Mentoring in the Time of Cholera: The case of EFL mentoring in teacher education

Lily Orland-Barak,
The University of Haifa

אוניברסיטת חיפה
University of Haifa
جامعة حيفا

הפקולטה לחינוך
אוניברסיטת חיפה

Graduate Studies Authority
הרשות ללימודים מתקדמים

Reinventing ourselves and our wisdom of practice ....

"…human beings are not born once and for all on the day their mothers give birth to them, but life obliges them over and over again to give birth to themselves."

"wisdom comes to us when it can no longer do any good."

Gabriel García Márquez

Love in the Time

of Cholera

Lily Orland-Barak, University of Haifa, Mentoring in Times of Cholera: The case of EFL mentoring in teacher education, July 2020

Focus

Issues that associate with mentoring in the digital space

Connecting to extant conceptualizations of mentoring

Unattended areas of research, challenges and affordances

Trigger further thought

Image: https://pixabay.com/illustrations/lens-colorful-background-digital-582605/

Back to Basics … Lauren Resnick , 1987

Lily Orland-Barak, University of Haifa, Mentoring in Times of Cholera: The case of EFL mentoring in teacher education, July 2020

The 1987 Presidential Address

Learning In School and Out

LAUREN B. RESNICK

It takes all sorts of in and outdoor schooling
To get adapted to my kind of fooling.
—Robert Frost

Popular wisdom holds that common sense outweighs school learning for getting along in the world—that there exists a practical intelligence, different from school intelligence, that matters more in real life. As is often the case, this wisdom is difficult to assess directly from a base of scholarly research. But recent research on the nature of everyday, practical, real-world intelligence and learning is beginning to provide a basis for understanding what distinguishes practical from formal intelligence. Drawing on this work, I want to explore in this essay four broad contrasts which suggest that school is a special place and time for people—discontinuous in some important ways with daily life and work. Then, in light of these contrasts, I will consider where and how the economic, civic, and cultural aims of education can best be pursued and whether schooling itself should be reorganized to take account of what we are learning about the nature of competence in various aspects of our lives.

How School Learning Differs from Other Learning

A small body of recent research by cognitive anthropologists, sociologists, and psychologists has examined cognitive performances in a number of practical settings. Cumulatively, this research highlights four broad characteristics of mental activity outside school that stand in contrast to typical school work. The studies I discuss here have examined very specific work situations, but the findings suggest wider applicability.

Individual cognition in school versus shared cognition outside. The dominant form of school learning and performance is individual. Although group activities of various kinds occur in school, students ultimately are judged on what they can do by themselves. Furthermore, a major part of the core activity of schooling is designed as individual work—homework, in-class exercises, and the like. For the most part, a student succeeds or fails at a task independently of what other students do (except for the effects of grading on a curve!). In contrast, much activity outside school is socially shared. Work, personal life, and recreation take place within social systems, and each person's ability to function successfully depends on what others do and how several individuals' mental and physical performances mesh.

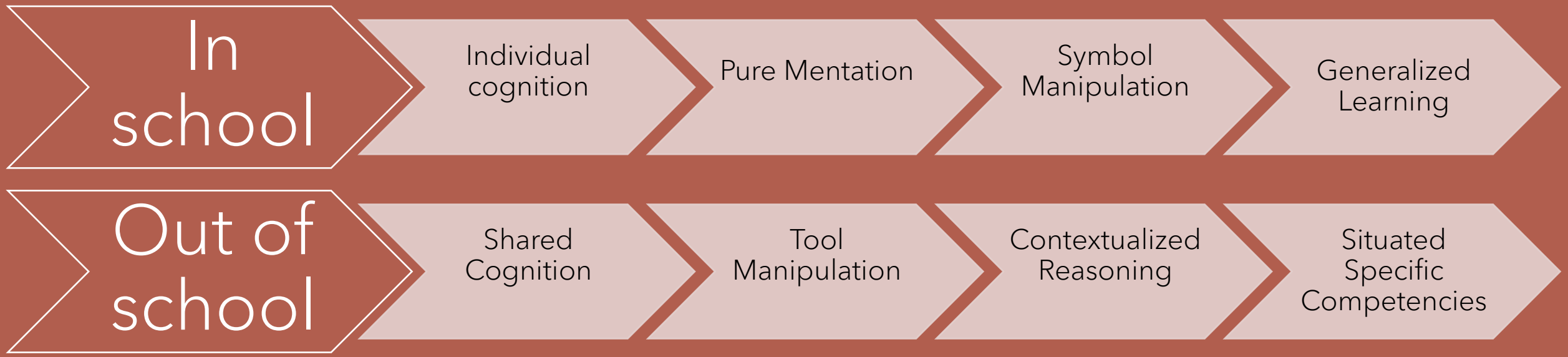
An elegant example of this social distribution of knowledge and skill has been provided by Edwin Hutchins (personal communication, April 1987), an anthropologist who has studied navigation practice in the highly technological work environment of U.S. Navy ships. The activity of interest occurs on a ship being piloted into and out of San Diego harbor and involves six people with three different job descriptions. On the deck two people take visual sightings on predetermined landmarks, using special telescopic devices mounted on gyrocompasses that yield exact readings of direction. They call out their readings to two other individuals, who relay them by telephone to a specialist on the bridge. This individual records the bearings in a book and repeats them aloud for confirmation. Next to the recorder, another individual uses specialized tools to plot the ship's position on a navigational chart and to project where the ship will be at the next fix and beyond. These projections of position are used to decide what landmarks should be sighted next by those on deck and when a course correction will be required. The entire cycle is repeated every one to three minutes.

No individual in the system can pilot the ship alone. The knowledge necessary for successful piloting is distributed throughout the whole system. Furthermore, important aspects of that knowledge are built into tools. These aspects of knowledge, although not needed by the people who actually pilot the ship, are needed by cartographers and gyrocompass builders. Thus, there is a further sharing of knowledge—with tools, and with the builders of tools, who are not present during piloting, but who are part of the total knowledge system required for successful piloting.

