the potential of integrating refugees in the labour market through apprenticeships and work placements. Within the EDiTE project, Vasileios produced a dissertation entitled *Europeanisation in Teacher Education: Comparative Case Studies of Teacher Education Policies and Practices in Austria, Greece and Hungary*. The supervisors of his project were Christian Kraler (University of Innsbruck) and Gábor Halász (ELTE University). On January 2019, Vasileios passed his doctoral exams with honours. After the end of his EDiTE contract, Vasileios successfully applied for a three-year postdoctoral position at the University of Innsbruck. He is currently working on turning his PhD dissertation into a book to be published by Routledge.

## **University of Lower Silesia, Poland**

The Polish partner was the University of Lower Silesia (ULS), a non-public university in Wrocław where EDiTE was located at the International Institute for the Study of Culture and Education (IISCE) at the Faculty of Education and managed by Hana Červinková and Urszula Kłobuszewska. At the content level, the EDiTE project reflected the IISCE's

interdisciplinary character as the researchers' projects were supervised by specialists in teacher education, anthropology, philosophy, sociology, international education and adult education (Hana Červinková, Maria Czerepaniak-Walczak, Lotar Rasiński, Ewa Kurantowicz, Anna Babicka-Wirkus and Juliet Golden). From the beginning, we conceptualised EDiTE as a community endeavour, encouraging researchers to develop their projects in conversation with each other, with their supervisors and also with members of the larger international academic community. For this purpose, we set up a framework of the EDiTE Doctoral Research Seminar, which took place regularly throughout the project and offered a platform for sustained research discussion, exchange and development.

In addition to the immediate circle of supervisors, the seminar hosted the following academics from Europe and the United States, whose perspectives left a permanent imprint on the EDiTE researchers' work: Richard C. Anderson (University of Illinois at Urbana-Champaign), Wiesław Antosz (ULS), Orysa Bila (Ukrainian Catholic University), Katarzyna Bogdanowicz (Secondary Comprehensive School of Individual Knowledge Acquisition), Teresa Bruś (University of Wrocław), Amrita Chaturvedi (Saint Louis University), Adam Chmielewski (University of Wrocław), Katarzyna Gawlicz (ULS), Dave Hill (Middlesex University London), Richard Howard (Stony Brook University), Dariusz Jemielniak (Kozminski University), Jonathan Larson (Grinnell College), Magdalena Lejzerowicz (Maria Grzegorzewska University), Rozalia Ligus (University of Wrocław), Jerzy Kochanowicz (ULS), Leszek Koczanowicz (SWPS University of Social Sciences and Humanities), Agnieszka Kossowska (Opole University of Technology), Robert Kwaśnica (ULS), Timothy Mahoney (Millersville University), Elżbieta Matynia (New School for Social Research), Maria Mendel (University of Gdańsk), Deborah Michaels (Grinnell College), David Ost (Hobart and William Smith Colleges), Diane Painter (Saint Louis University), Leena Robertson (Middlesex University London), Mario Rodriguez Polo (Palacký University Olomouc), Małgorzata Sekułowicz (ULS), Graciela Slesaransky-Poe (Arcadia University), Jaroslav Sotola (Palacký University Olomouc), Marcin Starnawski (ULS), Tomasz Szkudlarek (University of Gdańsk), Agnieszka Szplit (Jan Kochanowski University in Kielce), Bogusław Śliwerski (University of Łódź), Thomas Wallgren (University of Helsinki) and Julia White (Syracuse University). Tamás Tóth, one of the ULS's ESRs, commented on the community-building character of EDiTE at the ULS:

*The ULS team tried to put the ethics of inclusion and democracy at the centre of how we understand a community, and most importantly we tried to emphasise as much as we could the aspect of justice and emancipation in the concept of transformation.*

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*[We] tried to build a research/practice community based on strong ethical concerns, directing our activities toward transformation, which was supported and fostered to a large extent by our distinguished professors, a professional management team and the high professional standards that formed the core institutional culture of the International Institute for the Study of Culture and Education. For me EDiTE, was important in becoming a researcher and a part of a transnational community, and also in becoming (transforming into) public: becoming someone, who is ready to commit himself on a long-term basis to a form of solidarity with different social groups, and who is able to pay particular attention to the consequences of his practice, especially because it is concerned with transformative education.*

The group of EDiTE researchers at the ULS included eight scholars: three Marie Curie-Skłodowska Early Stage Researchers and six EDiTE Researchers from Poland. The researchers participated in all activities together, including seminars and all joint EDiTE pursuits. While the financial support for the participation of the three MCS ESRs came from the EDiTE project, the Polish researchers used the funding from the Polish Ministry of Science and Higher Education.

