

### Information for the November 2, 2018 TeachingWorks Journal Club Meeting

We will discuss the following article in this meeting:

**Acosta, M. M. and Denham, A. R. (2018). Simulating oppression: Digital gaming, race and the education of African American children. *The Urban Review*, 50(3), 345-362.**

To help frame our discussion we will consider: **Jacobs, H.A. (1861). *The trials of girlhood In Incidents in the life of a slave girl: Written by herself* (pp. 30-33). Boston, MA: published for the author**

In addition, bibliographic information is below for other relevant articles published in the following journals between July 16, 2018 and September 15, 2018.<sup>1</sup>

*Action in Teacher Education*  
*American Educational Research Journal*  
*Educational Evaluation and Policy Analysis*  
*Elementary School Journal*  
*Equity and Excellence in Education*  
*Journal of Education for Teaching: International Research and Pedagogy*  
*Journal of Teacher Education*  
*New Educator*  
*Teachers College Record*  
*Teaching and Teacher Education*  
*Urban Review*

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Acosta, M. M. and Denham, A. R., (2018). Simulating oppression: Digital gaming, race and the education of African American children. *The Urban Review*, 50(3), 345-362

Educational game designers and educators are using digital games as a platform for teaching academic content, including multicultural curriculum. However, it is unclear how well digital game-based learning can coexist with the goals of multicultural education for the purpose of meeting the needs of African American children. In this essay, we raise serious questions about the use of digital games to teach about social oppression in ways that privilege the psychological well-being of African American children. We argue that digital games that intend to recreate histories of racial oppression can be harmful to African American children if they reproduce popular and problematic notions of indigenous lives and experiences. We illuminate some of the dangers of such digital games through a preliminary exploration of one digital game designed to teach about facets of African American enslavement. Our essay concludes with recommendations for culturally relevant digital game-based learning design and instruction.

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<sup>1</sup> For the November 2, 2018, TeachingWorks journal club we considered the following journals:

*Action in Teacher Education* (40(3)); *American Educational Research Journal* (August 2018, 55(4)); *Educational Evaluation and Policy Analysis* (September 2018, 40(3)); *Elementary School Journal* (September 2018, 119(1)); *Equity and Excellence in Education* (2018, 51(1)); *Journal of Education for Teaching: International Research and Pedagogy* (2018, 44(4)); *Journal of Teacher Education* (July/August 2018, 69(4)); *New Educator* 14(3)); *Teachers College Record* (120(8);120(9)); *Teaching and Teacher Education* (August 2018, 74); *Urban Review* (September 2018, 50(3)).

Acosta, M. M., Foster, M. and Houchen, D. F., (2018). “Why seek the living among the dead?” African American pedagogical excellence: Exemplar practice for teacher education. *Journal of Teacher Education*, 69(4), 341-353

Although teacher diversity, teacher preparation, and student achievement are contemporary and overlapping issues, they have suffered from the absence of African American educational principles and traditions. African Americans cultivated a sophisticated system of developing and supporting numbers of African American teachers; however, U.S. sociopolitical tactics have suppressed this method, which presently, has obscured the potential of this approach to effectively respond to contemporary issues in teacher education. The authors of this article seek to address current dilemmas in recruiting and preparing a diverse teaching force by reorienting teacher education toward an underutilized resource—African American pedagogical excellence. This article outlines the core attributes of African American pedagogical excellence, including its historical genesis, and reveals ways public school desegregation has jeopardized the transcendence of African American pedagogical excellence within teacher education. The article concludes with possibilities and recommendations for moving African American pedagogical excellence from margin to center in teacher education.

Altan, S. and Lane, J. F., (2018). Teachers' narratives: A source for exploring the influences of teachers' significant life experiences on their dispositions and teaching practices. *Teaching and Teacher Education*, 74, 238-248

#### Highlights:

- Teachers' stories provide key resources for effective teacher education programs.
- Teachers' significant life experiences and dispositions influence teaching practice.
- Supportive learning environments influence teachers' dispositions positively.
- Experiences related to personal attributes influence teachers' dispositions.

Blanton, L. P., Pugach, M. C. and Boveda, M., (2018). Interrogating the intersections between general and special education in the history of teacher education reform. *Journal of Teacher Education*, 69(4), 354-366

This article provides an historical analysis of major reforms in teacher education, beginning in the 1970s, specifically focusing on the opportunities each reform presented to build a shared agenda across pre-service general and special education, and the constraints that operated on them. The analysis revealed the existence of several such intersections, each of which created substantive occasions for joint action across general and special education at every stage of teacher education reform. However, four factors—policy, funding, timing, and norms of separation—appear to have operated as constraints upon mining the capacity of these potential intersections. If the promise of a cohesive system of education capable of and committed to supporting struggling students across multiple and intersecting diversities is to be

realized, it will be critical to coalesce around a comprehensive equity agenda that builds on the intersections that continue to exist between general and special education.

