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long-term learning community

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Students' accounts of their participation in an intensive

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Abstract

Collaborative learning environments have been analysed extensively, yet we know relatively little about how students experience their participation in long-term learning communities where learners work together over extended periods of time. This study aims to understand pre-service teacher-students' experiences and accounts of their participation in a university-based long-term learning community. The study investigates issues of change and stability, with respect to the students' perceptions of participation over the first two years of their work within the learning community. The study also addresses the relations between the students' accounts of participation and their learning experiences in terms of 'teachership'. A teacher-trainee group of nine students, who had studied for three years within a Masters level teacher education programme which had adopted an intensive community-based approach, individually appraised their participation and learning within the programme. Using empirical data derived from the learners' own evaluations of their learning experiences, the study draws on the accounts given by students concerning their orientations to and positions within the learning community. Videotaped recordings of some of the student's seminars were used as resources to support the giving of appraisals using questionnaires which containing both closed- and open-ended questions. Results showed that the students' qualitative accounts of their participation revealed great differences in their orientations to group activities. Considerable differences in orientations could be found with respect to: students' relation to power; to socio-emotional involvement; to the degree of participation; to the subject-matter and to theoretical interests. These were related to the quantitatively evaluated level of participation. Based on the analysis of students' perceived trajectories of participation over two years, three qualitatively different trajectories could be identified: highly involved

participation, increased participation and decreased or marginal participation. A comparison of the perceived learning experiences arising from these different kinds of participation revealed considerable diversity in the students' major learning objectives and in the social and affective aspects of their learning. The most impressive and comprehensive learning took place among those reporting increased participation. For those reporting highly-involved participation, the group functioned first and foremost as a source of motivation. However, those group-members who reported decreased and marginal participation found the learning experience to be emotionally and affectively very negative. The results suggest that if students cannot have an active participatory role in the community, they are in danger of being marginalized and this in turn has consequences for learning.

Introduction

The work reported in this paper is part of a larger programme of research focusing on participation and identity in a long-term learning community. The study reported here was designed to investigate the subjective experiences of a group of student-teachers. These students participated in an intensive university-based peer learning community for three years. The overall aim of this study is to understand how the learning community was perceived by individual students and to identify how individual differences in students' social participation patterns were perceived by the participants themselves. A further aim is to investigate the changes in students' perceptions of participation over the three years, specifically how the transformations that took place within the group over time were related to their perceived learning experiences.

Our aim is to understand how the subjective experiences of pre-service teacher students, gained within a university-based teacher education community, relate to the learning and understanding of teachership. Using empirical data derived from the learners' own accounts of their group learning experiences, we aim to understand the changes which took place over the three-year period. The students' own retrospective accounts of their experiences in the group are used to describe their perceived learning and the study focuses particularly on their accounts of their orientations to, and positions within, the community.

In theoretical terms, the work reported here is located within a socio-cultural framework, with learning and identity development being seen as inextricably inter-related and as taking place through participation within communities of learners. Our research was informed by the literature concerned with 'participation in learning communities' (Lave & Wenger, 1991; van Oers, 2002; Wenger, 1998;) and the 'negotiation of identities and subjectivities in learning communities' (Phillips, 2002; Walkerdine, 1997) , the key work being reviewed in the sections which follow.

Participation in the learning community

Whilst collaborative learning environments have been analysed extensively, we know relatively little about how students experience their participation in long-term learning communities where they work together intensively over extended periods of time. In such intensive communities, where members are collectively engaged in different kinds of learning experiences over many years, issues of power, authenticity, and emotional security come to the fore (Lahti, Eteläpelto & Siitari, 2004; Storey & Joubert, 2004). The relationships and interactions between individuals in long-term groups are continually negotiated, re-negotiated and constituted in the social dynamics of the community. These relationships and interactions exist in a powerful interplay within the multifaceted process of participation where subjects' learning and identity construction are suggested to take place.

Thus far, most of the studies analysing learning as involving participation in learning communities have focused on structures of participation, manifested as objective indicators at the group level, including for example the nature of the speech, the quality of the discourse, and the conditions contributing to the productiveness of collaboration (Littleton & Miell, 2004; Mercer, 1996; Wegerif & Dawes, 2004; Wegerif, Linares, Rojas-Drummond, Mercer & Velez, 2005). These group-level indicators, defined by researchers as key evaluative criteria, are often used as the only indicators of the nature and quality of collaboration. This provides only a partial understanding of collaborative learning and is in danger of treating learners as 'objects of concern' rather than 'subjects with concerns'. If our theorising is to progress, we need to recognise learners as social actors and it is thus vital that their experiences of group work are heard, evidenced, and understood.

To date, the majority of studies of group-based learning have focused on analysing relatively brief, often self-contained, episodes of collaborative activity. The emphasis has been on the group-level analysis of knowledge-building processes over the short term (see for example Littleton, 1999). We therefore have relatively little understanding of how individual students learn and develop their subjectivities within long-term groups.

Individual participants' subjective experiences of participation, as well as their learning outcomes, can be diverse, even within the same group (Peterson & Miller, 2004; Webb & Mastergeorge, 2003). In unsuccessful cases the community may produce the experience of marginalization for some of its members. Wenger (1998) differentiates between 'peripherality' and 'marginality', seeing them as involving very different kinds of experience. Peripherality can be a natural starting point for growing participation, whereas marginality is a negative experience in which a participant perceives his/her contributions as being ignored or rejected by the community. In the long run, members whose contributions are never adopted are in danger of developing an identity of non-participation that progressively may marginalize them (Kivel, 2004; Wenger, 1998, p. 203). In a long-term group, a situation might arise where only a few members form a functional group, taking most of the responsibility, or it may be the case that a group culture may emerge in which social symmetry is lacking, resulting in the repeated dominance of particular individuals. In the latter case the potential inherent in the multi-voicedness of the group is lost, and along with it one of the greatest opportunities for utilizing the multiple perspectives of participants.

Learners' experiences in a community are also strongly mediated by the power relations that emerged in the community. For example, not all participants will be on an equal footing, and not all ideas will be valued equally (Forman & Ansell, 2002, Walkerdine, 1997). In discussing power relations and how they become manifested as exclusion, Kivel (2004) argues that although people may be good at recognizing how they have been excluded, they are

probably less adept at realizing the ways in which they exclude others. Therefore he suggests that in order to hear the voices of excluded people, we have to look at people from the excluded groups. Analysing the experiences of those who feel excluded is necessary if we are to understand the processes which promote exclusion and marginalization.

In this study, we assume that in long-term learning communities the issues of non-participation and marginalization become even more important than in short-term groups, since they can have a major influence on the negotiation of a subject's identity. In such communities, the shifts in moving from marginality to peripheral participation become a challenge, for example, with respect to productive learning, especially for those who feel most at risk of being marginalized.

