

# RESEARCHERS BOOTCAMP



#OPENUPYOURTHINKING

*READY, SET, THINK!*

## Education Researchers Respond to The COVID-19 Pandemic

Theme 11:  
BUILDING BACK BETTER

Teacher choices in action: An enriching supplementary module for  
'Teaching Practice' in 2020 and beyond

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12 May 2020

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basic education

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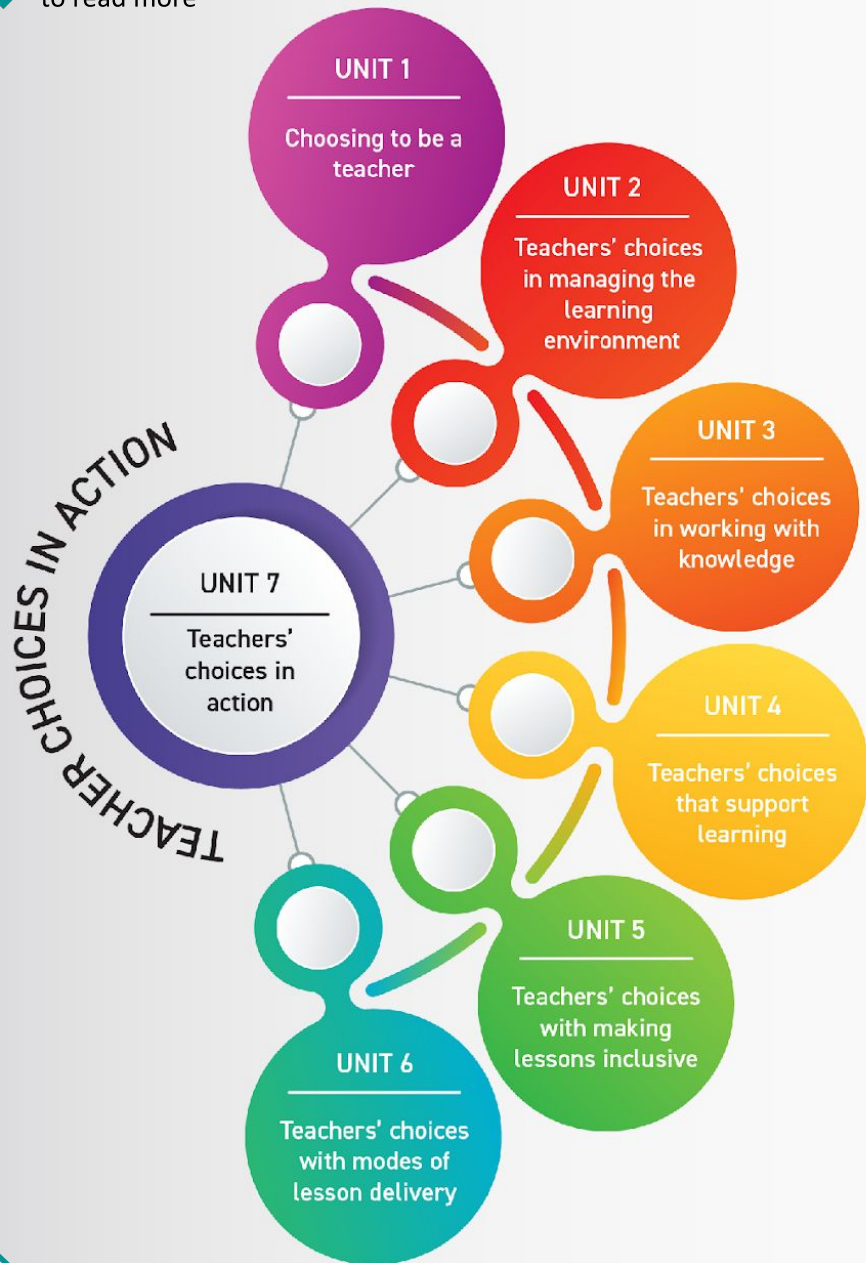
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**1**

- Why did I choose to be a teacher?
- What kind of a teacher do I hope to become?
- What parts of teachers' work can't be done by robots (and other technology)?

**2**

- How does the way in which teachers arrange space affect teaching and learning?
- What choices enable teachers to make the best use of the lesson time?
- What choices do teachers have when responding to disruptions?

**3**

- How does the knowledge to be taught affect teaching decisions?
- What choices enable teachers to turn learners' experiences into more complex knowledge?
- What choices enable teachers to make complex concepts more understandable?
- How do teachers decide on the best order for their lesson steps?

**4**

- What interactions between teachers and learners support their learning?
- What choices do teachers make about the design of learning tasks?
- What choices do teachers make about when to use learner tasks?
- What choices do teachers make when providing feedback to learners?

**5**

- What do teachers choose to keep the same for all learners in their lessons?
- What do teachers choose to make different for specific learners in their lessons?
- How can these choices be responsive to the diverse needs of all learners?

**6**

- How do various modes of curriculum delivery inform pedagogic and technological choices?
- What design principles are important when planning lessons for teaching using different modes of delivery?

