

**This is a reviewed article**

## **Maintenance or change - an analytical tool for studies of the Work-Integrated Learning in teacher education**

*Jörgen Dimenäs, PhD, University of Gothenburg;*

*Anita Norlund, PhD, University of Borås*

### **Abstract**

*In Sweden, as in many other countries, work-integrated learning is an emphasized part of teacher education. In parallel with this emphasis, the conflict often emerging in students' meeting with the profession is well known from previous research. In spite there seem to be few analytical tools for capturing the characteristics of work-integrated learning. The aim of this article is to construct, operationalize and try out an analytical tool to be used in connection with studies of the character of work-integrated learning. For the construction of the tool we rely on the conceptual pair of horizontal and vertical discourse, collected from Basil Bernstein's theoretical frame. The horizontal discourse connects to an informal, everyday context whereas the vertical discourse is formal and school-oriented. In the article we divide these concepts into certain aspects related to work-integrated learning. We also turn to empirical material where student teachers were interviewed about their experiences, mainly from tutorial guidance. Our conclusion is that the analytical tool could serve as a useful instrument for analyzing such phenomena.*

### **Introduction**

The present study focuses on the practical part of teacher education, from now on referred to as *work-integrated learning* (WIL), and offers an analytical tool for how to capture the nature of this learning. Work-integrated learning is a phenomenon of particular concern for several reasons. The work-integrated learning periods are usually highly valued by student teachers and, considered an important element for their future occupation. Moreover, its importance is noticeable from the fact that work-integrated learning makes up as much as a total of at least one semester in most Swedish teacher education programs. Finally, it is emphasized also by the government, which has clearly stated that work-integrated learning should help teacher students to relate content area matters both to the theoretical content of higher education and to practical teaching (1999/2000: 135). Another reason for paying attention to work-integrated learning is the fact that it is not without its problems. There are several studies revealing dilemmas connected to the encounter between teacher education and elements of work-integrated learning. One dilemma connects to how students relate what we want to call the academy on the one hand and the teaching profession on the other, a phenomenon usually referred to as the dyad of teacher education theory and practice (Shulman, 1998, Bloomfield, Taylor and Maxwell, 2004; Gustavsson, 2008; Dimenäs, 2010). As a contrast to these aspects, Eriksson (2009) shows in her study that there are attempts in teacher education to link academia with the profession during the students' practical parts of teacher education. These links stem from tasks undertaken during ordinary university periods and will subsequently

become the subject of further discussion between tutor and student. Ahlström (2012) also draws attention to this discrepancy and argues that Swedish teacher education today do efforts to link academia with teachers' professional activities. Secondly, there are numerous written texts that have focused on tutoring problems (Lauvås and Handal, 2001, Hegender 2010, Ahlström 2012), relevant to our article since we rely on the assumption that the character of the work-integrated learning is heavily dependent on tutorial phenomena. Ahlström (2012), for instance, has drawn the conclusion that some progress could be seen in this area but he argues that the primary focus in tutoring seems to be on procedural knowledge. A similar result is found in Hegender's (2010, 2012) studies, which describe how tutors primarily focus on knowledge and skills in their communication with students. Hegender's conclusion is that assessment mainly emphasizes procedures as well as social, emotional and caring aspects of teachers' work. The communication and dialogue with the student is often based on their own experiences and rarely has any connection to educational research. Wedin, Hultman and Schultz (2012) note that although tutors are educated in a supervisor training course they still focus on personal characteristics of the local school context in dialogues with the students.

As already mentioned, we particularly include the phenomenon of tutorial in work-integrated learning and there are a number of studies highlighting the tutoring situation in such, i. e. what happens in the relationship between the supervisor and the student teacher. For instance, Hultman, Schultz and Post (2011) draw the conclusion of such supervision; the exchange of learning is based on the supervisor's observations and the subsequent talks seem to be characterized by elucidations, and by alternative ways to understand situations in the classroom. The authors believe that the results of their study are similar to several other studies pointing to a belief that "you learn to swim by being thrown directly into the water" (p. 133). The meetings that occur between supervisor and student teacher mean that different situations and dilemmas are discussed. Although the awareness of these dilemmas the research field of work-integrated learning has been characterized as undertheorized, and the same goes for tutorial as such. An attempt to theorize the tutoring situation in particular is found in Halse and Malfroy (2010) who want to challenge the lack of theorization in tutoring. Previous analytical tool is offered as an attempt to facilitate and capture the nature and understanding of tutoring during work-integrated learning. Although we are fully aware that previous traditions/research has paid some attention to theoretical and analytical aspects, we argue that there is a need for an adequate tool that takes into account teacher education with its particular tradition (see below). Norlund (2013) operationalized the tool in connection to a different content and we find it important to try out its potential regarding work-integrated learning. Given these assumptions the aim of this article is to construct, operationalize and try out an analytic tool to be used in connection to studies of the character of work-integrated learning.

