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Developing pedagogy by proxy through shared lesson resources

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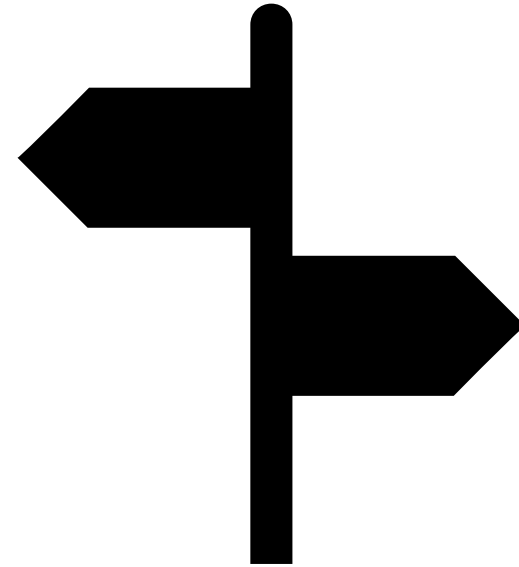
 @DrHidson @PGCEIDL

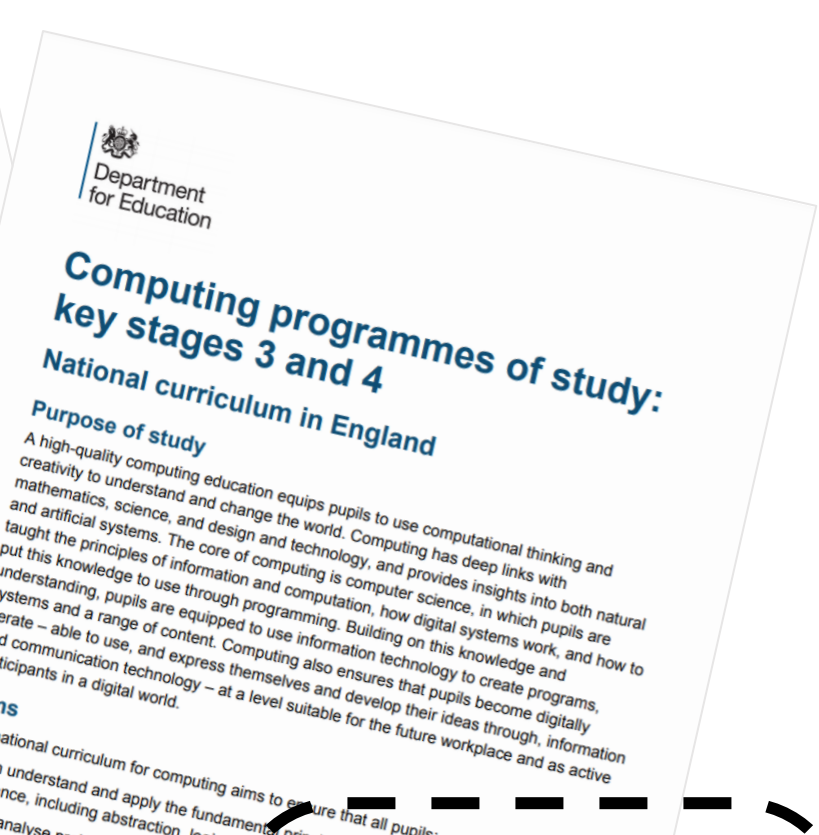
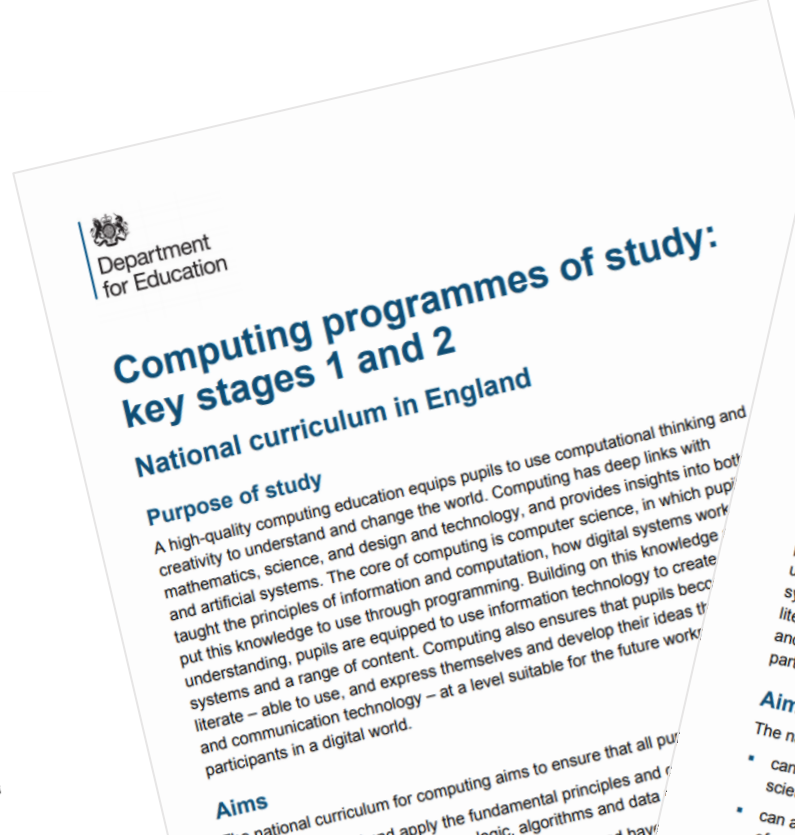