Pure mentation in school versus tool manipulation outside. The centrality of tools in ship piloting suggests a second major contrast between cognition in school and outside. In school, the greatest premium is placed upon "pure thought" activities—what individuals can do without the external support of books and notes, calculators, or other complex instruments. Although use of these tools may sometimes be permitted during school learning, they are almost always absent during testing and examination. At least implicitly then, school is an institution that values thought that proceeds independently, without aid of physical and cognitive tools. In contrast, most mental activities outside school are engaged intimately with tools, and the resultant cognitive activity is shaped by and dependent upon the kinds of tools available.

LAUREN B. RESNICK *is at the Learning Research and Development Center, University of Pittsburgh, Pittsburgh, Pennsylvania 15260.* *This article is a slightly revised version of her AERA Presidential Address, given in April 1987, in Washington, DC.*

Learning in School and Out:
How School Learning Differs from Other Learning



Learning in School and Out

IN SCHOOL	•Positivist paradigm
OUT OF SCHOOL	•Social Constructivist Paradigm

The case of EFL: Where are we?
English curriculum 2020.

Can do's

A differentiation is made between **global** *can-do statements* and **operative** *can-do statements.*

Curriculum focused on use of language (Domains of Language Use)

"Learners are now required to develop a variety of language competences and to use English both orally and in writing in performing a wide range of tasks. "

Learning in the Digital Space- IN? OUT? ...

In the Hybrid Space between in and out of school

One foot in a known area and another in an unknown area

Lily Orland-Barak, University of Haifa, Mentoring in Times of Cholera: The case of EFL mentoring in teacher education, July 2020

https://pixabay.com/photos/fisherman-fishing-boat-boat-fishing-2739115/

Learning in the Digital Space IN? OUT? An integrated paradigm.

In school	Individual cognition	Pure Mentation	Symbol Manipulation	Generalized Learning
	Distributed Cognition	Blended Activity	Virtual Engagement	Eudaemonic Learning
Out of school	Shared Cognition	Tool Manipulation	Contextualized Reasoning	Situated Specific Competencies

Lily Orland-Barak, University of Haifa, Mentoring in Times of Cholera: The case of EFL mentoring in teacher education, July 2020

NEW CONDITIONS

Distributed Cognition

Cognition and knowledge are not confined to an individual; rather, they are distributed across objects, individuals, artefacts, and tools in the environment to analyze situations that involve problem-solving.

NEW CONDITIONS

Distributed Cognition

Blended Activity

Combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace.

NEW CONDITIONS

Distributed Cognition → Blended Activity → Virtual Engagement

Distance learning conducted in a virtual learning environment with electronic study content designed for self-paced (asynchronous) or live web-conferencing (synchronous) online teaching and tutoring.

NEW CONDITIONS

Distributed Cognition → Blended Activity → Virtual Engagement → Eudaemonic Learning

In the *Nichomachean Ethics*, Aristotle (350 B.C.E./ 2000) describes *eudaemonia*, variously translated as "happiness" or "flourishing," as a state in which individuals grow in their capacities and actions but do so in dialogue with the society they live in.

If we look at how technology changes the relationship between individuals, learning, and society, we see that technologies are creating the space for a fifth wave of technology mediated learning. Technology is loosening the ties between fixed learning goals and formal, institutionalized educational pathways.

Hoadley, C., & Kali, Y. (2019). Five waves of conceptualizing knowledge and learning for our future in a networked society. In Learning In a Networked Society (pp. 1-21). Springer, Cham.

Mentoring in the Digital Space

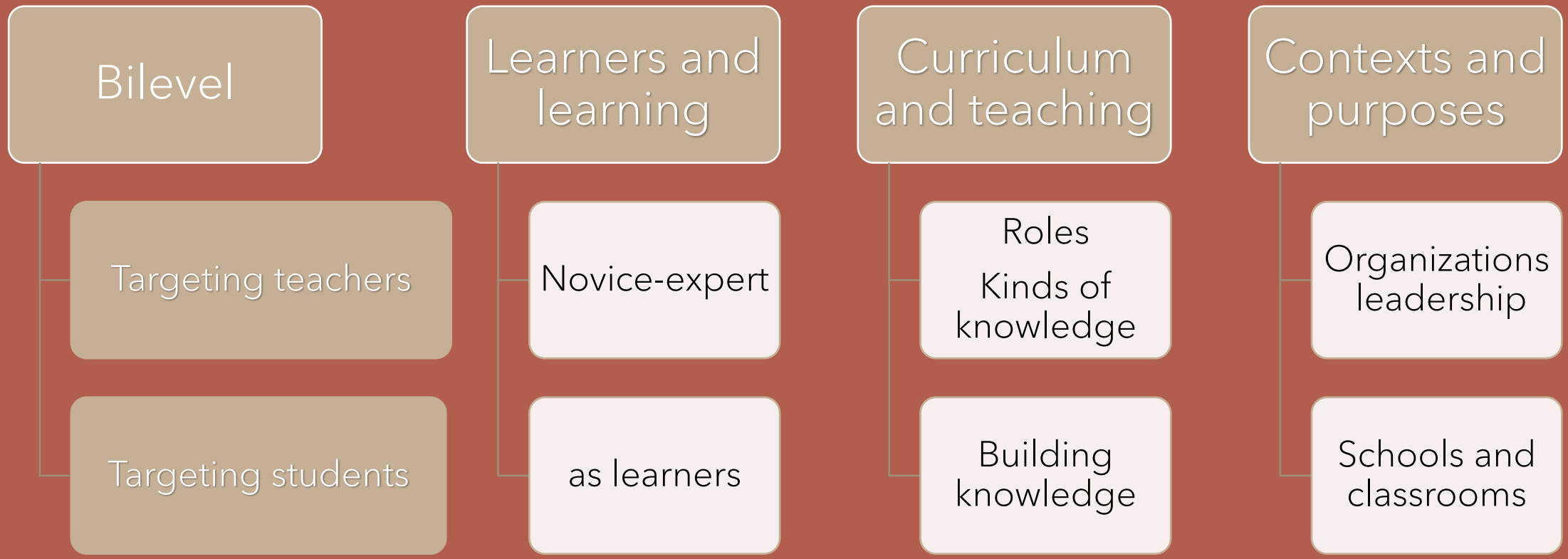
Known

Unknown

Lily Orland-Barak, University of Haifa, Mentoring in Times of Cholera: The case of EFL mentoring in teacher education, July 2020

https://pixabay.com/photos/fisherman-fishing-boat-boat-fishing-2739115/

The bilevel knowledge base for mentoring: What mentors need to know



Achinstein, B. & Athanases, S (2006) . Mentors in the Making. Teachers College Press

Additional level of knowledge: The Unknown
Mentoring in the context of the digital space

How can we use the features of the digital context:

- Distributed cognition
- Blended activity
- Virtual engagement
- Eudaemonic Learning

To help teachers redefine these conditions in their digital classroom?

