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Fragmentation in Teacher Education vs. Fragmentation in Higher Education

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Overview of the presentation

1. Reconsidering fragmentation in teacher education
2. Teacher Education: after entering academia
3. Teacher education and higher education vs. national and European education reforms
4. Current situation and future of teacher education in Europe
5. Conclusions



1.0 Reconsidering fragmentation in teacher education

What exactly do we mean by “fragmentation” in teacher education (TED)?

It appears that the field of TED produces a range of dichotomies that are broader and stronger than in some other professions; e.g.:

- “subject matter” vs. “teaching matter”;
- “subject teaching” vs. “education sciences”;
- “teacher education” vs. “teacher training”;
- “initial TED” vs. “in-service TED”;
- “non-university (college) TED” vs. “university TED”
- TED for diverse levels of education, etc, etc.



1.1 Fragmentation in TED (continuing)

Therefore, is fragmentation caused by the "nature" of TED (i.e. its “internal logic”)?

There is not only one, but **several causes**:

- (1) dynamics of its “**narrow field**” (“internal logic”);
- (2) dynamics of its “**broader field**” (education in general; higher education in particular);
- (3) “**external forces**” (state regulation of education).

E.g., **organizational forms** of TED (TED as a “unit” within large institution) may be strong factors of fragmentation (especially if universities themselves are fragmented).

(Reckless) **reforms of the educational system** may present the third set of factors of fragmentation.



1.2 Approaching fragmentation in TED

– some preliminary theses

- (a) In the last three decades, TED has ‘universitized’.
- (b) Differences in the initial TED for different levels of education (and in their status) have decreased.
- (c) The inclusion of TED in universities is parallel with the process of deprofessionalisation in HE.
- (d) Within universities TED is subjected to dynamic relationship (including conflicts) between academic disciplines and professions.
- (e) Ongoing national and European HE reforms have had a major impact on the redefinition of the role of universities as well as on the position of TED.



2.0 Teacher education: after entering academia

Interest to explore the academia and various **academic professions** has been a relatively frequent and popular subject of the contemporary higher education studies.

But **TED has been only rarely the subject of these studies.**

This is strange: dichotomies related to TED are often intertwined with tensions in the academic area, e.g. 'subject matter' vs. 'pedagogy', consecutive vs. parallel model of initial TED, etc.

At universities, Schools or Faculties of TED are put in the strait between '*teacher education function*' and '*academic function*'. (Goodlad 1999)



2.1 Which tribe? Which territory?

A limited number of respondents – particularly in the more vocationally oriented disciplines – did choose to talk about undergraduate courses and students, but the large majority preferred to focus on their activities as seekers after knowledge rather than as communicators of it. The reason for this, it might be inferred, is that membership of the academic profession in elite departments is defined in terms of excellence in scholarship and originality in research, and not to any significant degree in terms of teaching capability.

Becher and Trowler 2001



2.2 Goodlad and Clark on Schools of Education

By joining the universities, TED linked its curriculum more **closely to the academic disciplines**, strengthened its research component, gained in autonomy etc.

On the other hand, TED found itself **on the “battlefield”** determined by fundamental disciplines and “old”, well established academic professions (e.g. medicine).

TED is a **“young” academic profession** which all disciplines cut across. Here lies the origin of its specific troubles.

TED is perhaps “too young” for researchers on HE. However, there is an interesting discussion on TED within academia: Goodlad and Clark in *Journal of Teacher Education*, 1999 (50).



2.3 “School of education ... in the hands of others”

Schools of education [...] are subjected to a triple set of constraints, ones (a) common to all professional schools, (b) common to a small group of schools representing minor professions [...], and (c) those unique to the profession of school-teaching. [...]

High-status universities often feel they can ignore these professions, or when push comes to shove, when the ink turns red, their professional schools are first in line to be *restructured* and even discontinued. [...] Academia’s hierarchy of prestige runs downward from the hard sciences to the soft professional schools. [...] What the school of education does must necessarily build upon, and preferably meld with, is the subject preparation that is largely in the hands of others.

Burton R. Clark 1999



3.0 National and European reforms

In the past, the initial TED was in the immediate domain of state authorities; today it is primarily dependent on the intra-academic (intra-institutional) dynamics.

Universities have strengthened institutional autonomy as a result of the transformation from “regulatory” to “evaluative” state (Neave 1988).

HE institutions are more autonomous in the traditional sense, while more dependent on strategies planned by the state and supranational organizations.

Today, changes in TED are therefore affected by both intra-academic dynamics as well as the dynamics of national and European reforms.