Lucie Bucharová was an Early Stage Researcher from the Czech Republic. Prior to joining EDiTE, she had obtained an MA in Elementary School Education and been a teacher in Czech elementary schools. In her research project, *Grammars of Schooling in the Post-Authoritarian Context. A Comparative Study of Changing Teaching Practices in Elementary Education in Czech, Polish and Portuguese Schools*, she focused on the changing teaching practices in Poland, the Czech Republic and Portugal. Her dissertation, which she successfully submitted in December 2018, was supervised by Maria Czerepaniak-Walczak (main supervisor), Maria João Mogarro (co-supervisor) and Anna Babicka-Wirkus (assistant supervisor) and was completed in a co-tutelle arrangement between the ULS and the University of Lisbon (Portugal).

Tamás Tóth was an Early Stage Researcher from Hungary. Prior to receiving his doctorate, he had earned an MA in Educational Studies and worked as an educator-activist with Roma communities and in social and political movements in Hungary. In his dissertation entitled *Crossing the Threshold in the Margins: From the Critique of Ideology toward Emancipatory Pedagogical Praxis*, he concentrated on the critique of ideology with a particular focus on education in Poland and Hungary, two post-socialist, semi-peripheral countries embedded in the context of neoliberal capitalism. He passed his doctoral exam with honours in March 2019. His dissertation was supervised by Lotar Rasiński (main supervisor) and György Mészáros (co-supervisor), and was completed in a co-tutelle agreement between the ULS and ELTE (Hungary).

Josefine Wagner was an Early Stage Researcher from Germany who held an MA in Educational Studies and had been a secondary school teacher of English, History and Politics in Berlin prior to coming to ULS. Her experiences with inclusive school settings inspired her to start a research project exploring the effects that the implementation of the UN-CRPD had on educational landscapes across Europe. She wrote her dissertation entitled *Struggling for Educational Justice in Disabling Societies: A Multi-sited School-based Ethnography of Inclusive Policies and Practices in Poland, Austria, and Germany* under the guidance of Hana Červinková (main supervisor), Michael Schratz (co-supervisor) and Juliet Golden (assistant supervisor), in a co-tutelle arrangement between the ULS and the University of Innsbruck. She passed her doctoral exam with honours in March 2019.

Agnieszka Licznarska was a Polish EDiTE Researcher who held an MA in English Studies from the University of Wrocław. She had also received training in special education and worked as an English as a Foreign Language academic teacher at the Wrocław University of Science and Technology. In her doctoral research project entitled *Language Games with the Other in an Inclusive Special Classroom*, which was supervised by Lotar Rasinski (main supervisor) and Sébastien Pesce (co-supervisor), she focused on inclusion at the intersection of mainstream education and special education.

Monika Rusnak was a Polish EDiTE Researcher at the ULS who held an MA in English Studies from the University of Wrocław. She had fifteen years of experience as an English teacher in various types of schools, including inclusive educational settings. In March 2019, she submitted her dissertation entitled *Learning to Trust: Teacher Research on Democratic Collaboration between Parents and Teachers*, which was supervised by Hana Červinková (main supervisor), Luís Tinoca (co-supervisor) and Anna Babicka-Wirkus (assistant supervisor).

Ewa Stoecker was a Polish EDiTE Researcher at the ULS. She held an MA in Applied Psychology from the Jagiellonian University in Cracow and was a certified anti-discrimination trainer, an educator and a researcher, mostly working in the non-governmental sector for the last fifteen years. In her PhD project, Ewa focused on anti-discrimination education in teachers' pre-service training.

Beata Telatyńska was a Polish EDiTE Researcher at the ULS who held an MA in Polish Studies from the University of Wrocław and worked as a teacher in a vocational school. Her research project entitled *Negotiating Learning in Places of Intersecting Inequalities: The Youth with Learning Disabilities in Polish Technical High School* is supervised by Maria Czerepaniak Walczak.