**Theory**

Our study should be seen as an attempt to take the present discussion of the work-integrated learning of teacher education a step further, and it is done so by a focus on a theoretical conceptual pair. More specifically, we rely on the conceptual pair of two knowledge forms i. e. *horizontal* and *vertical discourse*. The pair is collected from Basil Bernstein's pedagogic code theory (see f. ex. Bernstein, 1999). In essence we have to do with the 'local' and 'everyday' on the one hand and the 'official' and 'school-oriented' on the other. It is important to state that the two discourses should not be seen as dichotomous. As a matter of fact Bernstein has introduced the new concepts in order to meet what he saw as a simplified and dichotomized view between the two, i. e. official school and local everyday. He experienced that there was the need for a language that helped differentiate *between* the two knowledge forms as well as *within* them.

As far as the two discourses are concerned and the differences *between* them, the vertical form is characterized by decontextualization, specialization and formality. It is general, abstract, distant (Breier, 2004) as well as unfamiliar (Bourne, 2004). It is distributed in a particular way; since it is characterized by specialized language, knowledge is made accessible for the students (the acquirers) in a certain recontextualization process. This means that knowledge from the academia is relayed to teacher education and to the individual student, and implies a process where the student gets so familiar with the new knowledge that it may be consciously and intentionally transferred from one situation to the other. Ultimately, this transmission aims at competences through which knowledge may be handled individually by the student. Every individual student is supposed to get access to knowledge and to be able to transfer knowledge from one situation to the other without being dependent on the context. In turn, a horizontal discourse is context-dependent, characterized by everydayness, spontaneity and informality, and, according to Bourne (2004), includes the familiar and the concrete. A horizontal form is often played out in a context of family or friends and it cannot easily be distanced from its context. It is most likely to occur in situations that are familiar and recognizable and the acquirer is probably supported by others in such situations. Another characteristic of the horizontal discourse is that everyone has access to this kind of knowledge. In other words it is kind of a collective property. In contrast to the vertical knowledge form, characteristic is that the acquirer does not experience a conscious progression between different learning situations and knowledge is not easily transferred from one situation to another. This fact is expressed as if the horizontal knowledge form is distributed segmentally. Another important difference between the two is the ways through which knowledge is evaluated. Normally, activities realized within a horizontal discourse, according to Bernstein's starting points, are not evaluated in the same systematic way as in the vertical. Only in the formal situation (Bernstein, 2000) are there institutionally drawn-up criteria, in this case, for what it means being a good teacher. Thus, a further crucial point dividing the two discourses is the fact that the vertical discourse relates to a public and professional institution, in this case to teacher colleges, with the authority to evaluate, in this case teacher students. Due to this, work-integrated learning in teacher education is inevitably

an activity of a vertical character. Our exposition to come relies on this assumption and the conclusions to be drawn will be based in alignment with this.

When, in turn, we have to deal with differentiation *within* the vertical discourse there are, according to Bernstein, different character of vertically oriented knowledge depending on what academic discipline the knowledge is based in. In other words, different academic disciplines have different knowledge structures. For instance, what belongs to the natural sciences has a certain hierarchic structure whereas humanities fall within a horizontal structure. This fact is of immediate interest for this article. Work-integrated learning within teacher education has yet another origin than a traditional academic education. We can go back to the early 1900s to find special teacher seminars in Sweden with a close connection to the profession. During the latter part of the 1900s, teacher training became part of an academic professional training. Here, the basic idea was to involve a university research tradition including its scientific basis in order to develop teacher education, and, in this way get more qualified teaching staff. This, in turn, was assumed to lead to improved teaching approaches in school. Such a description applies both to a Swedish and an international western perspective and has often been discussed in terms of a conflicted and dichotomized picture of teacher education, sometimes leading to difficulties for students to understand (Grossman and McDonald, 2008; Grossman, Hammerness and McDonald, 2009; Dimenäs, 2010). Also this picture adds to the needs we attempt to meet in this article. Before moving on, there are yet a couple of clarifications to do. First, an important fact in line with the theory is that the gate should be opened to the vertical discourse and it should not be considered appropriate to exercise teaching or tutoring by being oriented towards the horizontal discourse. Specialized knowledge as in the vertical discourse, it is believed, is needed in relation to perform good teaching. Teacher education has the responsibility of opening to the vertical discourse and work-integrated learning periods are in this respect considered an important tool, i. e. by giving flesh and blood to the theoretical parts and possibly making this process easier. The theory also relates to the future teachers' possibilities of analyzing educational matters in particular and the position of education in society in general.

### **The construction of the analytical tool**

The analytical tool to be presented is presented in a table (see table 1) where the two discourses vertical and horizontal are given a column respectively. Unfortunately, the table version risks presenting the two discourses as dichotomous. As mentioned before, the non-dichotomous feature is fundamental for Bernstein's theory (cf. Moore and Muller, 2002). So, when, and if, the table implies that everyday activities are carried out without competence or specialization, this should be considered a misconception. Activities taking place in an everyday context are not detached from competence. However, it can be assumed that they are often played out with a lower degree of consciousness, sometimes called "tacit knowledge" (Zhang and Han, 2008). By using the table version, we follow Bernstein's own example since he has himself presented the most important differences of the conceptual pair (Bernstein, 1999, p. 162) i.e. those related in the previous section, in a table. In addition, we

stick to the visual form of a table for reasons of readability and symmetry. When constructing the analytical tool for studies of the character of work-integrated learning, our focus has been on certain aspects. The selection of these aspects is based on a combination of principles. First, it includes certain differences customarily emphasized in the Bernsteinian theory (see eg. Bernstein, 1990, 2000; Norlund, 2009). Second, it takes into consideration a previous study where the tool was constructed and tried out in relation to a completely different content, i. e. classroom debates among secondary school pupils (Norlund, 2013). A third principle has been to include what might be considered particularly relevant in connection to work integrated learning. Our intention with the final combination is to get close to the principles of “pedagogic transmission/acquisition” given great attention by Bernstein (1999). When we ourselves define transmission and acquisition we partially rely on an overarching division, common in curricular theory including selection, organization and evaluation.