- Time
- Interaction
- Focus
- Voice and Silence
- Visibility and Presence
- L1 and L2 language

EFL mentoring for teacher learning in the digital space

How do you build upon the teachers' strengths and areas of competence as a starting point for diving into the unknown? Less familiar ?

How do you maximize the potential conditions of the digital learning space when mentoring teachers?

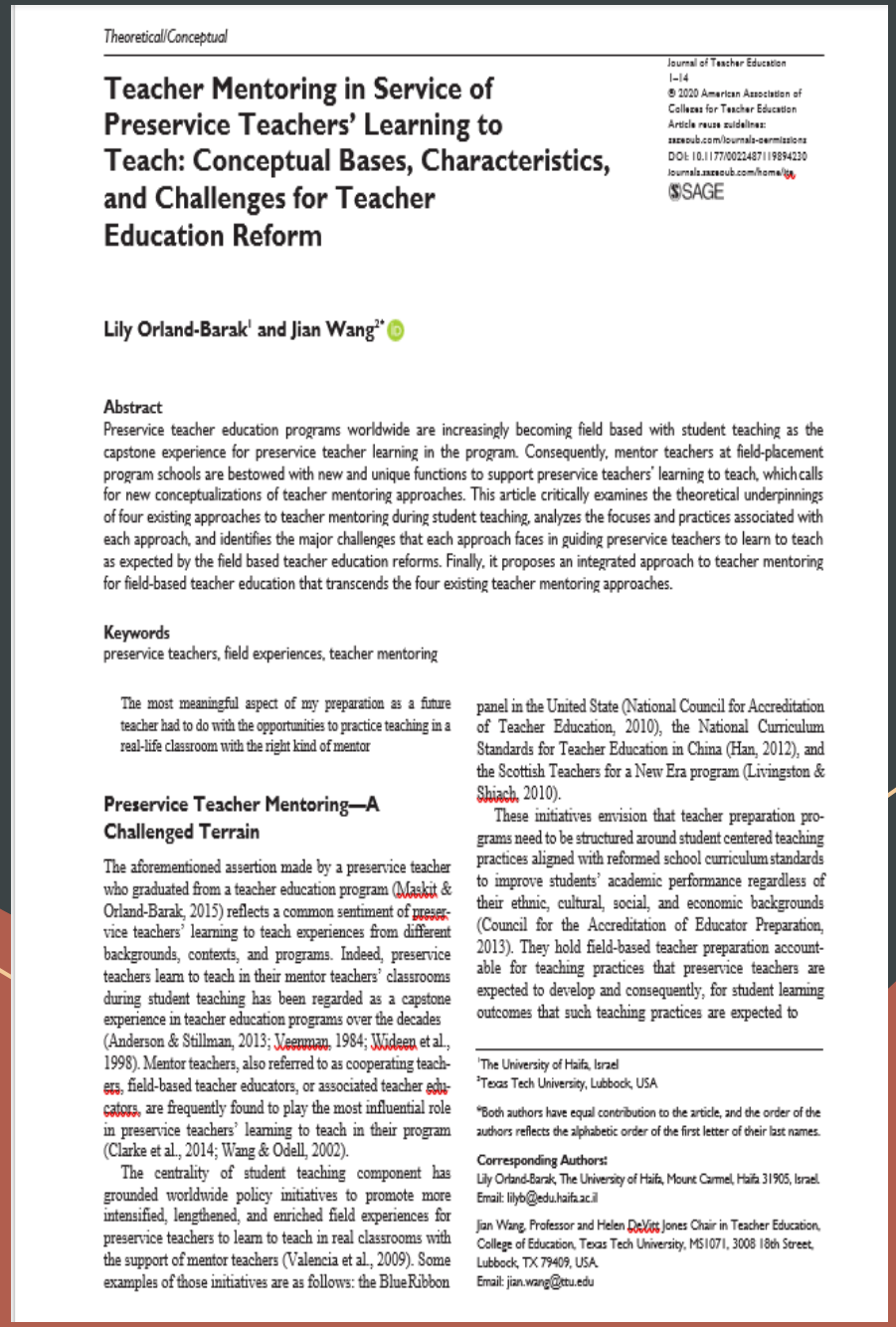
How do you conduct a learning conversation with the teacher to assist her in becoming aware and developing practices of learning that build upon these conditions?

What mentoring roles, processes, strategies from extant mentoring models can be adopted and adapted?

Integrated approach to mentoring

Challenge and Support

Adaptive expertise



Theoretical/Conceptual

Journal of Teacher Education
1–14

DOI: 10.1177/0022487119894230
journals.sagepub.com/home/jte
SAGE

Teacher Mentoring in Service of Preservice Teachers' Learning to Teach: Conceptual Bases, Characteristics, and Challenges for Teacher Education Reform

Lily Orland-Barak[1] and Jian Wang[2*]

Abstract

Preservice teacher education programs worldwide are increasingly becoming field based with student teaching as the capstone experience for preservice teacher learning in the program. Consequently, mentor teachers at field-placement program schools are bestowed with new and unique functions to support preservice teachers' learning to teach, which calls for new conceptualizations of teacher mentoring approaches. This article critically examines the theoretical underpinnings of four existing approaches to teacher mentoring during student teaching, analyzes the focuses and practices associated with each approach, and identifies the major challenges that each approach faces in guiding preservice teachers to learn to teach as expected by the field based teacher education reforms. Finally, it proposes an integrated approach to teacher mentoring for field-based teacher education that transcends the four existing teacher mentoring approaches.

