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**Applied research in development of teaching
- ambitions and experience from a Danish perspective**

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By
Jørgen Thorslund,
dr.phil. Director of Research & Development,
Center for Higher Education Greater Copenhagen.

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My perspective

Director of Research & Development in a new type of University
college since 2002 – Centre for Higher Education
In charge of the Danish delegation in the OECD project 2005
Recent observations at Norwegian, Swedish and Dutch University
colleges

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Our challenge in development of teaching

“the stages of initial teacher education, induction and professional development need to be much better interconnected in order to create a more coherent learning and development experience for teachers.”

(OECD 2005 p. 96)

The school of tomorrow put demands on

- teacher education,
- continuous professional development
- our ability to implement the better knowledge in teaching practise

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Strength and weakness of tradition (1)

“Since the basis for the teaching is predominantly the teacher's own reflected experience of teaching, and since the teacher should never rely on routine but must always exercise judgement and be open to change and innovation, the teacher will continue to develop his/her professional personality as a teacher.

Through reflection, dialogue with colleagues and participation in in-service programmes, the teacher will work on his/her self-perception as a teacher, his/her values and opinions, maintain and develop his/her knowledge, pedagogical skills and abilities to enter into mutually rewarding co-operation.

The teacher will reflect on and actively develop teaching practices.”

Professional ideal for the Danish Union of Teachers 2002 #VIII

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Strength and weakness of tradition (2)

Linear knowledge sharing

Pedagogical research < - > peers



University education



college education



teacher



pupil

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New ways in knowledge production and knowledge sharing

As the production of knowledge nationally and internationally is growing very fast, traditional ways of developing a new good practice must be transformed.

From the academic tradition of research as the sole base of new knowledge, we are all familiar with researchers presenting their results to college lectures. Next lectures teach teacher students, who finally tell pupils what and how matters are.

This traditional method of knowledge sharing is becoming to slow; the concept of new knowledge to narrow and the learners – at all levels - must be activated.

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Or as expressed by the OECD

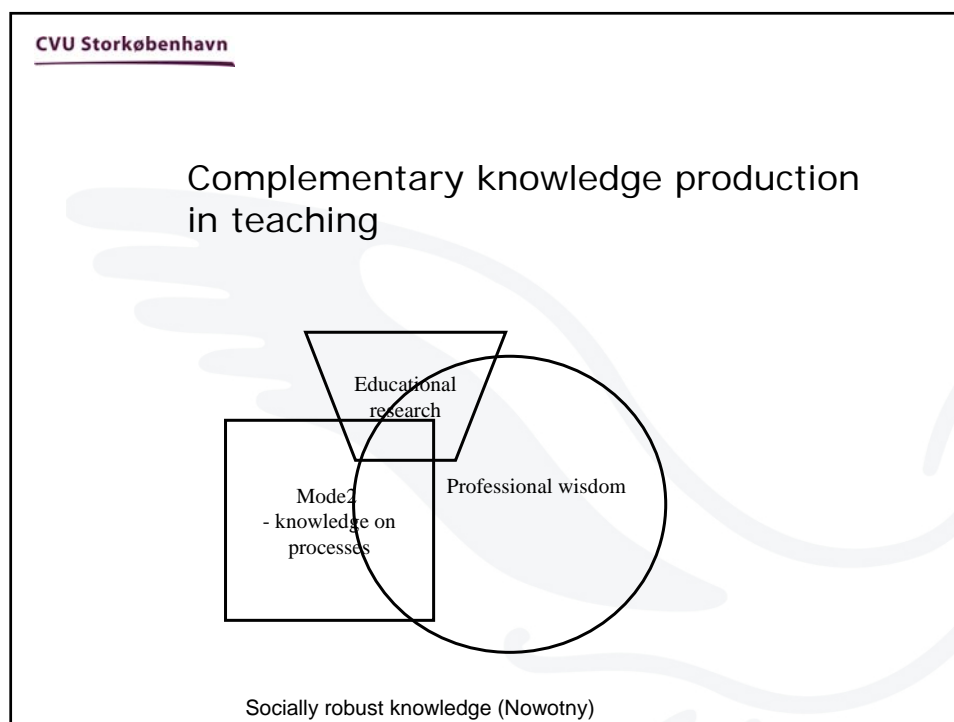
"Traditionally, models of R&D have tended to be linear. That is, research is initiated by academics in higher education institutions which can later, and separately, be usefully applied by others in an educational context. In many sectors, such linear models have been found wanting: the research does not, in fact, get usefully applied. More recent models have focused on interactions between the participants with an orientation to problem solving. This fits a knowledge management perspective, since in these models the participants have to agree the problem that has to be solved and work together to provide the knowledge to solve it, which requires many interactions and feedback loops".