Table 1. *Overview of the contents and characteristics of work-integrated learning realized in a vertical or a horizontal discourse (Freely after Bernstein, 1999).*

<b>Aspect</b>	<b>Work integrated learning in the form of the vertical discourse</b>	<b>Work integrated learning in the form of the horizontal discourse</b>
<b>Information material</b>	is encouraged by the use of professional texts or public information	involves statements that are based on assumptions rather than on information
<b>Topics and contents involved</b>	deals with complex and urgent topics of a societal and professional character of mutual interest for pupils, teachers and humanity on the whole	deals with topics related to the immediate world of experiences and is about achieving immediate purposes (Love, 2000) or if societal and professional issues are in focus, these are primarily met with personal convictions or private ethics
<b>The professional duties</b>	grasps three important aspects of the professional duty, such as transmitting both values, general skills and content area matters (Norlund et al. 2012)	gives priority only to fragments of the professional duty
<b>Language</b>	is based on well developed and justified arguments, professional and specialized concepts, abstraction and accuracy	is based on emotions, vagueness, informality and an everyday language, and might be inclined to over-generalizations
<b>Organisation of the tutorial situation</b>	is organized in a way that facilitates a distant view on what is played out during the work integrated learning periods  - is played out (or prepares for) participation in a formal and professional context and concerns the entire teacher profession	is organized in a way from which follows that it cannot easily be distanced from its immediate context and purpose  - is played out in a way that cannot easily be distanced from its immediate context and purpose  - has an informal character
<b>Evaluation</b>	is assessed in accordance with stated and visible criteria	is assessed informally in relation to vague criteria

**Selection**

Our article should not only be seen as empirically grounded, although we make use of some empirical material. However, in order to try out the analytical tool and to illustrate an analysis we have chosen to work with empirical data. These data are based on a study of a qualitative design. The data collection method used is semi-structured (Kvale, 1996) interviews with students, carried out both individually and in groups. The sample consists of 15 student teachers who had recently completed their last period of work-integrated learning in preschool through to secondary school. The interview study focused how the student teachers had perceived the communication with their tutors, what advice had been prioritized and what feedback and feed forward they had received from their supervisors. It will be shown that the students' overall experiences, from their work-integrated learning, were also paid attention. Our empirical material involves statements made by the students, meaning that it is only the students' experiences that are given priority in the analysis to follow, not the factual circumstances. Data were processed in relation to the analytical model presented above (table 1). The analytic tool should be seen as an attempt of offering a useful apparatus for researchers who are interested in analyses of various kinds, such as observations of work-integrated learning or interviews with supervisors.

**The application of the analytical tool**

In this section, we will put the tool in motion in order to facilitate for the reader to judge its usefulness. We will also make some comments in connection to the empirical material to illustrate how such may be formulated. We treat the aspects from table 1 respectively, which possibly will illustrate the analytic definitions by the use of our empirical data.

Table 2. *The aspect of information material*

<b>Aspect</b>	<b>Work integrated learning in the form of the vertical discourse</b>	<b>Work integrated learning in the form of the horizontal discourse</b>
<b>Information material</b>	is encouraged by the use of professional texts or public information	involves statements that are based on assumptions rather than on information

Very little use of texts or other public/professional material is revealed in our material. This circumstance operates within a horizontal discourse and illustrates how the analytical tool can be used. When a text is mentioned it is still operating in a horizontal discourse, since the tutor seems to be unacquainted with the curricular documents:

*When I related [my planning] to the curricular learning targets ... “Oh, my God, how good” [tutor’s exclamation], to her it was so awfully new, that it was no matter of course to her. (Jill)*

What Jill refers to is a tutor who is not accustomed to turn to the curricular documents. Given the assumption that tutoring activities benefit from being shaped by the use of professional texts, the teacher student Jill’s experience is worth considering.

Table 3. *The aspect of topics and contents involved*

Aspect	Work integrated learning in the form of the vertical discourse	Work integrated learning in the form of the horizontal discourse
Topics and contents involved	deals with complex and urgent topics of a societal and professional character of mutual interest for pupils, teachers and humanity on the whole	deals with topics related to the immediate world of experiences and is about achieving immediate purposes or if societal and professional issues are in focus, these are primarily met with personal convictions or private ethics

We are now moving to the next aspect of the analytical tool, the aspect connected to the potential to fracture hierarchies. This aspect is in fact one of the key elements of the analysis made and marks the connection between the analytic tool and its sociological tradition, although all vertical orientations do so in a more implicit way. First, we would like to share an utterance from one of the tutors referring to teacher students. It connects to a teacher’s everyday conditions:

*It is not easy to work in this district. But, how do you keep going? Some days, he just ... "what should I do?" Just grab things over again, start over. (Amelia)*

This statement, characterized as it is by resignation, indicates a teacher who is reluctant to take action with regards to a difficult professional situation. As such, it is an example in line with a horizontal discourse, where students to a lesser extent might be encouraged to question teachers’ positions in general. A parallel and alternative interpretation is that the above quotation signifies a teacher who does not give up supporting his pupils. It also enables the questioning of society and of underprivileged positions for pupils as well as teachers.