Botha, L. J. and Baxen, J., (2018). Insights from south African students preparing for early childhood teaching: Contexts neglected in teacher preparation. *Journal of Education for Teaching*, 44(4), 446-460

The preparation of teachers for diversity within and between schools is a growing focus in teacher education worldwide, and particularly in South Africa, where the education landscape has shifted dramatically since the democratic elections of 1994. While diversity is a recurring theme in the literature, the matter of contextual diversity still offers serious challenges to teacher education. This paper focuses on the urgent need to prepare teachers for all school contexts in South Africa, particularly those where neglect carrying over from Apartheid inequalities make failure and a sense of inferiority the norm. It uses critical theory and the capabilities approach to analyse extracts from discussions with early years' student teachers which express needs with regard to preparation for specific situations faced during field experience with young children. The analysis shows that these students are not adequately prepared to teach in the previously disadvantaged schools which cater for the majority of South Africa's learners, and that there is a disjuncture between preparation received in the lecture room and realities encountered in the field. It argues for a shift in emphasis from teacher education models which construct middle class classrooms as ideal to those which build quality education for disadvantaged learners, rural contexts, and African language speakers.

Bottiani, J. H., Larson, K. E., Debnam, K. J., Bischoff, C. M. and Bradshaw, C. P., (2018). Promoting educators' use of culturally responsive practices: A systematic review of inservice interventions. *Journal of Teacher Education*, 69(4), 367-385

Few educators are well-equipped to bridge cultural differences to ensure that all students have opportunities to learn and succeed. Existing frameworks for culturally responsive practices (CRP) suggest its potential for promoting equitable learning environments, yet the state of the science has not been assessed. This systematic review aimed to (a) describe the features of empirically examined inservice CRP interventions, (b) analyze the quality of the empirical studies, and (c) characterize study measures, outcomes, and conclusions regarding intervention impact. We found a total of just 10 empirical studies of the impact of CRP inservice training models (two quantitative and eight qualitative). Study methods universally failed to meet standards of evidence for efficacy, effectiveness, and dissemination; none employed rigorous design features to allow causal inference. Findings suggest that the research base is inadequate to draw conclusions regarding effectiveness and that more rigorous CRP inservice intervention research is needed.

Cao, Y., Postareff, L., Lindblom, S. and Toom, A., (2018). Teacher educators' approaches to teaching and the nexus with self-efficacy and burnout: Examples from two teachers' universities in china. *Journal of Education for Teaching*, 44(4), 479-495

Teacher educators' approaches to teaching, and their experience of burnout and self-efficacy beliefs, are related to how they are able to facilitate student teachers' learning. In this study, 115 Chinese teacher educators responded to a questionnaire in 2015. Based on the previous study investigating the teacher educators' approaches to teaching, the present study explored how these approaches were related to their self-efficacy beliefs in teaching and burnout. Burnout was measured through inadequacy in teacher-student interaction and exhaustion subscales. The analyses revealed that a student-focused approach to teaching among teacher educators was positively related to their self-efficacy beliefs in teaching. Both student- and teacher-focused approaches to teaching were positively related to the educators' experience of inadequacy in teacher-student interaction. However, the study revealed no relationship between teacher educators' approaches to teaching and the experience of exhaustion. To prevent feelings of inadequate interaction with their students, pedagogical training should provide these teacher educators with efficient guidance on how to interact with student teachers. The present study provides new insights in the teacher educators' adoption of the student- and teacher-focused approaches to teaching.

Charalambous, C. Y., Philippou, S. and Olympiou, G., (2018). Reconsidering the use of video clubs for student-teachers' learning during field placement: Lessons drawn from a longitudinal multiple case study. *Teaching and Teacher Education*, 74, 49-61

Although video clubs have been used to support (student) teachers' learning through reflection upon practice, less attention has been paid to their potential use for supporting changes in participants' practice over a period of time. Prior work has also largely treated (student) teachers as an undifferentiated whole that benefits in similar ways from video clubs. In this study, we problematize this assumption by drawing on three cases of student teachers to exemplify three different learning paths while participating in a video club during field placement. Reflecting on these findings, we discuss implications for differentiating the video-club approach to address different student teachers.

Esch, K. S. V., (2018). Teacher leaders as agents of change: Creating contexts for instructional improvement for English learner students. *The Elementary School Journal*, 119(1), 152-178

Providing an equitable education for English learner (EL) students continues to challenge educators. Existing research suggests that instructional leaders, such as teacher leaders, play a central role in improving the teaching and learning of EL students. Using a distributed leadership framework, this study examines how 2 teacher leaders influenced instructional change and created educational opportunities for EL students at the

interconnected levels of classroom, school, and district. Findings show how the teacher leaders, with a dual focus on capacity building and advocacy, used distributed leadership as a tool to create a shared vision for EL instruction and to generate spaces for EL-focused work to occur. This study contributes to our understanding of employing teacher leadership to support equitable learning opportunities for EL students, identifies instructional and teacher leadership practices that support EL student learning and instruction, and highlights the epistemic and political nature of EL-focused teacher leadership to bring about instructional change.