**7**

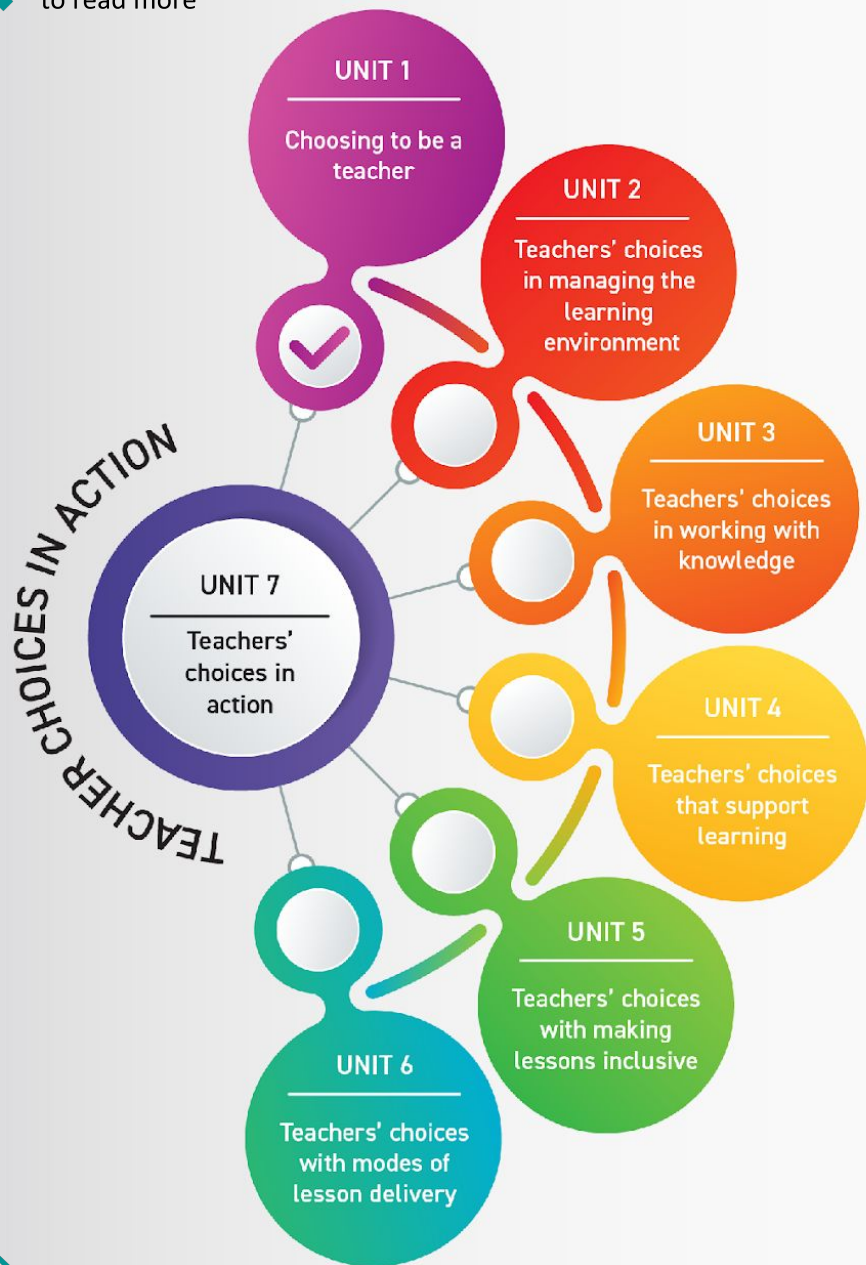
- Why do some teacher choices create better opportunities for learning than others?
- What criteria do teachers use to make appropriate choices?
- What design choices do I make when conceptualising and producing a set of lessons?



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# 1

## Choosing to be a teacher

### Purpose:

This unit introduces pre-service teachers to the visible and difficult to see aspects of teachers' work. This unit also provides a space for pre-service teachers to interrogate their assumptions about what is important when observing and analysing lessons. Their responses become an object for analysis and reflection in subsequent units.

### Content Focus:

The importance of pedagogical reasoning to inform classroom action  
The central place of reasoning and responsiveness in teachers' professional practices

### Key Questions:

- **Why did I choose to be a teacher?**
- **What kind of a teacher do I hope to become?**
- **Teaching as thinking and doing work: what parts of teachers' work can't be done by robots (and other technology)?**

### Recorded lesson observations

#### Tasks for submission:

- Basic biographical details, and metaphor task
- Observe and respond to a recorded lesson in your phase and subject specialisation:
  - o What decisions did teacher have to make in planning and teaching this lesson?
  - o How does the teacher enact principles of good teaching in this lesson?
  - o How do you think that this lesson could be improved?

