



Bridging the gaps: Accompanying field experience in university-based courses and action research in pre-service language teacher education

Main researchers:

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project time: 2019 – ongoing

2018 – on-going: Action Research in pre-service language teacher education

Action research in second language teacher education has proven itself as an effective tool to promote an inquiry-based and reflective approach to teacher learning and teaching practice. As an investigative activity it promotes a transformative approach to teacher education (Burns 2015; Farrell & Kennedy 2019; Reason & Bradbury 2013) and thus has the potential to strengthen the connection between campus-based courses and field experiences (Zeichner 2010).

Within our MEd programme, student teachers of English carry out Action Research projects during their Master practicum. The potential of Action Research for student teachers' professional development at university level and its integration into a coherent and efficient teacher education programme are at the core of our research interest.

2021 – 2022: Action research and field experiences under conditions of emergency remote teaching

Because of lockdowns caused by the Covid-19 pandemic, student teachers at Master level have had to cope with considerable challenges during field experiences and in connection with their action research projects over the last three semesters. The university-based course accompanying and scaffolding the student teachers' learning processes during their field experiences had to be adapted accordingly.

Under the given circumstances of continuous remote education (Hodges et al. 2020) substantial adaptations for the preparation of student teachers' action research projects had to be undertaken. These adaptations have been framed and designed to promote an appropriate approach to teacher education which addresses the growing needs for student teachers' digital competences on a professional level (Caena & Redecker 2019). In an empirical study we have started to investigate these innovative adaptations with regard to their potential of providing guidance and support for novice action researchers in a setting of online/hybrid

education. In our ongoing research project the student teachers' action research reports and reflections constitute the basis of our data.

Cited literature

- Burns, A. (2015). Action Research. In J. D. Brown & C. A. Coombe (Eds.), *The Cambridge guide to research in language teaching and learning* (pp. 99–104). Cambridge University Press.
- Caena, F., & Redecker, C. (2019). Aligning teacher competence frameworks to 21st century challenges: The case for the European Digital Competence Framework for Educators (*DIGCOMPEDU*). *European Journal of Education*, 54(3), 356–369.
- Farrell, T. S. C., & Kennedy, B. (2019). Reflective practice framework for TESOL teachers: One teacher's reflective journey. *Reflective Practice*, 20(1), 1–12.
- Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). *The Difference Between Emergency Remote Teaching and Online Learning*. <https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>
- Reason, P., & Bradbury, H. (Eds.). (2013). *The SAGE handbook of action research: Participative inquiry and practice* (2nd ed). SAGE.
- Zeichner, K. (2010). Rethinking the Connections Between Campus Courses and Field Experiences in College- and University-Based Teacher Education. *Journal of Teacher Education*, 61(1–2), 89–99.

Publications and research activities

- Mehlmauer-Larcher, B., & Wipperfurth, M. (2021). *Universitäre EnglischlehrInnenbildung: Ein innovatives Lehrkonzept zur Einführung in die Aktionsforschung auf Master-Niveau*. . In: R. Zanin et al. *Herausforderung Sprache in Kindergarten, Schule und Universität*. Wien: Preasenz Verlag, 28-40.
- Wipperfurth, M. (2019). Oberflächliche Unterrichtsanalysen: Wie handlungsleitendes Wissen in Unterrichtsnachbesprechungen verhandelbar wird. *Fremdsprachen Lehren und Lernen*, 48(1), 103–122.
- March 2021: International Symposium on „*Language of Reflection – Reflection of Language*“ (please, refer to the respective description of the symposium on the CELTER homepage for further information)
- May 2021: Launch of Action Research Series within CELT Matters, on-going (please, refer to CELT Matter on our homepage)