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Transformational teaching and learning: a lesson for the future

In a climate of tight FE funding and cuts that can objectify students, a research project aimed at transforming lives and communities focuses on learners’ interests, with care at its core

By Dr Vicky Duckworth and Dr Rob Smith

Over the past 18 months, the Further Education in England: Transforming Lives and Communities research project, funded by the University and College Union (UCU), has gathered evidence about transformative teaching and learning (TTL) from more than 30 colleges and their communities across the UK (Duckworth and Smith 2017a & 2017b). TTL is a lens for exploring teaching and learning in further education settings that puts learners' biographies, practices and interests at centre stage.

The way further education is funded, not just in terms of the cuts providers have experienced over recent years, but the prescriptive annual funding cycle itself, with its reductive and continually changing incentives and disincentives, often means that providers are forced to objectify students. This is something highlighted by Professor Alison Wolf in her 2011 review of vocational education.

“The system is full of perverse incentives by strongly encouraging institutions to put together bundles of qualifications at a profit rather than on the basis of whether it produces a social learning environment, and that work to provide a bridge between students’ lives and curriculum. Ultimately, TTL is about shifting to more empowered models of curriculum based on a college-wide ethos that reconnects with the holistic purposes of further education.”

For more information visit the project’s website at goo.gl/04ATRra

You can also follow the project on Twitter @BTTransforms

Why a pedagogy of teacher education is so important

By Dr Jim Crawley

When I carried out research into the professional situation of teacher educators in the sector from 2009 to 2014, I felt it was essential to consider teacher education pedagogy as teacher educators’ professional and ideological home. Because it is impossible to teach others how to teach without at least considering aspects of the method and practice, or pedagogy, of education.

Research by Clow and Harkin (2009), Cohon-Saric (2003), Harkin et al. (2008), Kotthagen et al. (2005) and Lucas and Nasta (2010) all supported the notion that pedagogical principles were important to the professional values and identities of teacher educators, and indeed teachers in general.

Using focus groups, a discussion on a training course (totaling 135 participants) and a survey completed by 161 (still the largest survey of this group undertaken), I asked a range of questions, some of which were designed to collect views and perceptions about teacher education pedagogical principles and values.

I then devised a set of five pedagogical principles in teacher education which reflected the results. They are:

1. Teacher education has a moral role in the development of inclusivity, reflective practice and social justice through teaching.
2. TTL model practice (often through ‘golden moments’), perspectives, ideas and situations to help teachers reflect on, and develop, their own personal and professional perspectives and perceptions of teaching and professional identity.
3. The means and form of agreement around the place of learning theory in teacher education, but this group of TFTs mainly supported elevating of teacher educators’ and student-centred theories.
4. Developing learning communities of reflective practitioners with their trainees, and connecting theory, practice and the workplace through these communities are a high priority.
5. The operating environment of FE and training has features recognisable in Schön’s (1983) model of the ‘shrunken lowlands’, and mediating the effects of ‘shrunken lowlands’ is a further pedagogical priority.

Although important to teacher education, it is possible to test out any and all of the principles as part of a further pedagogical priority.

References

• Jim’s MESH Guide on FE and training teacher education pedagogy is available here goo.gl/8BT8aul

Dr Jim Crawley is a writer and speaker on teaching in the Further Education sector. He has been teaching and training teachers in FE for more than 35 years. His PhD research examined the professional situation of teacher educators in the FE and training sector.
This article is about motivating young learners in teaching foreign languages, especially English language. Here is given types of motivations and how to use them in teaching young learners. For children such a lesson will be much more interesting and stimulating. For instance, any hobby the child has can be incorporated into an English lesson (Underwood 1987: 27). For example children can tell the rest of the class about their favourite things or toys or pets, they can also write about them. Such a discussion or describing a thing could form the basis of practice for adjectives, comparatives, superlatives, question forms, and so on. Also, we must remember that learning is cyclical. This is especially important for the Young Learner teacher to remember. Learning can become more interactive when technology is used as students can physically engage during lessons as well as instantly research their ideas, which develops autonomy. Mobile devices, such as iPads and/or tablets, can be used in the classroom for students to record results, take photos/videos or simply as a behaviour management technique. Plus, incorporating educational programmes such as Quizalize into your lesson plans is also a great way to make formative assessments fun and engaging. 6. Behaviour management. Using various teaching strategies enables us as teachers achieve a successful teaching and learning process because we can address the different learning styles of our learners. Lorato 2 years ago Reply. Excellent strategies, very helpful. Learn how to plan and teach effective English language lessons at all levels and develop new skills to put towards your CPD with this online teaching course. Managing the lesson. Factors that influence learning. Teacher language and the use of L1. Pair and group work. Engaging learners. What will you achieve? By the end of the course, you’ll be able to Compare teaching approaches and experience with others from around the world. Reflect on the factors involved in learner motivation and consider the implications for our teaching practice. In this lesson learners are provided with an opportunity to think about how schooling may change in the future. They work with pictures showing two different children, predicting what they might see around them and comparing the full scenarios. They imagine what learning is like in the future for the children in the pictures and write about it, then think about how learning might really change. Finally, there is a short language focus on will and then the learners do a project on the ‘perfect’ school of the future. Aims. A combination of the lesson plan for online teaching and the lesson plan for face-to-face teaching can be used in ‘hybrid’ situations, where some students in the class are studying from home and others are physically in the classroom.