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Proposal Information of Contribution 264



<p>ID: 264</p> <p>10. Teacher Education Research</p> <p><i>Format of Presentation: Paper</i></p> <p><i>Alternative EERA Network: 28. Sociologies of Education</i></p> <p><i>Topics: NW 10: Research on values, beliefs & understandings in teacher education</i></p> <p><i>Keywords: power; student teachers; classroom management; ethnography</i></p> <p>Coercive Power Scenarios in the Classes Taught by Student Teachers</p> <p>Katerina Lojdova, Katerina Vlckova</p> <p>Masaryk University, Czech Republic</p> <p><i>Presenting Author: Lojdova, Katerina; Vlckova, Katerina</i></p> <p>Our aim is to describe how coercive power is negotiated, used, and perceived by student teachers and their students in lower secondary classes (ISCED 2A). Power is an ability of a person to influence opinions, values, and behaviour of others (McCroskey, 2006). In our study we use the most influential, traditional typology of power as a relational phenomenon by French and Raven (1959). It distinguishes teacher's power in relation to a (by students perceived) principle on which it is based on, i.e. coercive, reward, legitimate, referent, and expert power. Coercive power is based on student's expectations that he/she will be punished by the teacher if he/she does not conform to the teacher's influence attempt (French & Raven, 1959).</p> <p>Our research question is: <i>How is the process of coercive power negotiation between the student teachers and their pupils realised in Czech lower secondary classes?</i></p> <p><i>Methodology, Methods, Research Instruments or Sources Used</i></p> <p>In our mixed methods research design the quantitative part is based on a survey and focuses on student's perception of student teacher's power bases in accordance to French and Raven's (1959) typology. In quantitative part of the study, which aims at validation of the French and Raven theory in a broader context, we focus on younger learners (i.e. lower secondary students), Czech sociocultural conditions of power in the classes and on student teacher's power (i.e. beginning teachers) instead of teacher's power. For this purpose we adapted one of the latest and most used instruments measuring perceived power of teacher – Teacher Power Use Scale (TPUS; Schrod, Witt, & Turman, 2007).</p> <p>The qualitative part is based on an ethnographic research design. Data about power negotiation processes were collected via direct (field notes) and indirect (video-recordings) observation and the data about student teacher's perception of power via deep semi-structured interviews and their reflective diaries.</p> <p><i>Conclusions, Expected Outcomes or Findings</i></p> <p>Qualitative data uncovered the structure of the coercive power bases within student teachers' practice. According to the coercive power use intensity, we describe strengthening and weakening coercive power structures within the classroom, which we named scenarios. Finally their consequences within classroom settings are interpreted.</p> <p>We discuss our research findings in the context of other research on power; mainly in European context (Mainhard, Brekelmans, & Wubbels, 2011; Molm, 1997 etc.). The importance of this research lies in urgent need of nowadays teachers to meet classroom management requirements that are expected from them.</p> <p>The paper was funded by Czech Science Foundation – Project GA13-24456S "Power in the Classes Taught by Student Teachers".</p> <p><i>References</i></p> <p>French, J. R. P., & Raven, B. (1959). The bases of social power. In D. Cartwright & A. Zander. Group Dynamics (pp. 259–269). New York: Harper & Row.</p> <p>McCroskey et al. (2006). An Introduction to Communication in the Classroom. Boston: Allyn & Bacon.</p> <p>Mainhard, M., Brekelmans, M., & Wubbels, T. (2011). Coercive and supportive teacher behaviour: Within- and across-lesson associations with the classroom social climate. Learning and Instruction, vol. 21(issue 3), pp. 345-354.</p> <p>Molm, L. (1997). Coercive power in social exchange. (xii, 316 p.) New York: Cambridge University Press.</p> <p>Schrod, P., Witt, P. L., & Turman, P. D. (2007). Reconsidering the measurement of teacher power use in the college classroom. Communication Education, 56(3), 308-323.</p>
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