

Acting as accountable authors: Creating interactional spaces for agency work in teacher education

Lipponen L., Kumpulainen K.

Department of Teacher Education, University of Helsinki, P.O. Box 9, FI-00014 Helsinki, Finland; The Finnish National Board of Education, P.O. Box 380, FIN-00531 Helsinki, Finland

Abstract: In this paper, relying on the sociocultural framework of learning, we report on the results of an ethnographically-grounded investigation of agency work among nine pre-service teachers: The main objective is to determine how agency emerges and is constructed in situated discourse practices within the context of a teacher education program embedded in the collective inquiry approach. Our study identifies the forms of agency that emerged in the collective discussions of the classroom community, evidencing pre-service teachers' transformative agency, relational agency and epistemic agency. This study also shows that the negotiation and framing of agency, and acting as accountable authors, involves changes in teacher-student positions, such as crossing and transforming traditional expert-novice boundaries, as well as recognizing and crediting this crossing of boundaries. The methods and conditions for supporting students' agency work in teacher education are discussed. © 2011 Elsevier Ltd. All rights reserved.

Author Keywords: Agency; Professional development; Sociocultural theory; Teacher education

Source title: Teaching and Teacher Education

Link: [Scopus Link](#)

Document Type: Article in Press

Source: Scopus

Authors with affiliations:

1. Lipponen, L., Department of Teacher Education, University of Helsinki, P.O. Box 9, FI-00014 Helsinki, Finland
2. Kumpulainen, K., The Finnish National Board of Education, P.O. Box 380, FIN-00531 Helsinki, Finland