National review on Educational R&D: Examiners' report
on Denmark OECD, October 2004

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Mode2 re-thinking science

1. Systems of knowledge production are becoming more open.
2. Knowledge production is contextualized
3. Social robust knowledge as validation
4. Expertise as socially produced and socially distributed
(Helga Nowotny et al in "*Re-Thinking science: Knowledge and the Public in an Age of Public uncertainty*")



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- ### As a Danish University College we are faced with three core objectives:
- a. To offer Bachelor degrees programmes in teaching, social education, adult education, leadership etc.
 - b. To offer in-service training and further education for a number of professions including teachers, social educators, school leaders etc.
 - c. As Centres of Knowledge to provide research and professional development for teacher, social educators, adult educators, school leaders etc

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University college principles in development of teaching

- The knowledge base of teaching must be widened, evidence based and less normative
- Continuous professional development must be seen in perspective of lifelong learning
- Pre-service training and continuous professional development must be arranged in the perspective of a learning organisation

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Thus we try to produce and share knowledge in close collaboration between

- The teachers in schools – who know quite a lot
- University researchers – who dig in to the deep grounds
- Our mode2 type of research and development where scholars are focussing on professional development and the upbringing of new professionals at the same time.

We try to make a new structure of exchange between Initial teacher training – in-service training and mode2 based research