If learning is understood as taking place through participation in a long-term learning community, in our case a university-based teacher education community, the purpose of the participatory learning involves the promotion of the professional competences of teachership. Hargreaves (1998) has argued that teachers' professional comptencies not only encompass a technical dimension, knowledge and skills of teaching, but also a moral, an emotional and a political dimension including teachers' values, interests, motives and choices (Kelchtermans & Ballet, 2002). Sustained and critical dialogue is thought to be needed for the promotion of teachers' professional development. Vandenberghe (2002) suggests that it is necessary to create mutual trust, respect and cohesive relationships. These productive relationships will enhance teachers' self-esteem and decrease feelings of insecurity and vulnerability.

The personal and social competencies needed for teachers'continuous learning from experiences include a reflective orientation to onself and to the local conditions of the learning community (Calderhead, 1996; Woolfolk Hoy & Tschannen-Moran, 1999, Rasku-Puttonen, Eteläpelto, Lehtonen, Nummila & Häkkinen, 2004). An understanding of social and cultural aspects of the learning community and the skills of negotiating and scaffolding individual

student's learning goals are also essential competencies for future teachers. The promotion of such competencies in pre-service teacher education is therefore important. In our case an intensive peer-learning community approach was adopted for the purposes of developing the social interaction skills and small-group-based planning competencies of teacher-students (Lahti, Eteläpelto & Siitari, 2004). It was thought that teacher-students' participation in a long-term peer-learning community would provide them with a collaborative and dialogical environment for developing their reflective orientations and understanding of themselves as actors and subjects within a community. In addition to the vital teacher competences, including social interaction skills, the neglected aspects of teacher development, such as issues of power, influence and control can play an important part in such long-term peer-learning community (e.g. Kelchtermans & Ballet, 2002). We expected that in such a community, the learning processes not only encompass the knowledge and skills of teaching but also a moral, emotional and political dimension which, as noted earlier, Hargreaves (1998) has suggested to represent important aspects of teacher's work. Such aspects are necessarily addressed in a long-term intensive communities where participants negotiate their professional identities and subjectivities of teachership.

Negotiating identities and subjectivities

 If the relationships of individuals and communities are analysed in terms of the negotiation of identities and becoming a subject in a community, such relationships are seen as places where subjectivities emerge. Becoming a subject in a community means becoming an active voice, contributing to the discourse constructed by and maintained in that community. Phillips (2002) perceives subjectivity as a battleground of competing discourses. The subjectivities that dominate acquire dominance by virtue of greater familiarity with the predominant discourse.

Becoming a subject in a community thus means appropriating the community's discourse, at which point one's voice will be in fact be heard.

Becoming a subject in a community also means becoming an active agent, and this is based on the subject's reflective awareness. The subject must understand the kinds of positions he or she holds in the community, and how, on the basis of this, he or she can enter into appropriate activity orientations (Phillips, 2002; Walkerdine, 1997). Such situation-specific orientations, which change according to the subject's perceived position in the community, can be understood as manifestations of the subject's identity positions (Beijaard, Meijer & Verloop, 2004). The orientations will be appropriate to the situation-specific demands of the community and to the subject's own identity position at a given moment.

In relation to this, Phillips (2002) has suggested a multi-level model of becoming a subject in a community. The model includes aspects relating to awareness, and to choice-based activity orientations as follows:

* Becoming aware of how the person is perceived by other group members;

* Becoming aware of oneself as an agent of conscious choices;

* Having options for different kinds of choices in the group;

* Recognizing how one is using power in the group;

* Recognizing how one is acting as a moral agent in the group.

In a long-term learning community, identity positions may undergo considerable changes along with the history of the community. Cobb's (2002) analysis showed that in an intensive group, the building of learning trajectories and identity paths is a complicated process: many different dimensions have to be taken into account. Van Oers (2002) has suggested that the *trajectory* – which refers to an individual's development of identity through participation in collective practice – is not a one-way interiorization process moving from the community to its members. Rather, the community co-develops with its members on the basis

of the exteriorization of members' meanings. In a long-term community, where both the subject's position and the community discourse change during the history of the group, subjects exist in a state of continuous and complex interaction with the culture of the community. If we believe that a learning community should promote active agency and *personal ownership* of that community, then the learners' own experiences are of vital importance.

Relatively little attention has so far been paid to how student teachers perceive the social and emotional aspects of their lived participatory experiences within their own learning communities. However, it is important for teacher-students to analyse their subjective conceptions of their participation in the community, since these observations can help to develop the community and can also inform students' participation in subsequent learning communities (Hargreaves, 1998; Oosterheert & Vermunt, 2001).

Aims and research questions

To summarise, this study aims to understand teacher students' subjective experiences of participation in an authentic long-term learning community. Participation is analysed in terms of subjects' perceived orientations and perceived participation in their authentic learning situations. We also aim to understand how different kinds of trajectories of participation are related to subjects' learning experiences.

Our first research question addresses how participation was subjectively perceived in the community, and what kinds of variation existed in individuals' accounts of their participation.

The second question addresses issues of change and stability, with regard to the students' experience of their 2-3 years of participation. We are interested in the trajectories

observable in subjects' perceived participation in the community. How does subjectively perceived participation change over three years, and what kinds of trajectories can be identified?

The third question addresses how the notion of participation is related to the subjectively perceived learning experience in a long-term learning community. We shall focus particularly on the learning experiences manifested in the negotiation of subjectivities of teachership in the community and that are necessary and meaningful for future teachers. We asked students' to give accounts of participation in three ways: First, in terms of orientations described in their own words. Secondly, we asked them to evaluate their participation with respect to preceonceived criteria developed from theories of participation in the community (e.g., Kivel, 2004; Wenger, 1998; Walkerdine, 1997). Thirdly, we asked the students' to give accounts of their learning experiences concerning, for example, their conception of teachership. Videoclips taken from authentic group-learning situations over a three-year time scale were used to frame and create the context for the students' appraisals.

Methods

This study is concerned with understanding an authentic long-term learning environment. The context is a university department carrying out education-based action research over a three-year time-frame.

The participants and the learning community

The group under study was a trainee-teacher group of nine students (seven females, two males). The students were aged 20–40, and at the time of data collection they were completing their third year of university study. The students were all enrolled on a teacher education

Masters programme at the University of Helsinki, Finland, and had educational psychology as their main subject. The Masters programme is five years in duration, and here we focus on the first three years. Four students in the group had studied previously at the university, most of them having been registered on the traditional programme of teacher education, taught in the same department.

The teacher education program on which the students were enrolled was based on socio-cultural notions of learning and studying. An intensive small-group-based learning community approach was used to promote teacher competencies. The work in the community was based on a process curriculum. Within the curriculum, the evaluation and assessment of learning processes and outcomes was seen as a continuous group-based process. All students kept individual learning journals regarding their teaching-learning experiences. The student body had considerable autonomy in defining matters such as the means and methods of learning. The group also had to reconcile individual- and group-level goals in the course of drawing up their study plans.

At the beginning of the first year, there was one main tutor and one assistant tutor. These two people were responsible for guiding and tutoring the group. During the first two months, the tutors were usually present at all group meetings. However, as the group gradually began to take more responsibility, and to rely more on its own ability to solve problems, the tutors moved increasingly into the background. The goal was that the group should become 'the agency' referred to, so that the tutor becomes more like a consultant who is available when needed (Lahti *et al*., 2004).

