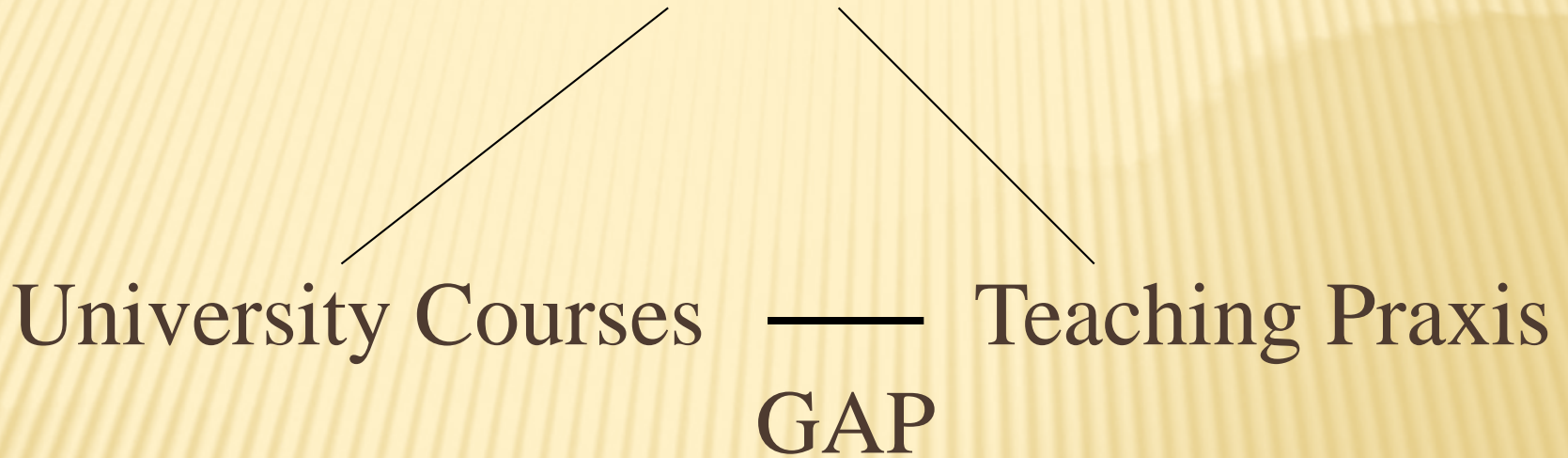


Activity Approach in Teacher Education

Part 1

Activity Approach in Teacher Education
preparing for traditional education.

Teacher Education



Educational Theory
(University Lectures)



New Teachers



Understanding
From Theory

Educational Praxis



Experienced Teachers



Understanding from
day-to-day experience



Contradiction

(K. Zeichner, Cochran-Smith)

Teacher
Preparation

Field
Experience

Teaching of
students

Institutional contradictions between School and University

From a university perspective:

- New teachers are in schools:
1. to learn by applying their knowledge.
 2. To evaluate their competencies as teachers.

From a school perspective:

New teachers are part of activity systems intended to assist students in learning.

(Roth, Tobin)

Conflict of intentions between to institutions:
in terms of expected outcomes.

Contradictions between activity systems
(quaternary contradiction).

central activity – neighbor activity

(Y. Engestrom)

«Ethnography of trouble»

The identification of contradictions in an activity system ... constitutes an important aspect of any effort ... to bring a change ...

(Y. Engestrom, M. Cole)

Restructuring of activity systems:

Teaching of New Teachers and Teaching of Students.

1. University – School partnership.

School is Part of both systems. School teacher is more equal to university professor.

Tacit Knowledge.

Teaching in Praxis.

«Activity does not only transform the object but also the participant and system of mediated relations».

Fuller integration of teaching praxis in teacher education.

(K. Zeichner, L. Darling-Hammonds)