Beata Zwierzyńska was a Polish EDiTE Researcher at the ULS. She held an MA in English Linguistics and Literature and had additional training in ICT, EFL and

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educational management. Prior to joining the doctoral studies, she had worked as an EFL teacher in Polish public schools and in private language schools. Her dissertation project entitled *Teachers in School Communities: A Case Study of the Polish Round Table Talks*, which was supervised by Ewa Kurantowicz (main supervisor) and Jiri Zounek (co-supervisor), was carried out in a co-tutelle arrangement between the ULS and Masaryk University (Czech Republic).

## **The Partner Organisation Network**

In order to bridge the world of academia and the world of practice, the EJD-EDiTE project builds on and develops institutional links, engaging non-academic partner organisations from the education sector and schools in its research pursuits.

Each consortium partner established a circle of partner organisations (POs) under the Work Package “Building Institutional Links.” The partner organisations included basic and secondary schools, both public and private ones, educational think tanks, national research organisations and NGOs. The selection of partner organisations was based on previous collaborations and on the organisations’ innovativeness and openness to cooperation at the institutional level. Formal written Institutional Agreements were concluded with a circle of partner organisations by each partner university. In total, twenty-five official partner organisations were involved in the project at the consortium level.

As the leader of the Work Package, ELTE developed Guidelines for Building Institutional Links, which were widely discussed among the consortium partners and the partner organisations. Three forms of cooperation were envisaged in the Guidelines, ranging from a simple model, to a more structured model, to an intensive cooperation model. In addition, ELTE developed guidelines in order to structure the cooperation of the academic partners and the partner organisations. For each partner university, three national meetings and one national workshop were planned with the involvement of partner organisations at the national level.

The first meetings with the POs were held at an early stage of the project in order to familiarise them with the project’s aims, the individual research projects of the ESRs and the profiles and activities of all POs. The second round of the national meetings aimed to examine the progress made, to find room for improvement and to set further goals. The third and last round of meetings looked to evaluate the co-operations, to present the outcomes and to discuss sustainability. The national workshops were larger events, open to external stakeholders and focusing on one special topic of interest, such as educational standards, pedagogical supervision or complex instructional methods.

In addition to the national context, during the five-day intensive summer schools, organised annually in rotation by the partner universities, the consortium partners could obtain a deeper insight into the work of one of the local partner organisations.

Seizing the opportunity provided by the mid-term review connected to the 2018 summer school and afforded by the massive presence of the POs, the consortium partners decided to organise a special event for the POs. That laid the ground for gathering and exploring the ideas of the partner organisations on the evolution of school-university partnership collaborations and possible cooperation among them at the transnational level. At the transnational level, a joint research project was implemented with the partner organisations of the IE-ULisboa and the ULS.

Working toward the sustainability of these partnerships, ELTE also launched research devoted to the school-university partnership within the project with a view to identifying bottlenecks, exploring the added values and generating ideas for future stakeholder collaboration. These research pursuits contributed to the outcomes of the EDiTE research programme through employing the resources generated by Work Package 5 (“Building Institutional Links”). The nature of this Work Package made it possible not only to establish institutional frameworks for supporting the implementation of the EDiTE research programme and the utilisation of its outcomes, but also to produce relevant new partnership-related knowledge.

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**Title:**

**The Evolution of Teacher Education Programmes in Different Countries with a Special Focus on the Role of Practicum in Developing Teacher Competences**

**Abstract**

Educational stakeholders should work in collaboration for achieving quality and effectiveness in education. However, there is a gap among practitioners, researchers and policy-makers. The literature insists that practitioners should be at the centre of knowledge production. Given this, initial teacher education (ITE) has an acknowledgeable role in preparing future teachers for such endeavours by empowering them to conduct research. On the basis of ITE programmes at two universities in Hungary and Austria, this study aims to explore the role of practicum in developing student teachers' competences and preparing them for conducting practice-oriented research. Data were collected through document analysis and interviews and group interviews with student teachers.