Procedure

Throughout their studies, students were encouraged to videotape their group working sessions for the purposes of later evaluation and reflection and also for the purposes of

research. Additionally, situations arose where, for example, a student could not attend a particular session, and they then asked for the session to be videotaped with a view to watching the group session later. For these reasons, the voluntarily videotaped sessions represent a more or less random time sample of working sessions drawn from the duration of the students' studies. Ongoing group learning situations were recorded with the video camera running automatically in the corner of the seminar room. The duration of the recording was usually 3–4 hours from the beginning to the end of the session, including pauses. As the presence of a camera was so much part of their established working practices, the students were not self-conscious in its presence; hence we would suggest that the videotaped sessions captured authentic group learning situations.

The data collection undertaken in the context of this study was resourced by the use of clips of videotaped seminar sessions. These provided the students with a context/support for their evaluation of their experiences of participation and learning. Having first watched the video clips, the students gave responses on a questionnaire containing both closed- and open-ended questions. The data collection took place about two weeks before the group completed their joint programme of studies. The researchers had pre-selected five video clips each lasting about 15-20 minutes. These were selected from 36 hours of videotaped recordings of group-work sessions, distributed across the academic programme. The clips chosen were representative of typical group sessions, i.e. sessions in which most of the students participated. However, the videotaped sessions represented only a small proportion of all the group-working sessions, since during the three-years the group worked together from 8 to 30 hours per week. The video clips were chosen to represent five time points drawn from amongst some of the most demanding projects the students undertook. The sessions chosen were thus those in which the students were intensively engaged, but also challenged by the activities they were participating in. Tapes chosen were also those where the quality of the recordings was high.

Ideally, we would have wished to cover all the three years when the group was together. However, since the videotaping had been done on a voluntary basis by the students themselves, with the group deciding what they wanted to videotape, the sessions used were the ones that had taken place during the first two years. This was the time period during which they mostly worked together as a whole group at the university. In the third year they undertook their school-practice. The points of the programme of studies from which the original video clips were taken were as follows: From the first year of studying session I, 22nd September (Autumn semester had started 25st August) and session II, 3rd May (Spring semester had started 7th January). From the second year of studying session III, 1st October (Autumn semester had started 10th September), session IV, 10th January and session V, 9th May (Spring semester had started 7th January).

For each of the taped sessions, the camera had been placed in the corner of the seminar room at the beginning of the session, and had then been left to run. The students and tutors sat round a large table, or several tables put together, in such a way that the participants could all see each other's faces. The camera captured the speech and also most of the non-verbal communication that took place between the participants. However, there were some situations in which the camera did not capture the faces of all the students.

As noted above, the selected video-clips were chosen to represent 'typical' sessions of work. The clips were 10-20 minutes in length, and in the data collection session, which took place during the third year of the studies on 23rd March, the five clips were watched and evaluated successively in the chronological order, from the first to the fifth videotaped session. The students watched the video clips together whilst sat around a big table. Prior to watching each video clip, blank evaluation forms were given to each student. Students were asked not to discuss their reactions and responses with each other before they had made their individual appraisal and the researchers had collected the completed forms. Before the students watched

each of the video clips, the researcher reminded them of the general purpose of each videotaped session and also reminded them of the events shown in the video clips, the exact date and time of the clips, and the general task, events and situation surrounding them. In this way we wanted to make sure that the students were reminded of the original context of the whole videotaped session.

We asked the students to evaluate each of the the five situations in turn. Using a combination of open and closed form of questioning (described in following sub-sections), the students were encouraged to construct a narrative based on their evaluations of the group history. After watching the videotaped situations, all the students stated that they could easily remember their general emotions and affective state during the session in question. Additionally, they reported that they remembered some quite detailed activities that had taken place in the group situations represented on the video.

After general instructions concerning the purpose of the study and the data collection, multiple copies of the evaluation forms and questionnaires were given to the nine students who had consented to participate in the research and who were present at an extended group session in which they viewed the videos. The duration of the data collection was about five hours, including short breaks. It was not possible to conduct in-depth interviews or detailed group discussions within the constraints imposed by the students' timetable and teaching commitments. Instead, the students were asked to complete individually written appraisals concerning their participation in each of the sessions, and after all the five sessions were evaluated, the learning experiences form was completed. The students were used to producing written reflections on their study experiences, as they were familiar with using learning diaries and preparing reflexive narratives over the course of their studies for assessment purposes. The students understood that the responses they gave in this context were not linked to their assessment and were for research purposes only. The researchers thus assumed a non-

participant role and were primarily concerned to ensure the smooth administration of showing the video clips and completion of the relevant paperwork.

Forms of questioning

First, the students' orientations to the videotaped situations were probed through asking the open-ended questions: 'How did you perceive your own role in the situation? What kind of tasks did you adopt?'

Second, the evaluation form (Appendix 1), which consisted of 21 bipolar adjective pairs with a horizontal 60 mm line segment running between the paired adjectives, was used to appraise participation. As can be seen from the appendix, the adjective pairs focused on aspects of participation, such as identification (Moran & John-Steiner, 2004; Wenger, 1998), use of power (Kivel, 2004; Wenger, 1998) and the nature of discourse (Forman & Ansell, 2002; Mercer, 1996, 2000). Thus the adjective pairs included aspects such as becoming listened to and understood (van Oers, 2002; Webb & Mastergeorge, 2003), feeling emotionally safe (De Cremer, Snyder & Dewitte, 2001; Lahti *et al*, 2004; McAllister, 1995), belonging to an in-group (Lave & Wenger, 1991; Wenger, 1998), getting support (Webb & Mastergeorge, 2003), using power (Kivel, 2004, Walkerdine, 1997) and having resources (Mercer, 2000). The students were asked to give their evaluations by marking a straight vertical line on the 60 mm line, according to their immediate appraisal of their own experience within the videotaped situation. Students were asked to give five separate spontaneous evaluations whilst watching each of the five video clips in turn. Since we wanted to get their own immediate responses, we asked them to answer individually (i.e. without discussion). They gave the filled questionnaire to the researcher before having a short break and taking part in a group discussion. The students were instructed to keep to the immediate situation in assessing the video-clips, and the situations were to be evaluated from the students' own point of view.

Third, the perceived learning experiences and outcomes were studied through a separate questionnaire (Appendix 2), which was presented after the evaluations of the five group situations. The items were informed by Phillips' (2002) multilevel model of subjectivity (see page 7). The learning-experiences questionnaire included open-ended questions; these elicited comments on the student's conceptions and views of teachership, the student's conception and understanding of himself/herself, and the awareness of one's scope of actions. In addition, there were general questions about the most significant and most difficult issues within the group and a question addressing weather the group experience had brought about any radical changes in students' conceptions or opinions. The precise frasing of these items are reproduced detailed in Appendix 2.

Analysis of data

Our data and analyses were both qualitative and quantitative in nature. In this sense the study applied a mixed-methods approach (Cresswell, 2003). In the analysis we examined the kinds of difference that can be found in the participation of students, i.e. participation as manifested in perceived orientations to the community and in perceived participatory engagements.