**Estimated time: 10 hours**

### Conceptual underpinnings that inform the design of Unit 1:

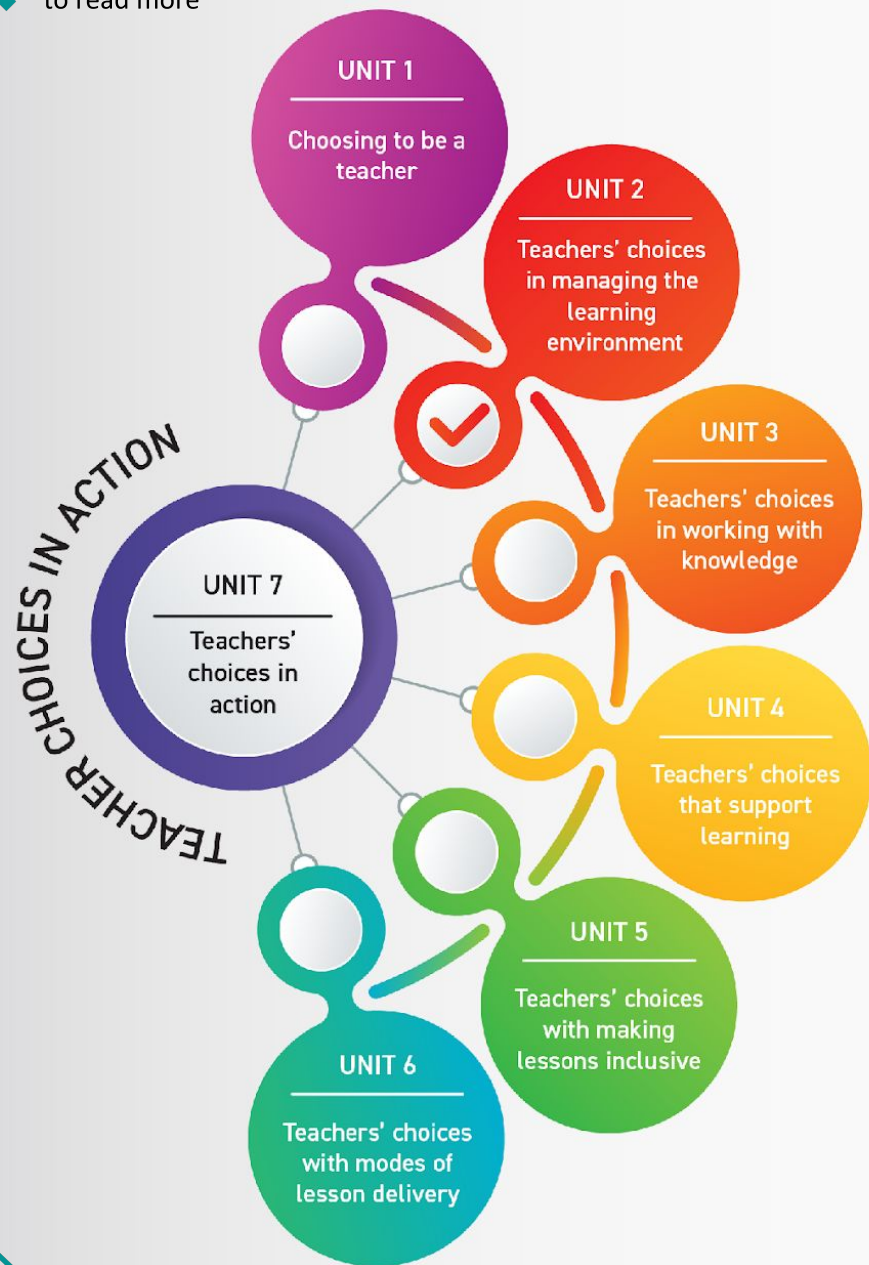
- Lortie's (1975) Apprenticeship of Observation
- Gallego (2001) Apprenticeship of Oppression
- Lakhoff & Johnson (1985) Cognitive Metaphor Theory
- Batchelor & Peterson's (2019) Teaching in the age of AI
- Maton's (2014) Knower gazes in social practices
- Shulman's (1987) Types of Teacher Knowledge
- Korthagen (2004), Going to the core - Onion model



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## 2

## Teachers' choices in managing the learning environment

### Purpose:

This unit introduces pre-service teachers to the more visible and difficult to see aspects of teachers' work. This module addresses a concern that during TP, pre-service teachers focus more attention on the routines of teaching without sufficient attention to the underlying pedagogical thinking and rationale for lesson conceptualisation and task design.

### Content Focus:

Teachers as thinkers; Teachers as doers

Establishing learning spaces that make the most of teaching and learning time

### Key questions:

- How does the way in which teachers arrange space affect teaching and learning?
- What choices enable teachers to make the best use of the lesson time?
- What choices do teachers have when responding to disruptions?

### Recorded lesson observations

#### Tasks for submission:

- Analysis of own response to the lesson observation task from Unit 1:  
What visible aspects of teacher action did I comment on? What less visible parts of teachers' work did I comment on?
- In the triage of teacher, knowledge and learners, on which interactions did I focus on the most? The least?
- What do my responses to tasks from Unit 1 reveal about my conceptions of teachers' work?

