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Title: University teaching as a site of research and reflection. An examination of the
VOICE intervention with student teachers

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Abstract

University teachers are expected to relate their academic research with their teaching to provide an up to date and evidence-based content of their courses. In this paper, we discuss how university teachers' research on their own teaching (rather than on the subject of their science) informs their professional learning and provides opportunities for a continuous and evidence based process of teaching improvement and change. We specifically show the research tools and processes used in the case of the VOICE program by five university teachers from different universities who collaborated to support their student teachers' understanding of participatory practices in ECE. Two basic research tools were employed for different reasons. –We employed a semi-structured journal in which entries were recorded by university teachers after each lesson based on their observations of student teachers' participation, interactions among university teachers and students, relations among achievement of aims and characteristics of the educational material and educational process and proposals for future action. We also employed a questionnaire with closed and open-ended questions to learn from student teachers' perspectives regarding their satisfaction from the course, perceived effects of the course on their own learning, the factors they believed important to enhance their learning as well as proposals for improvement of teaching. Last, all university teachers exchanged journal entries and discussed upon the course of their teaching, trying to learn from one another. The analysis of this data is still in progress. However, in this presentation we will discuss the results of this collaborative, research-based and reflective approach to university teaching and how it promoted our critical awareness and opportunities for improvement of teaching.

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