Keywords

preservice teachers, field experiences, teacher mentoring

> The most meaningful aspect of my preparation as a future teacher had to do with the opportunities to practice teaching in a real-life classroom with the right kind of mentor

Preservice Teacher Mentoring—A Challenged Terrain

The aforementioned assertion made by a preservice teacher who graduated from a teacher education program (Maskit & Orland-Barak, 2015) reflects a common sentiment of preservice teachers' learning to teach experiences from different backgrounds, contexts, and programs. Indeed, preservice teachers learn to teach in their mentor teachers' classrooms during student teaching has been regarded as a capstone experience in teacher education programs over the decades (Anderson & Stillman, 2013; Veenman, 1984; Wideen et al., 1998). Mentor teachers, also referred to as cooperating teachers, field-based teacher educators, or associated teacher educators, are frequently found to play the most influential role in preservice teachers' learning to teach in their program (Clarke et al., 2014; Wang & Odell, 2002).

The centrality of student teaching component has grounded worldwide policy initiatives to promote more intensified, lengthened, and enriched field experiences for preservice teachers to learn to teach in real classrooms with the support of mentor teachers (Valencia et al., 2009). Some examples of those initiatives are as follows: the BlueRibbon panel in the United State (National Council for Accreditation of Teacher Education, 2010), the National Curriculum Standards for Teacher Education in China (Han, 2012), and the Scottish Teachers for a New Era program (Livingston & Shiach, 2010).

These initiatives envision that teacher preparation programs need to be structured around student centered teaching practices aligned with reformed school curriculum standards to improve students' academic performance regardless of their ethnic, cultural, social, and economic backgrounds (Council for the Accreditation of Educator Preparation, 2013). They hold field-based teacher preparation accountable for teaching practices that preservice teachers are expected to develop and consequently, for student learning outcomes that such teaching practices are expected to

[1]The University of Haifa, Israel
[2]Texas Tech University, Lubbock, USA

*Both authors have equal contribution to the article, and the order of the authors reflects the alphabetic order of the first letter of their last names.

Corresponding Authors:
Lily Orland-Barak, The University of Haifa, Mount Carmel, Haifa 31905, Israel.
Email: lilyb@edu.haifa.ac.il

Jian Wang, Professor and Helen DeVitt Jones Chair in Teacher Education, College of Education, Texas Tech University, MS1071, 3008 18th Street, Lubbock, TX 79409, USA.
Email: jian.wang@ttu.edu

BIG IDEAS: AN INTEGRATIVE APPROACH TO MENTORING

Sometimes a novice sometimes an expert

Being a novice in the digital age

Integrating theory and practice

Immediate practical solutions

Concrete thinking

Lack of tolerance of ambiguity

Authority-oriented

Lily Orland-Barak, University of Haifa, Mentoring in Times of Cholera: The case of EFL mentoring in teacher education, July 2020

Building expertise as a community

Five Ways to Engage Students On Line

English from Home Website

Taking It Online: Blended Teaching and Learning

Five Things the COVID-19 Taught Me About Distnace Learning

Teaching Future Teachers in Corona Times

Lily Orland-Barak, University of Haifa, Mentoring in Times of Cholera: The case of EFL mentoring in teacher education, July 2020

BIG IDEAS: AN INTEGRATIVE APPROACH TO MENTORING

Sometimes a novice sometimes an expert

Seeing the new in light of the old …

There is no one best model

Start from the safe and known

Raise awareness of the new conditions and features of the digital learning space

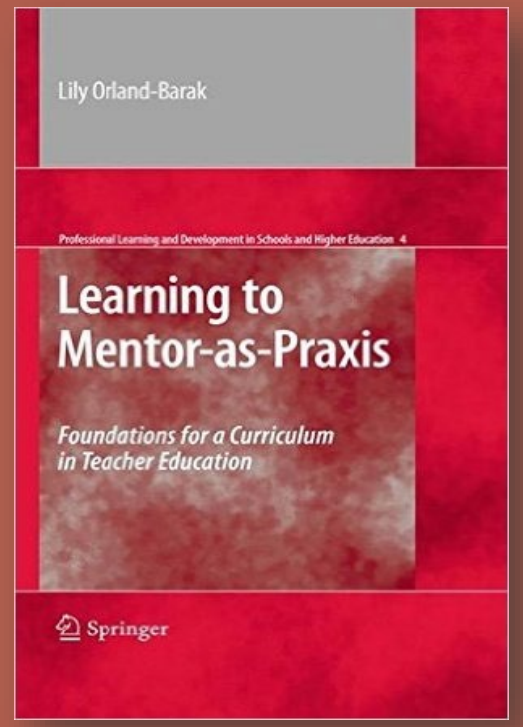
Lily Orland-Barak, University of Haifa, Mentoring in Times of Cholera: The case of EFL mentoring in teacher education, July 2020

BIG IDEAS: Assuming dialogical roles in the digital learning space

Awareness of how mentors' traditional models of teaching and mentoring inform their pedagogical reasoning and actions in the new digital space …

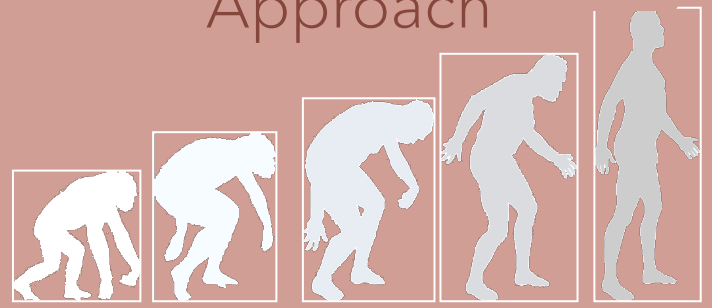
How these need to be reframed ,

and how/ whether they are congruent with those of the mentee-teachers

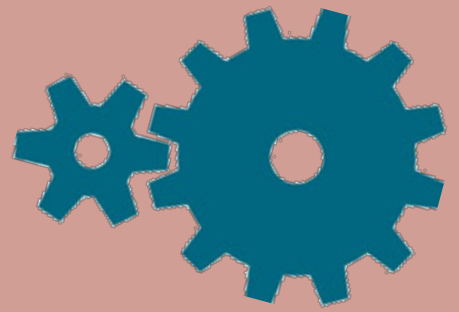


Integrating models …

Personal Growth Approach



Strategic Approach



Situated Approach

Critical Approach

Lily Orland-Barak, University of Haifa, Mentoring in Times of Cholera: The case of EFL mentoring in teacher education, July 2020