### Estimated time: 10 hours

### Conceptual underpinnings that inform the design of Unit 2:

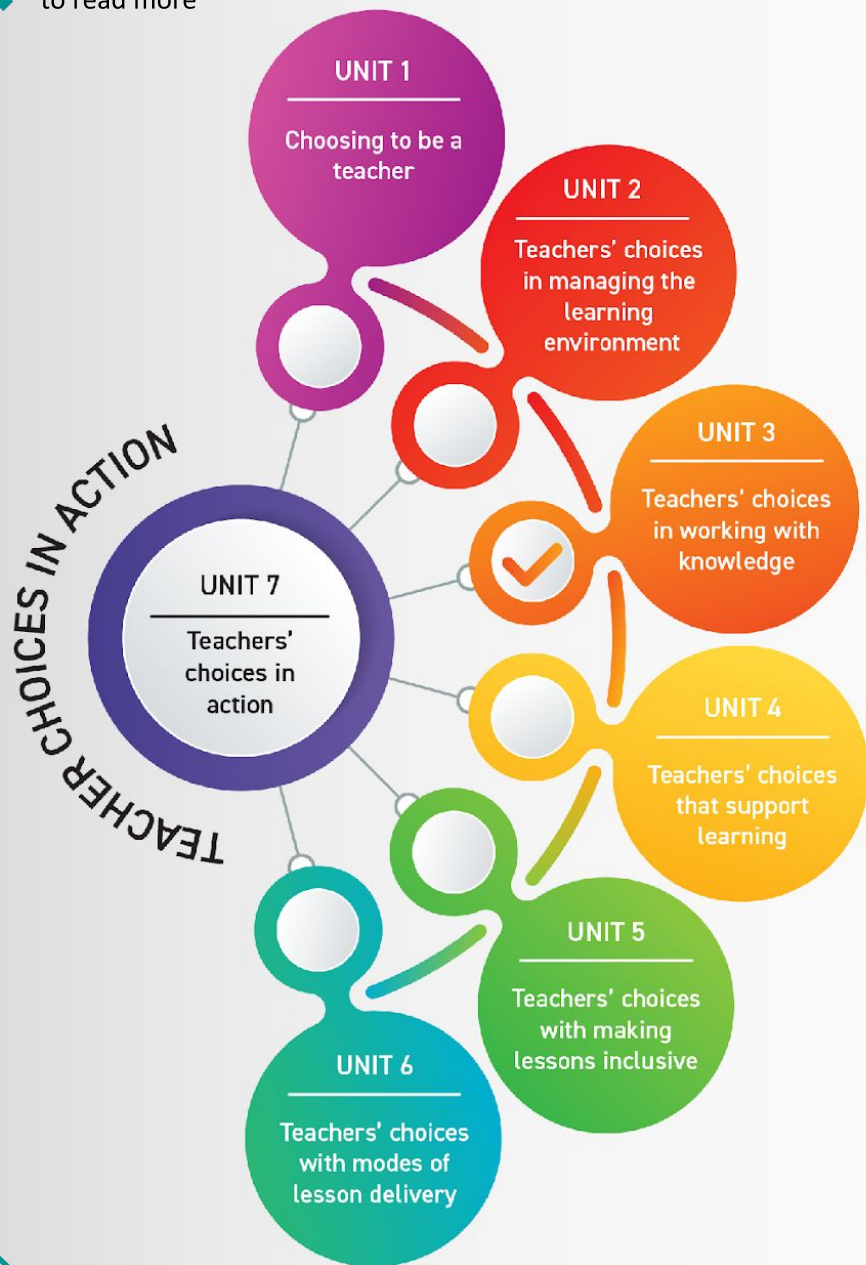
- SACE Professional Teaching Standards
- Morrow's (2007) Teaching as the professional practice of organising systematic learning
- Rusznyak & Walton (2011) Planning as a rationale for lesson design
- Shulman's (1987) model of teaching as pedagogical reasoning and action



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### 3

## Teachers' choices in working with knowledge

### Purpose:

This unit introduces pre-service teachers to the choices that teachers make in sequencing a series of lesson steps that help learners build their understanding of more complex forms of knowledge.

### Content Focus:

How do teachers arrange lesson steps that promote cumulative and coherent learning processes?

### Key questions:

- How does the knowledge to be taught affect teaching decisions?
- What choices enable teachers to turn learners' experiences into more complex knowledge?
- What choices enable teachers to make complex concepts more understandable?
- How do teachers decide on the sequence of their lesson steps?

### Recorded lesson observations and textbook extracts

#### Tasks for submission:

- Responses to a set of questions about how teachers work to build a different kind of learning pathway in three observed lesson recordings
- Use semantic waves to describe how the target knowledge's complexity and context-boundedness shifts over time to construct coherent sequences of lesson steps.