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In this session

1. A curriculum policy change that needed research, because none had been done
2. Questions about policy and practice
3. Key things that the research uncovered
4. Practical application of that research to practice and to teacher education
5. Points for you to take away, think about and act on...





IT
Information
Technology

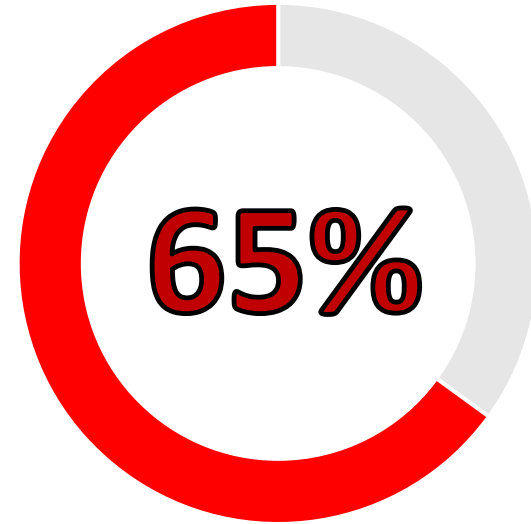
DL
Digital
Literacy

CS
Computer
Science



How do these teachers know how to teach Computer Science?

Do not have a relevant first degree and teacher training qualification to teach ICT



Source: Royal Society
2012, p. 71-72

Video-calling and desktop-sharing (Hidson, 2020)



Communities of practice: 'anytime, anywhere personal learning networks' (Trust, 2016)

- Internet searching as a starting point
- Online sharing platforms
- Computing At School organisation – face-to-face and online
- Commercial and 'cottage industry' providers
- Programming reference sites



Teaching materials

1. **Bespoke** lesson resources, created by teachers for a specific purpose
2. **Gathered**, unmodified resources located and used with little or no change
3. **Repurposed** lesson resources, gathered and modified by the teacher to fit their lesson objectives more effectively



Look to the theory

- We want to know what is going on – we look for **evidence** in **practice**
- We want to look at **specific** things and relate them to **general** things
- This gives us a **theoretical underpinning** so that practice, evidence and theory can be used to move away from '**gut instinct**' towards a situation of **evidence-informed practice**



EVIDENCE



THEORY



PRACTICE



Representation of Shulman's (1986) three categories of teacher knowledge

Subject Matter Content Knowledge

The amount and the organization of knowledge in the mind of the teacher

Content can be represented and theorised in various ways

The teacher's subject matter content understanding in relation to the discipline

Pedagogical Content Knowledge (PCK)

Subject matter *for teaching*

Aspects of content most germane to its *teachability* Representations: analogies, illustrations, examples, explanations, demonstrations

Understanding of what makes the learning of specific topics easy or difficult

Curricular Knowledge

[educational] programs designed to teach particular subjects and topics

Instructional materials: texts, software, programs, visual materials, films, demonstrations etc.

