The Use of the Hybridity Theory and the Third Space Concept to Develop a Teaching Identities Enhancement Program for Student Teachers

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Abstract

Due to the absence of a linkage between the university and school components of programs, student teachers normally imitate ideas and teaching styles from either their professors or cooperating teachers. Self-development of student teachers in their teaching career is an ability to develop new teaching styles in the third space concept by analyzing all of knowledge that they gained and applying it to a class. Teaching identities can be created from knowledge gained from university professors and from cooperating teachers in school. Therefore, it is very important to develop a program which can enhance teaching identities of student teachers. The purpose of this research was to develop a teaching practicum program for elementary education pre-service teachers based on hybridity theory and the third space concept. There were 10 student teachers majoring in elementary education in Chulalongkorn University, Bangkok, Thailand, participating in this experiment. The sample group was selected using purposive sampling. Professors and cooperating teachers also participated in the training program developed based on the third space concept. Data were collected through participant observation and evaluated by the researcher, professors, and cooperating teachers. It is found that student teachers participated in this program created their teaching identities after all. In addition, the hybridity theory and the third space concept should be adapted to teacher education programs.

Introduction

According to the Professional Teaching Standards B.E. 2548 under
Concise of Teachers and Educational Personnel Council Act B.E. 2546 which
is the key manual used by the Board of Teacher Education Review in order
to control the quality of any person who is willing to be a teacher, there
are 3 qualifications for a person who can receive a professional teaching
license, including (1) qualifications in knowledge standard and professional
experiences, (2) qualifications in working standard, and (3) qualifications
in personal behaviors. Therefore, apart from following the common
standards set by the Office of the Higher Education Commission, every
educational institute in Thailand must design an instructional curriculum
and instructional management based on the 3 qualifications stated in the
mentioned Professional Teaching Standards since 2005 (B.E. 2548) as well.

With reference to a follow-up research on the instructional management
of educational institutes in both bachelor and diploma degree which was
conducted by the Sub-committee on Curriculum Standard Evaluation and
Production Standard to Certify Educational Diploma for 120 Private and
Public Instructional Institutes in 2009-2011, it is found that the instructional
management of several teacher-producing institutes is not consistent with
conditions, guidelines, and criteria set by the aforementioned Board of
Teacher Education Review. To sum up, the instructional management
methods which were found are similar to the common professional training
method whereas the student teachers will be trained under the supervision
of cooperating teachers and the methods are not consistent with teaching
practice criteria which aims to train student teachers to study and figure out
the professional teaching processes themselves by being advised by and
communicating with cooperating teachers. Furthermore, it is also found that
many teacher-producing institutesstill using the word "teaching practice"
instead of "on-the-job training of teaching" (Thongthew, 2011)

In terms of on-the-job training of teaching in the real classroom, there are several instructional management methods. Each method has different pros and cons. It is not possible to judge which method is the best as the most appropriate method must be selected based on various factors. Therefore, it is a duty of each student teacher to select the most appropriate instructional management method in the existing context by considering the desired content and timeframe. Each student teacher should also be able to solve any problems occurred in the classroom. Because students are different, a student teacher cannot solely follow the theories learnt from university professors or the practices given by cooperative teachers; but a student teacher must improve himself in creating professional teaching identities in the context of the third space which could be created by analyzing theoretical knowledge gained from university professors as well as on-the-job training practices gained from cooperating teachers, and then accumulating knowledge and skills as a base of teaching identities creation, which include 3 aspects:- (1) abilities in creating identities on applying major knowledge based on real context which was being encounter during on-the-job training, (2) abilities in creating identities on innovation creation and application to promote learners' learning based on real context which was being encounter during on-the-job training, and (3) abilities in creating identities on the promotion of learners' development.