Strategic Mentoring in the 80-90's: Mentor as manager

Strategic planning and predtermined products	Training on practical skills and modeling best practices	From processes to desired outcomes	Summative evaluation of programs
Monitoring teaching activities	Dyadic interactions	Mentor as transferring knowledge	Focus on observable and doing

(e.g. Daloz, 1983; Tomlinson, 1995;Wilkin, 1992)

Direct teaching / modeling

Telling

Illustrate from one's own experience

Show how

Elaborate on

Explain why

Lily Orland-Barak, University of Haifa, Mentoring in Times of Cholera: The case of EFL mentoring in teacher education, July 2020

Personal Growth and Collaborative
Mid 90's onwards : Mentor as co-thinker

value of collaborative professional learning

reflective practice and scaffolding

Initial beliefs and routines of practice

team and co-teaching

creating partnerships

shared activity and dynamic products

Mentor as facilitor and co-thinker

(Kerry & Mayes, 1995; Mullen & Lick, 1999; Shulman & Sato, 2006; Achinstein & Anasthases, 2006).

Extending teacher thinking

clarifying questions

paraphrasing

Probing

making connections

projecting

brainstorming

pausing

Lily Orland-Barak, University of Haifa, Mentoring in Times of Cholera: The case of EFL mentoring in teacher education, July 2020

Onwards… 2000 Mentor-as-mediator

Improvisation in mentoring (Orland-Barak, 2010).

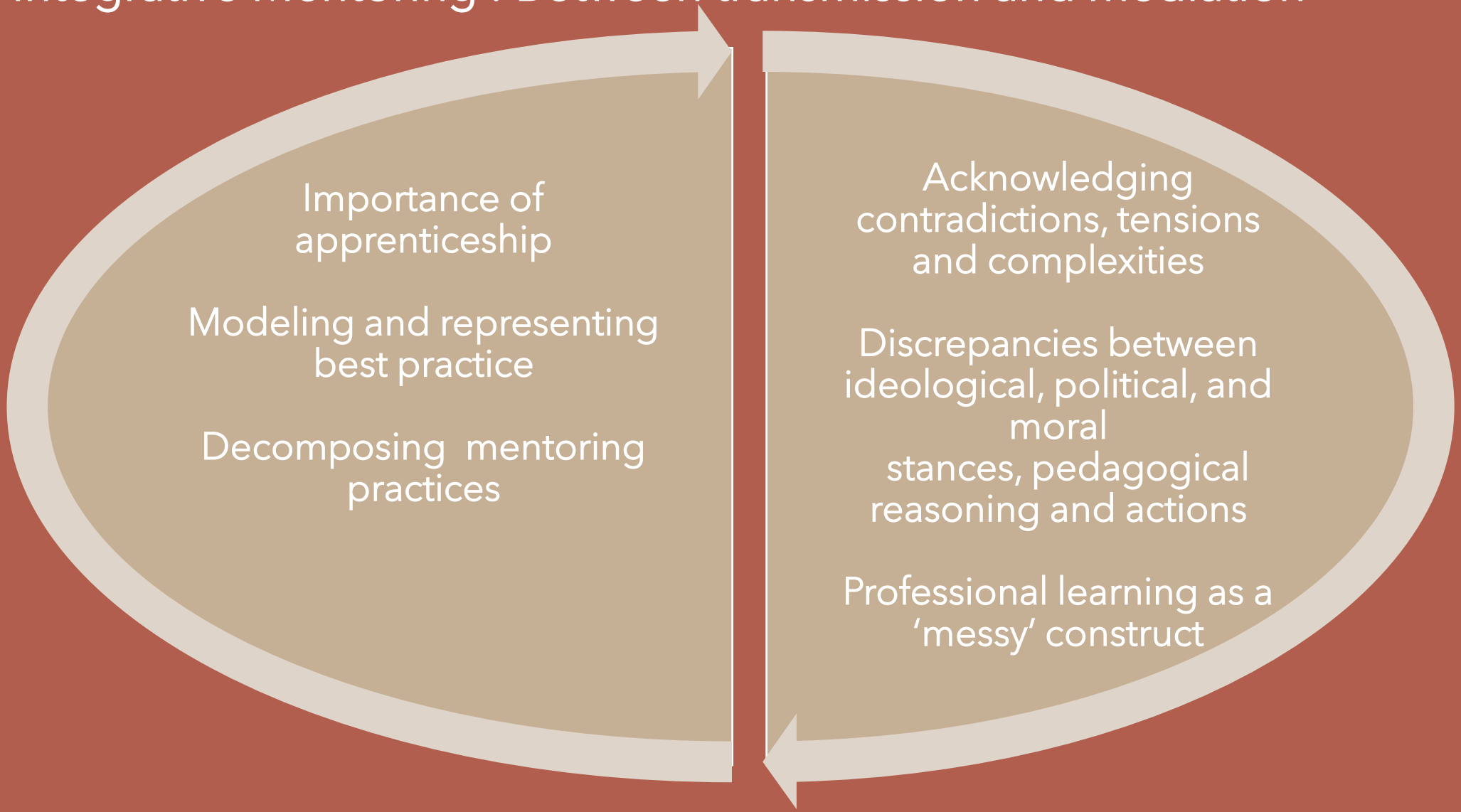
Disciplinary aspects of mentoring

Using knowledge of teaching and educational experience to mediate learning 'here and now' in specific situations (Berry,2009; Koster et al , 2005)

Subject matter dialogue to scaffold learning (Athanases & Achinstein, 2003; Ball, 2000; Grossman, 1991; Rodgers, 2001; Norman & Feiman-Nemser, 2005)