**Keywords:**

initial teacher education, research-based teacher education, teachers as researchers, Hungary, Austria

# THE EVOLUTION OF TEACHER EDUCATION PROGRAMMES IN DIFFERENT COUNTRIES WITH A SPECIAL FOCUS ON THE ROLE OF PRACTICUM IN DEVELOPING TEACHER COMPETENCES

## Introduction

### Statement of the Problem

Studies argue that the quality and effectiveness of an education system cannot possibly exceed the quality of the teacher labour force (McKinsey Report, 2007); therefore, relevant educational stakeholders, including practitioners, in-service teachers, researchers and policymakers, should focus on improving the quality of the profession (Eötvös Loránd University EDiTE Team, 2014). Although stakeholders should implement such improvement measures in collaboration and mutual recognition, in reality, there is a gap among educational research, educational practice and educational policy making (Commission of the European Communities, 2007; Snoek, 2011). There are numerous reasons behind this gap, including the following: (1) the traditional model of expert-led, peer-reviewed educational research, where dissemination is a top-down process, still dominates; (2) from the practitioners' point of view, educational research fails to provide useful results for their everyday practice; and (3) the stakeholders are not ready to collaborate in an interdisciplinary and interprofessional manner. Hargreaves (1999) argues that a new model of research should be promoted, in which practitioners are at the heart of knowledge production processes.

Policies in the European Union have also shifted towards encouraging cooperation between researchers and practitioners in the form of building bridges between the worlds of academia and practice (Eötvös Loránd University EDiTE Team, 2014; Pesti et al., 2018). Numerous studies highlight the importance of teacher educators' engagement in research (e.g. Cochran-Smith, 2005), and although there are also endeavours to engage student teachers in such pursuits (Smith & Sela, 2005; Ulvik, 2014), they are less systematic at the level of initial teacher education (henceforth ITE) programmes, and the issue as such is less thoroughly researched (Smith, 2015; Pesti et al., 2018).

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## Research Aims

The overall aim of my research was to explore the role that practicum as part of ITE programmes at two universities in Hungary and Austria played in developing student teachers' competences and preparing them for conducting practice-oriented research. My project was driven by the following research questions:

1. What are the characteristics of pedagogical-psychological courses and practicum in ITE programmes?
2. How does practicum in ITE programmes contribute to the development of competences required for conducting practice-oriented research in the participating countries?
3. What are the experiences of student teachers regarding practice-oriented research?

## Research Scope and Results

### The Background and Significance of the Study

The way in which the teaching profession in general and teacher professionalism in particular are conceptualised is always closely related to the current socio-economic situation. Durkheim's claim that 'education is only the image and reflection of society' (Durkheim, 1897/1952, pp. 372–373 in Pezone & Singer, 2003) is to some extent a valid notion of teacher professionalism as well. Teacher professionalism of yesterday may not be adequate to face the social challenges of tomorrow (Gay, 2010). The literature suggests that teacher quality is of crucial importance to the quality of an educational system and student learning (e.g. McKinsey Report, 2007). Teacher quality may also be differently interpreted in different times and contexts; therefore, the role of ITE in preparing quality teachers is also subject to change. International discourse urges the strengthening of the relationship between theory and practice within ITE programmes as an opportunity for quality improvement. However, in the actual realities of programme development and implementation, such appeals are open not only to different national but even to different institutional interpretations.

Although Hungary and Austria are neighbours and share some common historical roots, the trends of changes in the systems of teacher education in the two countries exhibit major differences. These systems of teacher education have lately faced significant changes as a result of the recent reforms in both countries. While the two countries share a common historical background, and education was a common issue under the Austro-Hungarian Empire (1867–1918), in our times Hungary and Austria

have stepped on different paths when it comes to teacher education. In Hungary, two major reforms have taken place in recent years. First, with the introduction of the Bologna process, teacher education was assigned to the Master level, but in 2013 it was restored to the undivided system, the way it had been before the Bologna-type system was launched. In Austria, the opposite process can be observed: until recently teacher education was implemented in an undivided, long-cycle system, but since 2015 it has been structured as stipulated in the Bologna process.

Further analysis of ITE programmes, especially of those components that describe the educational preparation of future teachers, may reveal how teacher professionalism or, more specifically, the *role of practice in preparing student teachers to conduct practice-oriented research* is interpreted by programme developers.