### Estimated time: 14 hours

### Conceptual underpinnings that inform the design of Unit 3:

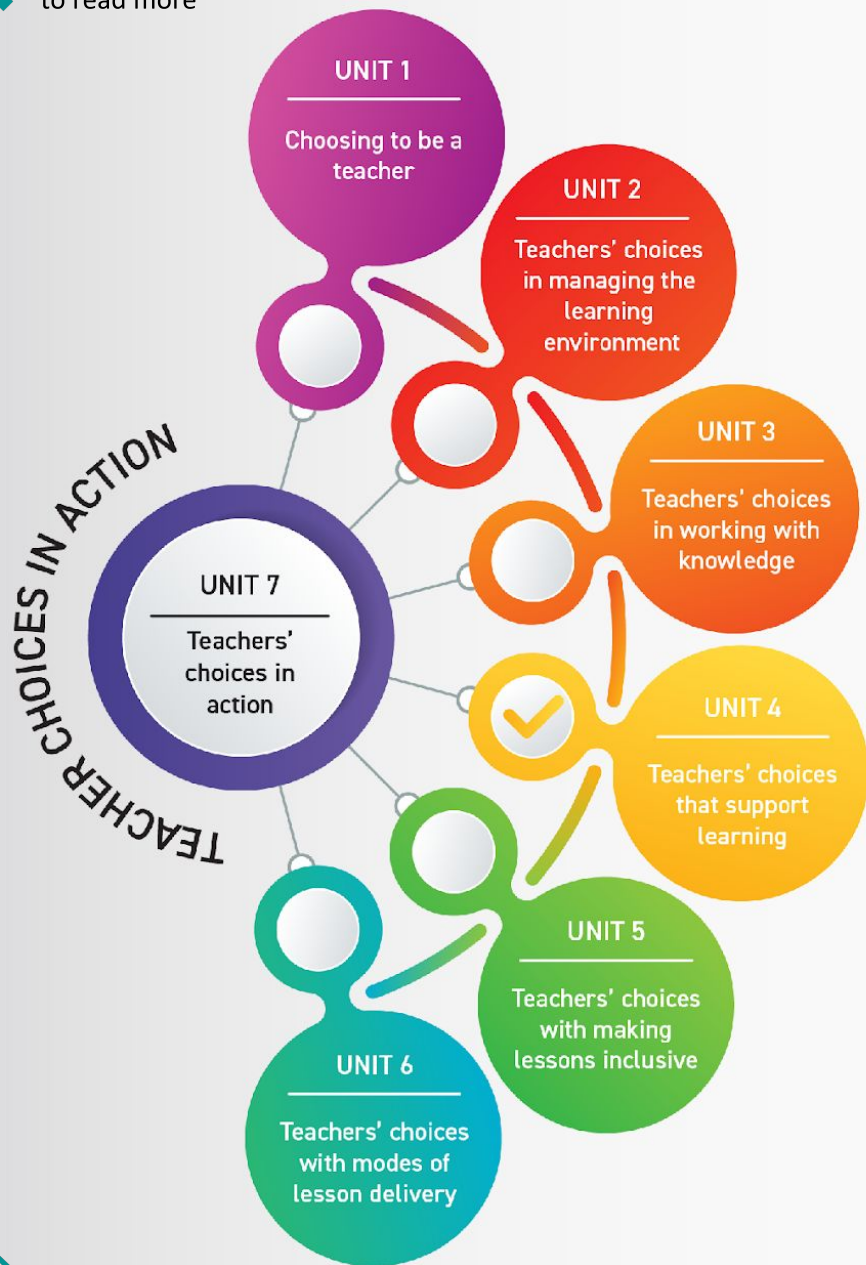
- Shulman's (1987) Pedagogical reasoning and Pedagogical Content Knowledge
- Bernstein's (2000) hierarchical and horizontal knowledge structures
- Hugo's (2013) 'Cracking the code' of educational practice
- Maton's (2014) Knower structures and semantic waves



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## 4

### Teachers' choices that support learning

#### Purpose:

This unit invites pre-service teachers to understand the choices they have in setting learning task demands and providing feedback to learners. Classroom research in South Africa shows that often task demands are cognitively low, and that teachers seldom provide explicit task or process feedback to learners, particularly when correcting learner errors (Reeves, 2005, Hoadley, 2012).

#### Content Focus:

Teachers choices for design of learning tasks and the feedback to learners and their work

#### Key questions:

- What interactions between teachers and learners support their learning?
- What choices do teachers make about the design of learning tasks?
- What choices do teachers make about when to use learner tasks?
- What choices do teachers make when providing feedback to learners?

#### Recorded lesson observations, assessment tasks and samples of marked work

#### Tasks for submission:

Student teachers will need to analyse task demands, teacher's feedback to learners. They will need to explain their rationale for the categorisation, and how these choices contribute to the overall design of a coherent lesson structure.

