

Changing practice by reform

The recontextualisation of the Bologna process in
teacher education

Richard Baldwin

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LOGO

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Richard Baldwin

CHANGING PRACTICE BY REFORM

Changing practice by reform

The recontextualisation of the Bologna process in teacher education

This thesis concerns a specific case of curriculum change; that of organizing teacher training courses for prospective teachers of English around learner outcomes in line with the Bologna process. The investigation is an example of a practitioner research case study and looks at how official Bologna policy messages were re-interpreted and recontextualised at the local micro level.

The study found a number of discourses in Bologna policy documents; including the need to modernize higher education and move towards a more student centred approach to learning. Learning outcomes are presented as the basis for curricular re-organisation. The thesis shows that these discourses were mediated by a local discourse portraying teachers as role models who have the task of passing on knowledge that is essential for the students to obtain before entering the profession. Instead of challenging the pedagogic identities for teachers and students, the introduction of learning outcomes into the local environment acted to strengthen the fundamental vertical relations between teachers and students, cementing and confirming the level of control that teachers had over all aspects of the curriculum.

As part of the Bologna implementation process, learning outcomes based on descriptors in the Common European Framework of References for Languages (CEFR) were introduced at the local level in the belief that they could force a curriculum reform by influencing the teacher educators' teaching strategies and assessment techniques. The thesis shows that these changes had a minimal influence on practice and that the changes were contested by some teacher educators. Rather than using the CEFR descriptors to carry out their work, teachers resisted and mediated the change by continuing to use their traditional practices to judge the students language proficiency.

Foto – läggs in av tryckeriet **Richard Baldwin** works at the Department of Education, University of Borås.

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