## **Key Concepts and Theory**

Although international discourse commonly refers to teacher education as being research-based, which results in many teacher education programmes being tagged as research-based, there is an urgent need to use more differentiated ‘tags’ that are more informative about the manners in which research is integrated into teaching. To explore the extent of integration of research into teaching more thoroughly, we shall take a step away from teacher education and have a look at this issue in the context of higher education in general. The relationship of research and teaching in this general higher education context is a fiercely debated issue. While some authors claim that university research is conducted at the expense of teaching quality (e.g. Figlio & Schapiro), others argue for the opposite view, contending that research enriches the quality of teaching (Healey, 2005; Pesti et al., 2018). Moreover, another strand of research evidence on the relationship of research and teaching further strengthens this divisive effect: while Hattie and Marsh (1996) did not find any significant relationship between teaching effectiveness and research productivity, Jenkins, Breen, Lindsay and Brew (2003) insist that there is evidence that students prefer learning in a research-based environment (Pesti et al., 2018).

Numerous studies have proved that the field of discipline – or, as Healey (2005) refers to it, the disciplinary space – significantly defines the nature of the relationship between research and teaching (e.g. Moses, 1990; Donald, 2002). In the context of teacher education, this raises the question of dominance: is the disciplinary space more influenced by the chosen subjects of student teachers, or by educational science represented by education, pedagogy and/or psychology departments? According to Healey (2005), ‘departments and individuals vary in the way that they construct the

linkage between research and teaching' (p. 3). Healey describes the following three dimensions of the research-teaching nexus for curricula design:

1. Emphasising the research content or the research processes and problems;
2. Treating students as the audience or participants;
3. Teaching is teacher-focused or student-focused.

Drawing on the work of Griffiths (2004) and based on these three dimensions, Healey's model of curriculum design and the research-teaching nexus identifies four quadrants (Figure 1): research-led, research-tutored, research-oriented and research-based.

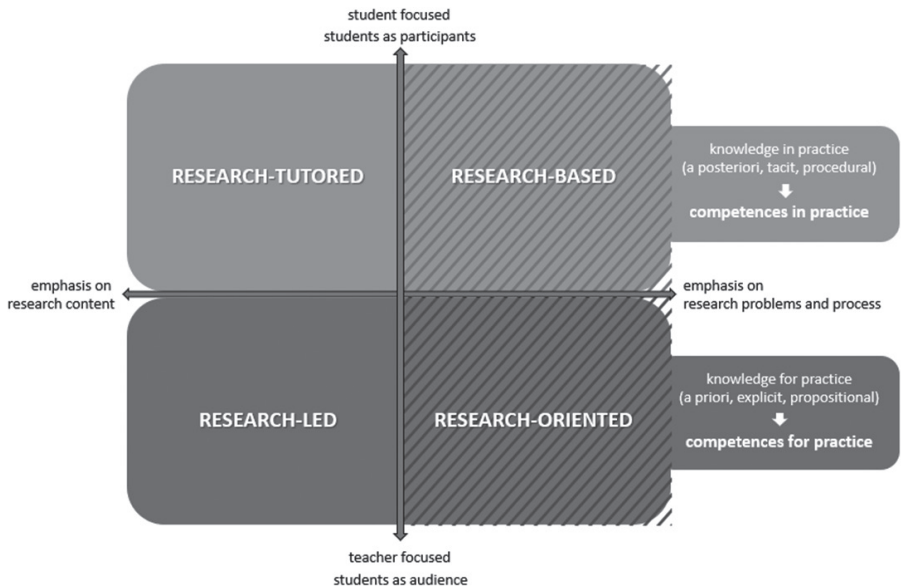


Figure 1. Adaptation of the research-teaching nexus to the context of ITE (based on Healey & Jenkins, 2009)

If we take into consideration the role of students (active or passive) and the differentiation between knowledge for and knowledge in practice proposed by Cochran-Smith and Lytle (1999), research-led and research-oriented quadrants contribute to student teachers' competences for practice (the a priori/explicit/propositional type of knowledge acquisition), while research-tutored and research-based quadrants contribute to student teachers' competences in practice (the a posteriori/tacit/procedural type of knowledge acquisition).

## Research Methods

I embarked on a pragmatic research journey to explore the role of practicum in developing student teachers' competences and preparing them for conducting practice-oriented research, as exemplified in ITE programmes at two universities in Hungary and Austria. I followed a mixed-method approach which combined the methods of document analysis, interviews and group interviews (Creswell, 2014).

