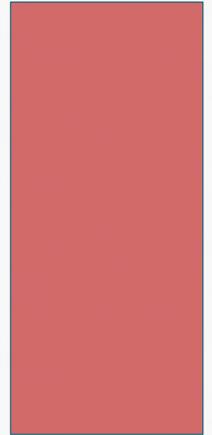


THE EMBODIMENT OF KNOWLEDGE  
FORMS AND LIFE MODES IN  
TEACHER EDUCATION  
- *SKETCHES FOR A THEORY AND  
PRACTICE DIDACTICS*

PAPER BY ASSISTANT PROFESSOR,  
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# INTRODUCTION

- Theory and practice:
  - Philosophically: Relations between forms of knowledge in philosophy but
  - Ethnographically: How knowledge is practiced, what counts as knowledge and how other practices of the relation are valued.
- Case of teacher education: Culturally embedded ways of study and work courses work
  - Looking closer: Culturally different life modes of studying, practicing, institutionalizing and researching what 'being a teacher' is and how this is embodied as habits, routines, and intuitions.

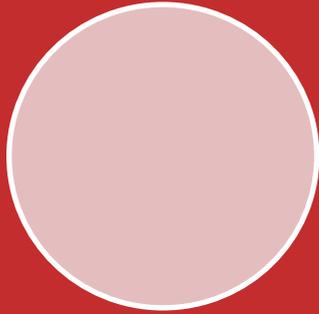
# RESEARCH QUESTION

*How are we to understand the embodied forms of knowledge that are intended and practiced in the students exchange between placement and college in relation to the placement period and the students writing of their Bachelor thesis in the teacher education?*

# FOCUS IN THIS PAPER

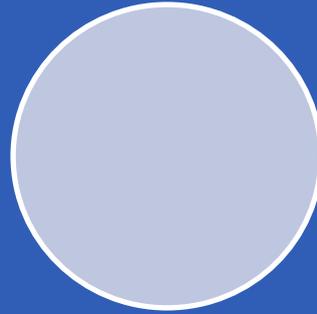
- How knowledge forms are embodied and illustrate how different cultures structures the means, ends, causes and effects of a teacher education.
- ‘The sketches of a theory and practice didactics that systemizes and illustrates how different sites, institutions, tasks and work call for different models of theory and practice.

# THE PROBLEMATIQUE IN TEACHER EDUCATION



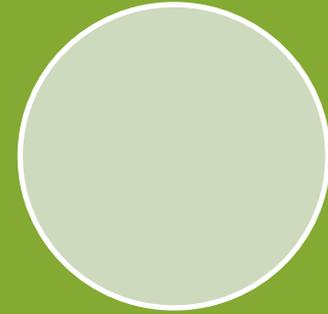
An education for  
both practice and  
master

