

OKLV221 Interactional competence in the educational field 2

Seminar on professional expertise in the educational field



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With the person next to you...

Discuss about:

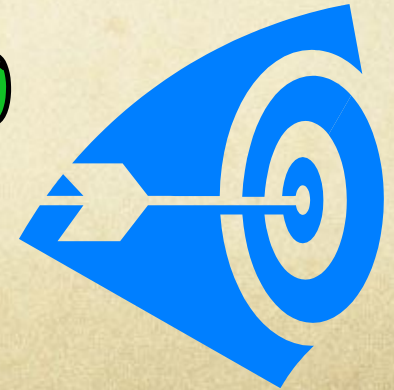
How was your first day/week in the university?

- What do you remember?
- What happened?



Choose a picture...

- ...that best describes you as a teacher-student/student in an educational field?
- Who am I and why?



With the person next to you...

Discuss about:

What is professional expertise in the field of education?

The way, HOW we do
will be learnt

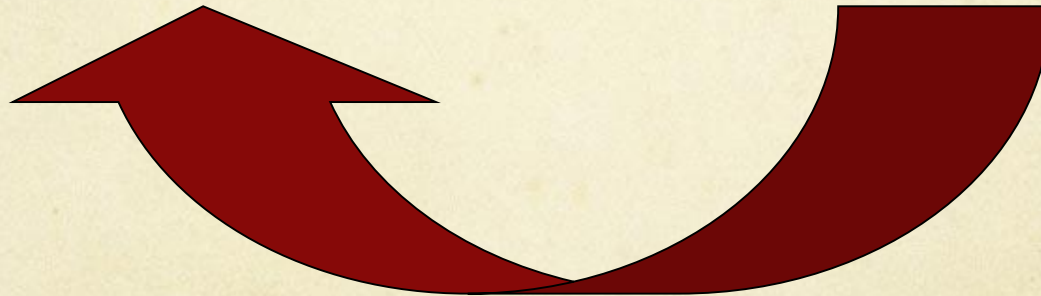


Knowledge is socially constructed / Shared expertise

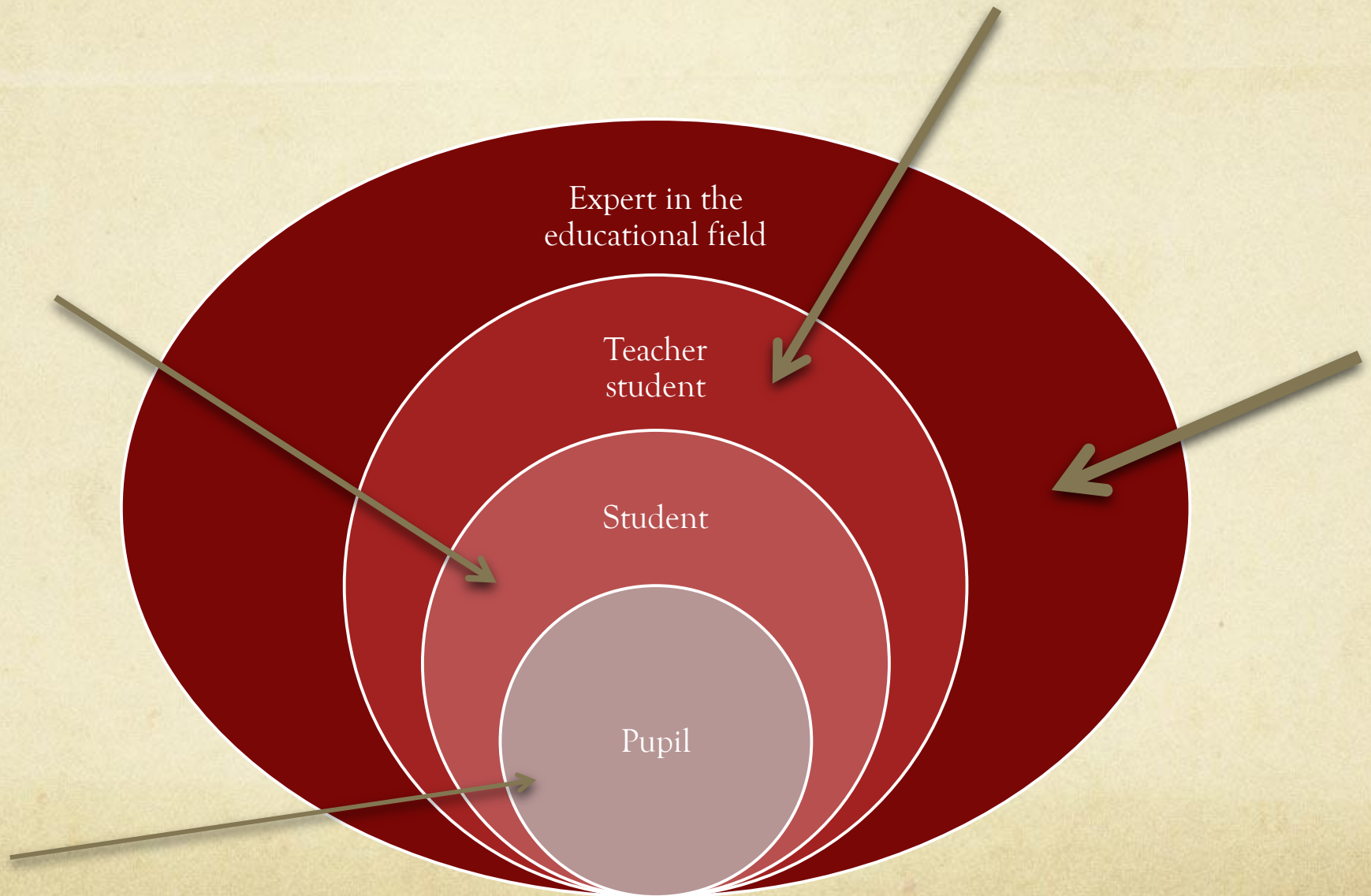


Communicate to learn

Learn to communicate



The span of educational field



Goals of the seminar

- How did I become to be me (as a teacher student)?
 - To be able to analyse the process of growing into a teacher
- Am I like the person that I hear myself telling about me (both actions and theory)?