Felege, C. J., Hunter, C., Hunter, J. and Ellis-Felege, S. N., (2018). Pedagogy and practice in stem field experiences: Intersections of student and mentor identity and impacts upon student outcomes. *Journal of Education for Teaching*, 44(4), 514-516

Practicums, internships and field experiences are essential components in many fields. These varied experiences embed both students and their mentors in immersive experiences. Such immersive experiences are essential for STEM students preparing for future jobs, yet little is known about how these research-intensive and immersive experiences impact the practice of teaching in the natural sciences. In order to evaluate the impact, opportunities and challenges associated with such experiences, our team collected and analysed end-of-semester reflections from five students and their faculty mentor. Thematic analysis related to inferences and implications about the impacts of the experience showed a need to formalize and further develop an understanding of both students' self-identity and the cultural attitudes of the students and the mentor.

Fitchett, P. G., King, E. T., Fisher, T., Coffey, H. and Harden, S., (2018). Building program coherence and the (un)intentional clinical experiences for first-semester preservice teachers. *Action in Teacher Education*, 40(3), 319-335

Drawing on a theory of program coherence, the establishment of an educational third space, and intentional clinical experience, the authors created a unique entry point in a teacher education program. The authors developed the Onsite Secondary Education Project (OSSEP) to connect relevant educational theory and discipline-specific pedagogy through intentional clinical placements for first-semester preservice teachers. Results from this exploratory research demonstrate that program coherence and structured clinical experiences can help preservice teachers orient themselves to the teaching profession and connect educational theory and practice. However, unintentional experiences were identified, suggesting that increased exposure to the classroom helped shape participants' views toward the teaching profession. Findings offer evidence of a teacher education that balances the idealism of teacher education with the practicalities of the PK-12 classroom.

Fukaya, T. and Uesaka, Y., (2018). Using a tutoring scenario to assess the spontaneous use of knowledge for teaching. *Journal of Education for Teaching*, 44(4), 431-445

This research used a tutoring scenario to examine the spontaneous use of knowledge for teaching, which was measured from four perspectives: assessment, explanation, comprehension checking, and strategy instruction. The objective was: (1) to investigate whether student teachers could spontaneously utilise adequate knowledge for teaching, and (2) to compare the responses described by student teachers in a mathematical educational course to those in other educational courses to examine the influence of subject proficiency on the spontaneous use of knowledge for teaching. In two studies, participants described how they would respond to a hypothetical teaching situation in which a young pupil incorrectly solved a fraction problem. In their descriptions, nearly half of the participants failed to mention effective assessment or explanation techniques; a large majority did not mention checking pupil comprehension or providing instruction on learning strategies. No differences were found between participants who majored in mathematical education and those who did not. The study revealed the weaknesses of student teachers from a new perspective: a lack of spontaneity in using knowledge for teaching, which was seen even in students enrolled in a mathematical education course.

Gan, Z., Nang, H. and Mu, K., (2018). Trainee teachers' experiences of classroom feedback practices and their motivation to learn. *Journal of Education for Teaching*, 44(4), 505-510

While different theoretical frameworks have been proposed to characterise the nature of feedback and the conditions under which feedback contributes to student learning, few empirical studies have examined the usefulness of these theoretical frameworks to understand student feedback experiences in classrooms particularly in a pre-service context. This article explores what classroom feedback practices trainee teachers experience, and how their feedback experiences relate to their learning motivation. The paper presents the results of questionnaire surveys conducted with 276 pre-service ESL trainee teachers in a BEd English education programme. The study found that trainee teachers in this study experienced predominantly activity-based feedback and teacher evaluation feedback, while peer/self feedback and longitudinal-development feedback were relatively infrequently used in the classroom. However, peer/self feedback and longitudinal-development feedback appeared to be most powerful in predicting positive motivational processes, followed by activity-based feedback and teacher evaluation feedback.

Gelfuso, A., (2018). "But I don't want to tell them the answer": Preservice teachers' (mis)understandings about literacy instruction. *Teaching and Teacher Education*, 74(10-20

The purpose of this study was to notice and name the beliefs 33 preservice teachers had about literacy teaching/learning. The beliefs were noted by using evidence from their 'language-in-use' during supported, literacy planning sessions with a teacher educator. Critical discourse analysis revealed that the preservice teachers believed (1) assessment is instruction, (2) literacy teaching/learning is inauthentic, and (3) children are not intellectually



motivated. The findings are discussed through the lenses of figured worlds and the apprenticeship of observation. Implications for teacher educators are offered.

Graham, E. J., (2018). Authority or democracy? Integrating two perspectives on equitable classroom management in urban schools. *The Urban Review*, 50(3), 493-515

Classroom management is sometimes dismissed as behaviorist or even oppressive. However, as scholars concerned with issues of equity, we cannot afford to avoid the complexity of authority relationships in urban schools. Doing so undermines our ability to effectively combat the influx of authoritarian disciplinary approaches into these schools and to prepare new urban teachers for the challenges of classroom leadership. In the hopes of furthering consideration of these topics, this article highlights two distinct perspectives on equitable classroom management in urban schools: one emphasizing democratic classrooms, the other emphasizing teacher authority. Though these perspectives may seem contradictory, I argue that a conception of classroom management that incorporates both democracy and authority is critical to effectively addressing the issues highlighted above. Drawing upon theoretical conceptions of authority, studies examining the significance of racial and cultural differences in classroom management, and literature on restorative justice in education, I propose a framework that integrates these two perspectives. This framework suggests that rather than working in opposition to one another, democracy and authority are two sides of the same coin, and one may not be fully possible without the other.