- A tension between  
different intentions



An exchange  
between study and  
work courses

- A shift in perspective in  
cultural practice



A differentiation  
between theory from  
practice

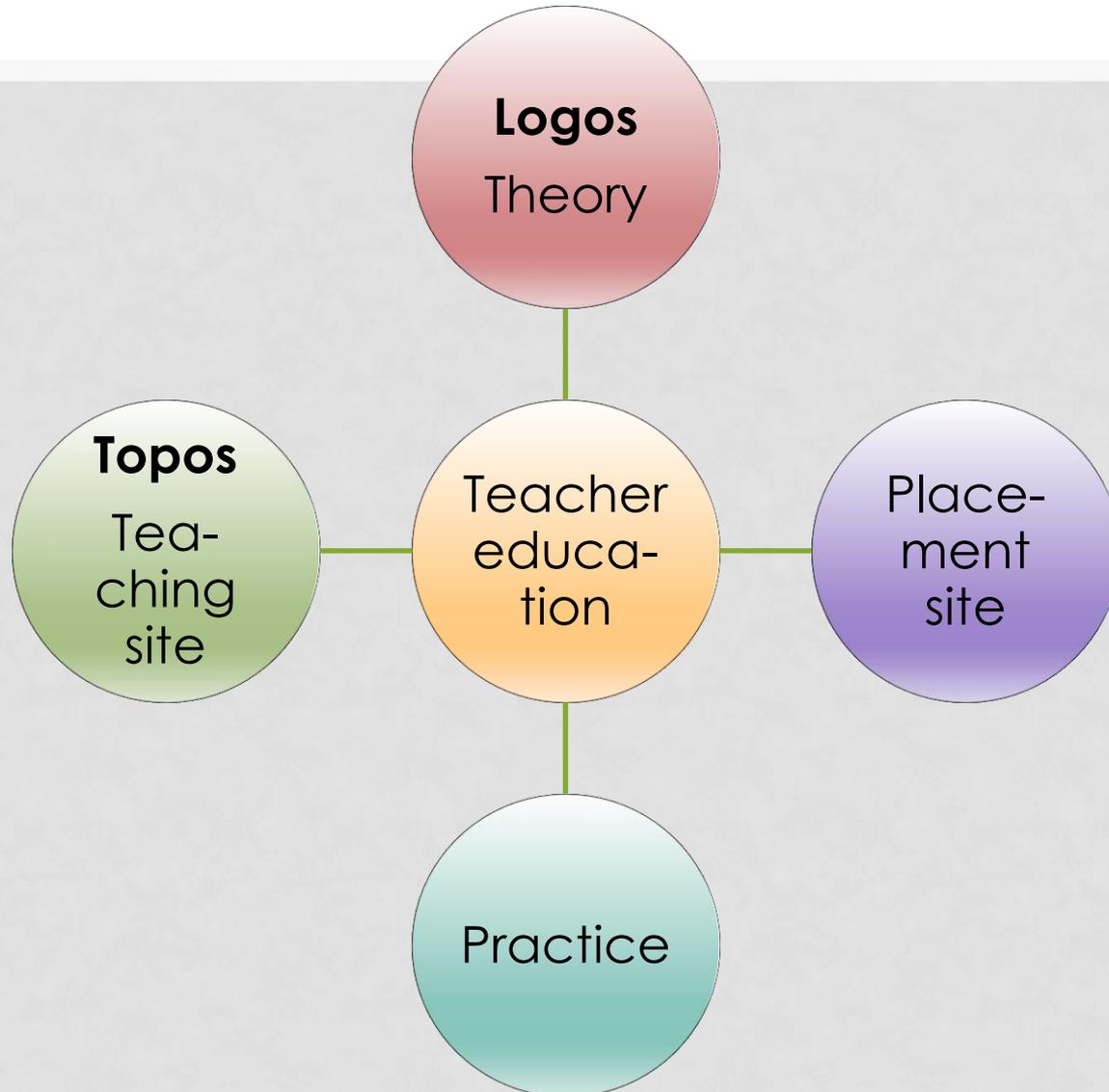
- An incarnated  
imagination of knowledge  
forms



# FOUR MODELS OF THEORY AND PRACTICE (JORGENSEN 2005)

Relations	Boudaries	Ontology	Metodology	Models
Dichotomy	Hard boundaries	Dualism	Descriptiv	T   P
Polarity	Soft boundaries	Polarity	Descriptiv	T<--->P
Fusion	No boundaries	Holism	Normativ	(T+P)
Dialectics	Exchanging boundaries	Epistemology	Descriptiv and normativ	T->-<-P

# ANALYTICAL MODEL



# THEORETICAL FRAMEWORK

Aristoteles

Knowledgeforms

Citizen in the state

Hexis

Thomas  
Højrup

Life modes

Subjects as  
Individuals and  
institutions

Practice

Merleau-  
Ponty

Embodiment

Humans created  
in and creator of  
milieus

Intentional arch

# ARISTOTLE ON KNOWLEDGE FORMS

- *Epistêmê*/thêorêsis (to observe and make trials)
- Thêoria/praxis<sub>1</sub> (to analyze and systemize empirical data in a comprised form)
- Phrônêsis/praxis<sub>2</sub> (to deliberate about means to make ethical and political choices)
- Khrêsis (to use tools, models, materials)
- Páthos (to receive, be an audience and one's own subjective)
- Poíêsis/téchnê (to make a product in accordance with plans and theories)

# HØJRUP ON LIFE MODES

- *The self-employed life mode*: Work and free time as merged together. All activities are means and ends in a 'day's pursuit' (in Danish *dagsværk*)
- *Wage earner life mode*: Work as a mean or sold time where others set the goals in contrast to free time, where the good and self-guided life can be lived.
- *Career life mode* sees work and career as opportunities for development and a challenge, and all other activities including free time as means to obtain that.
- *The person oriented life mode* understands personal relations in close communities of practice as goals and other activities as means for that.