In my research, I relied on the case-study design, where four ITE programmes offered by universities of two countries (Hungary and Austria) represented the two cases to be studied. As already stated in the outline of the current state of research, little is known about the researched issue from student teachers' point of view (especially in the national context of the two cases); therefore, according to Yin's differentiation of case study types (1984, 2014), this study can be considered to be mostly exploratory. However, the research extends beyond a pure exploration of the phenomena and leans towards the category of a descriptive case study. Moreover, it has an embedded multiple case design (Yin, 1984), because it involves two cases, using multiple sources of data (course descriptions, interviews and group interviews with student teachers) in each of them, as illustrated in Figure 2.

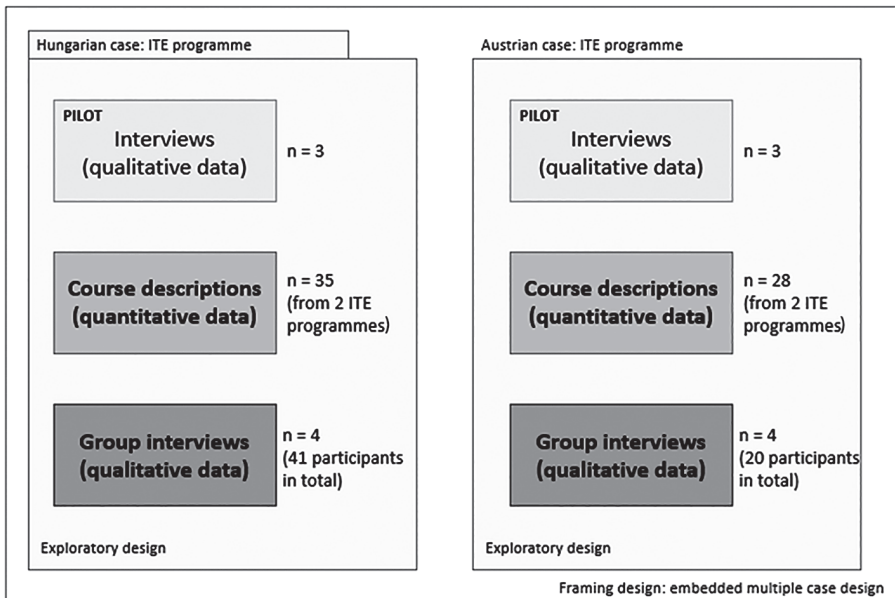


Figure 2. Research design

## Research Results

In Hungary, the presence of research-related competences in course descriptions is more pronounced in the undivided programme than it was before. Moreover, the undivided programme stipulates that courses should be evidence-based. However, this evidence-based approach is less visible in other elements of the course descriptions, such as activities or contents. In the Austrian programmes, the course descriptions are thoroughly structured, but not as detailed as in the Hungarian ones. In the latest Austrian teacher education programme, there is a unique research methodology course that is based on student teachers' research projects. The competences that student teachers are supposed to acquire are defined at module levels, so it is not immediately visible on which particular competences individual courses focus and how they are developed.

In both countries, a shift towards research-based ITE underpinned by the findings is observable. The literature suggests that the four quadrants of the teaching-research integration (Healey & Jenkins, 2009) can be arranged in a linear way to track the shift towards research-based education. Given this, my findings have revealed that the characteristics of research-led and research-tutored quadrants are easy to grasp, and that there is evidence of a shift towards the research-based quadrant. However, the research-oriented quadrant seems to be a missing link, and if we realise that this quadrant is where student teachers are supposed to be empowered methodology-wise to conduct research, it is questionable if research-based teacher education can be achieved without paying more attention to the research-oriented quadrant.

The collected data also show that the two cases are similar in this respect, only differing in the distribution of emphasis across various aspects. All the interviewees conducted some research-related activities during their practicum at schools, but in many instances, they did not consider these activities to be research or inquiry, as for a lot of them such activities were just one task among many, and they failed to channel the results or the lessons learnt back to their learning. One reason for this may be that students are not prepared to conduct research, and that they do not see the big picture or the relevance of educational research. In Austria, it became evident how powerfully the departments influenced student teachers' attitude towards educational research. Students who trained to be teachers of one or two natural sciences-related subjects were strongly attached to the respective natural-science departments, and by the time they began their educational studies, they had developed an extreme and mostly rejective attitude towards educational research.