Gutentag, T., Horenczyk, G. and Tatar, M., (2018). Teachers' approaches toward cultural diversity predict diversity-related burnout and self-efficacy. *Journal of Teacher Education*, 69(4), 408-419

We examine the ways in which, and the extent to which, DOPA (Diversity in Organizations: Perceptions and Approaches; that is, asset, problem, challenge, or nonissue) approaches predict teachers' diversity-related burnout and immigration-related self-efficacy. One hundred thirty-six schoolteachers completed a self-report questionnaire measuring diversity-related burnout and self-efficacy, approaches toward cultural diversity, attitudes toward multiculturalism, and demographics. It was found that the teachers' perception of the immigrant student as an asset and not as a problem was related to lower diversity-related burnout and to higher immigration-related self-efficacy. Future research should focus on possible interventions with teachers on the ways in which approaches to cultural diversity are developed, negotiated, and adopted.

Haberlin, S., (2018). Problematizing notions of critical thinking with preservice teachers: A self-study imparting critical thinking strategies to preservice teachers: A self-study. *Action in Teacher Education*, 40(3), 305-318

Critical thinking remains a challenge for students even at the undergraduate level. In this article, I describes how he utilized the tenets of self-study to explore introducing critical thinking instructional strategies to preservice teachers. Frustrated and curious, I attempted to better understand the group's reluctance to using these methods with their own elementary students during internship. To collect and triangulate my data, I asked the preservice teachers to respond to weekly electronic surveys, engaged in focus groups with them, kept reflection notes, and presented his dilemmas and findings to colleagues. Using a narrative analytical process, I uncovered assumptions that affected my relationship and results with the teachers and questioned identities held by himself and the preservice teachers as possibly being unhealthy. The need to consider how the instruction of critical thinking is presented to preservice teachers as well as studying ways to support positive, empowering identify formation in emerging teachers is discussed.

Hambacher, E., Ginn, K. and Slater, K., (2018). From serial monologue to deep dialogue: Designing online discussions to facilitate student learning in teacher education courses. *Action in Teacher Education*, 40(3), 239-252

Despite the wide use of discussion in online courses, the quality of these exchanges varies. In this article, the authors draw on the community of inquiry (CoI) model to inform the design of what we call "first responder/connector" (FR/C) discussions, which are student-led asynchronous online discussions. The authors propose and describe four instructional design features of the online FR/C discussions that aim to create the conditions for social connections that support learning in teacher education. The authors illustrate these design features in an example of a FR/C discussion thread in a classroom management course. With these features of online discussion design, teacher educators can assist preservice teachers in moving away from superficial discussion responses to more meaningful dialogue and engagement with peers, ultimately leading to greater learning outcomes.

Hughes, E. M. and Mahalingappa, L., (2018). Experiences and perceived benefits of a digital pen pal experience on preservice teachers' preparation for working with english learners. *Action in Teacher Education*, 40(3), 253-271

This research shares qualitative analysis of the experience and benefits of a digital pen pal (E-Pal) experience on preservice experiences and perceived benefits of English Learners (ELs) and how to teach ELs. For this project, preservice teachers exchanged E-Pal letters with EL and non-EL students in Grades 5 through 7 about a book they read. Constant comparative data analysis using an open-coding method yielded major themes regarding dispositions, pedagogical knowledge, and practice of pedagogical knowledge. Students demonstrated growth across areas. Findings support that a structured E-Pal program may be used to effectively provide preservice teachers educational experiences with ELs when classroom interactions are not available.



Jones, B. K., (2018). A special kind of ambition: The role of personality in the retention of academically elite teachers. *Teachers College Record*, 120(9), 1-38

**Background:** Creating greater stability in the teacher labor force and improving teacher quality is an important education policy priority in the United States. While there is a robust literature on the external, environmental reasons teachers stay in or leave the occupation, little is known about the role internal, person-level factors play in teacher retention, especially among academically elite teachers.

**Focus of Study:** This study explores the role of personality, holistically defined, in teacher commitment.

**Participants:** The sample for this study consists of 107 graduates of a single teacher preparation program. They are classified as “academically elite,” as this preparation program is very selective and demands high GRE scores.

**Research Design:** Discriminant function and regression analyses are used to test which of a rich set of personality measures, both traditional self-report measures and coded narrative accounts of life and career high points, predict long-term commitment to teaching in this sample.

**Results:** Discriminant function analysis exploring differences between very long-term committers (15+ years) and short-term committers (7- years) suggests that long-term committers are distinguished by a “special kind of ambition”: they set goals that are both more difficult and more prosocial than their counterparts with a shorter commitment to the occupation, and in personal narratives they more often show “enlightened self-interest,” a combination of self-interest/self-promotion with concern for and connection to others. In addition, regression analyses show that these personality variables significantly predict retention in the sample as a whole, even when controlling for school advantage.