In the qualitative analysis, students' written texts were used to construct the characterization of the students' perceived orientations in the videotaped group situations. First, we analysed the students' own accounts of their participation in the group, particularly their 'roles' in relation to the tasks they were engaged in during each of the five video-taped situations. To identify predominant emergent orientations, we analysed how the perceived orientations were different in the five situations, and what their primary orientations were in most situations. Researcher triangulation formed an integral part of the analysis. The characterization of the orientations emerged from repeated collective reading and re-reading of

the students' accounts and it also involved extensive discussions between all members of the research team. The descriptions of the orientations are drawn from the things the students themselves said concerning their engagement in group activities.

In the quantitative analysis, the 21 bipolar adjective pairs (Appendix 1), which students used to evaluate the nature of their perceived participation, were analysed. The numerical data was derived from students' appraisals of their perceived participation on the 60 mm long vertical line by measuring the distance from the negative pole of the adjective pairs. Thus the higher the measurement, the more positive the appraisal.

In the analysis we used two kinds of aggregated variables. First, we calculated an aggregated variable, by student, combining data for all 21 items from all five appraisals of situations. Second, in a subsequent analysis we constructed, on the semantic groupings of the 21 items, five key indicators of participation. The five constructed sum-variables were as follows:

(1) Nature of discourse (items a, b, c, d)

(2) Becoming listened to (items e, f, g)

(3) Feeling safe (items h, i, j, k)

(4) Included – excluded (items l, m, n, o, p)

(5) Resources (items q, r, s, t, u).

The trajectories of participation for individual subjects were constructed through comparing the evaluations individuals gave concerning their participation in the five videotaped situations, i.e. situations representing successive time-points over the two of the years of the studies.

The analysis of the students' perceived orientations was derived from their descriptions of their participation across all five videotaped group situations. As noted earlier, the primary orientations were defined as those which were perceived by the students to be the most salient

across all situations. The secondary orientations were those which were defined by the students as being the next most significant.

Perceived learning experiences: A qualitative analysis of students' accounts of their learning experiences was also conducted. This analysis cohered around four key themes concerning i) the scope of the students' actions, ii) their views of teachership, iii) their notions of self , iv) their characterisation of significant and difficult issues. Once again, the analytic procedure involved a collective reading and rereading accompanied by extensive research team-based discussions. In order to ensure students' anonymity in the final descriptions, sub-group descriptions consisting of aspects drawn from the evaluations of similar students were used.

4. Results

4.1. Students' reported participation in the community

In order to answer the first question concerning possible differences in the reported nature of participation, the students' perceived orientations and their evaluations of their perceived participation were analysed. As the study was specifically designed to give prominence to the students' own accounts of participation, the characterisation of the orientations were derived from the students' own perspectives and stated with reference to their specific descriptions. We have therefore foregrounded 'insider' perspectives on participation.

Table 1 summarizes how students perceived their orientations in the situations. These descriptions demonstrate what subjects saw themselves doing in terms of their stance in the videotaped group situations. In addition to considering this activity orientation, the evaluations might include the student's intentions, plus ideas concerning what they thought they should have done. The descriptions thus include the possibility of a subsequent reflexive and critical

stance concerning the student's own role and demonstrate how the students constructed the

meanings of the task situations.

- Insert Table 1 here -

The table shows that the students' perceived orientations to the situations differ greatly.

The orientations in relation to the community are qualitatively different from the nature of

participation. Differences can be found in the student's relation to power, to socio-emotional

aspects, to the degree of participation, to the subject-matter and to theoretical interests.

Differences can also be found regarding what was not achieved by the group or by the

individual. In relation to this, a highly self-critical stance including defensiveness was

demonstrated by Jane (3). In addition, Patricia (4), whose primary orientation was to the

degree and nature of her own participation, demonstrated a self-critical stance regarding her

opinions.

The differences in the orientation to group activities are considerable. While Tom (1) is

primarily oriented to observation of the group, Mary (2), Anna (5) and Lisa (9) prefer active

supervision. However, the orientations to supervision of these three are different. Whereas

Mary is directed to a managerial role carrying full responsibility, Anna (5) is oriented to

leadership and diplomacy. The orientations of these subjects are perceived as directed to the

use of power, whereas Lisa (9) perceives her orientation in terms of chairing, which consists of

clarifying, explicating, structuring and making summaries.

At the opposite pole from these supervising orientations, Eleanor (6) and Sally (8)

perceive their primary orientations as withdrawal. Eleanor (6) perceives her orientation as

being the silent observer of the group, whereas Sally (8) sees herself rather as silenced, since

she perveives her attempts to construct a positive and inclusive climate as being futile. Eleanor

seems to be attempting a more practical solution in terms of offering administrative support to the community.

The students' perceived participation was also analysed using quantitative data derived from students' responses on the evaluation form. As described earlier, we calculated an aggregated variable combining data from all 21 items across all the five situations. Figure 1 shows the students' mean participation values for all situations. It thus gives an overview of the differences in students' perceived degrees of participation.

- Insert Figure 1 here -

Overall, Figure 1 shows that there are quite large differences among group members in their perceived participation. At the extremes, the differences are striking. Thus, while Mary (2), Anna (5) and Lisa (9) display strong participation, Sally (8) perceives her role as very minor. When we compare the perceived participation values in Figure 1 with the orientations described in Table 1, we see that that highest levels of participation were reported by three students, Lisa (9), Anna (6), and Mary (2), who perceived their orientations as supervisory. The next strongest level of participation was perceived by Paul (7) who regarded his secondary orientation as being towards tutoring. The lowest level of participation was perceived by Sally (8), who defined her orientation as withdrawal, and who tried to construct an emotionally inclusive climate. In contrast, those four students who perceived the strength and degree of their participation as being between the two extremes, namely Tom (1), Jane (3), Patricia (4), and Eleanor (6), seemed to have qualitatively very different kinds of orientations.

Subsequent analysis of perceived participation in the five aggregated variables gives a more detailed picture of the participation. When we compare the means and standard deviations of the sum-variables (Table 2), we see that highest variance was found in the

aggregated variable 'feeling safe'.[1]

- Insert Table 2 here -

4.2. Change and stability in participation over time

In order to answer the second question regarding the types of changes that take place in the

students' perceived participation, their evaluations across the five situations were analysed. To

this end, we used an aggregated variable combining all 21 separate items of participation. The

means of perceived participation on this variable were calculated for each individual, for each

of the five situations.

Based on the analysis of students' perceived trajectories over the five situations, three

qualitatively different trajectories could be identified. The first type was characterized by

reports of high-level and relatively steady participation throughout the situations. The second

type was characterized by reports of increased participation, starting from a relatively low level

and increasing over time. The third type was characterized by reports of either decreased or

fairly marginal participation throughout all the situations.

Figures 2, 3, and 4 give typical examples of these three types. Figure 2 demonstrates a

typical trajectory where the reported participation remains at a high level and is relatively

stable in all the situations. This type of *highly involved participation* characterizes four

students, namely Mary (2), Anna (5), Paul (7), and Lisa (9).

- Insert Figure 2 here -

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[1] An analysis of the components of variance also shows that the variance originates from differences between the students.