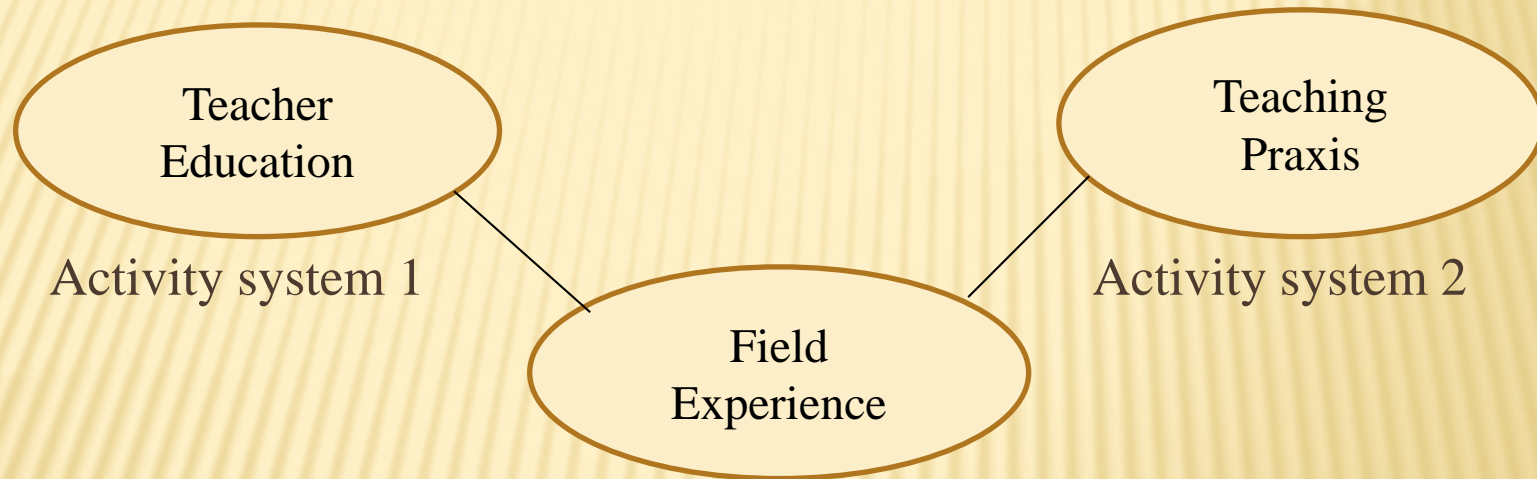
2. Co-Teaching.

Fuller integration of teacher education in the praxis of teaching.

(Roth, Tobin)

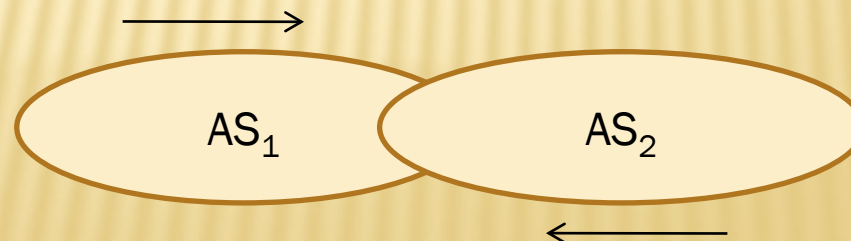
In both solutions:

Before:



↓
Contradictions
↓

After:



More integration:

Common goals:

Solution 1: Improvement of Teacher Education
(school mentor as university professor).

Solution 2: Improvement of students learning in
high school (new teacher as a co teacher
of High school student).

Part 2

Activity Approach in Teacher Education.

Preparing for learning activity.

Teacher for learning activity.

Vygotsky: Learning Leads Development.

Leontiev: Activity.

Elkonin, Davydov: Education as a learning activity.

Student as a subject of learning. Goal and outcomes
- an ability to learn by his/her own.

Learning
Activity

Teaching
Activity

Teaching
of a new
Teacher

Teaching of a new teacher in activity – based education is teaching how to organize learning activity of students.

Learning Activity

Solving of learning tasks with a set of learning actions:

1. Restructuring conditions of a task (object) in order to find a «cell» of the studied object.
2. Modelling of a general principle in a symbolic form.
3. Restructuring of the model.
4. Construction of a set of tasks which may be solved with the general way of action.
5. Control of aquisition of the general way of action.
6. Evaluation of the general way of action.

Davydov.

Teaching Activity

1. Organizing of students learning activity.
2. Stimulating analysis, hypothesis, reflection.
3. Sharing of learning operations, roles and organizing of content-related interactions.
4. Joint discussions, learning dialogue and communication.
5. ZPD, small groups, etc.

Problems: how to teach organizing
of learning activity?

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1. Traditional institutes of professional development.
 2. Lectures, university courses.
 3. Text books.
 4. Role of experimental school.
 5. E. school modelling.

New model of a School-University partnership.

School as a model of learning activity and teaching activity.

Structure of activity internship.

1. Projecting a lesson with a teacher supervisor.
2. Discussing of project in a group of new teachers.
3. Experimental lesson (with it's videotaping).
4. Collective reflection of the lesson. Conclusions.
5. New project.