**Conclusions:** These results provide evidence that personality does play an important role in teachers’ occupational commitment, call into question pervasive stereotypes in the United States of teachers as unambitious, and suggest ways academically elite teachers might be able to shift the ways they think about their work in order to sustain themselves in the occupation.

Kang, H. and Windschitl, M., (2018). How does practice-based teacher preparation influence novices’ first-year instruction? *Teachers College Record*, 120(8), 1-44

**Background/Context:** Teacher preparation suffers from a lack of evidence that guides the design of learning experiences to produce well-prepared beginners. An increasing number of teacher educators are experimenting with practice-embedded approaches to prepare novices

for ambitious instruction. This study examines the role of core instructional practices introduced during preparatory experiences in shaping novices' first-year teaching.

**Research design:** Employing a mixed-methods approach, we compare the first-year teaching of two groups of individuals with secondary science certification, one of which comprises graduates from a practice-embedded preparation program, and the other graduates from programs that did not feature practice-embedded preparation. A total of 116 science lessons taught by 41 first-year teachers were analyzed, focusing on the quality of student opportunities to learn (OTL) observed during the lessons.

**Research questions:** This study sought answers to two research questions: 1) What are the characteristics of students' OTL from first-year teachers, one group of whom learned a set of core instructional practices during their preparation program and the other group of whom were not exposed to core practices? 2) Who provides opportunities for students to engage in meaningful disciplinary practices as outlined in the Next Generation Science Standards, during the first year of teaching, if any? How did they create such opportunities?

**Findings:** Independent-sample t-tests showed that there are significant mean differences between the two groups ( $t=3.1\sim8.9$ ;  $p < .001$ ), on four metrics associated with their students' opportunities to learn. In-depth qualitative case studies reveal two ways that core practices shape instruction in new teachers' classrooms: (a) they support novices in formulating an actionable curricular vision as advocated by the science education community, and (b) they appear to help novices notice, attend to, and build upon students' ideas in classrooms with the use of strategies and tools recommended by the program.

**Conclusions/Recommendations:** A focus on a set of strategic and intentional practices, designed to help teachers achieve rigorous and equitable learning goals, has potential as a curricular frame for teacher preparation. But the emphasis should be placed on the vision and pedagogical goals that underlie the core practices, rather than the ungrounded use of strategies or tools themselves.

Kolman, J. S., (2018). Clinical supervision in teacher preparation: Exploring the practices of university-affiliated supervisors. *Action in Teacher Education*, 40(3), 272-287

The clinical aspects of teacher preparation are critical to the development of able novice teachers, and university supervisors are well positioned to focus on the learning of teacher candidates within these placements. This article reports on findings from a qualitative interview study exploring 10 university supervisors' practices, particularly as they relate to teacher candidates' perceived abilities. The findings suggest that these supervisors provide feedback on the technical aspects of teaching to candidates they perceive as struggling, and broader and more complex feedback to those they perceive as excelling. The exception to this pattern is in relation to engaging students and classroom management, where excellence is assumed

to have roots in natural ability. Implications focus on supervisors' roles within teacher preparation programs and areas for professional development.

Lane, J. L. and Sweeny, S. P., (2018). Colleagues, challenges, and help provision: How early career teachers construct their social networks to help them with the endemic challenges of teaching. *The Elementary School Journal*, 119(1), 73-98

This article examines the challenges that 18 elementary school early career teachers (ECTs) faced and the colleagues they used to help them meet these challenges. We report several interesting findings. First, these ECTs faced challenges that extended beyond how best to teach particular content. ECTs also struggled with managing student behavior, meeting the needs of diverse students, and maintaining status. Second, although ECTs relied primarily on grade-level colleagues and instructional coaches for help with instructional matters, they used a wide variety of colleagues (e.g., administrators, certified specialist, proximal and distal peers) to help them with other challenges. In sum, ECTs connected with a diverse set of colleagues to secure resources they needed.

Lee, S. W., (2018). Pulling back the curtain: Revealing the cumulative importance of high-performing, highly qualified teachers on students' educational outcome. *Educational Evaluation and Policy Analysis*, 40(3), 359-381

This study examines the relationship between two dominant measures of teacher quality, teacher qualification and teacher effectiveness (measured by value-added modeling), in terms of their influence on students' short-term academic growth and long-term educational success (measured by bachelor's degree attainment). As students are exposed to teachers of varying quality over the course of their schooling, this study computes cumulative teacher quality indices that are able to more precisely estimate the impact of teacher quality. Notably, this study found that students who had been taught by a succession of high-performing and qualified teachers tend to have a positive relationship with students' short- and long-term educational success.