#### Estimated time: 14 hours

#### Conceptual underpinnings that inform the design of Unit 4:

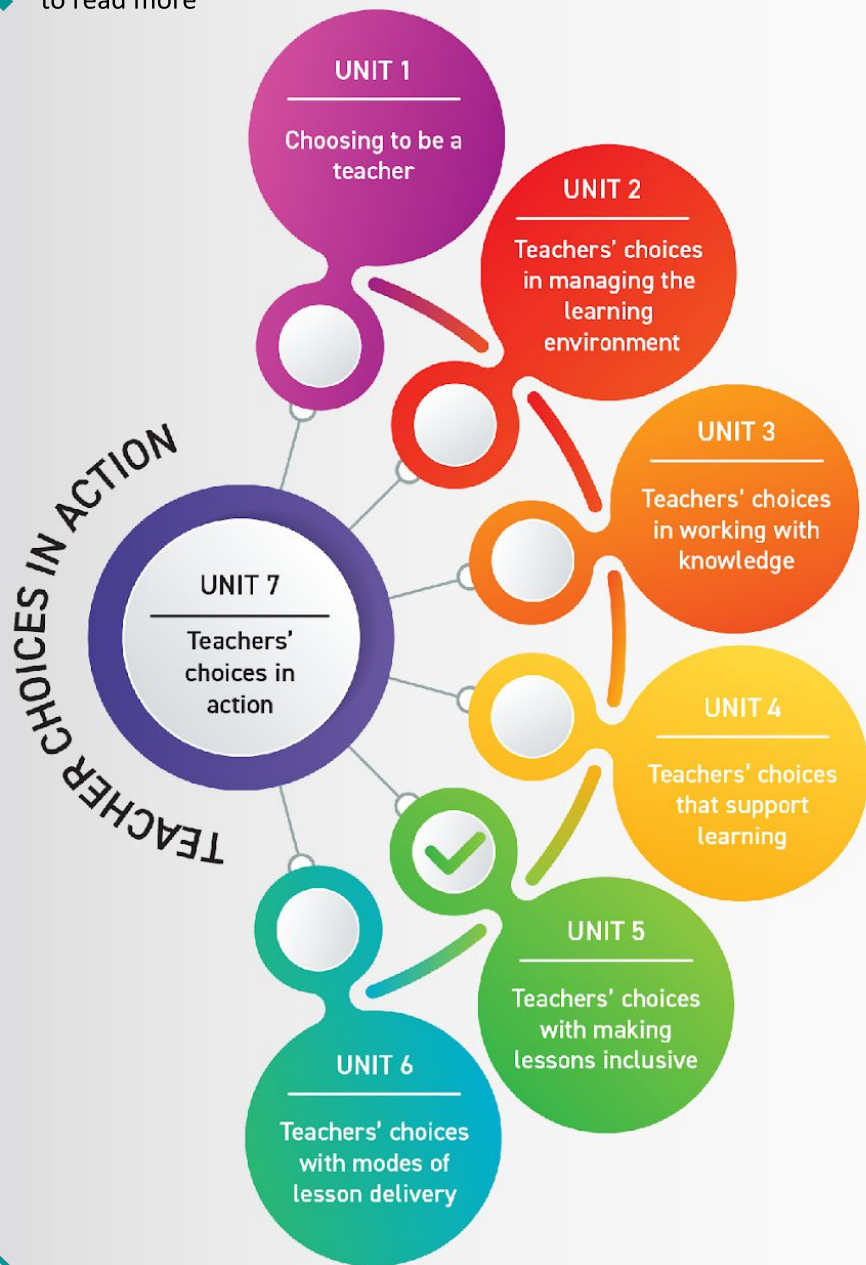
- Krathwohl & Anderson's (2009) Taxonomy of Learning, Teaching, Assessing
- Hattie & Timperley (2007) The Power of Feedback
- Maton's (2014) Semantic waves
- Reeves (2005) 'Opportunity-to-learn'
- Black & Wiliam's process and ego feedback'



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5

## Teachers' choices with making lessons inclusive

### Purpose:

This unit asks pre-service teachers to consider how learner diversity is pedagogically significant in each lesson they teach. Making choices with learner needs in mind ensures that they can participate fully in all aspects of the lesson.

### Content Focus:

Teachers' perspectives on domination, marginalisation and inclusion in their lessons

### Key Questions:

- What do teachers choose to keep the same for all learners in their lessons?
- What do teacher choose to make different for specific learners in their lessons?
- How can these choices be responsive to the diverse needs of all learners?

### Recorded lesson observations and teacher interviews

#### Tasks for submission:

Critically analyse the teacher's choices her rationale for pitching lessons at a particular level.