Table 4. *The aspect of elements of the profession*

Aspect	Work integrated learning in the form of the vertical discourse	Work integrated learning in the form of the horizontal discourse
The professional duties	grasps three important aspects of the professional duty, such as transmitting both values, general skills and content area matters (Norlund et al., 2012)	gives priority only to fragments of the professional duty

The analytic tool in use in this article places interest in the parts of the professional duties that are in focus during tutoring conversations (or recalled situations). Naturally, the teacher profession draws on a wide range of aspects, and it would not be realistic to expect that all of them appear in an interview of the kind that is carried out in this study. Still, there are some phenomena to which we pay special attention. For a presentation of these we rely on a triad (Norlund et al., 2012), in which we find three core elements (that cannot be separated from each other). First, it has to do with the transmission of values and the responsibility to encourage certain pupil identities and behaviour. Second, it has to do with general skills and competences. Third, we have the teaching of content area matters that belong to school subjects. Let us start in the latter. According to our interviews, this part seems at times to have been neglected. One of the teacher students interviewed Krister, says that, "I have not received any comments regarding the content in my teaching". He specifies his comment:

*My supervisor is good at discussing everything that happens outside the classroom, outside the school subjects. It's her focus. Those are the discussions that take place at school. What has been planned is put off. (Krister)*

*In fact, the material only reveals a few examples of tutoring situations that have touched on subject-specific content. Jytte's supervisor even signals that such content should be seen as unproblematic:*

*My supervisor even thought that those things that have do with lessons is ..., "that is something that you fix easily, it's everything around that is the hard part". (Jytte)*

At several occasions the students themselves express a lack of tutorial concerning subject-specific issues and consequently level criticism of this kind:

*It was more as if me myself had to come and ask, we had this, to be sure, ten transition from minus and then they thought of plus instead, and I didn't have a clue when I got there, so then it was me who had to go in and ask her about that. After all it should have been her who had prepared me in such a way and to think... after all, or I could have made them confused there... and to go in with a completely new strategy, sort of. (Jessica)*

Such an experience is further supported by Amina who asks for more thorough tutor comments:

*No advice of substance, but methodically, "if you intend to show different ways to solve a number, then use the same figures so that they will be able to recognize and compare the different results". During a lesson with outdoor mathematics, I was completely nonplussed by a pupil's questions. I went a bit quiet and thought a lot, and then I asked my supervisor if she could help me. "I would have said, quite simply: "Yes, that is one way of thinking, but is there anyone else who might think differently? "" I do not get any advice unless I ask in a very concrete way (Amina).*



Another illustrative example is Axel who graded tests during his work integrated learning but did not discuss the grading activity, neither in general nor in particular. This possibly reveals a tutor who puts great faith in the student since Axel is in the end of his education. Interpreted in such a way, the tutor's actions certainly make sense. However, an immediately apparent problem is that a phenomenon, such as that of grading a test, is hard enough for any teacher, experienced or not, and that the valuable opportunity of a discussion in connection with a "real" grading situation could have been important. There is, in our material, not a complete absence of examples that focus subject-specific issues. Some of the statements from the students mark its difference, and we would like to contribute also with some examples of this type. For instance, activities touched upon is "punctuation, paragraphs and stuff" (Anna). Other examples, in this case related to the mathematics subject, are to be found in a discussion between Juanita and her tutor on how to go "from two-dimensional to three-dimensional" and between Kristina and her tutor on "what should be taught and how in mathematics (Kristina). Yet another example is the planning of cross curricular work:

*When I arrived, the working party had decided on a theme that I became in power of. Me and the team sat discussing what I should deal with, what to do during the English lessons and so on. I got a lot of input from the other teachers when it comes both to the content and on how to carry it out (Kristina).*

The following utterance shows a situation where the supervisor catches a complexity in mathematics teaching:

*In math, it makes sense to use the same numbers so that students may compare different results and ask if there is anyone who thinks differently. (Amina)*

Also interesting for our study is whether students get advice that might be transferred from one situation to another, i. e. advice of a vertical character. There are instances of such an orientation. Juanita confirms this by referring to an advice given, i. e. that it is "important to find out the pupils' prior understanding". Matilda received a suggestion of a general methodical nature that may still be understood in a decontextualized context:

*While one group recorded their radio plays, the second group sat drawing sketches that had to do with the radio theatre and then I wanted to get their drawings into a context. Then I got advice on how to tie the tasks together. (Matilda).*

In some way also the following advice applies for a focus on contents that is transferrable:

*I got the feeling that the most important was around the content .. how to handle the children if there was someone who sat disturbing at the rear... Should you wait for someone who had gone to the bathroom? Should you write on the board? Should you use a flipchart? Should you use pens of different colours? It was a little more about the practical all around (Johanna).*

Another advice connects to a general aspect of planning:

*My internship supervisor takes up this with the lesson plans and structure. (Anna)*

Alfred contributes with yet another example, related to a situation that is specific but has the potential of working as an advice of a more general nature:

*Before they had done a similar job in social studies, and I just jumped in on this The Glass Bead Journey [a novel] and just went on with the work, but then my supervisor said [as if directed to the pupils] "Think of how you finished the social studies job. What was good in that presentation and that job? What could you have done better? Think about that now when you are doing this task". (Alfred).*

Our final example exhibits a problem in connection to our criteria for tutorials oriented towards a vertical discourse; it does not embed for all aspects of the forthcoming profession.