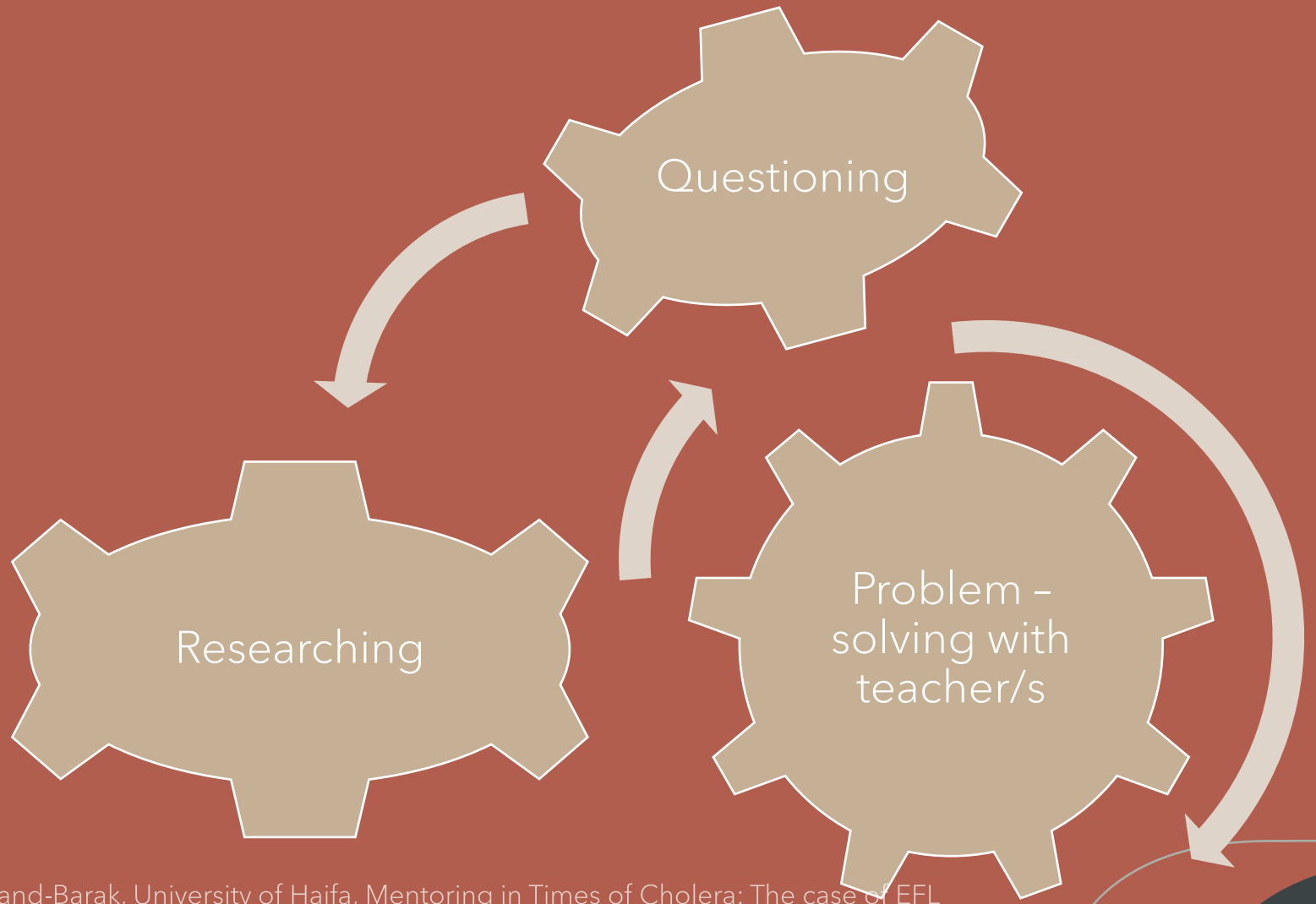
Lily Orland-Barak, University of Haifa, Mentoring in Times of Cholera: The case of EFL mentoring in teacher education, July 2020

Integrative Mentoring : Between transmission and mediation



(Cochran-Smith , 2004; Grossman et al, 2001; Villegas & Lucas,2002; Edwards, 2010)

Acknowledging accountability



Lily Orland-Barak, University of Haifa, Mentoring in Times of Cholera: The case of EFL mentoring in teacher education, July 2020

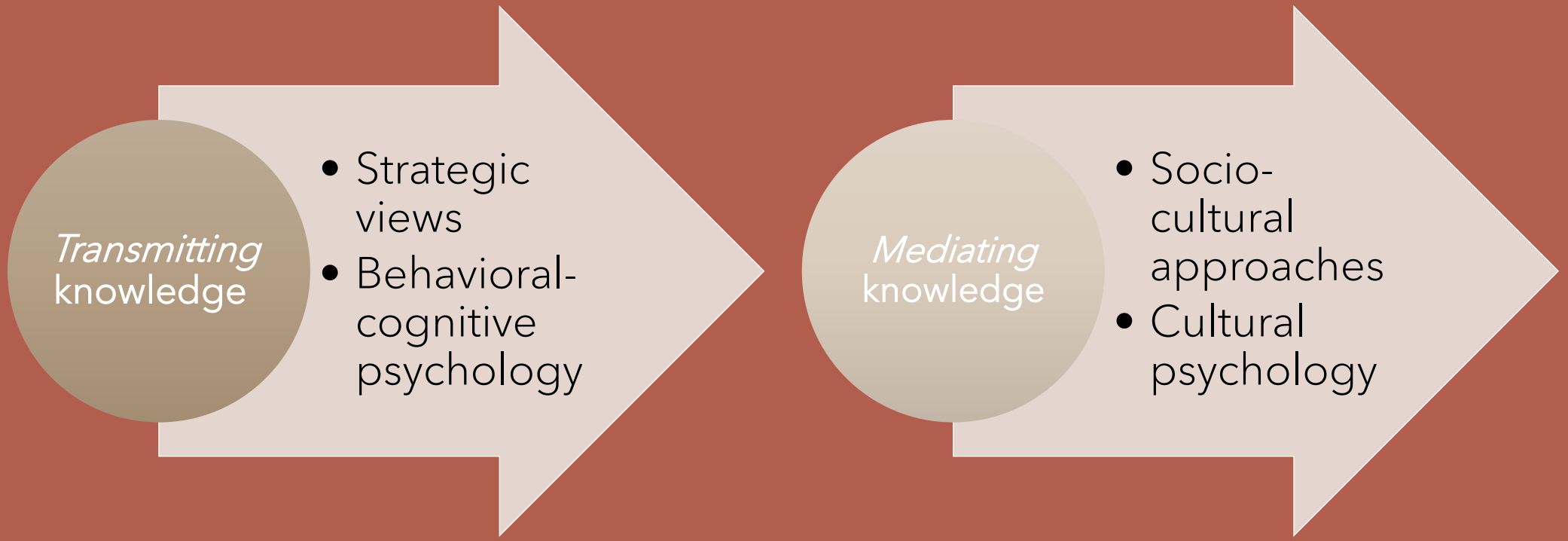
Mediation and adult learning

Interaction whereby the mentor or expert professional **selects and frames** experiences, which are authentic, relevant, and deal with real life problem solving situations and management of dilemmas.