According to the results gained from reviewing many researches regarding instructional management in teacher-producing institutes, the researchers found that there are many literatures and researches in the areas of education mentioning about the linkage between theoretical knowledge (content, teaching methods, and teaching major) and real practice which gains an enormous interest from people in the fields of education, particularly in the United States and United Kingdom. Those literatures and researches gave a great amount of principles, practices, and guidelines in this area. (Bullough et al., 1997; Bullough et al., 1999; Zeichner, 2007; Darling-Hammond, 2010;Turney et al., 1985; Berliner, 1985; Grossman, 2005; Metcalf & Kahlich, 1996)

Zeichner (2010) conducted an experimental study on professional teaching experiences for students at University of Wisconsin which is later used as a model guideline of teacher production at several teacher-producing institutes in Wisconsin and Washington in 2011. Zeichner also stated that teacher-producing curriculum must consist of both theoretical knowledge and professional practice. Moreover, there must also be teaching tasks and other responsibilities of teachers which are existed in a particular context in each educational institute. The professional practice can be developed during on-the-job training in each particular educational institute. Therefore, on-the-job training is the core of teacher production which focuses on student teachers' ability of knowledge connection not only in terms of theoretical knowledge and professional experience; but also in terms of the creation of linkage between theoretical as well as practical knowledge and experiences gain from on-the-job training. Zeichner explained that the knowledge connection ability can help a student teacher to deeply understand how to be a professional teacher in the real life.

Zeichner based his study and his recommended instructional management guideline on the hybridity theory (Bhabha, 1994), which focuses on creating new opportunity for permanent teachers in schools and teacher-producing institutes to apply practical knowledge and for university professors to integrate and connect all related theoretical knowledge to develop learning of student teachers. Moreover, this theory also mentions about the importance of the third space (Gutierrez, 2008; Cochran-Smith & Lytle, 1999) which is a knowledge area or a place for permanent teachers or practitioners who already have theoretical knowledge and student teachers to collaborate equally. Apart from providing student teachers with a new learning process, this theory also creates an opportunity for all related sides to learn from one another. Therefore, the real learning and new knowledge extended from theoretical and practical knowledge can happens at this third space exclusively.

Lastly, from the preliminary study regarding professional teaching on-the-job training, it is found that student teachers usually have practical ability in teaching but they cannot link the theoretical knowledge to the

real life practice even though they already passed the practical training from a university and on-the-job training from an educational institute. The researchers realize that the hybridity theory and the third space concept are significant models to create student teachers' connection ability. Therefore, we would like to study on this matter and then develop a curriculum on professional teaching experience to further advance and enhance efficiency in this area.

Related Literature

According to the results gained from reviewing many researches regarding on hybridity theory and the third space concept, the researchers found that there were three researches in the areas of education mentioning about the combination of two things. King (2002) conducted a study regarding the success of teachers' training and online professional development. This study presents a research on several case studies regarding professors and student teachers' experiences in the third space concept which was integrated between online and classroom learning. It is found that instructional model based on the third space concept possesses more intensive, more flexible, and more adaptable content for each student and also has higher quality as well as is a guideline of success in teacher training and professional development. Moreover, it also helps create teachers' expertise. Technology is an important key to access knowledge and contents, as well as to create an online student community which can help enhance students' abilities in the long run. Pane (2007) studied the third space concept, which is the new model of learning. The result shows that (1) the third space concept might be developed from knowledge gained from daily life and connected with knowledge from textbook taught in a classroom, (2) there are many learning cultural researches which were trying to develop the connection between students' daily life knowledge and textbook knowledge taught in a classroom because it is related to society, politics, and economy, i.e. a student growing in a family with laundry- or farming-related business will well understand the empirical meaning of impacts of water pollution on their quality of life even though they were taught only the basic concept of

this issue, (3) deep understand can help develop a curriculum whereas the direction of curriculum and the third space concept development strongly depends on the existing of the connection between daily life knowledge and textbook knowledge, and (4) currently there is no training curriculum which can truly help prepare student teachers to be able to access, support, and promote students' learning by connecting real life knowledge and school knowledge. A teacher who applies the third space concept will understand that there are complicated components in school learning which are related to social practice and culture, as well as will be able to connect textbook knowledge to real life practice which help open opportunity to learn several new things., and Levy (2008) also studied the third space concept by applying this concept to primary students to promote reading skills. He researched on reading behaviors of primary students in both at-home and school context and found that primary students can create a bridge to connect at-home experiences (i.e. common culture, TV and computer screen reading, and playing games) with school knowledge. It is also found that the demand on a learning curriculum might be conflicted with students' self-development, which is complicated and valuable, and this might create problems for students themselves. Therefore, Levy suggested that primary students' teachers should assist students to exploit the self-benefits from reading skill development to create students' confidence and success in reading in the future.

The Hybridity Theory

Bhabha (1994) explained that the hybridity theory is a space between the combination, so called the third space, which can help solve replacement and cultural bargaining problems.