Leonard, J., Mitchell, M., Barnes-Johnson, J., Unertl, A., Outka-Hill, J., Robinson, R. and Hester-Croff, C., (2018). Preparing teachers to engage rural students in computational thinking through robotics, game design, and culturally responsive teaching. *Journal of Teacher Education*, 69(4), 386-407

This article examines teacher preparation and teacher change in engineering and computer science education. We examined culturally responsive teaching self-efficacy (CRTSE), culturally responsive teaching outcome expectancy (CRTOE) beliefs, and attitudes toward computational thinking (CT) as teachers participated in one of three treatment groups: robotics only, game design only, or blended robotics/game design. Descriptive data revealed

that CRTSE gain scores were higher in the robotics only and blended contexts than in the game design only context. However, CRTOE beliefs were consistent across all treatment groups. In regard to CT attitudes, teachers' gain scores were higher in the game design only and blended contexts than in the robotics only context. In addition, there were differences by treatment group related to STEM (science, technology, engineering, and mathematics) practices, while cultural artifacts were evident in each learning environment. The results of this study reveal some variability by treatment type and inform future research on equitable practices in engineering and computer science education.

Malo-Juvera, V., Correll, P. and Cantrell, S., (2018). A mixed methods investigation of teachers' self-efficacy for culturally responsive instruction. *Teaching and Teacher Education*, 74(146-156

#### Highlights:

- Q factor analysis of elementary teachers' responses to the CRTSE led to a three typology solution for CRI self-efficacy.
- Teachers displayed low self-efficacy for working with ELL students and parents.
- Teachers displayed low self-efficacy for infusing culture into curricula.
- Teachers displayed low-self efficacy for finding cultural bias in curricula.

Moore, M., (2018). Learning to teach bilingual students: How teacher candidates appropriate linguistically responsive practices. *Action in Teacher Education*, 40(3), 336-353

As the number of English Language Learners (ELLs) educated in general education classrooms has increased, many teacher education programs have implemented reforms intended to prepare teacher candidates to work with ELLs. This multiple-case study uses a sociocultural perspective on learning to examine whether and how four undergraduate teacher candidates from a reformed program appropriated linguistically responsive teaching practices for use in fieldwork with bilingual elementary students. All participants were females who were born and raised in the United States; two were monolingual and White, and two were bilingual and Asian. Within-case analysis reveals four distinct portraits of young women learning to be teachers, with substantial variation in their teaching practice. Cross-case analysis demonstrates patterns in the sources of participants' knowledge and highlights the importance of guided participation during fieldwork to enable teacher candidates to appropriate knowledge for use in the classroom. Implications for teacher education programs are discussed.

O'flaherty, J. and Beal, E. M., (2018). Core competencies and high leverage practices of the beginning teacher: A synthesis of the literature. *Journal of Education for Teaching*, 44(4), 461-478

Teacher competency frameworks comprise a number of competencies that enable a teacher to develop effective teaching practices. However, their conception, value, use and recognition vary widely. Equally, assessment and measurement of such competencies differ across contexts. More recently, a body of research has emerged which focuses the lens of teacher preparation on the inclusion of high leverage practices. The focus of this study is to report a synthesis of the literature pertaining to the 'core competencies' and 'high leverage practices' selected for inclusion in teacher preparation. A systematic review of the literature was conducted in order to synthesis available evidence. Results are presented in two sections; competency-based approaches; and high leverage practice approaches in teacher preparation. Findings are discussed from the perspective of epistemological and methodological questions emerging from the research and the implications for teacher preparation.

Plöger, W., Scholl, D. and Seifert, A., (2018). The quasi-experimental attitude of teachers: The development of a questionnaire. *Journal of Education for Teaching*, 44(4), 415-430

This article reports on the development and testing of a questionnaire that can be used to measure the quasi-experimental attitude (QEA) of teachers. This attitude is reflected in the willingness of teachers to assess and organise their core activities (planning, implementing and analysing lessons) by analogy with experiments in the field of research, in order to gain meaningful experiences from this cyclical process, to evaluate critically these experiences and to draw from them conclusions on how to improve lessons in the future. The sample comprised 512 trainee teachers who had already been teaching independently for 15 months following the conclusion of their university studies. The analysis of the questionnaire showed that the reliability of the scale was satisfactory. Confirmatory factor analyses confirmed the assumption that the quasi-experimental attitude could be modelled in two ways: A first-order model with four intercorrelated factors (meticulous lesson planning, confidence in the predictability of how the lesson will turn out, evidence-based analysis of the lesson and scepticism about mere experience) and a second-order model in which these four factors are loading on the overarching factor QEA. Additionally, the instrument yielded plausible correlations to several validity criteria.

Puustinen, M., Sääntti, J., Koski, A. and Tammi, T., (2018). Teaching: A practical or research-based profession? Teacher candidates' approaches to research-based teacher education. *Teaching and Teacher Education*, 74(170-179

This article analyses teacher training in Finland from the teacher candidate's perspective. The focus is on two key concepts, the Teacher as a Researcher and the Personal Practical Theory, which characterise the agenda of Finnish teacher education. Cluster analysis divided the respondents into five groups, and each cluster had a short textual description. Qualitative data were included in the summary. According to our analysis, the main concepts of the Teacher as a Researcher and the Personal Practice Theory are unclear to teacher

candidates and are appreciated differently. Subject teacher candidates in particular, who come from other academic cultures, might consider these concepts educational jargon that have no substance. We also argue that teacher students are not always able to connect the theoretical parts of their studies with practice. These results challenge the claim that Finnish teacher education has resolved the demanding relationship between theory and practice.