Understanding of the characteristics of the materials



Subject



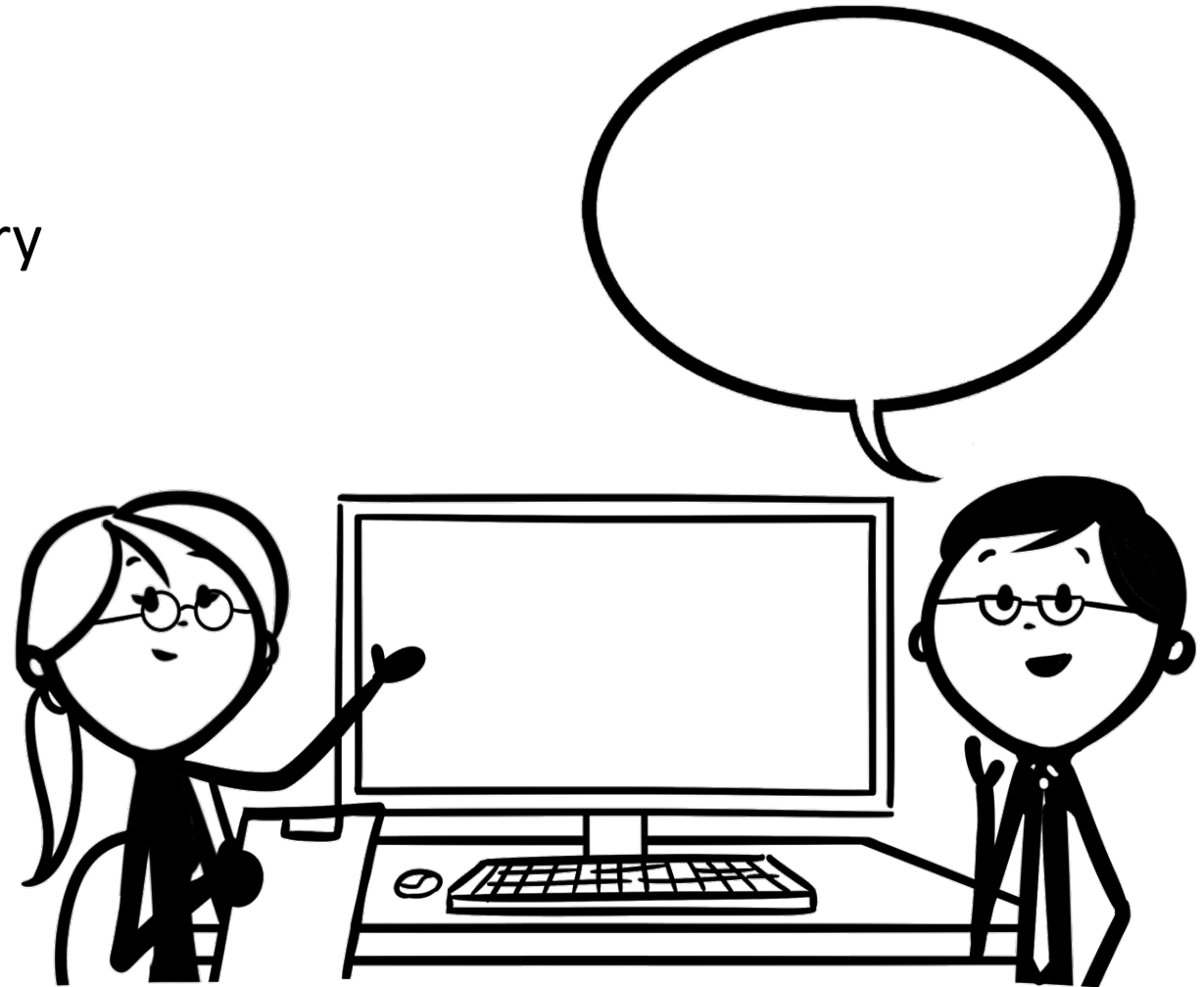
PCK



Curriculum

The educative role of resources – “PCK by proxy”

- The **unwritten / unheard** commentary that is part of any lesson resource
- This **knowledge** is the key to PCK
- A state of *transitional* pedagogical reasoning – scaffolded by a more knowledgeable other
- External knowledge **validation** – resources and support