*My supervisor has been very focused on maths. Maths has taken up most of the teaching time. It is in relation to this subject we have had our discussions, we are both interested in maths. My last supervisor does not teach the Swedish subject at all and then it will be natural for us to discuss math. Art is something she sees as a necessary evil. "What shall we do during arts lesson today? Oh, I'll surely come up with something". It's not as if she looks in the subject plan and considers what pupils ought to get regarding different techniques. In mathematics, however, she is very careful about looking at the subject plan (Kristina).*

Table 5. *The aspect of language*

Aspect	Work integrated learning in the form of the vertical discourse	Work integrated learning in the form of the horizontal discourse
Language	is based on well developed and justified arguments, professional and specialized concepts, abstraction and accuracy	is based on emotions, vagueness, informality and an everyday language, and might be inclined to over-generalizations

The next aspect has to do with language since tutorial activities with orientations to the vertical discourse imply a certain language. For example we expect to find arguments that are based on evidence and proof. Let us take the following shared experience as our point of departure for reasoning on this:

*The response from my supervisor was often based on an estimation that they had had fun, the pupils had had fun during the lesson ... "yes it seems like they thought it was funny ... they perceived it as fun anyway" .. I often got remarks on that. (Johanna)*

The advice Johanna has received should be questioned from a vertically oriented perspective. The advice given, with its primary focus on the pupils ‘having fun’, may be seen as

significant of a hasty generalization and an over-simplification, lacking support from research. Such justifications concerning feelings, rather than beliefs, indicates tutoring of a horizontal character. Next, language with traits of the horizontal discourse is marked with vagueness. Johanna expresses that "sometimes you hear, many times, that right now we have to put this aside since the group is under process". What it means that a group is "under process" may be hard to comprehend. In the examples below, the concept of 'flexibility' can be considered to be vaguely used:

*We talked a lot about the teaching profession and so, and talked a lot about this with flexibility. That was something he talked about all the time, that you should be flexible, snatch them there and then (Alva).*

It also appears that an amount of the feedback the students get has an everyday character, including language that is informal, such as Amelia's experience of being told that she "did great" (above). Relevant to this is also Matilda's experience of a similar comment, i.e. "it was good", just like Sara's:

*To be honest, I do not think you get very much advice. It's as if you almost have to pull the response from the supervisor after one's had the lessons. You get very little advice. They just say that "it is good". When one asks what was good the answer is still "it's good". It makes you wonder if they don't see what it is about. That's something I have felt during all the periods when I have been out. (Sara)*

Another partial aspect, connected to language, is the use of metaphors. As already seen, Alva's tutor said that "You own, you own the class!" Similar metaphorically expressed advice, such as that one should "see all students" (Matilda) are marked by the presence of metaphorical language visible also from previous research of work-integrated learning (Hegender et. al., 2012, discuss this in relation to work-integrated learning). Such language might without doubt have a function. However a problem immediately apparent is that it may also be elusive and difficult for the students to capture. As such, it risks having an impact which turns the teacher profession into something less specialized.

The theme of 'clarity' is also mentioned by Sara, however in a slightly different way:

*One should be clear in one's teaching. It's a bit difficult because you do not know how clear you ought to be neither how much to challenge students.*

As can be noticed, Sara points out a contradiction connected to the phenomenon of receiving advice. The advice given, dealing with how to be clear in relation to the pupils lacks precision and is in itself unclear. As evident from the citation from Anna (above) there are also situations where the teacher students themselves question the clarity of advice given. It should be stated, though, that what has been referred to here is a possible illustration of how difficult it might be for a tutor to verbalize certain parts of teaching. There are indeed also instances in our material of language of a vertical character. Such language demonstrates concepts that are

abstract, however more specialized. This fact is supported by the kind of advice Matilda has received:

*Use water as an exogenous force, and then switch to water as a resource and especially water in short supply. That's something we discussed in the working part (Matilda).*

Other example does not include concepts, but still suggest specific advice:

*Then I got a lot of tips on my teaching and my actions. "When you do this, ask this question, do this (Anders)*

It is of course a delicate matter how precise to be as a tutor. Still, we argue that it may be useful to discuss how to avoid feedback that is too general and how to achieve conversations characterized by accuracy.

