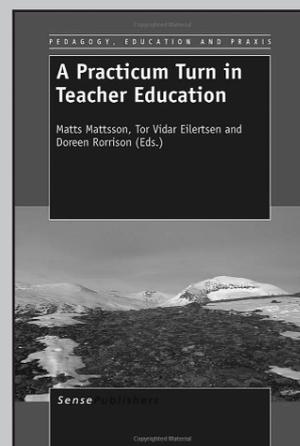


Review

A Practicum Turn in Teacher Education

Title:	<i>A Practicum Turn in Teacher Education</i>
Editors:	Matts Mattsson, Tor Vidar Eilertsen and Doreen Rorrison
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The book is part of the series Pedagogy, Education and Praxis published by Sense. The volumes in this series have the strategic aims of encouraging an international dialogue concerning theory, praxis and practice between those engaged in different traditions of theory, research and practice in education and to foster collaboration and the development of networks between those professionally interested in such matters. The book is organized into 12 chapters

Chapter 1, the introduction, written by the editors, discusses the question "What is practice in Teacher Education?" and this reveals that such practice is far from simple or unproblematic.

Chapter 2, written by Doreen Rorrison (Australia), draws on research carried out in Australia, Canada and Sweden and develops a framing for conversations about practicum in teacher education

Chapter 3, written by Sirkku Mannikko Barbutui (Sweden), and Doreen Rorrison (Australia) with Lin Zeng (China) examines practicum experiences of pre-service teachers from three different countries 'in their own words' revealing the significance of local conditions as well as showing some universal features.

Chapter 4, written by Tor Vidar Eilertsen (Norway), Eli Moksnes Furu (Sweden) and Karin Rornes (Norway) reports an action research project aiming to promote pre-service teachers competencies and motivation for professional learning, research and development. The authors discuss ways to strengthen the relationship between theory and practice in this context.

Chapter 5, written by Hannu L. T. Heikkinen, Paivi Tynjala and Ulla Kiviniemi, (Finland) reports on an action research project to promote pre-service teachers professional autonomy which focuses on the possibilities afforded by collaboration with between pre-service teachers and others working in schools.

Chapter 6, written by Lotte Hedegaard-Sorensen and Susan Tetler, (Denmark) concerns ways in which pre-service teachers are engaged in special education/inclusive education from the perspective of situated professionalism.

Chapter 7, written by Helene Brodin, (Sweden) explores how social work teachers and social work students reflect on and conceptualise professional practice knowledge. An interesting conclusion is that wise practice requires the synthesis of theory and know-how.

Chapter 8, written by Peter Emsheimer and Nilani Ljunggren de Silva, (Sweden) argue from empirical data that pre-service teachers are not offered real opportunities to develop their reflective capacity and hence there is the need to induce new theoretical understanding from practical experiences.

Chapter 9, written by Anders Jonsson and Matt Mattsson, (Sweden) considers the instruments used to assess teacher competence during practicum indicating that those used for formative purposes are not necessarily adequate for summative purposes.

Chapter 10, written by Piet-Hein van de Ven, (the Netherlands) adopts a skeptical view of practicum maintaining that school based placement in the

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Netherlands has resulted in a reduced role of theory in teacher education

Chapter 11, written by Roslin Brennan Kemmis and Sharon, (Australia) consider teacher education in terms of vocational education and training and from this offers new perspectives on the relationship between theory and practice in teacher education.

Chapter 12, written by the editors, comments on the previous chapters to develop a framework that they consider helpful in understanding, researching and improving practicum in teacher education.

The book very much takes to heart the view of Donald Schon:

It is this entire process of reflection-in-action which is central to the art by which practitioners sometimes deal well with situations of uncertainty, instability, uniqueness and value conflict (p 50)

The final three sentences of the book indicate that at a time when government policy in England is to relocate teacher education more and more into schools this is a timely publication to be read by all those engaged in teacher education whether based in school or university.

A valuable contribution from the authors of this book is the idea that exploring practice from a theoretical perspective is best enacted in practice. That is how we understand the practicum turn. This notion points to a need for transparency and cooperation within and between the organizations and professionals involved. (p 243)

References

Schon, D. (1983/2003) *The Reflective Practitioner. How Professionals think in action*. London: Ashgate.: New York: Basic Books