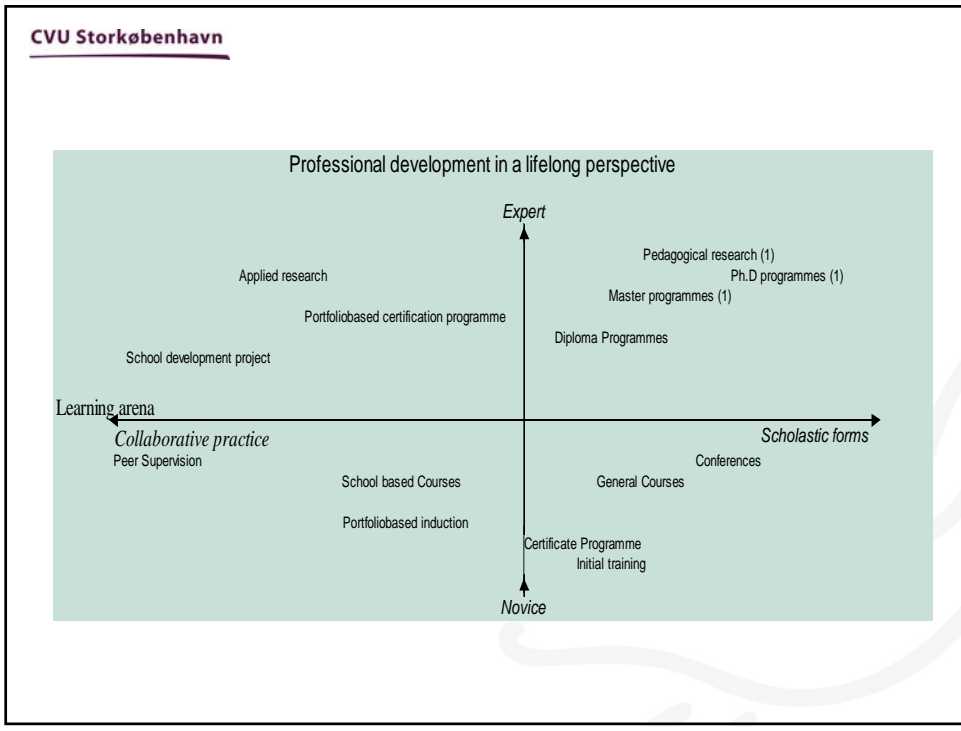
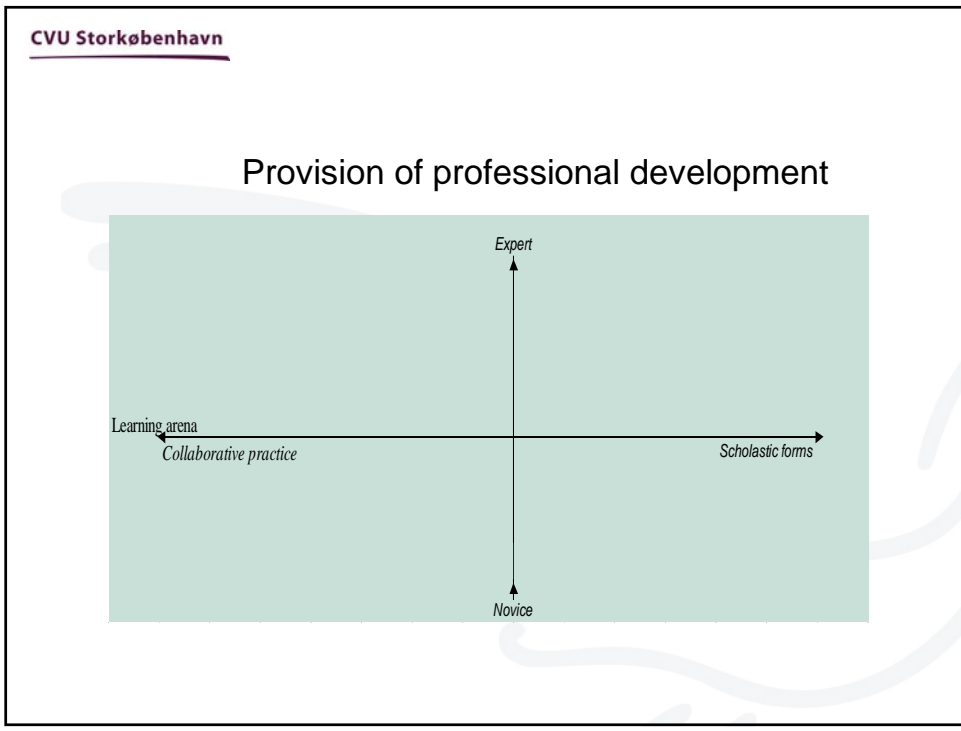
The tasks of the Centres of Knowledge are to:

- Collect, develop and use new knowledge particularly across our areas of profession.
- Identify the need of development of qualifications across our areas of professions.
- Initiate, coordinate and organize the existing and coming initial training, further education / continuing training programs.
- Create contacts, market and provide consultancy and offer further education / continuing training programs.
- Promote “good practice” and the latest development tendencies on a national level.

Our task of Professional development in a lifelong perspective

A model:

- first dimension: life long learning from novice to expert
- second dimension: the learning arena – from schooling to Collaborative practice



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Topics for discussion

University Colleges in Denmark

- A weak adjustment of a (Nordic) college based tradition of teacher education?
- a shortcut for New Public Management avoiding expensive and slow university research and education?
- a new mode 2 organization supporting lifelong learning among professionals in a welfare society?

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