



Teaching & Learning Beyond Dissonance?

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Framing:

1. Teaching amidst changes
2. Diversity
3. Pedagogical implications
4. Global discourse

Teaching amidst changes:

Knowledge seeking

- engagement & ownership

Locations of learning

Teaching as ongoing inquiry

Diversity:

Awareness vs understanding

Contradictory needs & changing identities

Motivation levels

→ inclusiveness & relationships

→ learning as a community

Pedagogical implications:

Not an advocacy of new approaches,
but an ongoing inquiry with ...

- a commitment to education
- a desire to respect & understand
- use of language to build rapport
- bearing with a sense of vulnerability

Global Dialogue:

Needs of the faculty - dissonance
between policy & practice

Learning → improvement of practice

Accountability measures vs

creativity in teaching innovations?

Battles?

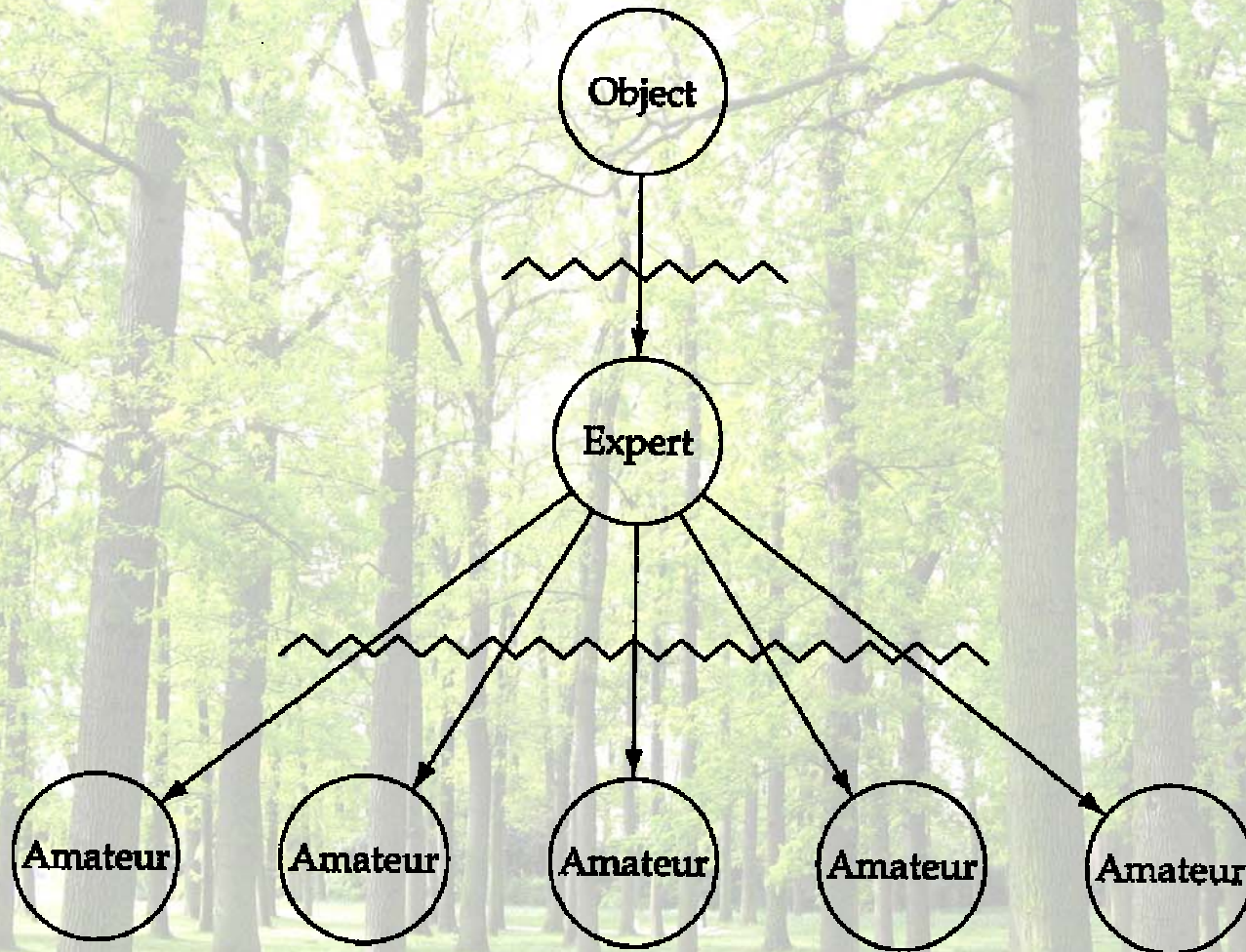
professionalism vs managerialism

Reforms in Hong Kong

***Towards a Learning Profession:
The Teacher Competencies Framework &
The Continuing Professional
Development of Teachers***

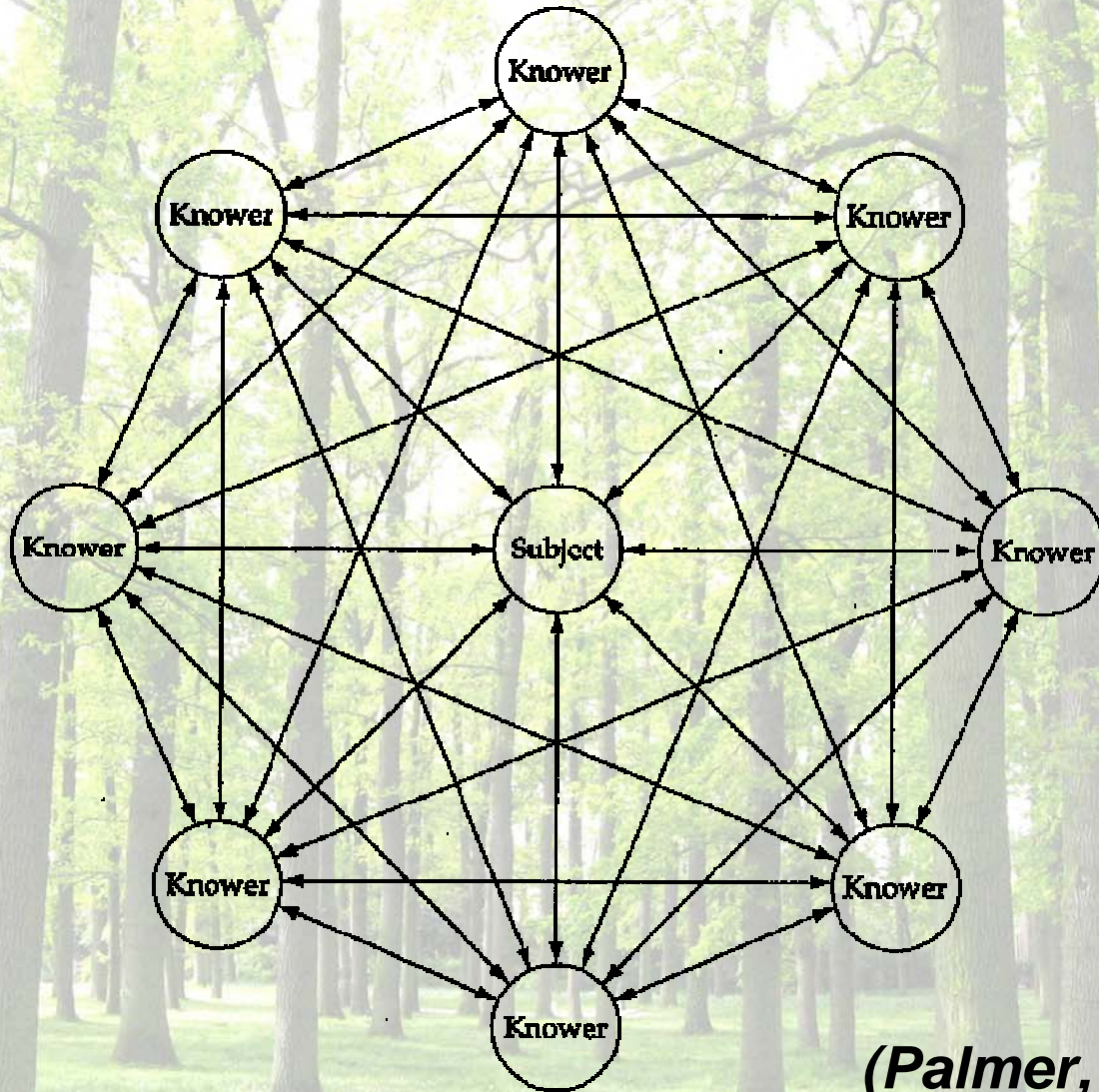
Advisory Committee on Teacher Education
& Qualifications (2003)

