

HOW CAN BLENDED DELIVERY ENCOURAGE REFLECTION IN TEACHER EDUCATION

Peter Rawlins

College of education, Massey University

Training to become a secondary school teacher is a personal journey, requiring reflection on philosophical beliefs about teaching and learning in light of past and present experiences, and theoretical constructs. This process requires students to make links between theories of learning and pedagogy, and their practical experiences while out on teaching practicums. But what is the most effective way to help students to make these links, and what role does blended delivery play?

This paper examines some of the debates surrounding the implementation of a series of review recommendations for the Graduate Diploma of Teaching (secondary) a one year pre-service teacher education programme. This programme has about half of its students studying at a distance, while the rest have traditionally been taught predominantly in a 'face to face' mode. This paper unpacks the preconceptions of a group of experienced ex-secondary school teachers about what constitutes 'best practice' in teacher education. In particular it debates the relative merits of the use of a blended delivery mode of teaching for all students in the programme.