The expert mentor **sequences** the kinds of stimuli provided, gradually **surfacing, analyzing and encouraging** reflection on emergent gaps and new connections and modifications.

Lily Orland-Barak, University of Haifa, Mentoring in Times of Cholera: The case of EFL mentoring in teacher education, July 2020

Historical shifts



Transmitting knowledge

- Strategic views
- Behavioral-cognitive psychology

Mediating knowledge

- Socio-cultural approaches
- Cultural psychology

Digital Mediation

- Socio-cultural approaches in the digital environment
- social interaction in the digital space
- the co-construction of knowledge in the digital space
- norms and rituals
- Cognitive and social presence

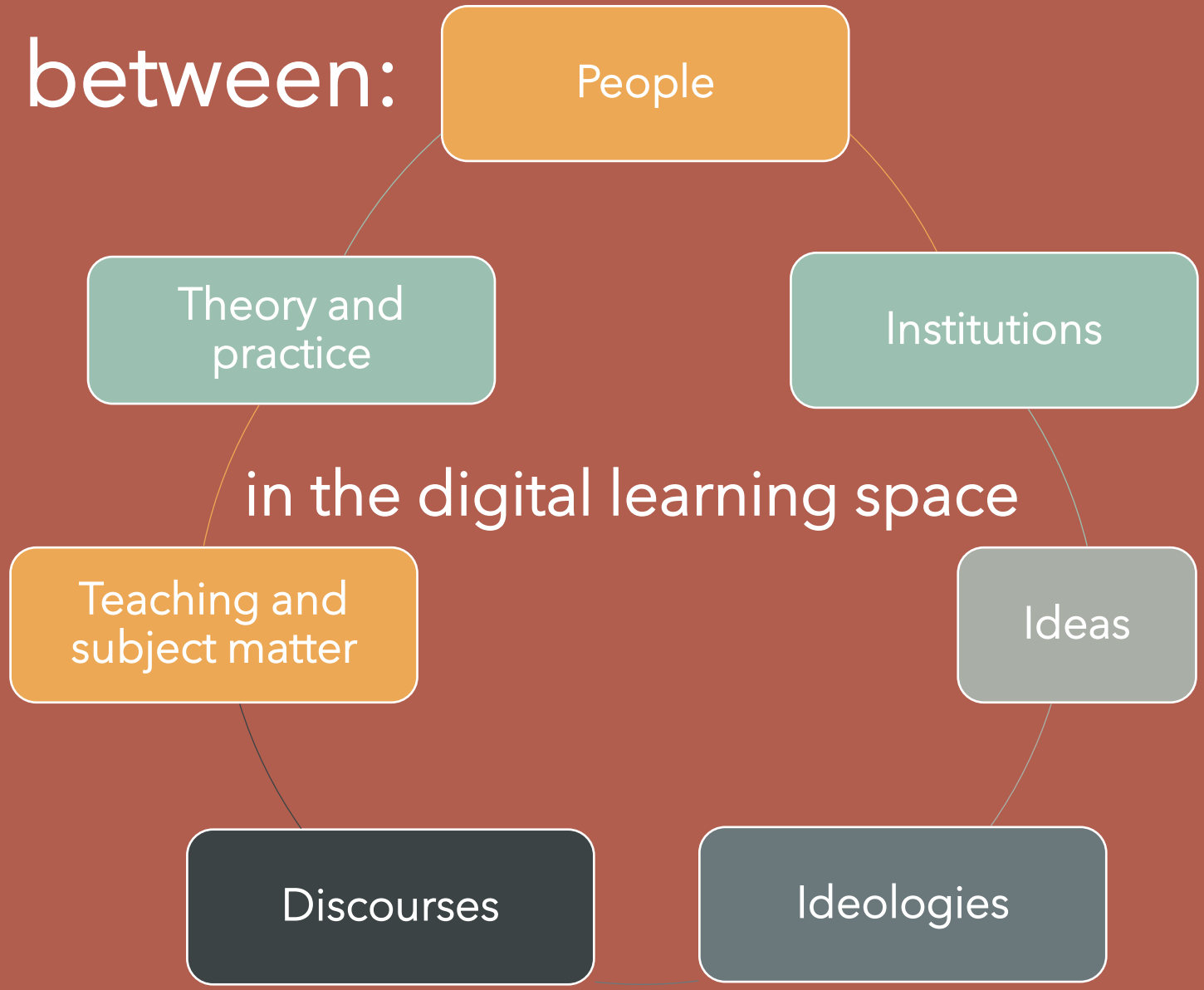
Remember the conditions …

- Time
- Interaction
- Focus
- Voice and Silence
- Visibility and Presence
- L1 and L2 language

Digital Mediation

- Socio-cultural approaches in the digital environment
- social interaction in the digital space
- the co-construction of knowledge in the digital space
- norms and rituals
- Cognitive and social presence

Mediation between:



Putting it into Practice : EFL Teaching Scenario

- An expert teacher recording a lesson for the 7th grade for national broadcasting that takes into account the fact that the lesson will be taught digitally ..
- The teacher does not have students in the recording studio
- Flashback to Educational TV???

Lily Orland-Barak, University of Haifa, Mentoring in Times of Cholera: The case of EFL mentoring in teacher education, July 2020

FILM …

Using the filmed lesson as an opportunity for professional development:
Adapting the filmed lesson to the conditions and features of DLS.

Awareness / reflective questions

Integrating interactive tasks as jump off additions / extensions of the lesson

Looking at the digital lesson differently through the lens of the new conditions and features.

