



## Context Matters in Teachers' Research: an Empowering Oscillation between Using Teacher Knowledge and Academic Knowledge

Author(s): Ulrika Bergmark (presenting / submitting)  
Per-Olof Erixon (presenting)

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Network: 01. Continuing Professional Development: Learning for Individuals, Leaders, and Organisations

Format: Symposium Paper

## Session Information

### **01 SES 14 B, Current Developments and Trends in Teachers' Professional Development, Policies and Practices in England, Sweden and the Netherlands**

#### Symposium

Time: 2019-09-06  
09:00-10:30

Room: VMP 5 - Room 2079

Chair: Inger Erixon Arreman

## Contribution

The Swedish case of professional development focuses on the academisation of the teaching profession. Current Swedish policy claims that all education should 'rest on scientific ground and proven experience', which has resulted in increased academic demands on teachers. Via university integration in the late 1970s, teacher education programmes in Sweden, constituted as vocational programmes, became part of the academic higher education sector. However, the development was slow, and not until the early 2000s did TE receive its own postgraduate programmes and research structures. These new policies about academisation imply that teachers should possess profound academic knowledge. This is especially problematic for teachers who have a teaching degree from the time when teacher education programmes were primarily vocational, where practical teacher knowledge was prioritized at the expense of academic knowledge. Therefore, it is of special interest to study how experienced teachers tackle the new demands. Hamza et al. (2018) argue that this gap in theory/practice and teacher/researcher can be bridged and reduced if research and teaching are regarded as two equal practices that meet each other. The specific aim of our study is to analyse 14 reports written by researching teachers enrolled in a master programme in order to investigate how they perceive, interpret and value teacher knowledge and academic knowledge in their own research. The conceptual framework comprises theories concerning academic literacies (cf. Ivanic, 1998) and knowledge structures (Bernstein, 2000). The researching teachers' contextual knowledge both benefitted and challenged academic knowledge, and vice versa. The teacher knowledge enriched the understanding of practice, but it could also be difficult to step out of the teaching experience and critically consider their own practice. Through research (both theory and method), they understand teaching practice with the ambition to improve practice. Accordingly, the contextual knowledge of the teachers' research cannot be underestimated since it deepens the

understanding of a research phenomenon. It is important that reciprocity exists between teacher knowledge and academic knowledge and there is an openness to learn from both knowledge domains, especially vital in teachers' research into their own practice, potentially reducing the gap between these two practices. The researching teachers' research, materialised in the academic writing in their reports, represent an empowering oscillation between using teacher knowledge and academic knowledge, resulting in reducing the gap between practice and theory.

## References

Bernstein, B. (2000). *Pedagogy, Symbolic Control and Identity: Theory, Research, critique*. [Rev. ed.] London: Taylor and Francis.

Ivanič, R. (1998). *Writing and Identity: the discursual construction of identity in academic writing*. Amsterdam: John Benjamins.

Hamza, K, Palm, O., Palmqvist, J., Piqueras, J., & Wickman, P-O. (2018). Hybridization of practices in teacher–researcher collaboration. *European Educational Research Journal*, 17(1), 170–186.

## Author Information

Ulrika Bergmark (presenting / submitting)

Luleå University

Per-Olof Erixon (presenting)

Umeå University

## Programme by Network 2019

00. Central Events (Keynotes, EERA-Panel, EERJ Round Table, Invited Sessions)

Network 1. Continuing Professional Development: Learning for Individuals, Leaders, and Organisations

Network 2. Vocational Education and Training (VETNET)

Network 3. Curriculum Innovation

Network 4. Inclusive Education

Network 5. Children and Youth at Risk and Urban Education

Network 6. Open Learning: Media, Environments and Cultures

Network 7. Social Justice and Intercultural Education

Network 8. Research on Health Education

Network 9. Assessment, Evaluation, Testing and Measurement

Network 10. Teacher Education Research

Network 11. Educational Effectiveness and Quality Assurance

Network 12. LISnet - Library and Information Science Network

Network 13. Philosophy of Education

Network 14. Communities, Families and Schooling in Educational Research

Network 15. Research Partnerships in Education

Network 16. ICT in Education and Training

Network 17. Histories of Education

Network 18. Research in Sport Pedagogy

Network 19. Ethnography

Network 20. Research in Innovative Intercultural Learning Environments

Network 22. Research in Higher Education

Network 23. Policy Studies and Politics of Education

Network 24. Mathematics Education Research

Network 25. Research on Children's Rights in Education

Network 26. Educational Leadership

Network 27. Didactics – Learning and Teaching

Network 28. Sociologies of Education

Network 29. Reserach on Arts Education

Network 30. Research on Environmental und Sustainability Education

Network 31. Research on Language and Education (LEd)

Network 32. Organizational Education

Network 33. Gender and Education

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Emerging Researchers' Conference

The programme is updated regularly (each day in the morning)

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## EERA Office

European Educational Research Association

Feurigstr. 22

10827 Berlin, Germany

Telephone: +49 (0)30 857 36220

Telefax: +49 (0)30 377 19572

office@eera.eu