Figure 3 demonstrates a typical trajectory of reported *increased participation.* Such a

trajectory was typical of two members of the group, namely Tom (1) and Patricia (4).

- Insert Figure 3 here -

The third type of *decreased or marginal participation* was characterized by reports of

decreased participation across situations or very low participation in all situations. A typical

case of decreased participation can be found in Figure 4. Two students were similar in

displaying this type of decreased participation, one of them being characterized by low

participation across all the situations.

- Insert Figure 4 here –

An analysis of the differences between the five group situations revealed that there were no

systematic differences between the five situations. This was confirmed by the students'

qualitative evaluations of the situations.

4.3. Perceived learning experiences in different types of participation

In order to address the third question of how the perceived participation is related to the nature

of the subjectively perceived learning experiences, the students' written responses in the

'learning experiences' questionnaire were analysed qualitatively. As noted earlier, the analysis

cohered around four key themes concerning i) the awareness of the scope of the students'

actions, ii) their views of teachership, iii) their notions of self, iv) their characterisation of

significant and difficult issues. The answers given by all students were analysed so that

similarities and differences between and across individual student's meanings could be derived. For the final analyses, the meanings linked to the three different types of participation were analysed as a whole.

The following paragraphs will consider the three types of reported participation mentioned previously, i.e. (i) *highly involved participation,* (ii) *increased participation, and* (iii) *decreased or marginal participation*. These will be described in relation to their perceived learning experiences. In this way care was taken to ensure that the learning experiences of individual students remained confidential.

The perceived learning experiences of participants reporting being highly involved

In the cases where highly involved participation was reported, the students' awareness of their scope for action had not necessarily changed at all. In an extreme case, the student stated that her awareness of the scope of her actions had not changed at all, '*since[2] she knew at the beginning of her studies in the group that she was able to have an influence on things (issues), and she still has a similar conception'*. Instead of changing the scope of her actions, which existed at a high level, the student might now '*focus more on why she is engaged in doing certain things'*. The student's awareness of his/her scope of action might also widen, in the sense that he/she '*realizes now better than before the kind of influence an individual member of the group is able to have on the other members of the group, whether good or bad'*.

Although the scope of action associated with highly involved reported participation did not much changed as a consequence of the group experience, all the students in this category reported that considerable changes had taken place in their conceptions of teachership. The students reported that due to the group experience their '*conceptions of*

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[2] The quotations which follow (italicised) are based on the verbatim comments of the students, with some changes from 1st person to 3rd person forms.

teachership now have much more diversity'; also that their conception of teachership *'involves aspects that are far more multifaceted than before'*. Such aspects concerned the teacher's extensive role in *'scaffolding* and *considering the perspectives of others'*. The conceptions of the teacher's core competencies had broadened to emphasize much more *'the skills of social interaction and collaboration as well as the need to understand the socio-cultural aspects'*.

Reports of highly involved participation did not greatly change the students' conceptions of themselves, and tended to strengthen pre-existing conceptions. One student reported that her conception of herself as being *'strong, talkative and a person who speaks her mind'* had been strengthened. Another student observed that the group process had helped him to *'discover his own personality',* and also to *'accept his own characteristics'*. For her part, one student reported that she *'has accepted herself better just the way she is'*.

Nevertheless, certain characteristics associated with reporting being highly involved were perceived by students as being detrimental to the group. These included *'hard and fast perfectionism', 'toughness and strictness', 'the need to have a firm control of future activities'* and also *'being extremely judgemental and disapproving'*. These characteristics were not found useful in the community, and therefore students reported having rejected them. Instead, they claimed to have *'given more space to things'* and *'had learned to be less perfectionist'*. In this sense, the students with highly involved participation perceived that they had successfully changed their ways of acting appropriately within the community.

In their evaluations of what was most meaningful in this community, students reports of being with highly involved suggest that the community had been for them *'an important source of motivation and support for studying'*. Furthermore, *'the sense of community and the possibility for sharing one's ideas'* were also considered very significant by all of them. One student suggested that the group experience *'increased his courage to challenge the wider*

institutional environment around the community', and that it revealed the nature of the *'further influences of the community'*.

One of the most significant issues for the students who reported high participation was the possibility to see and learn to understand diversity, in terms of encountering different kinds of learners and individuals. One student reported that her most important experience in this community was *'encountering dissimilar people', 'collaborating despite the dissimilarities'*. She went on to say that she has *'learnt to accept dissimilarity and to learn from it'*.

Tolerance of differing opinions was the most difficult issue for members of the community reporting high participation. Tolerance and understanding was needed in interacting with those who were not, in their view, committed enough, those who had different views, values and opinions, or those who experienced different emotions. As one student put it, *'I have always felt easy and comfortable in this group, and therefore it has been difficult for me to understand the feelings of those who do not feel safe and comfortable'*. Another difficulty was *'confronting the diversities in value discussions'*. However, this gives rise to the realization that *'I have always preferred to keep company with people who have similar values to mine'*.

The perceived learning experiences of those reporting increased participation

The two students who represent the increased-participation type are characterized by comprehensive changes in their conceptions of the students themselves. In addition, reported increased participation seemed to promote great sensitivity to group level issues, such as the culture and atmosphere of the community.

Comprehensive changes in a student's conception of himself/herself were evident in a statement that *'the group experience has changed my conceptions of myself as a learner and as a collaborator'*. The student went on to say: *'I am now much more aware of my own activity,*

my strengths and weaknesses and my attitudes, values, and world view and of the consequences and influences of my actions'. The student said that he had *'learnt to perceive himself as a whole and as a social actor, and as a part of the community and the world'.* He has also learnt to understand *'those factors that have had an influence on my activity, and learnt to monitor my own progress better than before'.*

Students who reported increased participation said they had *become more aware of the motives of one's own activity and also of one's own resources and strengths in relation to the nature of the community'.* Typically increased-participation students seemed to express a high level of sensitivity to community culture, to the community's discourse and to its atmosphere. For example, one student reflected on the relationships between the group culture and her previous conceptions of herself, observing: *'I have always thought that I'm a strong participant who speaks my opinions. Now I have realized that this requires a different kind of atmosphere and trust, something that did not arise at the initial stage of the group'.*

Students who reported increased participation perceived as the most significant issue *'collaboration with others, their opinions and attitudes'.* Another aspect seen as important and meaningful was *'seeing others' perspective and different views'.* With regard to teachership, *'new perspectives'* and an understanding of *'the comprehensiveness of the teacher's work'* emerged. Radical changes took place *'in understanding the comprehensive and complex nature of human learning and social interaction'.* More recent conceptions were compared to the student's earlier conceptions, which were now perceived as *'quite blinkered'.* A student further confirmed that during the three years of the group experience she *'had become more aware of one's own values'.*

The most difficult issue for those who reported increased participation was *'seeing some issues from other people's perspectives and, as a consequence of this, changing one's own*

behaviour'. In addition, *'changing the ways of acting in the community, constructing trust and solving conflicts'* was mentioned as a difficult issue.

