

# Addressing the Challenges of Innovative Learning Environments for Practicum

## *Socio-Spatial Entanglements*

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# ITE Context

- BTP Programme (2013-)
  - Practice-based in partnership with 27 schools (School-based learning & practicum)
- Future-focused and responsive to changing needs of sector
- **2015** some CTs beginning to experience **MLEs** on practicum
- **2016** increased number of practicum placements in **ILEs** as these increased in partner and local schools

# Theoretical Framing

- Socio-spatial theory (Lefebvre, 1991)
  - Space socially produced,
  - layered - perceived, conceived, lived
- Built pedagogy & embodied material conditions (Monahan, 2000, 2008)
- Teacher education as spatialised practice (Ryan, 2011)

*‘Pre-service teachers are expected to make the connections between often-contradictory spaces with little or no guidance on how to negotiate such complex relationships’ (Ryan, 2011, p. 881)*

# Data Generation & Analysis

*'How do Candidate Teachers learn to teach in Innovative Learning Environments (ILEs) on practicum?'*

## **Data Generation**

Focus group interviews (Morgan, 2004)

- 2016 Year 3 Candidate Teachers - six participants (out of seven)
- 2015 graduates - three participants (out of four)
- Experiences on practicum in Y2 & Y3 in Digital Class, MLE or ILE

## **Data Analysis**

- Emergent themes
- Aspects of practicum
- Socio-spatial analysis - perceived, conceived, lived spaces as well as interconnections
- Built pedagogy

# ILE Characteristics

- Eleven ILEs included (described as digital class, MLE, ILE)
- All retrospective spaces

<b>Cluster Type</b>	<b>Characteristics</b>	<b>Number</b>
A	Traditional classroom	4
B	Traditional classrooms + Streetspace	
C	Convertible Classrooms	5
D	Convertible Streetspace	1
E	Dedicated Commons	
Unsure		1

(Dovey & Fisher, 2014)

# Messy Materialities

- **Messy materialities of teaching in the virtual spaces of ILEs**

*“I only had access to Teacher Dashboard through my teacher’s laptop so I only used it in the morning to send my stuff out, cos it was a programme on her laptop, I didn’t actually have access to it while I was teaching so I couldn’t look at the children’s screens unless you’re actively there and it’s hard what do you do when you’re teaching a group to make sure that you can still monitor those children?”*

- **Transitional spaces - emerging through material disruption**

*“The MLE, yeah they were starting to, they had the plans to build it but they just had to push it forward faster than they thought they would, so it was their first term doing that, it was definitely in progress of starting up.”*

# Responding to Rhythmical Practices of ILEs

- **Planning for the ‘feel’ of the class**

*“At [school] we had a three week rotation on PE where one teacher took the same thing just three times in a row and the three home classes rotated around each teacher. So it was, yeah you just plan for the general feel of the class.”*

- **Space-time compression - orchestration challenge is different in an ILE**

*“Managing lots of students. I think being able to think on the spot and just, well, reflect on action isn’t it? Yeah how to make those quick changes to make improvements.”*

# Effects of Collaboration

- **Up-scaled collaborative collegial relationships**

*“Collaboration is key to success in that environment. You’ve got to work with the other teachers in your room and come up with ideas that are going to work together and use each other as colleagues.”*

- **Redefined support as social and collaborative**

*“If you’ve got an idea and you’re not entirely sure you can clarify it with someone [...] in my case there was a really experienced teacher and then a teacher that had only just come out of her practice. So you had those two contrasts of someone that has a lot of knowledge and then maybe someone that has that new sort of thinking around teaching. So that helped me develop and also I felt confident approaching a lesson knowing that I was well prepared and that was going to be a good lesson.”*



# Conceived Space Theories

- **CTs enter ILEs with their own theories**

*“The one I was in, it was in a hall, so the hall had been taken out but it was just an open plan setting. It had a couple of different level tables, bean bags, but nothing that stood out to be what is an ILE for me. It was just this bunch of furniture put into a room basically.”*

- **Lived experience often did not match philosophy**

*“Can I just interrupt you? The bean bags were an absolute pain in the arse! They were absolutely horrible, like good for relaxing but not for when you want to have a learning environment because they’re just squeaking and moving around all the time.”*

- **CTs expect purposeful integration of technology**

*“[Teacher educator] touched on it when we did one of the courses. The technology shouldn’t just replace pen and paper and do the exact same thing, but in a different medium. It should enhance or morph the task into something deeper than what could be done without the device.”*

# Socio-Spatial Entanglement

