Designing pedagogical innovation for collaborating teacher teams - DTU Orbit (22/12/2018)

Designing pedagogical innovation for collaborating teacher teams
In this design-based research project, teachers co-created and used a new learning design model, the IT-Pedagogical Think Tank Model for Teacher Teams. This continuous-competence-development method enabled teachers to collaborate and develop innovative-learning designs for students in a new hybrid synchronous video-mediated learning environment. The article presents the IT-Pedagogical Think Tank Model and investigates how this new community of practice was supported and cultivated in the educational institution. The study took place at VUC Storstrøm, Denmark, where teachers taught students attending a full-time, two-year, upper-secondary, general-education programme. The findings were that various platforms, tools and social frameworks supported the pedagogical innovative process and established the team as a professional community of practice in the organisation. The team’s identity was strengthened as it added value to the organisation by inviting other communities of practice from the organisation into collaborative competence-development processes. The team members acted as good examples of innovative learning designers and were able to heighten the level of sophistication in the community’s pedagogical discussions. The school administration's provision of resources and support was found to be a key factor in successful implementation of the new team meetings.

General information
State: Published
Organisations: Aalborg University
Contributors: Weitze, C. L.
Pages: 361-373
Publication date: 27 May 2017
Peer-reviewed: Yes

Publication information
Journal: Journal of Education for Teaching
Volume: 43
Issue number: 3
ISSN (Print): 0260-7476
Ratings:
BFI (2018): BFI-level 2
Web of Science (2018): Indexed yes
BFI (2017): BFI-level 2
Scopus rating (2017): CiteScore 0.96 SJR 0.689 SNIP 0.868
Web of Science (2017): Impact factor 0.911
Web of Science (2017): Indexed yes
BFI (2016): BFI-level 2
Scopus rating (2016): CiteScore 1.43 SJR 1.134 SNIP 0.988
Web of Science (2016): Impact factor 1.111
BFI (2015): BFI-level 1
Scopus rating (2015): CiteScore 0.82 SJR 0.688 SNIP 0.716
Web of Science (2015): Impact factor 0.778
BFI (2014): BFI-level 1
Scopus rating (2014): CiteScore 0.99 SJR 1.009 SNIP 1.133
Web of Science (2014): Impact factor 0.634
BFI (2013): BFI-level 1
Scopus rating (2013): CiteScore 1.04 SJR 1 SNIP 0.972
Web of Science (2013): Impact factor 0.701
BFI (2012): BFI-level 1
Scopus rating (2012): CiteScore 1.05 SJR 1.111 SNIP 1.415
Web of Science (2012): Impact factor 0.922
BFI (2011): BFI-level 1
Scopus rating (2011): CiteScore 0.91 SJR 0.98 SNIP 1.059
BFI (2010): BFI-level 1
Scopus rating (2010): SJR 0.507 SNIP 0.857
BFI (2009): BFI-level 1
Scopus rating (2009): SJR 0.35 SNIP 0.705
BFI (2008): BFI-level 1
Scopus rating (2008): SJR 0.547 SNIP 0.781
Scopus rating (2007): SJR 0.625 SNIP 0.591
Scopus rating (2006): SJR 0.264 SNIP 1.228
Scopus rating (2005): SJR 0.428 SNIP 0.737
Scopus rating (2004): SJR 0.298 SNIP 0.925
Scopus rating (2003): SJR 0.435 SNIP 0.974
Scopus rating (2002): SJR 0.338 SNIP 0.287
Scopus rating (2001): SJR 0.174 SNIP 0.726
Scopus rating (2000): SJR 0.567 SNIP 0.838
Scopus rating (1999): SJR 0.416 SNIP 1.021

Original language: English
Keywords: collaborating teacher teams, Continuous pedagogical innovation, organisational learning design, teacher professional development

Electronic versions:
CLWeitze_final_version_pre_print.pdf

DOIs:
10.1080/02607476.2017.1319511
Source: Scopus
Source-ID: 85018191188
Research output: Research - peer-review > Journal article – Annual report year: 2017