



Towards Creative Tutoring - Challenging Teacher Educators to use Digital Resources and OER

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Abstract

Research problem and questions

The basic assumption of this paper is the notion that the use and production of digital resources by teacher educators may contribute to innovative tutoring processes and thus be beneficial to the profession itself and to teacher students .

The following questions will be discussed in order to understand and further the use of digital resources within teacher education.

Why would teacher education be a significant area in which to introduce and encourage the use of digital resources?

Are there specific demands on teacher educators' pedagogic/ didactic content?

What are the pros and cons of teacher educators' attitudes and behavior when using and producing text and material?

Can OER be a viable solution for Teacher education?

What behavior and which processes need to be encouraged and strengthened?

What professional level and organizational level should be targeted?

How could the design of repositories for digital resources serve as supportive scaffolding to develop innovative behavior?

Teacher educators have a key role in tutoring future teachers. Their tutoring and communication processes will affect their students, the future teachers. The students will in turn monitor the learning processes of school-children who to certain extent are digital literate and who are accessing information and communicating by social media, thereby acquiring and processing knowledge in non-traditional ways. Using of repositories of digital resources may thus further future teaching and tutoring.

Research on e-learning and literacy has contributed to the understanding of the mentioned issues of as well as insight in the shaping of digital learning environments. However a broader view of knowledge (Säljö , 2009) and situated learning (Suchman,1987)) supports our understanding how teacher educators may deal with digital resources. When trying to understand literacy issues and the use of digital content within teacher education it is necessary to take into account pedagogic-didactic processes as well as understand collective communication and sharing of knowledge. (Wenger 1997)

OER approach

When developing the digital repository ShareTEC for Teacher Education within a large EU-project 2008-2011 several strategical issues concerning Teacher education and use of digital repositories were researched and data were collected. Project data and discussions will underpin the ideas and the analysis in this paper. Interviews with teacher educators as well as test results were conducted



within the project. The Share TEC repository will serve as an example of use. Another source of data is a Swedish National OER-project conducted at Stockholm and Malmö universities 2009-2010. The experiences from the project will be discussed and interpreted with the help of theories mentioned above in order to suggest a strategic approach to empower Teacher Educators to use digital resources and OER.