# MERLEAU-PONTY ON EMBODIMENT

- Everything is 'pregnant' with meaning
- Perception is pre-subjective and pre-objective
- Body perceives pre-reflective conditioning  
reflection
- Body is interwoven with other bodies, things, and spaces in chiams
- Body creates and are created by milieus

# RELATIONS BETWEEN ANALYTICAL TERMS

## Knowledgeforms

Thêorêsis

Thêoria

Prônêsis

Khrêsis

Páthos

Téchnê

## Life modes

Career life  
mode

self-employed  
lifemode

wage earner  
lifemode

Person oriented  
lifemode

## Theory and practice models

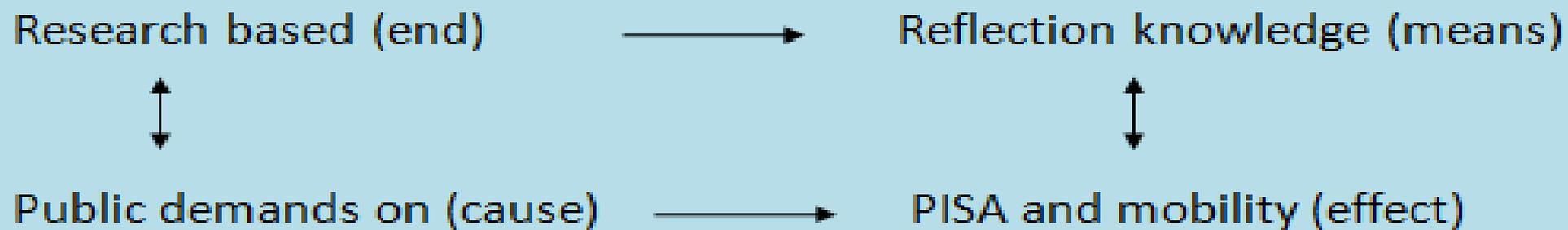
Dichotomy

Polarity

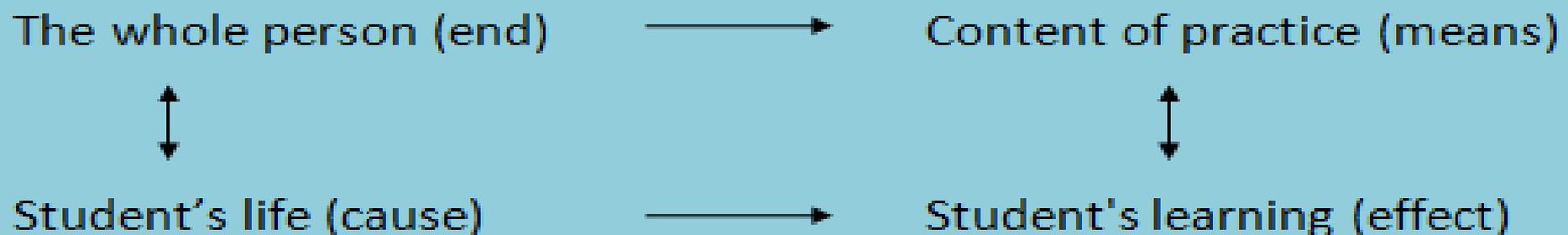
Fusion

Dialectics

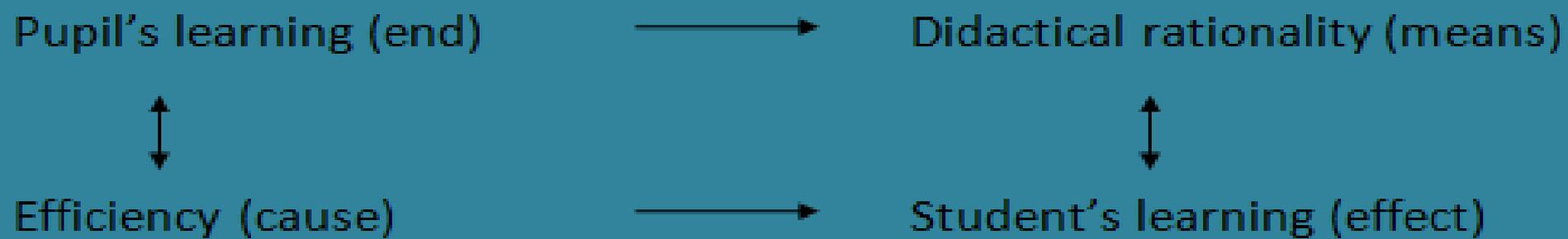
## **Notion of practice: Career life mode i.e. Rasmussen (Luhmann perspective)**