### Estimated time: 14 hours

### Conceptual underpinnings that inform the design of Unit 5:

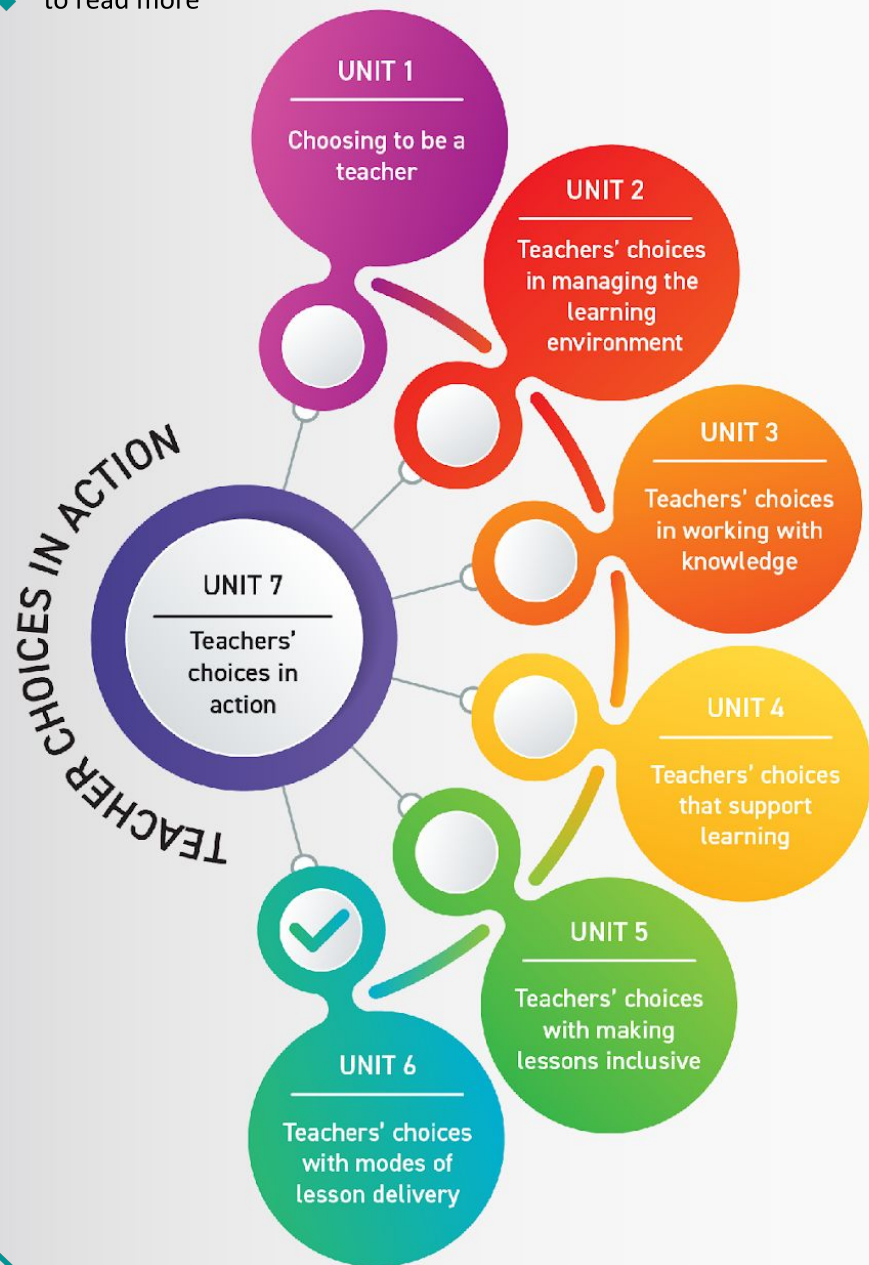
- Florian's (2019) Inclusive pedagogical approach in action
- Lewin's (2009) zones of exclusion
- Morrow's (2007) epistemological access and situational appreciation
- Shulman's (1986) Pedagogical reasoning
- Walton & Rusznyak's (2013) Pedagogically significant aspects of diversity



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## 6

### Teachers' choices with modes of lesson delivery

#### Purpose:

This unit invites pre-service teachers to consider various modes of curriculum delivery suitable for teaching at a distance as an alternative means for knowledge-building given different technological and pedagogical affordances. It emphasises that a coherent, inclusive lesson of teaching at a distance needs to be informed by sound learning design principles and must to consider various barriers to participation necessitating a combination possible of solutions.

#### Content Focus:

Teaching at a distance require knowledge of various ICT tools and services and a level of digital fluency, however, pedagogical reasoning remains core.

#### Key questions:

- How do various modes of curriculum delivery inform pedagogic and technological choices?
- What design principles are important when planning lessons for teaching using different modes of delivery?

#### Tasks to be submitted:

Use the principles you have learnt to compare the choices made in two recorded clips - a lesson topic taught through contact and through distance modes of delivery.

#### EXTENSION TASK required for additional 2 SAQA credit option:

Use the principles you have learnt to design and produce a sequence of 3 lessons suitable for teaching either at a distance to South African learners. As you are planning the lesson, take note of the options you consider and the choices you are making.