<u>The perceived learning experiences of those reporting decreased or marginal participation</u>

A distinctive feature of the learning experiences associated with reports of decreased or marginal participation was that the group learning experience was perceived affectively in a fairly negative and harmful way. This affectively negative 'colour' had a particularly strong link with the student's own way of acting. Students who reported decreased or marginal participation claimed that *'the group has in many ways subjugated my own interaction skills and my belief in myself'*. The student might *'previously have considered herself to be a sociable and pleasant person',* but in the group *'she could sometimes feel like an outcast'*. As a consequence of this, the student reported that *'she has become more careful'*. Moreover, she could now understand *'how other people may perceive her messages in quite a different way from what she meant'*.

Emotionally negative feelings emerging from decreased or marginal participation were related to the community, in the sense that the students in question did not have the experience of exerting an influence on group activity. On the contrary, these students perceived that the group had, as one of them put it, *'silenced'* them. The group forced these students to change their conceptions of themselves, and these changes took place in a negative direction. Such experiences were quite radical, in the sense that they led the students to search for other communities, or activities outside the one discussed here.

Amongst students reporting decreased or marginal participation, the most difficult issues in the community were described in terms of general features such as *'social interaction'*, *'lack of reasonable rules'*, *'dys-functioning of the group'*. Also mentioned were *'a lack of monitoring and control'* and *'a lack of coherent structure'* in the community. In

addition, more specific and subjective feelings were described: a student had the feeling that *'one is not heard in a similar way to the others'* and that *'one does not have any support in one's crises – one had to survive without the teacher's help'*. The group was perceived as being dysfunctional, and great frustration arose from the fact that the students *'did not succeed in doing enough to improve the dysfunctioning'*.

Reports of decreased or marginal participation did not affect the students' conceptions of teachership. Indeed, the contrary was true: *'The group has not had an influence on my conceptions of teachership, rather the practising period and some influential teachers have changed my conceptions'*.

In spite of focusing mainly on teachership, students who reported decreased or marginal participation also focused on *'group dynamics', 'group atmosphere', 'the role of the tutoring of the group',* and *'the difficulties of symmetrical collaboration'*. Through the lived experience of these issues in the group, the students reported their perception of these issues as being extremely problematic. However, as the consequence of their experience in the community, especially as it involves the tutor's role, they reported *'a stronger understanding of the teacher's role in learning communities'*.

Comparison of perceived learning experiences arising from different kinds of reported participation

An analysis of the perceived learning experiences arising from different kinds of participation shows that they are fairly diverse in terms of major learning objectives as well as the social and affective aspects of learning (See Table 3 for summary). As Table 3 shows, students who reported highly involved participation seemed to be concerned with teachership as a major

learning objective. By contrast, those reporting decreased or minor participation focused more

on group processes and personal issues.

- Insert Table 3 here –

If we compare learning outcomes in terms of their comprehensiveness, it seems that

those who reported increased participation made the best use of the group learning experience.

Increased participation seemed to be connected with increased sensitivity and thus with a

deeper understanding of the social aspects of the community – this is in addition to seeing a

need to redefine oneself as a social actor and as a member of the group. Although highly

involved participation also obliged students to consider other participants' perspectives,

increased participation seemed to require a much wider sensitivity to group-level issues than

highly involved participation.

Those reporting decreased participation experience a kind of friction between the

community and themselves as subjects. This forced them to increase their awareness of their

own motives and values, and of the effects of their actions. It appears that the need for such a

redefinition was not noted by those reporting highly involved participation. With highly

involved participation the focus on group issues was limited to aspects of using power in the

group; it did not lead to a focus on the values of the students themselves, or to consideration of

other possible forms of participation.

Although those reporting highly involved participation might have a crucial role to play

in the promotion of collaborative group activities, it seems that these participants gained less

from the group than the others, in terms of gaining personally from the group experience. In

this sense we might even question whether the group experience really benefited these

students, except in so far as it might have increased their tolerance of diversity. However, it

should be noted that the highly involved participants perceived the group as having had great significance for their motivation to study. This is an important point to consider when we assess the overall 'added value' of the learning community for individual learners.

The most alarming group experience was that of those group members who reported decreased or marginal participation. In addition to being emotionally and affectively very negative, the experience has even more serious implications, since it was strongly and principally addressed to the students' own conceptions of themselves. It seems that the negative experience emerges especially from a sense of futility, a sense of not having enough influence on the group's way of acting. The experience had arisen from many attempts to have such an influence; however, the unsuccessful attempts had been interpreted in a way which had strengthened the student's negative conception of himself or herself. An alternative way of interpreting these unsuccessful attempts to have an influence would be to understand them in terms of group functioning. But whatever the interpretation, the results imply that the experience of marginalization emerges from unsuccessful attempts to have an influence on the group, together with the individualistic interpretations given to these unsuccessful attempts.

To sum up, different kinds of participation are associated with different kinds of learning experience. Overall, the most impressive and comprehensive learning took place among those who reported increased participation in the group. For those who reported highly involved participation the group functioned first and foremost as a source of motivation. On the other hand, decreased and marginal participation might at best have triggered something whose implications cannot be captured within the limits of the present data. In order to understand them we would have to follow the learning biographies of the students in question beyond the group experience reported here.

Discussion and conclusions

Although the results emerge from analyses of a releatively small learning community, we suggest that they highlight many important issues worth of further consideration and investigation. The results showed that a university-based intensive long-term learning community can give rise to important learning experiences for the participants, involving individual- and group-level issues. The experiences include the students' conceptions of themselves, consideration of others' perspectives, utilizing the diversity of other participants, understanding the significance of the group climate, becoming more aware of one's values and previous conceptions of oneself – all this in addition to conceptions of teachership. Students' experiences in the community were mostly related to reflections on their own processes of learning, rather than textbook knowledge. In this sense the community seemed to promote 'learning to learn', rather than the acquisition of conceptual knowledge.

The study reported here cannot assess the extent to which these outcomes could be achieved by means other than the three years of intensive group experience that the course encompassed. However, in our case of teacher education, the learning experiences in question are clearly of essential importance, since they are intimately connected with the construction of teachers' professional competencies and expertise.

Although our results imply that an intensive long-term learning community can offer teacher education a powerful learning environment for promoting the competencies needed by professional teachers, we have to add an important proviso, namely, that the subjective learning experiences from the group experience differ greatly among individual participants, even in the same group. Our results imply that learning experiences are closely connected to the reported nature and quality of students' participation. Highly involved, increased and

decreased or marginal participation seem to produce qualitatively different kinds of learning experiences in the community.

It is salient that the emotional and affective aspects of participation seemed to be so significant for the participants in an intensive long-term learning-community. In the present study, active agency in the community was connected to an affectively positive experience, one which was perceived as important for students' motivation to study. In contrast, reported decreased or minor participation was perceived affectively in a very negative way. In the case of reported decreased or minor participation, the particularly negative aspect was that despite several attempts to make a contribution to the group, the students could not participate in the way the community was constituted.

The socio-cultural stance concerning learning and identity emphasizes the mutually constitutive relationship of the individual and the social context (Beijaard et al., 2004; Murphy; 2000; van Oers, 2002). Students who reported decreased or marginal participation did not have the opportunity for such mutuality in relation to the community. Neither did they achieve active agency, since they could not construct a positive identity position in the community.

