



*Learning, Leading and Linking:
The Impact of Policy and Research
upon Practice*

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development goal project (MDG) in 2006 under the auspices of National Teachers' Institute, Kaduna, Nigeria. 50 Social Studies teachers were randomly selected in each of the four zones (ikirun, Osogbo, Iwo and Ilesha) that made up of Osun State for the exercise. A questionnaire tagged "Impact of professional Development in Social Studies Teaching" was designed by the investigator for data collection and the data collected were subjected to Statistical analysis using t-test and chi-square statistics. The three null hypotheses formulated were tested at 0.05 level of significance. The result showed that significant differences existed among the variables of interest. On the basis of the findings, it was recommended that Social Studies teachers should be made to undergo professional training as it is an avenue by which they could derive emotional satisfaction for their job. It will equally assist them to show more commitment to their professional growth and development.

Reference # 4

Topic # 1

**Reflections on service learning experience
in the EFL teacher preparation program in Oman**

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The study presents an analysis of the qualitative and quantitative reflection data collected during the implementation of a service learning experiment in Oman. Reflection journals and focus group discussions were used to collect data from student teachers while oral reflections unstructured interviews were used to collect data from site mentors and administrators. In addition, supporting data from school children and mentors is collected by survey questionnaires will be presented.

Reference # 5

Topic # 1

To know the context of training collaboratively

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In this paper we present the first part of a study in context, for a collaborative teachers' training. Our intension is to understand if, from the teachers' training, the teachers alter or improve their practices and conceptions relative to written composition.

We applied the questionnaire "The Professional Development of Teachers" to forty one teachers of three levels of teaching in a school in the city of Lisbon, with the objective of knowing their teaching-apprenticeship context and their conceptions relative to their professional development and to the teaching-apprenticeship of written composition.

The results will allow us to further the project of collaborative training.

Reference # 6

Topic # 3

**Weighting and sequence of use of different lab environments
in the teaching-learning process**

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The teaching-learning process has been a constant target of studies, particularly in Higher Education, in consequence of the annual increase of new students that, in merely statistic terms, have been progressively decreasing the application averages. The concern with the maintenance of a certain quality level in the training of these students, conjugated with the will to widen the access to all of those who finish Secondary School Education, has triggered a greater intervention from the education specialists, in partnership with the teachers of all Higher Education areas, in the problem analysis. Considering the particular case of Sciences and Engineering, where the laboratorial component in the teaching-learning process takes a relevant role, recent breakthrough of the educational technologies has created valid alternatives for the traditional laboratorial environments, namely the virtual and remote laboratorial environments, not totally explored yet. In parallel, it is also witnessed a rising concern with the analysis of learning styles, as the outcome of the rising heterogeneity that characterizes, in a global way, the students who choose those Higher Education

areas. Having - the teachers - available a rising variety of educational resources and teaching methods before a wide number of students with unique learning styles, it is important to study in what way it is possible to ponder and sequence the different types of laboratorial environments, to achieve the general purpose of increasing the knowledge level and the students' experimental competences who chose the Sciences and Engineering.

Reference # 7

Topic # 2

Cost-effectiveness analysis of two elementary / multiple subject (CLAD) teacher internship credential programs in California

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This study on Cost-Effectiveness of two Alternative Routes for Elementary Teacher Certification in California responds to the need to understand how to best prepare teachers who are seeking a teaching credential (K-8) for culturally and linguistically diverse classroom settings. The study examines the cost and effectiveness associated with preparing teacher interns through a University-Based Internship and through a District-Based Internship. Findings allow policy makers, research community and practitioners to better understand how cost-effective these two alternative routes of teacher certification are in California.

Reference # 8

Topic # 1

**How future teachers progress through their teacher education programme:
Perceptions, beliefs, content and pedagogical knowledge**

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The paper presents results of a cross-sectional survey with 400 future teachers in 6 Chilean university teacher education programmes showing differences in mathematics knowledge, pedagogic knowledge and beliefs about teaching observable in their third and fifth year of study in relation to their first year of study. The presentation will deal generally with results and focus specifically on one of the programmes as a case.

Reference # 9

Topic # 1

**Making the best of reflective portfolios in teacher education:
From “solitary” to dialogic reflection**

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The project described in this paper is an example of the attempt to introduce innovative teaching and learning strategies in the context of initial teacher education processes, by involving students in the construction of reflective portfolios in FL Methodology courses. Student teachers under our supervision are expected to develop small-scale action research projects in their *practicum* year, and research into our practices has encouraged us to continue adopting this strategy as a way of promoting both teacher and learner autonomy. This research has also revealed that we should start fostering students' enquiring stance on their profession *before* they started their teaching practice, which requires competences such as *reflectivity*, *self-direction* and *creativity/innovation*. Keeping a systematic dialogue with my students has taken deep root. It is hard work, but it is very rewarding, because I can promote not only the development of their communicative and learning competences, but also a closer interpersonal relationship based on mutual trust and respect. This is central to a humanistic view of education, regardless of students' age, academic level, and learning purposes.