 - To understand that expertise is constructed and shared in collaboration, in networks creating and constructing knowledge
- How do I engage in discussions in my professional field?
 - To be able to discuss expertise in education, and share ideas of this expertise
- Am I more "me" or "we"?
 - To be able to deepen my own and collective professional identity as a teacher

Credits: 2

- Engaging in seminars 10 h & working independently (individually and in small groups) 10 t (1,5 credits)
- Learning assignment (0,5 credits) -> in Peda.net

Seminar on professional expertise in the educational field

What do we do and how?

Consider the following questions

a) Individually:

- What do I think, what is my expertise and competence in the educational field? (write, draw a modelling, e.g. a figure)

b) Work independently in groups for 4-5 persons:

- The process of growing into a teacher?
- What kind of sectors, dimensions and themes the professional expertise in the educational field is founded on? (write, draw a common modelling, e.g. a figure)

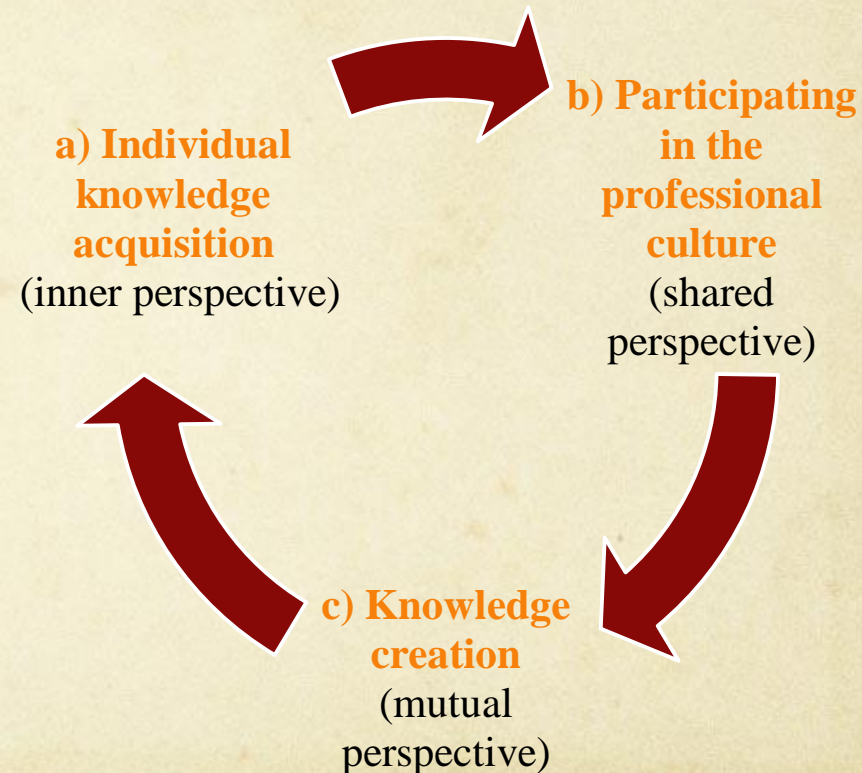
c) Seminar-meetings (2 x 4 hours):