Table 6. *The aspect of organization of the tutorial situation*

Aspect	Work integrated learning in the form of the <i>vertical discourse</i>	Work integrated learning in the form of the <i>horizontal discourse</i>
<b>Organization of the tutorial situation</b>	<p>is organized in a way that facilitates a distant view on what is played out during the work integrated learning periods</p> <p>- is played out (or prepares for) participation in a formal and professional context and concerns the entire teacher profession</p>	<p>is organized in a way from which follows that it cannot easily be distanced from its immediate context and purpose</p> <p>- is played out in a way that cannot easily be distanced from its immediate context and purpose</p> <p>- has an informal character</p>

There are interviews to be considered as vertically oriented. Such situations, for instance, place the teacher student's participation more clearly in a professional context indicating a higher degree of decontextualized communication:

*We had a coordination meeting when the students had gone home, at two o'clock. So we sat discussing what had been good and what I could have done better. (Krister)*

Also adding to a horizontal discourse are beliefs relying on a kind of relativism, shown in the following:

*Do they make any signals ... no, I think I am allowed to be shaped a bit like I am, and that it's okay that we are different. That is something my last supervisor put much emphasis on, she cannot mould me to be like she is, so I have been allowed to discover for myself how I want to work, the way I want it ... the last supervisor I had ... so it has been very freely and openly. (Hjördis)*

Table 7. *The aspect of evaluation*

Aspect	Work integrated learning in the form of the <i>vertical discourse</i>	Work integrated learning in the form of the <i>horizontal discourse</i>
Evaluation	is assessed in accordance with stated and visible criteria	is assessed informally in relation to vague criteria

Finally we pick up the aspect of context, in this case specified with respect to whether the advice offered the student is context-bound or not. From the interviews conducted it seems as if it is mainly context-bound. Amelia has experienced advice that was communicated spontaneously ‘here and now’:

My tutor was very good at that. It came at once. So, right after I had talked to the entire class or gone in and helped a pupil she said immediately; “Oh, you did great!”. She was really good at that, so I got feedback constantly. (Amelia)

Another student puts her impression as follows:

*It was the same here, with my supervisor. She could say “You own the class, you own the class!” To get feedback afterwards, then you don’t find it relevant, but now I take it in a different way, and remember it well. (Alva)*

Diana contributes with a descriptive example:

*... I was at another school before where I did not receive any feedback. Not "this was good, this was bad." Nothing, and then I went to another school in springtime, and then I got a new supervisor at another school, and it was: "But this is good. We will solve it. It looks great with the kids" and it was good. (Diana)*

The feedback that the students depict is apparently contextualized to specific situations and opportunities. It is, in other words, in this respect marked by a horizontal discourse. As is clear, the students seem to appreciate this context-bound feedback. For example, Alfred says that:

*Often, there was no time immediately after so it was as we said "offset", and then it's not quite as close on, and when you got it right after, maybe it was on a break, it felt so much closer than if you'd put it off it until the afternoon. It's the same when it goes the other way, to "Do remember that ..." than to "Do you remember what you did yesterday?" And you will not even remember yourself what you did. "Sure, I'll try to remember." (Alfred)*

A possible reason for the students' appreciation of an ad-hoc feedback, in addition to its potential of being easily remembered, might be that it provides the student teacher with a feeling of being capable, a feeling possibly affecting their performance after graduation, and

as such enabling them to grow professionally. However, there is also a risk that students who face decontextualized feedback do not get knowledge that is transferrable to new situations.

### **Discussion of the results from empirical, exemplary material**

We have previously stated that the primary aim of this article is not to study the empirical material from the interviews. However, we would like to draw some conclusions related to the empirical material that we have used to operationalize the analytical tool, which is the focus of this article. The reason for doing so is that we would wish to contribute an example of possible conclusions to be drawn and how to express these conclusions. As far as this aspect is concerned we can, in light of the material studied, see trends that the practical training of teacher education illustrated in several cases contributes to an education for aspiring professionals with low professional skills. Work-integrated learning is considered a key to students' professional development (1999/2000:135). Thus, the signs we see of a potentially prevailing horizontal discourse is worrying and points towards the need for some action to be taken with regards to the ambitions of the universities working with the practical contents, such as developing a qualified tutorial education, a point which is also highlighted by Lauvås and Handal (2001), Hegender (2010, 2012) and Wedin, Hultman and Schoultz (2012). Furthermore, indications from our study should be discussed in relation to the impact it has on the quality of teacher education and local school cultures. Eriksson (2009) and Ahlström (2012) suggest that contemporary Swedish teacher education actually makes efforts to link academia with teachers professional' activities. However, Wedin, Hultman and Post (2011) pay attention that the tutoring advice to teacher students still can often be understood as "you learn to swim by being thrown into the water". Suffice to say, our study gives every reason to believe that these interactions need attention. The implications for future professionals should not be underestimated. It is remarkable that students during their work-integrated learning perceive that they are met with different priorities. The consequences of our example suggest that the practical part (work-integrated learning) asks for being placed within a more developed training of supervisors. Placement cannot be about a "place at a school" but rather a case of a meeting a qualified tutor who is able to challenge and communicate all parts of the profession. For teacher training providers, the resources for work-integrated learning should be earmarked in such a way that there are also resources for the training of trainers.