**But weren't these just
very tech-savvy
teachers?!**



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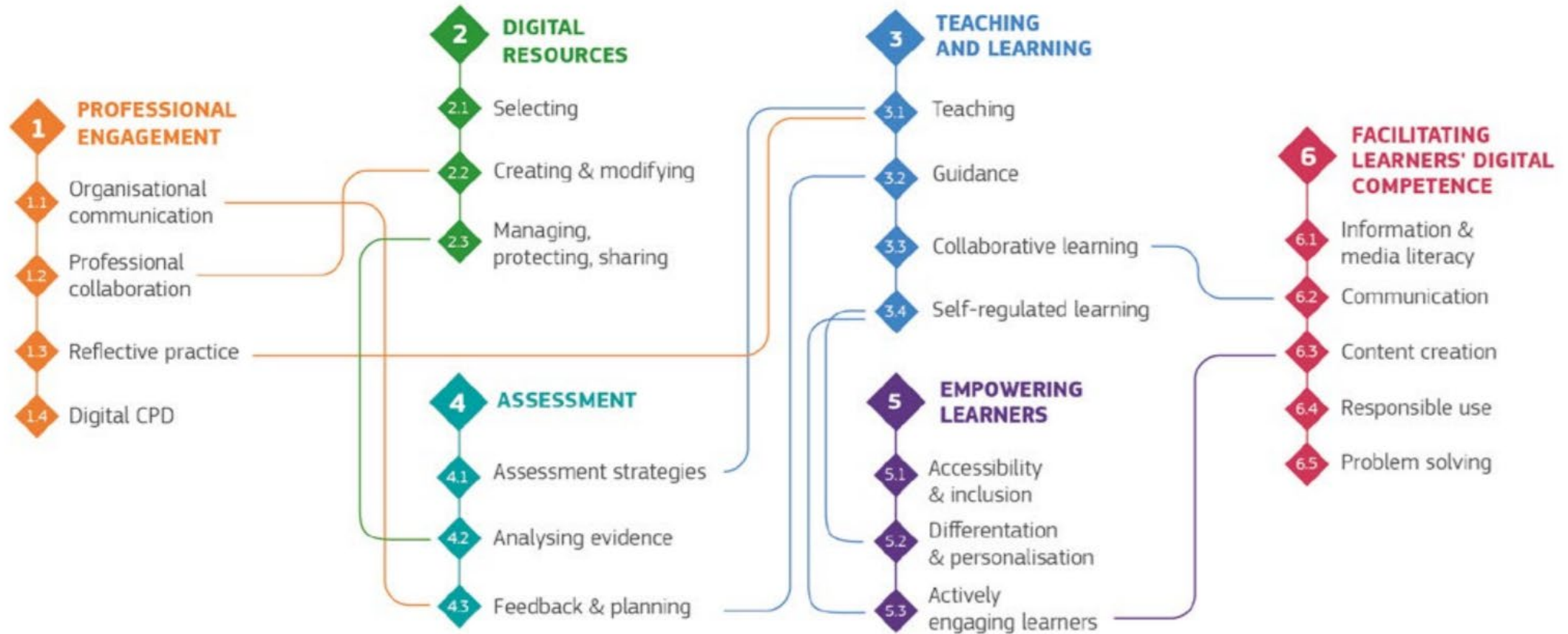
ALL teachers need digital competence



Educators' professional competences

Educators' pedagogic competences

Learners' competences



Digital Resources



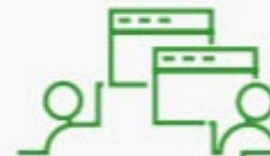
Selecting digital resources

To identify, assess and select digital resources for teaching and learning. To consider the specific learning objective, context, pedagogical approach, and learner group, when selecting digital resources and planning their use.



Creating and modifying digital resources

To modify and build on existing openly-licensed resources and other resources where this is permitted. To create or co-create new digital educational resources. To consider the specific learning objective, context, pedagogical approach, and learner group, when designing digital resources and planning their use.

