



## Alternative ways to approach “practice” in teacher education

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The second paper examines the experiences of Norwegian teacher candidates participating in a week-long intensive course centered in a variety of artefacts of practice (Ball & Cohen, 1999), aiming to develop not only their noticing skills (König et al., 2022; Santagata et al., 2021; Weyers et al., 2023) and understanding of what counts as practice, but also their research literacy and understanding of systematic research processes (Cochran-Smith & Lytle, 2009). The “analytical practice” course is a campus-based form of practice where all teaching activities are grounded in an empirical authentic classroom case selected for this purpose, where one class is followed over four consecutive lessons. The case includes videos of the lessons, interviews with the teacher and some students, documents from the lessons and a survey with students in the class. During the weeklong practice period, the teacher candidates engage with all the different data sets and a range of different analytical tasks.

In this paper, we investigate the degree to which “analytical practice” has contributed to teacher candidates’ professional understanding – both of teaching and of educational research that can inform teacher practices. We draw on survey data (n=37) and focus group interviews (n=4) with teacher candidates who have taken part in the alternative practice form.

Findings show that the teacher candidates are positive towards alternative practice forms like “analytical practice”, and they express that this form of practice is a progression from earlier practicum periods. They also find it highly relevant for their own master thesis. In the discussion we address how teacher candidates can be challenged on the issue of relevance – and on why research methods and analytical approaches are not something that only concern researchers and master students, but all professional teachers who actively engage in research throughout their careers.