Before moving further, we would like to comment also on dilemmas particularly related to the encounters that emerge between tutor and teacher student. The meetings that occur between tutor and student mean that various situations and dilemmas are discussed. Not only the teaching parts and its priorities for the pupils are in focus; the tutor is faced with the tutorial dilemmas, but also of what to give priority in the tutorial discussions. As we have initially touched upon there are some dilemmas connected to work-integrated learning. Teacher placement period has a strong association with the academic part of the training and the question can be raised whether the pictures student teachers receive from the respective activities are consistent. Halse and Malfroy (2010) describe teacher education as

“undertheorized” and they purpose teacher education to challenge this lack of theorization. This study should be understood as providing an analytic tool to support teacher educator and students into a more advanced tutoring situation during work-integrated learning periods. The problematic relation between theory and practice (Shulman, 1998, Bloomfield, Taylor & Maxwell, 2004; Gustavsson, 2008; Dimenäs, 2010) are even more accentuated when tutors tied to teacher education supervise student teachers during work-integrated learning. From this reasoning we have made the assumption that what professionals in the coaching situation communicate, and thus signal as valuable for future teachers to master, make up choices that will affect what is being communicated and emphasized in the tutorial situation, which will have consequences with regards to their future occupation/profession. These consequences of the work-integrated-learning period could for students be a question of maintenance or possibilities to change and develop their future teaching.

Whereas the results seem to significantly show a predominance of horizontally oriented advice, it is tempting to further juggle with the idea of what vertically oriented feedback might look like. It would move outside the immediate world of experience and break loose from the context bound. It would grasp the full teacher mission, and consequently treat both what kinds of pupil identities to foster and how to develop highly valued generic skills as well as subject specific contents. It would make use of information as it could be assumed that tutorial activities also relate to other public information connecting to the teacher profession, such as TV-programs, polemical articles, trade magazines and so forth. Moreover, it would relate to cognitively advanced activities and include accurate and specialized language with concepts that one, both as a student teacher and tutor, may transfer between different situations and occasions and as a consequence make progress, leading to the building of a forward-looking and long-term school culture. In other words it would include those elements that enable teacher students to discuss with others in a way that an academic profession such as teaching demands, and in alignment with the professional culture it belongs to. However, this presupposes a general school culture of such a kind. Granström (2012) emphasizes the fact that teachers' activities are not always characterized by a professionalized approach. It would pave the way for social and professional participation, such as public debates on matters of common pedagogical concern. In sum, it would involve tools which support the student and the tutor to move forward together in a conscious way. It would also pave the way for change. The school is expected to be a place for fostering pupils to future responsible and engaged citizens. For example, Granström stresses that it is crucial for teachers to highlight the school's content and its ideological background. As can be shown, the empirical material indicates a tutorial situation not without its problems. It confirms Dimenäs' (2010) report of work integrated learning as placed in a discussion of conflicts and dichotomies. First it has to be stated that student teachers experience significant differences in the feedback they receive from their supervisor. The results also indicate that the students' experiences are predominantly placed in line with the horizontal discourse. Depending on the guidance given, we find an indication that the syllabi and subject plans syllabi are something that can be taken for granted and are not explicitly communicated or significantly governing. What is mentioned is to be considered as context-bound and informal (Ahlström, 2012; Hegender 2010, 2012). Some of the student teachers witness tutorials that may just as well signal that

the teaching profession is ultimately about enabling pupils to have fun or feel safe, or about maintaining classroom discipline. Only a few students mention guidance oriented to aspects such as the subject-specific content. Nor do instances of an ideological awareness appear, neither implicitly nor explicitly.

### **Discussion of the analytical tool**

At present, Basil Bernstein's theoretical frames seem to be attracting a renewed interest. Most familiar for every researcher who is interested in educational issues are probably the concepts of *classification* and *framing*. The conceptual pair of vertical and horizontal discourse seems to be less well-known, but, we argue, highly useful when the intention is to capture the nature of pedagogical processes. However, in order to make concepts applicable they must inevitably be specified. This is not the least important in relation to Bernstein's theory testified as it is difficult and abstract although useful. In this article we have specified an analytical tool and tried it out. Our adaptation is done with particular relevance to work integrated learning, an area that has previously been stated as undertheorized. Some clarifications are needed. Firstly, it is obvious that some aspects interfere with each other. Another clarification is the need for an empirical material that is varied. In this case we only had access to the student teachers' testimonies but the examples had, without doubt, benefitted from other material, such as interviews with the tutors and observations. However, from the empirical data examples we can understand a close connection to the model. Our conclusion is consequently that the analytical tool could serve as a useful instrument for analyzing tutorial dialogs. We also consider the tool useful for studies of policy documents and other text material connected to work-integrated learning. A strength of the tool, we argue, is the fact that it takes into account that teacher training does not clearly belong to a traditionally academic discipline and by following a tradition of seminar there is the risk that tutors are occupied with their everyday practice and student teachers are coloured by their own experiences from being a pupil. Our expectation is that our approach makes it possible not only to capture the nature of work-integrated learning, but also to point out the possibilities and limitations of the tool. Thus, we welcome repeated analyses as well as elaborations of the tool.