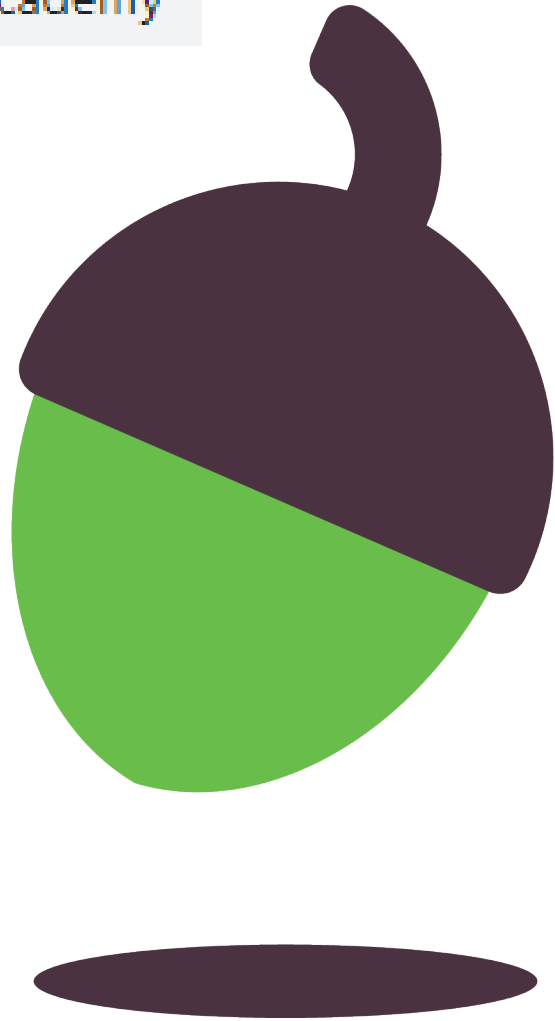


Managing, protecting and sharing digital resources

To organise digital content and make it available to learners, parents and other educators. To effectively protect sensitive digital content. To respect and correctly apply privacy and copyright rules. To understand the use and creation of open licenses and open educational resources, including their proper attribution.

TABLE 2: AREA 2 - DIGITAL RESOURCES

(Redecker, 2017, p. 20)



OAK NATIONAL ACADEMY



Get ahead this year with Oak

Save time and find inspiration with over 40,000 free, high-quality and adaptable curriculum-aligned resources.



Pupils

Want to find out more about your favourite subject or revise what you've been taught? Missed a lesson at school? Visit our online classroom.

[Lessons](#)

Teachers

Plan ahead and save time with fully sequenced curriculum maps and lesson resources you can download, adapt and share.

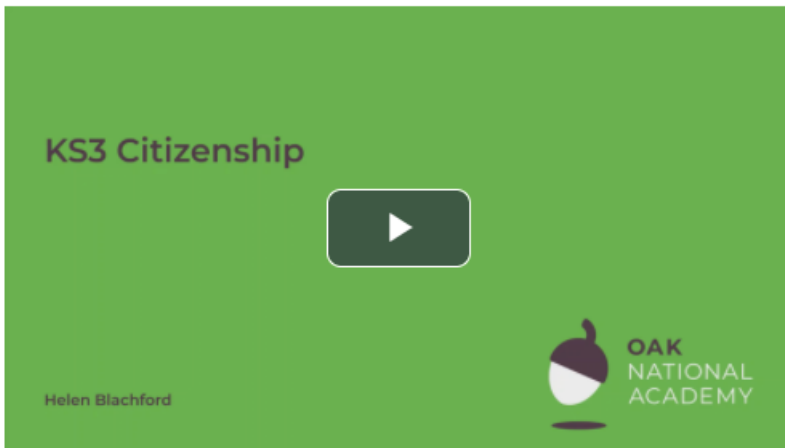
[Teacher hub](#)[Planning](#)



< Lessons for ITT

ITT: How do citizens take action?

Secondary Citizenship KS3



Step 1:

Original Oak Lesson

Step 2:

ITT lesson video

2. ITT lesson video

Here, Helen Blachford provides a perspective on how, as an experienced teacher, they thought about the planning and delivery of this lesson. Watch an explanation of its structure and design and the pedagogical decisions behind it.

01:02 - Prior Knowledge

07:24 - Explanation

11:34 - Check for Understanding

14:53 - Practice

16:54 - Assessment

19:59 - Reflection

Step 1

University of Sunderland Subjects Search Classroom

Browse, customise, save, share & download lessons

Search by subject or topic

Or browse the curriculum

By subject By key stage Specialist lessons

Get started with Oak

Oak's curricula

Download our new-and-improved, fully sequenced curriculum documents and plans spanning the national curriculum.

Oak's curricula

Planning with Oak

Save time and find inspiration with Oak's high-quality, adaptable resources and teaching materials. Find out how Oak can support you this year, from lesson planning to in-class resources.

Lesson planning

Download:

What makes a good website?

Download activities for your lesson:

↓

Presentation (PPTX)

↓

Editable Worksheet (PPTX)

↓

Printable Worksheet (PDF)

↓

Printable Exit Quiz (PDF)

↓

Printable Exit Quiz Answers (PDF)

●●●●●



Implications for your teacher education

- Embrace your **communities of practice** to develop **PCK** as part of **evidence-informed practice**
- Recognise that your developing **pedagogical reasoning** and **digital competence** are part of your initial teacher education and professional development

1

Know **what** you need to be able to teach and **why**

2

Know **how** and **where** to find resources and ideas

3

Know how best to **teach** to your students

4

Know how to **re/purpose** materials and ideas



References

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