#### Estimated time:

- 10 hours for 8-SAQA credit option
- 22 hours for 10-SAQA credit option

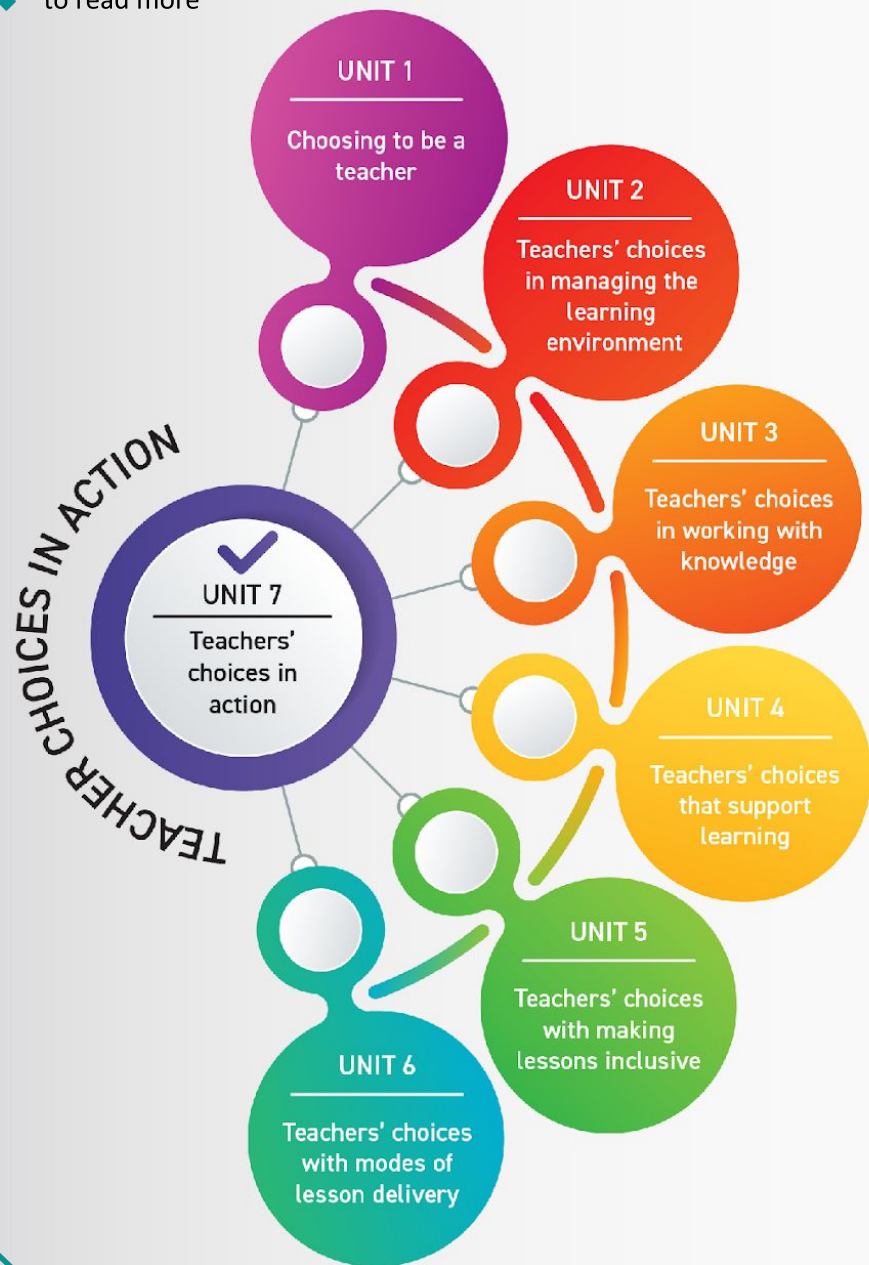


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## 7

### Teachers' choices in action

#### Purpose:

This module consolidates the previous units, assesses pre-service teachers' learning, and provides them with an opportunity to give account of the pedagogical choices they make in producing a distance lesson. This task is designed to enable transfer of pedagogical reasoning from recognition to realisation in practice. It contributes to the building of "habits of personal inquiry and reflection about teaching and the context in which it occurs" (Krull, 2005:145)

#### Content Focus:

Informed teacher thinking makes classroom action purposeful and powerful.

#### Key questions:

- Why do some teacher choices create better opportunities for learning than others?
- What criteria do teachers use to make appropriate choices?
- What design choices do I make when conceptualising and producing a set of lessons?

#### Recorded lesson observations

##### Tasks to be submitted for assessment:

- Observe and respond to an observed distance lesson in your phase and subject specialisation:
- How does the teacher enact principles of good teaching in this lesson?
- How do you think that this lesson could be improved?
- In what ways is your response similar or different to the one you wrote in Unit 1?

#### EXTENSION TASK for additional 2 SAQA credit option:

Write a full rationale for your lesson design choices when conceptualising and producing the sequence of 3 lessons required by Unit 6.

#### Estimated time:

- 8 hours for 8-SAQA credit option
- 16 hours 10-SAQA credit option

#### Conceptual underpinnings that inform the design of Unit 7:

- Bernstein's (1975) Rules of recognition and rules of realisation
- Maton's (2014) Cumulative knowledge-building
- Morrow's (2007) Teaching as the professional practice of organising systematic learning
- Rusznyak & Walton (2011) Planning as a rationale for lesson design
- Shulman's (1986) Pedagogical reasoning and action



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