In terms of the negotiation of meanings and acquiring full membership of the community, those who felt able to actively negotiate the meanings of the group and to become central members of the community, perceived both their participation and themselves in a very positive way. They also had the experience that they had strengthened their identity and had experienced personal growth while in the group, especially in the direction of teachership. Those who were not able to do this, seemed to turn to other groups outside of the learning community to strengthen their identities. In terms of the learning experiences derived from the group, those central members who focused on management, tutoring, chairing and using power in the group, seemed to lose a valuable opportunity to identify with those reporting decreased or marginal participation.

From the perspective of developing professional subjectivities in an intensive learning community, our results imply that the group does not necessarily promote the subjectivities of all its members. This was particularly true in the case of those reporting decreased or marginal participation; it was not evident that these students strengthened their professional subjectivities while in the group. This is apparent from the reported negative experiences which led them to suggest that they had turned away from the group in their attempts to construct a positive identity. Our results imply that if students do not have the possibility of an active participatory role, one that would allow them to have an influence on group level issues, their professional subjectivities are not promoted. Such students may remain locked in futile attempts to change the community. At the level of individual subjectivities, participants of this kind tend to transform their frustrating attempts to change group culture into emotionally negative self-conceptions.

The results of this study indicate that perceived safety is a crucial characteristic of an intensive peer-group-based learning environment. In analyses of group-based knowledge construction, this aspect has been often neglected. In contrast, however, it has received a good deal of emphasis in studies of groups operating in the context of working life (McAllister, 1995). Indeed, within working teams and groups, perceived safety has been found to have significant explanatory power for productive collaboration and also for students' well-being and productivity (De Cremer, Snyder, & Dewitte, 2001; Storey & Joubert, 2004). We would argue that further work is needed concerning how participants can be supported to feel sufficiently safe within their group. Ways should be found to increase safety in learning groups and communities, and this should apply at all stages of group development.

As a practical conclusion, and as a suggestion for further research, we would argue that learning through participation should promote changes in students' participation, in such a way that every participant gets the opportunity to take part in the construction of the community.

This may at times require changes in students' roles and positions in the group, and especially in those positions that have to do with leadership roles in the group. Our results confirm Kivel's (2004) observations concerning the use of power in communities. Kivel suggests that it is difficult for those who are in power to see the perspective of those who are marginalized. The perspective can only be registered by those who actually are excluded or marginalized.

Since individual trajectories of participation seem to be crucial for individual students' learning experiences in long-term groups, these should be regularly reviewed and analysed. Our results suggest that the trajectory of increased participation is the most useful for individual learning. For this reason, the aim should be to construct such trajectories within students' individual learning paths. There should also be efforts to increase safety and trust, and this has crucial implications for the tutors' role in supporting group-based learning. In addition, practical measures might include, for example, the regular repositioning of managerial and leading roles, and at an early stage, the consideration and construction of shared ground rules (Dawes, Mercer & Wegerif, 2001; Wegerif et al, 2005) which would afford equal rights for every participant to have an influence on group functioning. Moreover, students need more knowledge with respect to understanding how group work works and issues of autonomy and support over time.

The experience of attempting to construct an intensive long-term learning community within a university teacher-education context has revealed that such communities represent very challenging contexts for tutors. In addition to having traditional academic competencies, the tutors of long-term communities require the kinds of competencies and understanding applicable to group processes. They should also have the opportunity to receive professional mentoring, particularly in problematic situations.

If we envisage that community-based learning environments will become more widely introduced, further work is needed to elaborate how the emotional and social aspects of

learning are involved in the participatory processes of these communities. Tutors and classroom teachers need to understand how different kinds of participation are connected to different kinds of learning experiences, how they can influence those aspects of participation which will promote successful learning, and how they may prevent the harm caused by non-participation and marginalization. Educational professionals must become aware of the different aspects of participation, including power, cohesion, and emotional safety, and how these aspects relate to the students' identity position in a learning community.

Acknowledgements

Appendix 1. Participation evaluation form

Could you, please, evaluate the videotaped situation from your own point of view. We ask you to give your evaluations by marking the straight vertical line on the horizontal line, according to your immediate appraisal of your own experience within the videotaped situation. We ask you to answer individually, i.e. without discussion.

<div align="center">Adjective pairs</div>

a) I found the discourse used: familiar - [3] unfamiliar
b) I found the mode of speaking: suitable - unsuitable

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[3] In the original form, there is 60 mm line segment between bipolar adjective pairs.

c) I felt that I was: talkative - quiet

d) I felt that I was: loud - silenced

e) Others listened to me: carefully - not at all

f) Others understood me: very well - not at all

g) My views were: valued - not valued

h) I felt: safe - threatened

i) I felt: secure - insecure

j) I was: brave - scared

k) I was: impulsive - cautious

l) I was: popular - unpopular

m) In the group, I was: at the centre - at the periphery

n) I was: visible - invisible

o) I felt: authentic - inauthentic

p) My viewpoints were: tolerated - not tolerated

q) I participated: fully - minimally

r) As compared to others in the group, I had : certain privileges - no privileges

s) As compared to others in the group, I had: more resources - fewer resources

t) As compared to others in the group, I had: more power - less power

u) From other group members: I got support - didn't get support

Appendix 2. 'Learning experiences' questionnaire

At the end of all the video-clips, we would like you to answer the following questions

concerning your learning during the three years' group experience.

1. Has your awareness of your scope of actions changed as a consequence of the group

   experience? If it has changed, could you please explain, in what way?

2. Has your view of teachership changed as a consequence of the group experience?

3. Have you had any radical changes in your conceptions or opinions as a consequence of the

   group experience. If you have, could you please explain, how?

4. Did the group experience change your conceptions of yourself? If it did, could you please explain in what way?

5. Have you learnt to understand yourself in a new way?

6. What have been for you the most significant and meaningful issues in this group?

7. What have been for you the most difficult issues in this group?

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Figure captions:

Figure 1. Each student's overall perceived participation; means of a sum-variable combining the 21 evaluated dimensions of participation over the five group situations

Figure 2. The *highly involved* participation trajectory (subject Liisa) over the five situations

Figure 3. A typical case of *increased participation.* The student was absent in the second situation

Figure 4. A case of *decreased or marginal participation*. The student was absent in the third and fifth situations

Table 1. How students perceived their primary and secondary orientations in the situations