The Objectivist Myth of Knowing



(Palmer, 1998, p.100)

The Community of Truth



(Palmer, 1998, p.102)

creativity

**Developing
Learning
Environments**

Creativity,
Motivation and
Collaboration in
Higher Education

Edited by Orit Kersh, Tim Moore and John Jones

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motivati
collaboration



Research Questions

- How do my student teachers respond to learning as a community?
- What do I understand about learning as a community?

The Lived Curriculum

- Relationship of co-learning
- Engagement in the quest
- Towards STELT
- Dissonance from SET & STELT

Relationship of Co-Learning

- Release space to discover how students can take charge of learning
- Develop 'Zone of Proximal Development'

Students & Teacher Evaluation of Learning & Teaching (STELT):

Leadership & Fellowship:

- Depth of Knowledge
- Quality of Thinking
- Presentation /Engagement
- Responsiveness
- Advance in Understanding

Overview:

This is the most important question / insight to me . . .

Student Evaluation of Teaching (SET)

- Teaching (Methods of teaching, Presentations, Interaction in class and Tasks/assignments)
- Outcomes (Gain in knowledge, Gain in insights in the field, Gain in interest).
- *All things considered, the overall effectiveness of the course in helping me learn this subject was...*
- *All things considered, the overall effectiveness of the teacher in helping me learn this subject was...*

Towards STELT

- Appreciation of leadership
 - Expression of personal views in learning
 - Articulation of critical questions
 - Suggestions for improvement
- Sensitive to pedagogical decisions
- Re-define problems

Dissonance from SET & STELT

- Capacity to venture into the unknown
- Discomfort with ambiguity & complexity

Critical issues?

- Espoused theory vs theory-in-use
- Epistemological approaches to knowing
- Vulnerability as a structural condition
- Inner power for learning

Conclusion

- Accountability?
existing systems vs
call for innovations
- Diversity of students' voices →
opportunities for co-learning
- Meaning of vulnerability for learning

Thoughts & Questions...

- Dissonance

Can we identify instances of dissonance between systems and lives in the system that carry critical impact on journeying to our goals?

- Responses

recognition of human diversity (Ts & Ss)

respect & engagement... a long journey

dialogues \leftrightarrow actions

expertise as individuals \leftrightarrow co-construction

imagination \leftrightarrow rationalization

asking important questions

?????

References

- Advisory Committee on Teacher Education and Qualifications (ACTEQ) (2003). *Towards a Learning Profession: The Teacher Competencies Framework and the Continuing Professional Development of Teachers*. Hong Kong: Advisory Committee on Teacher Education and Qualifications.
- Kwo, Ora (2007). Creating a Learning Space for Educators: Policy Development for Accountability Systems, in Louis Deretchin & Cheryl J. Craig (Eds), *International Research on the Impact of Accountability Systems*. (Association of Teacher Education Yearbook XV). Toronto: Rowman & Littlefield, 207-224.
- Loo, Seng Piew (2007). The Two Cultures of Science: On Language-Culture Incommensurability Concerning 'Nature' and 'Observation', *Higher Education Policy*, 20 (1), 97-116.
- Palmer P.J. (1998) *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco, California: Jossey-Bass.