Identify and diagnosing strengths and areas of development

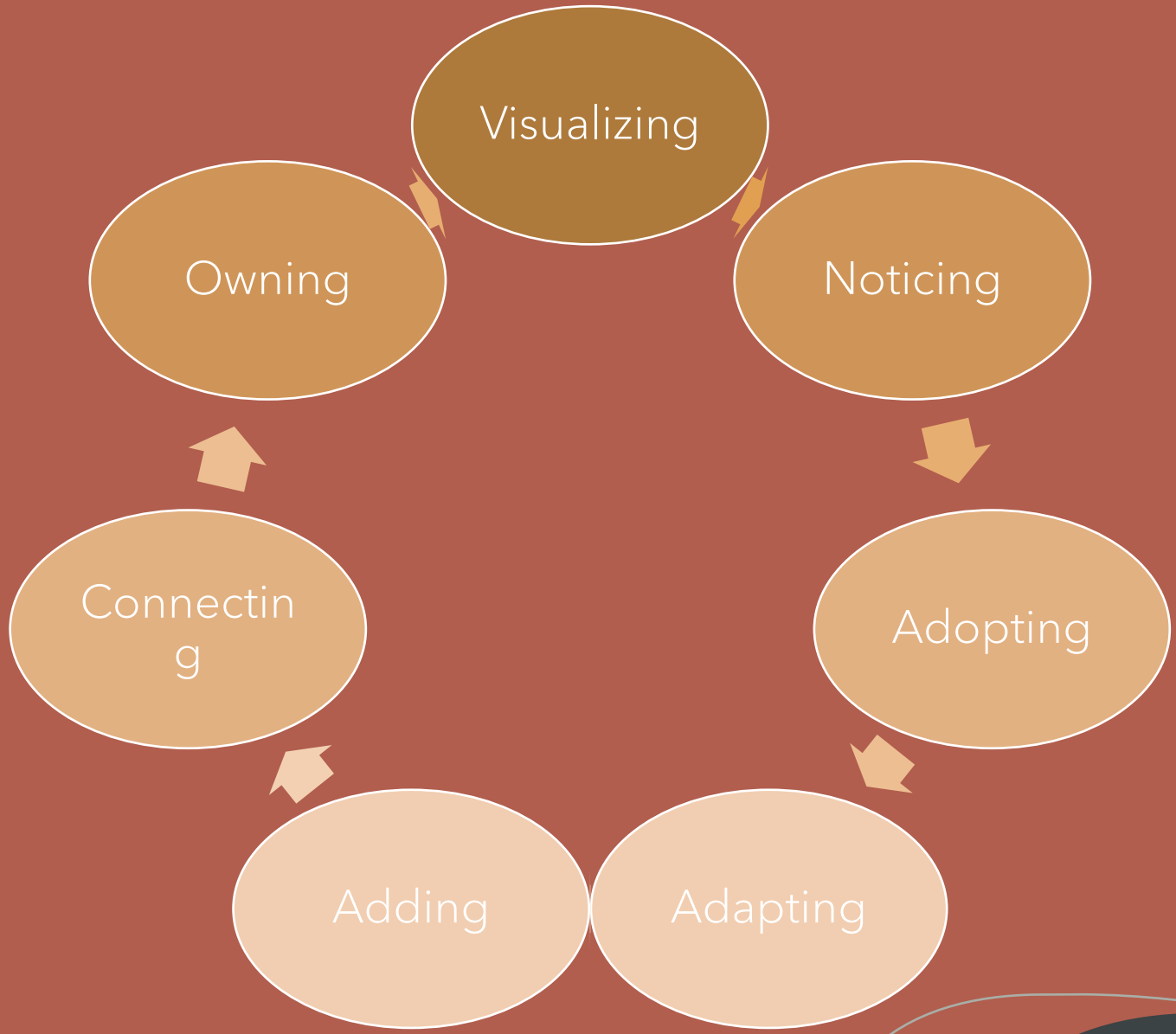
Getting into the teacher's head (beliefs, rituals of practice , pedagogical reasoning , context)

“Education is not a transactional experience but a relational experience ..”

Andreas Schiller

- The role of the mentor is to transform the film from a transactional experience to a relational experience
- Making teaching in the virtual space an intellectually attractive experience
- Good teaching is good teaching

Using the film to demonstrate, co-construct, elicit



Lily Orland-Barak, University of Haifa, Mentoring in Times of Cholera: The case of EFL mentoring in teacher education, July 2020

Visualizing...

- In which class could you use parts of this lesson? Why?
- How would you divide time on task?
- How might different styles of digital learners respond?
- Who will feel comfortable

Lily Orland-Barak, University of Haifa, Mentoring in Times of Cholera: The case of EFL mentoring in teacher education, July 2020

Free images accessed on pixabay.com

Noticing ...

- How is this different/ similar to my teaching?
- What am I surprised to discover?
- What kind of resistances does it create for me in the digital space?
- Who will be engaged ? Who will not?

Free images accessed on pixabay.com

Adopting and Adding ...

- How do I put aside my own views to make place for recognizing the potential of the activity for my classroom?
- What am I prepared to change and what not? Why?
- How can I adapt this to what I am teaching in the virtual space?
- What digital tasks can I add to elevate distributed cognition?

Lily Orland-Barak, University of Haifa, Mentoring in Times of Cholera: The case of EFL mentoring in teacher education, July 2020

Free images accessed on pixaby.com

Connecting …

- What would I do differently?
- What problems do I anticipate?
- How is it congruent with what I know?
- What is this a case of …?
- How does it compare with…?
- What can be replicated , what cannot?

Owning …

- What cultural codes of the environment do I need to consider ?
- What do I take ? What do I leave? What do I add?
- How do I make the parts I take blended?
- How do I teach / facilitate this for all my students?

Free images accessed on pixabay.com

"wisdom comes to us when it can no longer do any good."

Garcia Marquez

"An education isn't how much you have committed to memory, or even how much you know. It's being able ***to differentiate*** *between what you do know and what you don't."*

Anatole France

Lily Orland-Barak, University of Haifa, Mentoring in Times of Cholera: The case of EFL mentoring in teacher education, July 2020

Lily Orland-Barak

THANK YOU!