3.1 Towards “European convergence”, towards “knowledge society/economy”

National HE reforms in Europe have been run towards the “European convergence” and the “knowledge society”.

HE reforms follow the “common Bologna agenda”, but different disciplines and areas adapt to it differently.

How to organise the new two cycle system in TED?

Variety of experimentation ...

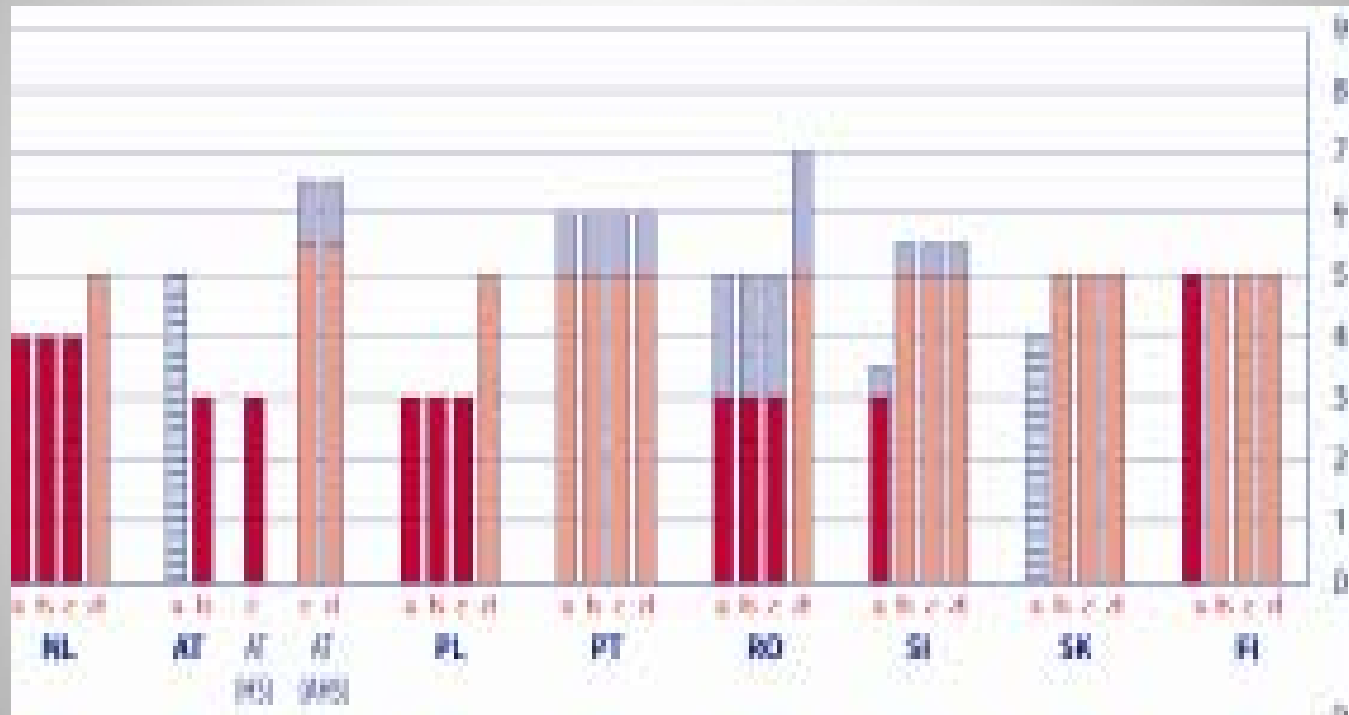
“Bologna” made a profit to TED: the total time required to obtain a teaching qualification has increased (Eurydice).

On the other hand, the internationalising of TED seems to lag behind many other areas of HE (e.g., exchange Erasmus students).



3.2 Colourful landscape of European TED

Required level and minimum length of initial TED (from pre-primary to upper secondary education) and the length of the induction period (Eurydice 2012)



To teach
at level:

a

Pre-primary

b

Primary

c

Lower secondary

d

Upper secondary

Qualification
needed:



ISCED 3/4

Bachelor's level



Master's level

Study abroad



Induction {



after ITE

during ITE

Source: Eurydice.

3.3 Teaching: regulated profession

Non-regulated academic professions / disciplines.

Teaching: *nationally* regulated profession.

European (EU) regulated professions, e.g. medical doctor, architect, pharmacist (i.e., “old academic professions”).

National requirements for teachers ... differ a lot.