- Each group presents their common modelling about teacher expertise using some participatory method (around 60 minutes)
- Common discussion and feedback about the chosen aspect (around 30 minutes)

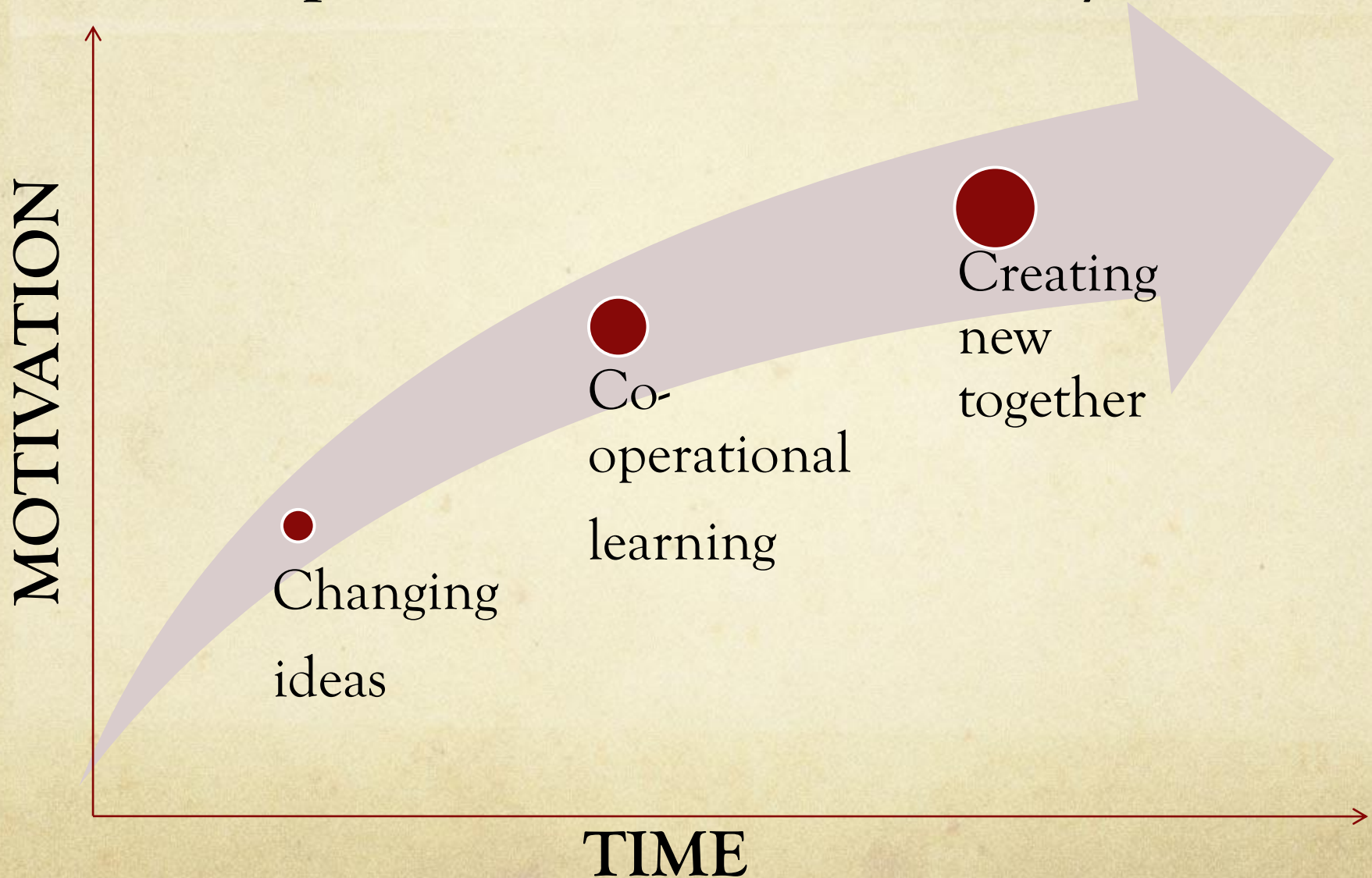
d) Evaluation of own learning and understanding of professional expertise (after seminar-meetings; electronic form in Peda.net)

Aspects of professional expertise

(Hakkarainen, Palonen & Paavola 2002, 451)



Levels of interaction in the professional community



Seminar meetings

Seminar meetings	Presenters / Introducers	Responsibles for feedback
Presentation 1		
Presentation 2		
Presentation 3		
Presentation 4		