Table 2. Standardized means and standard deviations of the aggregated variables

Table 3. Perceived learning experiences in relation to the type of reported participation
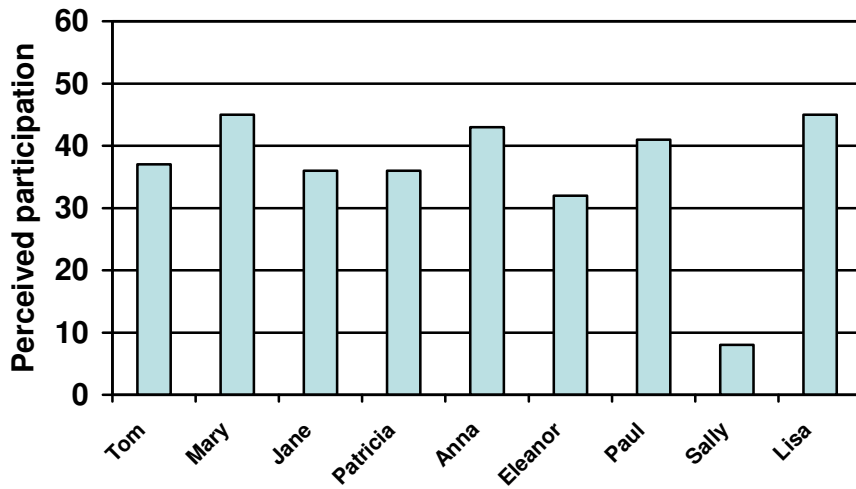
Figure 1. Each student's overall perceived participation; means of a sum-variable combining the 21 evaluated dimensions of participation over the five group situations.
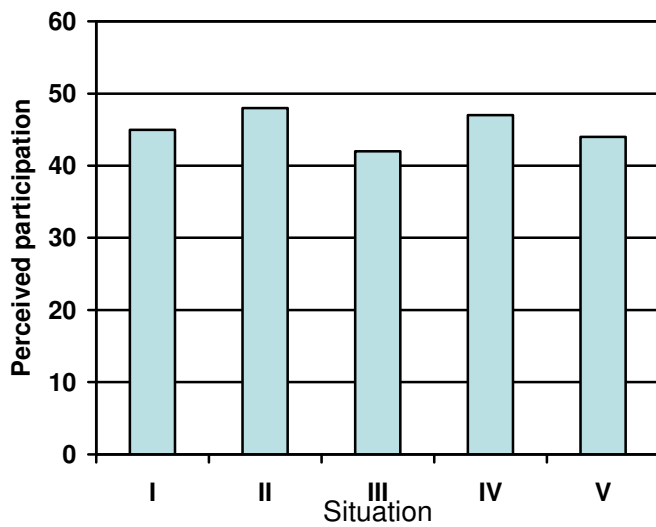

Figure 2. The *highly involved* participation trajectory (subject Lisa) over the five situations.
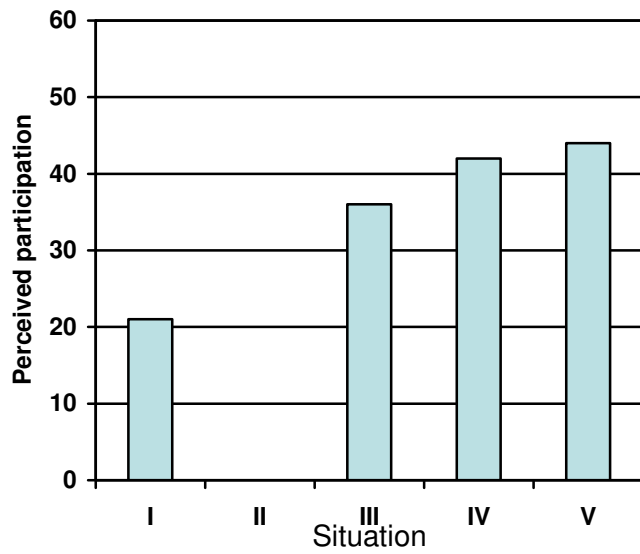
Figure 3. A typical case of *increased participation.* The student was absent in the second
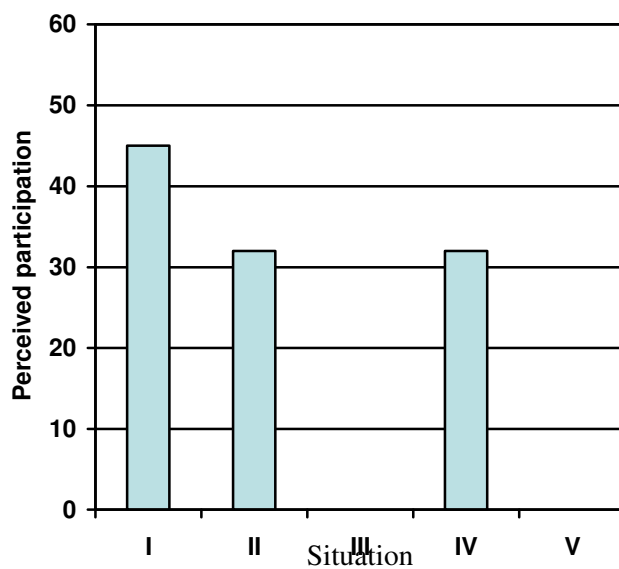
situation.

Figure 4. A case of *decreased or marginal participation.* The student was absent in the third

and fifth situations.

Table 1.

How students perceived their primary and secondary orientations in the situations

_____

Students (Male/Fem.)	Primary orientation	Secondary orientation
1. Tom (M)	Observing the group	Summarizing, representing silent voices, active facilitation of group processes
2. Mary (F)	Active management: presenting personal perspectives, power-broking, carrying full responsibility, summarizing	Advocacy
3. Jane (F)	Defensiveness	Self-critical stance, assuming personal responsibility for what was not achieved by the group
4. Patricia (F)	Pondering nature and degree of her own participation	Arbitrating, contextually dependent self-critical stance regarding her previous opinion
5. Anna (F)	Leadership and diplomacy	Arbitrating in disputes, initiating,
6. Eleanor (F)	Withdrawal, silent observation of the group	Administrative support, giving comments, summarizing, meta-level reflection
7. Paul (M)	Theorizing and conceptualizing	Arbitrating conflicting views, tutoring, summarizing, conceptual advocacy
8. Sally (F)	Withdrawal	Attempting to construct an emotionally positive and inclusive climate, placing constraints on what is acceptable
9. Lisa (F)	Chairing: making summaries (syntheses), structuring, clarifying and explicating situations	Active listening to the group discussion, ensuring plurality

_____

Table 2.

Standardized means and standard deviations of the aggregated variables

Aggregated variable	X	s.d.		
(1) Nature of discourse			39.2	9.5
(2) Becoming listened to			40.0	11.7
(3) Feeling safe		32.8	14.5	
(4) Included – excluded			36.6	12.7
(5) Resources	31.5	11.4		

Table 3. *Perceived learning experiences in relation to the type of reported participation*

R e p o r t e d   p a r t i c i p a t i o n

Aspects of perceived learning	Highly involved participation	Increased participation	Decreased or marginal participation
Awareness of one's scope of action	Little or no change	Increased awareness of self as social actor; ways of relating and acting. Increased sensitivity to group culture	Sense of being marginalized and silenced; narrowed scope of action arising from notion of group as dysfunctional
Views of techership	Increased diversity of perspectives on teachership including an increased emphasis on the social-emotional aspects	Increased diversity of perspectives on teachership including an increased emphasis on the social-emotional aspects	Little reflection on teachership
Notions of self	Little or no change	Increased self-awareness including appraisal of own strengths and weaknesses; world view	Undermined self-confidence and self-belief