Zeichner (2010) explained that the hybridity theory refuses two-parts things, such as practice & academic knowledge and theory & practice, but it is related to the combination which is a new model used in several fields, namely geography, literature, Post-colonial education, feminism education, and teacher training.

According to the aforementioned meanings of hybridity theory, it can conclude that the hybridity theory is a model based on the thought to combine two things which are different but related to each other to create a new thing. The new combination is called the third space.

The Third Space Concept

Soja (1996) explained that the third space concept is a gap between the first and the second space which can collaborate to create the third space. The first and the second space are different and might be conflicted with each other, such as home (daily life knowledge) and school (academic knowledge).

Zeichner (2010) explained that the third space concept was developed from the hybridity theory and is a new thing which was created from the combination of two things.

According to the aforementioned meanings of the third space concept, it can conclude that the third space concept means the center area between the first and the second space which works collaboratively to create a new thing.

Challenges in applying the hybridity theory and the third space concept to the pre-service teacher education program

Cochran-Smith & Lytle (1999) applied the third space concept to train teachers by presenting ideas regarding teachers' learning and practice, as well as explaining the relationship between knowledge and practice in 3 ways, including (1) knowledge-for-practice, (2) knowledge-in-practice, and (3) knowledge-of-practice. Knowledge-for-practice is a general knowledge and theories which teachers acquired from university learning. Knowledge-in-practice is the practical knowledge which is the most important one which teachers gained from on-the-job training in a classroom. Knowledge-of-practice is different from the others mentioned earlier as it is a knowledge which teachers learned from theories related to social context and this kind of knowledge can be developed by connecting cultural and political issues. Zeichner (2010) brought the third space concept to develop a new

pre-service teacher educational program to promote student teachers' learning by integrating academic knowledge, professional knowledge, social knowledge, and on-the-job training experience gained from school and university.

Regarding studies which applied the hybridity theory and the third space concept to the pre-service teacher educational program, it is found that the third space concept can be adapted to the mentioned program and is related to the first and the second space as shown below (See Figure 1)

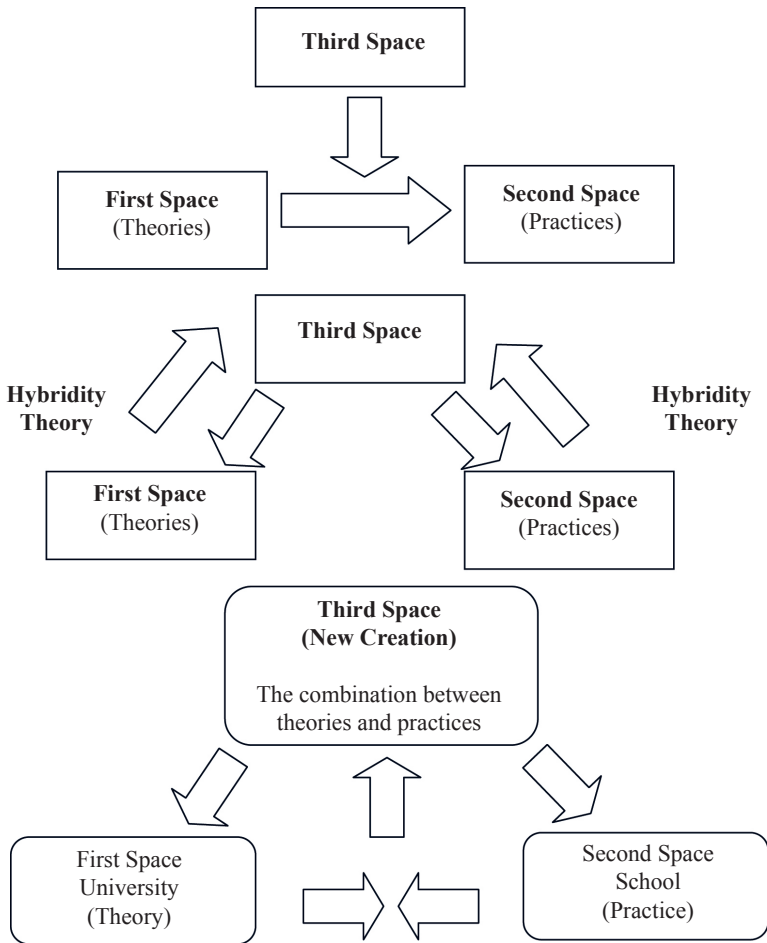Used in Developing Pre-service Teacher Educational Program

Figure 1 The Relationship of the Third Space Concept

From Figure 1, it is described that the first space is theories whereas students gained from university education, the second space is practices whereas students gained from on-the-job training in schools, and the third space is the connection and relationship between theories and practices which creates a new knowledge with its own identities.