“Common European Principles for Teacher Competences and Qualifications” (European Commission 2005, 2007).

* * *

How do TED institutions respond challenges that come from the academy, national governments and supranational organizations?



4.0 Teacher Education: the DEP-TED survey

The research project DEP (CEPS, 2010 – 2012): the impact of internationalization on *higher education as a whole*.

Teacher education as *a case study*: the survey on TED as a *pilot survey* (towards identifying and illustrating main trends).

E-questionnaire (29 questions); June 2012 (N=524).

Invitations were sent to academics from TED institutions across Europe; 524 responses from 38 countries.

Here, we analyse data from 28 countries with more than 5 responses per country (max. 53 UK, 41 PL, 37 ES, 34 DE, 31 AT etc.).

See Zgaga, P. (2013). “The Future of European teacher education in the heavy seas of higher education.” *Teacher Development* 17 (3): 347-361.



4.1 During the last decade, my institution has importantly improved and advanced its:

Options	Average	Max.	... countries	Min.	... countries
- study programmes	+ 1.15	+1.88 FI	+1.71 PT +1.63 IR, +1.62 MK +1.60 GR +1.58 UK	+0.60 KV	+0.75 TR +1.00 FR +1.00 SE +1.00 SR +1.00 UA
- internal organisation	+ 0.72	+1.86 CH	+1.50 EE +1.43 PT +1.43 RO +1.42 MK +1.40 FI	-0.40 GR	+0.22 IT +0.22 SR +0.29 KV +0.50 FR +0.50 ES
Note: +2.00 = fully agree; -2.00 = strongly disagree “I can’t say”: eliminated. – N per country > 5					








4.2 The main obstacles to reforming education at my institution have been:

(4 out of 8 options)	Average	Max.	... countries	Min.	... countries
Lack of <i>financial support</i>	3.16	4.63 CZ	4.13 GR 3.60 RO, SK 3.57 ES	1.75 SE	2.13 CH 2.31 NL 2.33 NO
Lack of <i>human resources</i>	2.56	3.67 KV	3.57 ES 3.30 RO 3.21 MK	1.10 FI	1.62 NL 1.67 PL 2.00 DK
Inadequate national <i>legal regulation</i>	2.49	4.11 RO	3.75 FR 3.60 UA 3.59 AT	1.11 FI	1.40 EE 1.55 SE 1.60 PT
Lack of <i>academic autonomy</i> in decision	2.43	3.80 SK	3.40 RO 3.17 TR 3.15 MK	0.67 EE	1.10 FI 1.25 CZ 1.58 SE
Lack of internal uni- versity <i>co-operation</i>	2.17	3.23 FR	3.20 SK 2.75 CZ 2.67 EE	0.67 EE	1.10 FI 1.25 CZ 1.58 SE

Note: 0 = not an obstacle at all; 5 = very high obstacle



4.3 My institution adapted to the new Bologna degree structure in the following way:

Options	'Yes'		
(a) 3BA + 2 MA	55.0%		
(b) 4 BA + 1 MA	26.7%		
(c) Both (3+2 or 4+1)	14.7%		
(d) Only BA; continuation elsewhere	15.6%		
(e) Only BA; no continuation	4.2%		
(f) Only MA	7.5%		
(g) Not adapted yet	11.4%		



4.4 Our main aims with the new (Bologna) second cycle (Master) have been as follows:

Options	'Yes'	
(a) to provide an advanced qualification	77.8%	
(b) to provide a research qualification	68.9%	
(c) to attract candidates from other fields	57.8%	
(d) it is required to start working in schools	31.7%	
(e) it is the equivalent of the "old" degree	23.9%	
(g) Not adapted yet	11.7%	

4.5 During the last 5 years, our study programmes (degrees) have been positively influenced by international co-operation and practices from abroad

Average	Max.	Top countries	Min.	Bottom countries
+0.88	+1.40 IR, NO, PT, TR	+1.29 SE +1.20 AT, GR +1.17 RO +1.00 AL, EE, IT, NL	+0.25 FR	+0.33 CZ +0.38 UK +0.42 DE +0.50 DK, CH
Note: + 2 = fully agree; - 2 = strongly disagree				