In general, it can be concluded that student teachers learn about their teacher educators' research, but it is difficult for them to connect it to their practice. Student teachers in both countries reported the lack of preparation to conduct research, and

judging by the methods or the participants they chose for their small-scale research projects, we may indeed conclude that the research-oriented quadrant is the missing link. Consequently, besides the hackneyed things, such as ‘let’s do a questionnaire with pupils at the beginning of my practicum and at the end of it,’ or ‘let’s do an interview with another teacher at the school,’ student teachers do not seem to have the methodological repertoire to conduct inquiries into their practice.

## **Discussion and Conclusions**

Austria and Hungary are of special interest in respect to recent reforms in their teacher education systems. Although the countries share a common historical background as former parts of the Austro-Hungarian Empire, currently the general trends in their teacher education systems at the structural level are the opposites of each other. Besides exploring these structural changes and the characteristics of teacher education programmes through document analysis, this study involved student teachers of these programmes in interviews and group interviews in order to explore their experiences related to the teaching-research integration. Even though the concept of ‘teachers as researchers’ and its importance regarding student teachers’ learning have already been investigated, little known is about whether the use of inquiry across teacher education programmes is systematic (Munthe & Rogne, 2015); moreover, the perspective of student teachers on this issue is still underexamined.

A recent study on teacher quality has identified supporting teachers as high-level professionals as a top-level long-term policy strategy that can contribute to teacher professionalism (European Commission, 2018). At this level of strategy development, the primary aim is to create bridges among various measures in order to consider teacher professionalism as an advanced concept. With a view to this aim, innovation and knowledge creation and dissemination are promoted, and the support for the concept of teachers as researchers is advocated at the policy level. Also, the importance of collaboration among various educational stakeholders is highlighted, such as schools, teacher educators, educational authorities, researchers, social and private sector actors, etc.

One manifestation of promoting the concept of teachers as researchers by supporting teachers’ learning and integration of research into their practice involves a reinvention of the lesson study genre through introducing the so-called learning study as a means of curriculum development (Halász, 2018). The present study has revealed that the research-related methodological repertoire of student teachers is mostly restricted to lesson observations, interviews and questionnaires, and that there is a lack

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of research into their practice. This raises the question whether ITE provides a reliable foundation for student teachers to integrate research into their everyday practice in order to improve their practice and/or the profession in general, to become curriculum developers and/or to contribute to school development, all these with the aim of fostering better student (pupil) learning.

Another – anthropologically inflected – concept of teachers as researchers is brought into focus when one considers the growing importance of multicultural education and culturally responsive teaching. The point is that, primarily due to technological advances and a variety of other factors, classrooms are becoming increasingly heterogeneous, and teachers need to find ways to interact with multicultural student groups in multicultural environments (Stottleyer, 2018; Boreczky, 2014). The advocates of culturally responsive teaching argue that if school practitioners are not familiar with the pupils' and students' cultures and their pedagogical notions, the achievement gap and/or the opportunity gap cannot be closed (Boreczky, 2014). Teacher knowledge that is indispensable for culturally responsive teaching can be acquired through fieldwork, where teachers conduct interviews with their pupils' and students' families and observe the interactions, communication, habits, etc., with the family. Moreover, research forms based on narrative methods (including teachers' and teacher students' narratives as well as narratives collected during fieldwork) (Sleeter & McLaren, 1995; Gay, 2000; Boreczky, 2014) also contribute to the professional socialisation of teachers and the development of their cultural competences. Therefore, such approaches are highly relevant to ITE.

The student teachers interviewed in this study reported that they only had a limited set of data collection methods at their disposal. This finding invites reflection and encourages recommending some solutions. For instance, the genre of lesson study, which originated in Japan but is becoming increasingly recognised worldwide, is a method that could easily be integrated into ITE programmes as a tool for transforming student teachers' experiential knowledge into explicit knowledge. Providing student teachers with opportunities to conduct lesson studies and empowering them to use this method in their career would not only benefit their professional development, but also contribute to schools becoming learning organisations (Gordon Györi, Halász, & Endrődy-Nagy, 2017).

My findings show that reflection is the principal activity for both case-study settings, and the student teachers included in my study mentioned numerous instances of reflection-related activities. Although there is some evidence for the integration of research into teaching, the student teachers rather seem to represent the paradigm of the teaching profession that Menter et al. (2010) identified as the paradigm of reflective teachers.

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