

TLRI Case Study Outline – Variation 1: Traditional

A. Introduction

Introduction: Identify curriculum context, introduce yourself and indicate why you are participating in the project. What issue or interest has led to this project? Why initiate a pedagogical intervention?

Sources: Positioning [Wiki]

B. Understanding epistemological shifts in [context]

Understanding epistemological shifts: ‘Talking through’ how you are thinking about epistemological shifts – beginning, middle, ‘end’? Now, next? What has influenced your thinking? What has challenged your thinking? What shifts in thinking have occurred for you? Where to from here? How has this informed your practice in relation to the curriculum and your pedagogical intervention? What model or conceptual framework are you using to look at epistemological shifts?

Sources: Positioning and Initial understanding of shifts [Wiki]

Research Q #1: How are the shifts in conceptualisation of knowledge and learning interpreted within the different knowledge domains of the practitioners (teacher educators) in this research? How do these shifts affect the way the NZC is interpreted and implemented?

C. Pedagogical intervention

- Description – intervention and methods
- Analysis – treatment of data and presentation of data
- Findings – results from the data

Pedagogical intervention: Reporting on the process and findings from your pedagogical intervention. What did you do? How did you do it? What lenses did you use? What are the strengths and limitations of the intervention or data collection methods? What did you find? What is expected and what is unexpected? What can you see and what can’t you see? How do your findings help you answer the research question?

Sources: Analysis of data

Research Q #3: How do shifts in the conceptualisation of knowledge and learning affect student teachers’ and teachers’ interpretations of the NZC?

D. Conclusion

Conclusion: Insights and lessons learned. What are your insights or key learning from the intervention and the TLRI project more generally? How effective do you think your intervention has been in shifting thinking and/or practice – your own thinking and the thinking of your participants? What have you learned in relation to epistemological shifts in the context of your project? How have your ideas changed? What learning have you experienced? What is comfortable or uncomfortable for you? Where to from here?

Sources: Initial understanding of shifts, Analysis of own learning

TLRI Case Study Outline – Variation 2: Narrative

A. Introduction	<p>Introduction: Identify curriculum context, introduce yourself and indicate why you are participating in the project. What issue or interest has led to this project? What action were you wanting to take and why?</p> <p>Sources: Positioning [Wiki]</p>
B. Understanding epistemological shifts in [context] – Narrative exploration	<ul style="list-style-type: none">• Beginning• Middle• ‘End’• Next <p>Understanding epistemological shifts: Telling your story by documenting and reflecting on the process you have been through. ‘Talking through’ how you thought about epistemological shifts. Presenting data or evidence of your experience and thinking at different times and stages.</p> <p>What model(s) or conceptual framework(s) are you using to look at epistemological shifts? What lenses did you use? Why did you use these? How did you use these?</p> <p>What is the nature of your project. What did you do and when? What lessons did you learn at different stages of the project? What shifts in thinking have occurred for you? How did this inform what you did next? What were key moments or turning points?</p> <p>Where to from here? How has your engagement in the project informed your practice in relation to the curriculum? How do you anticipate that it will inform your practice in future?</p> <p>Sources: Positioning and Initial understanding of shifts, Initial understanding of shifts, Analysis of data, Analysis of own learning process [Wiki]</p>
C. Findings	<p>Findings: What did you find? What is expected and what is unexpected? What can you see and what can’t you see? How do your findings help you answer the research questions?</p> <p>Research Q #1: How are the shifts in conceptualisation of knowledge and learning interpreted within the different knowledge domains of the practitioners (teacher educators) in this research? How do these shifts affect the way the NZC is interpreted and implemented? [relates to you as practitioner researcher]</p> <p>Research Q #3: How do shifts in the conceptualisation of knowledge and learning affect student teachers’ and teachers’ interpretations of the NZC? [relates to students or teachers you work with]</p>
C. Conclusion	<p>Conclusion: Insights and lessons learned. What are your insights or key learning from participation in the TLRI project? What has challenged your thinking? What have you learned in relation to epistemological shifts in the context of your project? What is comfortable or uncomfortable for you? Where to from here?</p>