Self-development of student teachers in their teaching career is an ability to develop new teaching styles in the third space concept by analyzing all of knowledge that they gained and applying it to a class. Teaching identities can be categorized into 2 major categories:- (1) Teaching identities integrated from knowledge gained from university professors and from cooperating teachers in school., and (2) Teaching identities created by student teachers on their own by researching new concepts, new techniques, or new teaching styles and adapting them to a class. In this case, student teachers create the new teaching identities according to the third space concept and the new identity is different from both cooperating teacher's and professor's teaching identities. There are 3 aspects in the self-development in teaching career:- (1) abilities in creating identities on applying major knowledge based on real context which was being encounter during on-the-job training, (2) abilities in creating identities on innovation creation and application to promote learners' learning based on real context which was being encounter during on-the-job training, and (3) abilities in creating identities on the promotion of learners' development.

Research Methodology

This program research and development is based on the hybridity theory and the third space concept and aims to enhance the student teachers' teaching identities. It was conducted by collecting fundamental information, then analyzing and synthesizing it for further outcomes which are consistent with content elements (R1). The preliminary result was further used to develop a draft program, which was later proposed to the designated experts to consider content elements and the possibility of implementation. Then, the ultimate result based on experts' views was considered to develop draft program (D1,) which was further tested with research sample. Next, the

implementation outcomes were analyzed and concluded (R2) to develop the final draft program (D2). As mentioned earlier, there were 4 research processes as follows:-

R1: the researchers conducted a field research and literature review to research context and factors related to the change in professional teaching standard and criteria on educational diploma certification set by the Higher Education Commission, to analyze the pre-service teacher educational program developed for educational students majoring in primary education in the faculty of education, Chulalongkorn University, compared with professional teaching standard and criteria on educational diploma certification B.E. 2548, as well as to study the social context, on-the-job training situation, and the professional experience management process which is an academic major's uniqueness by observing students' classroom practice. The third space concept and guidelines on professional experience development program were studied and researched from relevant publications and textbooks. The collected data was further used to identify compositions and to draft a professional experience development program.

D1: the researchers applied R1 results to draft a program and proposed it to 5 qualified experts for their consideration by using program evaluation forms developed by the researcher. The 5 qualified experts included 5 experts in the areas of program development, elementary education, education program, professional teaching standards, and research methodology.

R2: the researchers tested a draft program adapted based on experts' comments with a sample group, which was elementary education pre-service teachers (n = 10), minoring in social studies, Graduate Diploma in Education. In addition, both professors ($n = 3$) and cooperating teachers ($n = 9$) also enrolled in this program. There are 2 phases of this study. During the first phase, professors, cooperating teachers, and student teachers participated in a training program regarding the hybridity theory and the third space concept. The training program contained 20 teaching hours and was conducted in May 2012. There were 5 sessions with four training hours each. The sample group later identified what they had learnt from both university professors and cooperating teachers. During the second phase, the researchers observed

student teachers' actual teaching practice in schools for a total of 30 hours (3 times, an hour per time, for each student teacher) during June to September 2012 to see whether they could perform teaching in consistency with what they had planned to do in the first phase.

D2: the researchers used the conclusion from R2 to develop the final draft program.

Results

Results of Step1 (R1): The researchers applied the hybridity theory and the third space concept to synthesize a draft program for student teachers. The application details of the hybridity theory and the third space concept are exhibited as below. (See Figure 2)
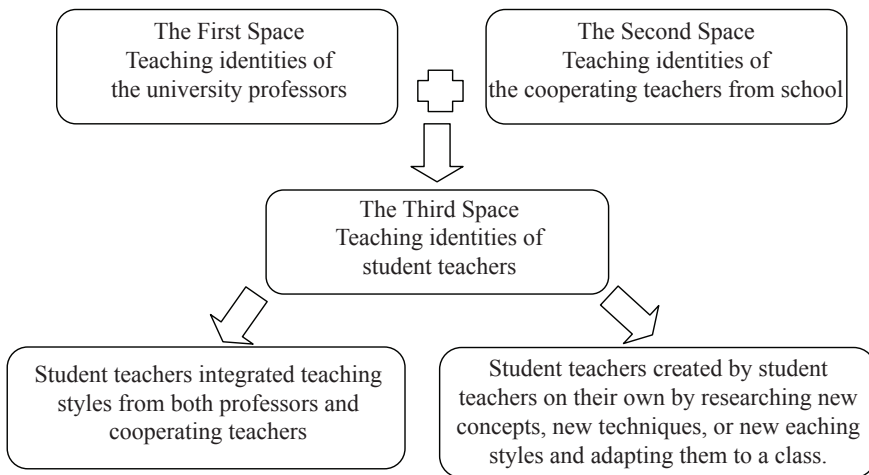