### **References**

- Ahlström, K.G. (2012). Kopplingen högskole- och verksamhetsförlagd lärutbildning [Workintegrated learning in relation to academic learning]. *Pedagogisk forskning i Sverige* 17(1-2), 123-132.
- Bernstein, B. (1990). Class, codes and control. Vol. 4, The structuring of pedagogic discourse. *London: Routledge*.
- Bernstein, B. (1999). Vertical and Horizontal Discourse: an essay. *British Journal of Sociology of Education*, 20(2), 266-279.
- Bernstein, B. (2000). Pedagogy, symbolic control and identity: Theory, research, critique. *Rowman & Littlefield Publishers*.
- Bloomfield, D., Taylor, N. & Maxwell, T (2004). Enhancing the link between university and schools through action research on teaching practicum. *Journal of Vocational Education and Training*, 56 (3), 335-372.
- Bourne, J. (2004). Framing talk Towards a 'radical visible pedagogy'. In J. Muller, B. Davies & A. Morais (Eds.), *Reading Bernstein, Researching Bernstein*. *London: Routledge Falmer*.
- Breier, M. (2004) Horizontal discourse in law and labour law, in: Muller, J., Davies, B., Morais, A.(Eds) *Reading Bernstein*. (*London and New York, Routledge Farmer Taylor & Francis Group*), p. 222-235.



- Dimenäs, J. (2010). Beyond dichotomization: a different way of understanding work integrated learning. *Journal of Cooperative Education & Internships*, 44(2), 43-49.
- Eriksson, A. (2009). Om teori och praktik i lärarutbildningen. En etnografisk och diskursanalytisk studie [About theory and practice in teacher education. An ethnographic and discourse analytical study]. (Göteborg studies in educational sciences, 275) *Göteborg: Acta Universitatis Gothoburgensis*.
- Granström, K. (2012). Tre aspekter på lärares ledarskap i klassrummet [Three aspects on teachers leadership in classroom]. In G. Berg, F. Sundh & C. Wede (ed.), *Läraren som ledare: i och utanför klassrummet* [Teacher as leader in and outside classroom]. *Lund: Studentlitteratur*.
- Grossman, P. McDonald, M. (2008). Back to the future: Directions for research in teaching and teacher education. *American Educational Research Journal*, 45 (1), 184-205
- Grossman, P., Hammerness, K. & McDonald, M. (2009). Redefining teaching, Re-imagining teacher education. *Teachers and Teaching: Theory and Practice*, 15 (2), 273-290
- Gustavsson, S. (2008). Motstånd och mening. Innebörd i blivande lärares seminairesamtal [Resistance and meaning. Meaning in future teacher dialogs] . (Göteborg studies in educational sciences, 266) *Göteborg: Acta Universitatis Gothoburgensis*.
- Halse, C. & Malfroy, J. (2010). Rethorizing doctoral supervision as professional work. *Studies in Higher Education*, 14.
- Hegender, H. (2010). The Assessment of Student Teachers Academic Professional Knowledge in School-Based Teacher Education. *Scandinavian Journal of Educational Research*, 54(2), 151-171.
- Hegender, H. (2012). Villkor och praxis: Bedömning av lärarstudenters yrkeskunskaper under verksamhetsförlagd utbildning [Conditions and practice: Assessment of teachers professional skills in work integrated learning]. *Nordic Studies in Education*, 30(3), 180-197.
- Hultman, G., Schultz, J. & Post, K. (2011). The interplay student teachers - tutors. The clinical education. *Educational Research in Sweden* 16 (2) pp. 118-137.
- Kvale, S. (1996). Interviews - An Introduction to Qualitative Research Interviewing. *Thousand Oaks: Sage*.
- Lauvås, P. & Handal, G. (2001).Handledning och praktisk yrkesteorier [Supervision and theory of practice]. *Lund: Studentlitteratur*.
- Moore, R. and Muller, J. (2002), 'The Growth of Knowledge and the Discursive Gap '. *British Journal of Sociology of Education*, 23, 627-637.
- Norlund, A. (2009). Kritisk sakprosläsning i gymnasieskolan. Didaktiska perspektiv på läroböcker, lärare och nationella prov [Critical reading of non-fiction in upper secondary school. Didactical perspectives on textbooks, teachers and national tests. (Göteborg studies in educational sciences, 273) *Göteborg: Acta Universitatis Gothoburgensis*.
- Norlund, A. (2013). ”Varför tycker du man ska ha dödsstraff, då?” Ett sociologisk-didaktiskt redskap för studier av klassrumsdebatter [”Why death penalty?” A sociological and didactical tool for classroom debates]. *Educare*, 1, 41-67
- Norlund, A, Dimenäs, J., Kolback, K. & Wede, C. (2012). Lärares ledarskap i perspektivet av undervisning och bedömning [Teachers leadership in teaching and assessment]. In Berg, G., Sundh, F. & Wede, C. (ed.). *Lärares ledarskap* [Teachers leadership]. *Lund: Studentlitteratur*.
- Regeringens proposition [Government report] 1999/2000:135. En förnyad lärarutbildning [The new teacher education]. *Stockholm: Utbildningsdepartementet*.
- Schulman, L.S. (1998). Theory, practice and the education of professionals. *The Elementary School Journal*, 98 (5), 911-922.
- Wedin, A.S., Hultman, G. & Schoultz, J. (2012) Influens och konsistens. Om vad som påverkar handledningen under den verksamhetsförlagda utbildningen. *Pedagogisk forskning i Sverige* 17(1-2), 80-98.
- Zhang, L. & Han, Z. (2008) Analysis on the Management of College Teachers ' Tacit knowledge 1 (3), 21-24.