Quesenberry, A. C., Hamann, K., Sanden, S., Bates, A. and Hartle, L., (2018). Examining the impact of a year-long university–school partnership. *Action in Teacher Education*, 40(3), 288-304

Field experiences play a significant role in teacher preparation. Having a variety of authentic interactions in real classrooms gives teacher candidates experiences that can connect course theory and discussion with practice, creating a repertoire from which to draw and use in their future classrooms. With that background in mind, in this study, the authors explored opportunities to support the preparation of teacher candidates through a collaborative partnership between an early childhood teacher preparation program and a public elementary school. Utilizing the perceptions of all participants in the partnership, the authors identified demonstrated growth in the teacher candidates: increased teaching confidence, improved teaching skills and abilities, and stronger relationships and greater collaboration among teacher candidates, mentor teachers, school administrators, and university faculty. Implications from this study include a better understanding of the critical aspects involved with university?school partnerships.

Schauer, M. M., (2018). “Vygotsky for the hood”: Connecting teacher prior life experiences and university teacher preparation curriculums for service in urban schools. *Teaching and Teacher Education*, 74(1-9

#### Highlights:

- University theory and practice is mismatched to the realities of teaching in urban schools.
- Colorblind teacher education curriculums lack culturally responsive pedagogies.
- Pre-service teachers have limited opportunities to reflect on identity development.
- Lab schools and service learning can help bridge theory to practice gaps.

Schneider, J., (2018). Marching forward, marching in circles: A history of problems and dilemmas in teacher preparation. *Journal of Teacher Education*, 69(4), 330-340

This essay tracks the history of teacher preparation, from its origins in the early republic to the present. In so doing, it tells two stories. The first is a story about problems—a linear story in which problems are discovered, potential solutions are generated, and positive results



are achieved. It moves from the past to the future and from the old to the new. The other story is about dilemmas. And because dilemmas cannot be solved, the passage of time leads back to the original point of departure. Solutions are tried and discarded, but as the past is forgotten, they eventually are embraced again. In telling these two stories, the essay proceeds chronologically, highlighting improvements in teacher preparation practice over time. That relatively linear chronology, however, is organized into four periods, which reveal not a march of progress, but an unmindful return to the once-maligned practices of the past.

Yuan, R. and Mak, P., (2018). Reflective learning and identity construction in practice, discourse and activity: Experiences of pre-service language teachers in Hong Kong. *Teaching and Teacher Education*, 74(205-214

This paper reports on an investigation into two pre-service teachers' reflective learning through a series of integrated and interactive tasks (i.e., collaborative lesson planning, group consultation, microteaching and videoed reflections) in a teacher education course in Hong Kong. Relying on data gathered from interviews and reflection videos and informed by a tripartite model on teacher identity in practice, discourse and activity, the study revealed how the pre-service teachers engaged in reflective practice and identity construction in the course. The paper concludes with practical implications on how to design and implement effective reflective tasks in preparing and developing competent language teachers.

Zhu, J. and Zhu, G., (2018). Understanding student teachers' professional identity transformation through metaphor: An international perspective. *Journal of Education for Teaching*, 44(4), 500-504

This paper traces 120 student teachers' professional identity transformation during practicums in China and US. By eliciting the participants' 240 written metaphors at the start and the end of the teaching practicums respectively, this study reveals the change of the embodied metaphors revolving around four arenas: (1) from idealistic expectations of teachers' roles to authentic perceptions; (2) from the felt inadequacy of professional knowledge and capability in teaching to varying professional growth; (3) from the transition shock to professional identity adjustment; and (4) the dynamic relationship with the school-based mentors. Meanwhile, this project found that the Chinese and American student teachers' professional identity transformation is a continuous process of interpretation and re-interpretation of professional experiences, which involves the interaction between person and socio-political context. The process is also idiosyncratic and is replete with identity construction. Implications for facilitating student teachers' professional identity transformation are discussed.

**Acosta, M. M. and Denham, A. R., (2018). Simulating oppression: Digital gaming, race and the education of African American children. *The Urban Review*, 50(3), 345-362.**

**Abstract:** Educational game designers and educators are using digital games as a platform for teaching academic content, including multicultural curriculum. However, it is unclear how well digital game-based learning can coexist with the goals of multicultural education for the purpose of meeting the needs of African American children. In this essay, we raise serious questions about the use of digital games to teach about social oppression in ways that privilege the psychological well-being of African American children. We argue that digital games that intend to recreate histories of racial oppression can be harmful to African American children if they reproduce popular and problematic notions of indigenous lives and experiences. We illuminate some of the dangers of such digital games through a preliminary exploration of one digital game designed to teach about facets of African American enslavement. Our essay concludes with recommendations for culturally relevant digital game-based learning design and instruction.