4.6 How do I see the organisation of our institution over the next 5 – 10 years?

Options	Average	Max.	Top countries	Min.	Bottom countries
A faculty of education within a university	+1.28	+2.00 FI, IR, TR	+1.75 KV, SR +1.88 HR, GR +1.60 CZ, IT	-0.10 NL	0.00 CH +0.18 SE +0.66 UA
A faculty of education within a university of applied sciences	-0.19	+1.25 CZ	+1.00 GR +0.77 DK +0.64 MK	-1.07 AT	-1.00 EE,SK,SI -0.89 IT -0.88 ES
Study programmes at other faculties within a university (of appl.sc.)	+0.04	+1.25 CZ	+1.00 EE, SI +0.92 MK +0.66 GR	-1.00 CH	-0.67 KV -0.47 ES -0.44 IT
Study programmes at an independent college outside university	-0.84	0.00 AL	-0.13 UK -0.17 PL -0.21 DK	-2.00 IT	-0.61 ES -1.43 FI,RO,SI -1.33 PT

Note: **+2** = very possible; **-2** = not possible

4.7 How do I see the organisation of our degrees over the next 5 – 10 years?

Options	Average	Max.	Top countries	Min.	Bottom countries
Awarding BA only	-0.92	+0.58 DK	+0.13 NL 0.00 IR -0.10 AL	-2.00 EE,SI	-1.86 IT -1.75 RO -1.60 GR,PT
Awarding BA & MA	-0.30	+1.14 CH	+0.54 DK +0.43 SR +0.33 TR	-1.05 ES	-0.86 IT -0.83 CZ,FI -0.80 PT
Awarding BA, MA, PhD	+1.00	+1.90 SI	+1.88 GR +1.80 TR +1.75 FI,SK	-0.50 CH	-0.38 DK 0.00 NL,PT +0.33 HR

Note: **+2** = very possible; **-2** = not possible



4.8 How do I see the organisation of our study programmes over the next 5 – 10 years?

Options	Average	Max.	Top countries	Min.	Bottom countries
TED <i>dominated by subject</i> knowledge (disciplines)	+0.12	+1.25 EE	+1.20 SK +1.00 TR +0.75 SR +0.71 HR	-1.67 FI	-1.13 CH -0.50 CZ -0.44 SE -0.33 ES
TED <i>dominated by education</i> sciences	+0.12	+1.20 AL	+1.13 FI +1.11 KV +1.00 HR,MK,TR +0.75 NO	-1.14 PT	-0.73 DE -0.50 SI -0.40 NL -0.38 CH,UK
Subject knowledge and education sciences <i>well-balanced</i> (interdisc.)	+0.88	+1.80 TR	+1.63 FI +1.40 NO +1.33 RO +1.25 SR	+0.26 ES	+0.50 NL +0.54 UK +0.56 KV +0.57 HR,GR

Note: **+ 2** = very possible; **- 2** = not possible



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4.9 The future: financial situation vs. academic status of my institution

Options	Average	Max.	Top countries	Min.	Bottom countries
Our overall <i>financial situation</i> will improve / be worse	-0.43	+0.80 EE	+0.64 AL +0.43 KV +0.22 RO	-1.45 SI	-1.43 CZ -1.25 GR, PT -1.00 IR
Our <i>academic status</i> and reputation will improve / be worse	+0.49	+1.17 UA	+1.00 KV, NO +0.89 RO, SE +0.86 AT	-0.09 SI	0.00 PL +0.11 IT +0.13 PT

Note: **+2** = significantly improve; **-2** = significantly worse



5.0 Conclusion: Reconsidering *Zeitgeist*

European TED now almost completely at universities.
Universities are challenged by reforms and cuts.
The Bologna implementation: far from a “perfect plan”.
The *Grande idée* of “*the most competitive knowledge based economy in the world*” (2000) is replaced by fears about the euro, financial crisis as well as growing euro-scepticism.
Not only financial but also *conceptual* crisis: Education has been largely instrumentalised.
These trends also affect TED.



5.1 Conclusion: Where to go?

The *universitization* of TED is not an irreversible process – but what would *de-universitization* mean?

In particular, what would *de-universitization* mean in terms of fragmentation of teacher education?

On one hand, TED *should not become hostage* to tensions between academic disciplines ('*cash cow*', Darling Hammond, 2010).

On the other, TED *needs to strengthen* its research-based character and the '*liberating influence of the university*' (Nulland 1999) but also its '*caring and under-standing*' for children and parents.



5.2 Conclusion: A need to experiment ...

Analysts of modern complex organizations stress the need for substantial open-ended trial and error. In a fast-changing world, schools of education will need to experiment their way from one decade to the next. They will need multiple visions worked out in practice in varied contexts. Ideas are put to work as they are tested against the realities of environmental possibilities and the internal competencies that can be constructed.

Burton R. Clark, 1999



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