## **Notion of practice: Person oriented life mode i.e. Lave, Dreier, Van Manen**



## **Notion of practice: Self-employed life mode i.e. Dale**



# CASE STUDY

- A qualitative case study in a six months period of time
- Two students ('Sille' and 'Tina'), their two teachers, three supervisors, 60 pupils,
- Students' reports and exams, local and national policy papers.
- The fieldwork was conducted at the two students' last placement period and in the course of writing their bachelor thesis.
- Design: Interviews, observations, video recordings, and the students recorded their own video diary and access to their assignments

# THE EMBODIMENT OF KNOWLEDGE FORMS AND LIFE MODES.

## CONFIGURATION 1: TEACHERS AT COLLEGE

- Incarnate a career life mode:
  - Consequently focus on student's reflections in terms of a progression towards professional development and increasing abstraction.
- Knowledge forms
  - Epistêmê/thêorêsis: Teachers style incarnate orientation towards student's reflect on their observations of themselves as objects detached from their personal life in a view from nowhere.
  - Thêoria/praxis<sub>1</sub>: Focus on analysis of lesson plans, teaching experiences with the use of didactical theory.
- Theory and practice model of dialectics
  - Theory explains practice, practice explains theory. No orientation towards action but mainly analytical abstraction
  - In line with policy papers on teacher education in Denmark.

# THE EMBODIMENT OF KNOWLEDGE FORMS AND LIFE MODES. CONFIGURATION 2: STUDENT 'SILLE' AND SUPERVISOR 'JESPER'

- Personal orientated life mode
  - Little school; sentiment of routines of trust and efficiency
  - Relations to the pupils; warmth, care, trust and less focus on teacher's authority or how pupils in each lesson efficient reaches the goals
- Knowledge forms
  - $\text{phrónêsis/praxis}_2$  : Teacher's sensibility and dialogue with pupils, parents and colleagues. Teacher virtue and the good life of the pupils.
  - Páthos: Ability receive the pupils feedback
  - Also a practice of fuzziness as a consequence of their unauthoritative and sensible style as teachers.
- Theory and practice of fusion
  - A non-separable fusion of knowing and doing e.g. loose lesson plans and constant focus on changing means and ends

## THE EMBODIMENT OF KNOWLEDGE FORMS AND LIFE MODES. CONFIGURATION 3: 'TINA' AND S.V. 'ANNE-MARIE' AND LOA'

- Self employed life mode
  - Large city school; focus on school efficiency, explicit learning goals.
  - All activities are strategy for optimizing the schools outcome
- Knowledge forms
  - Khrêsis: The use of didactical models, lesson plans, letters to parents
  - Poïêsis/téchnê: Focus on producing pupils learning outcome.
- Theory and practice model of polarity
  - Hypothesis testing or trial and error strategy.
  - Supervisors instructed 'Tina' i.e. in entering to get an ownership of the classroom, in a strategic use of the blackboard, communication with parents, and her tolerance and sanctions towards obstructing pupils.

## SUMMING UP: KNOWLEDGE FORMS AS EMBODIED IN A STRUCTURE OF LIFE MODES AND THEORY AND PRACTICE RELATIONS

- Contrasts:
  - The college was teaching the non-situated dialectics between the teacher's sensibility and tasks.
  - 'Sille' was attentive to and guided to a focus on the teacher's values.
  - 'Tina' was focused and instructed in the teacher's functions and what works.
- Grossmann's (2008) and Hammerness' (2006) omissions to take in all three perspectives (Knudsen and Laursen 2011).
- Are striving for recognition; in fact mutually dependent
- A sense of a potential. Why not it from a meta-didactical perspective?

# SKETCHES OF A THEORY AND PRACTICE DIDACTICS

- Jean Piaget inspiration: Didactics are well-planned progressing courses of guidance, teaching, problem solving or testing with specific attention to the relations between the different phases, elements, conditions, means and ends of the course (Hiim and Hippe 1997).
- Vygotsky inspired view: Cultural frames i.e. the materiality of spaces, furniture, tools and the routines, habits, and personal experiences of the participants structures the learning processes in any given setting (Lave 2002).
- Topos and logos model argue in a meta-didactical perspective
  - Both have distinct potentials but are complementary aspects on didactics.
  - Likewise the four models of theory and practice