*Summary prepared by: Maisie L. Gholson and Amber Willis*

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### Opening

The article opens with a vignette from the first author's experience as a *motherscholar*. (This relatively new body of scholarship (CohenMiller, 2016; Lapayese, 2012) seeks to acknowledge the inextricable ties between motherhood, academic life, and advocacy for social justice.) The first author's daughter stated, "Mommy, we played that video game about slavery again, and I got caught so I got sold." This spurred an internal dialogue for the first author regarding the use of digital game-based learning platforms and their efficacy in teaching about the complexity of racial oppression with Black children as the primary audience.

**Objective:** Through an analytical discussion, the authors seeks to "raise important questions at the intersection of digital gaming, race, and the representation of socially oppressive histories from a critical race perspective that can be helpful for those involved in the education of African American children."

### Key Terms and Issues

Digital Game Based Learning (DGBL) - is a computer-based learning environment in which instructional content is embedded in the structure of a game.

Racialized Pedagogical Zones (PDZ) - are "the ways that video games teach not only entrenched technologies of race and racism, but also how gameplays pleasure principles mastery, winning and skills development are often inextricably tied to and defined by familiar racial and ethnic stereotypes" (Everett and Watkins, 2008, p. 150).

### Review of Relevant Literature

The authors review three key areas of relevant literature:

Pedagogical Benefits of DGBL: There are several pedagogical benefits to DGBL, including "increasing motivation and engagement, supporting active learning, providing instantaneous feedback, allowing players to learn from mistakes, providing multiple routes for success, encouraging learning by discovery, and inherently supporting master learning" (p. 347).

Racialized Aspects of Digital Games and Gaming: Issues of race and racialization emerge in games and gaming in a variety of ways, including the underrepresentation of diverse *must-play characters* (MPCs), the reliance on stereotypes and racist tropes in depicting diverse characters, the overrepresentation of Black MPCs as violent and aggressive, as well as equally problematic colorblind design strategies within

fantasy contexts which effectively eliminate race. Digital games also provide opportunities for players to assume identities of the *Other*, which again rely on stereotypic constructions.

**How Games and Gaming Teach Race-** Using the concept of racialized pedagogical zones (RPZs), the authors explore how games and gaming teach race--its meaning, its performance, and its general reproduction in society. As previously mentioned, games and gaming rely on **representations of race**. Though such representations are increasing in number, they are relatively narrow in their depiction of Black and Latinx characters and space. Relatedly, gamer experience is thought to be enhanced by a **high degree of social realism**, i.e., "characters, environments, and objects [that] mirror perceptions of social life," (p. 350-351). So, to some degree the believability of a game is based on the extent to which the environment reproduces (within the majoritarian imagination) pejorative race-based characterizations, themes, and environments of Black and Latinx life and culture. Finally, race is taught through repetition of certain actions and storylines that **privilege a set of racialized competencies** and allow users to **perform race** in the first-person while playing the game.

### The Text

*Flight to Freedom (FTF)* - is a web-based computer game that is designed to immerse learners into the role of Lucy, a fourteen-year old slave girl in Kentucky during the passage of the *Fugitive Slave Act* (1850). The game is driven through a set of options that the user/player must make to advance the narrative of Lucy's story--a choose-your-own-adventure book.



### The Critique

The authors make three critiques of *Flight to Freedom* as an instructional text for teaching of the institution of U.S. slavery in the South prior to the Civil War.

**Framing.** First, the authors argue that the narrative of *Flight to Freedom* is framed around White, middle-class version of the time period and maintains aesthetic qualities that users/players expect of the pre-Civil War South. Several examples are provided that frame Lucy's work as "chores," her actions as being "obedient," or "wasting time," or being "careless." While badges are earned in the game for being persuasive (i.e., lying) or resistant (i.e., being lazy or disobedient), the underlying function of these "choices" is not made explicit to the user. The frames or authorship of *Flight to Freedom* serves only for Black children to "rationalize their own subordination, victimization, and oppression, which is a consequence with reverberating negative impact."

Authenticity of Choice. Second, the authors argue that good learning games allow the learner to fail and make sense of their mistakes and re-evaluate their trajectory as a function of their decisions. Based on their gameplay, the authors argue that the narrative branches do not allow for authentic choices, insofar as irrespective of user/player choices Lucy will be blamed for the burning down of the smokehouse and force to run away alone. Furthermore, there are not multiple opportunities to play.

Implications for Black Student Learning. Third, when taking Black children as the primary learners, the authors argue that Flight to Freedom appears to do more to “perpetuate ideas of racism as an individual, not a systemic and institutionalized social construct” (p. 356). The gaming experience only allows for the learning, accepting, and replicating of dominant notions of Black life, which can be harmful to the “psychosocial, academic, and emotional development of young, [Black] learners” (p. 356).

### **Recommendations for Developing and Teaching with Racialized DGBL**

The following recommendations are made based on the critique of Flight to Freedom.

#### For Developers

- Reject colorblindness in digital games
- Research digital games with a critical eye
- Field test for instructional fidelity, then demand fidelity from users
- Keep the dialogue going

#### For Educators

- Keep African American students' needs front and center
- Get involved in the DGBLE experience
- Question the digital game, and teach your students to question it as well

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