Figure 2   Exhibition of the Application of the Hybridity Theory and the Third Space Concept to Program Development

Results of Step 2 (D1): The researchers developed a draft program and learning materials based on the hybridity theory and the third space concept. The draft program included 7 components as follows (See Tab. 1):-

Table 1 The Seven Components of the Draft Program

Program Components	Details
Principles	1. The connection between knowledge/theories gained from university education and on-the-job training experience gained from practicing school focuses on student teachers' learning through on-the-job training experience and student teachers' ability to create their own identities in terms of the third space concept. 2. Under the cooperation between cooperating teachers and student teachers which can help motivate student teachers to practice teaching, student teachers can teach by using their own identities. 3. The promotion of research and development is needed to develop teaching profession and to focus on student teachers' self-assessment.

Objectives	To develop student teachers' self-ability in creating identities in 3 ways as follows:-
	    1. The application of major knowledge to real situation encountered during on-the-job training
	    2. The creation and the use of innovation to promote learners' learning complying with real situation encountered during on-the-job training
	    3. The promotion of learners' self-development

Structure of experience and timing allocation	The pre-service teaching education program is an enhancement program for the senior undergraduate students majoring in primary education at the Faculty of Education, Chulalongkorn University, during the first semester enrolling in the subject named professional practice II, subject code 2700507. The structure was divided into 2 parts which were (1) identity creation in the third space concept which was taught prior to the start of the semester for a total of 20 hours (learning unit 1-5), and (2) teaching practice by using the created identities which was held during the semester for a total of 30 hours. There were 50 hours in total.

Program Components	Details
Contents and experience provided in the program	Unit 1: Professional Teaching Experience Standard based on the third space concept. Unit 2: Religion, morals, and morality regarding Buddhism history Unit 3: Civic duty, culture, and ways of life regarding good citizen for democratic society Unit 4: Economics regarding the concept of sufficiency economy and its application to daily life Unit 5: History regarding Thonburi Era Unit 6: The ability development of the application of the created identities to instructional method
Instructional method	Teaching unit 1-5 through story-telling, dialogue, and learning study process.
Media and learning resources	1. Informational paper 2. Assignment paper
Assessment and evaluation	Identity assessment of student teachers was conducted during on-the-job training in 3 ways by using evaluation form to evaluate student teachers' ability in creating their own identities by professors, cooperating teachers, and the researchers. Each student teacher also needed to complete the self-evaluation form which was recorded in the teaching memorandum.

***Results of Step3 (R2)*:** The researchers used the aforementioned draft program with the sample group of 10 student teachers at the meeting room of the Faculty of Education, Chulalongkorn University, for 20 hours. In addition, both professors ($n = 3$) and cooperating teachers ($n = 9$) also attended this program. Then, the researchers observed student teachers' actual teaching practice in schools for 30 hours. The experimental outcomes are as follows:- (See Tab.2)

Table 2 Experimental Outcomes

Teaching Identities	Number of student teachers (n=10)
Type I Student teachers integrated teaching styles from both professors and cooperating teachers.	8
Type II Student teachers created by student teachers on their own by researching new concepts, new techniques, or new teaching styles and adapting them to a class.	2

Regarding Figure 2, it is concluded that there were 8 student teachers who integrated teaching styles from both professors and cooperating teachers; whereas there were only 2 student teachers created by student teachers on their own by researching new concepts, new techniques, or new teaching styles and adapting them to a class. They adding what they searched or learned from others resources to what they learned in the university and what they learned in school. For instance, a student teacher creates a teaching style and teaching materials adapted from a popular television show in order to gain students' attention.

Results of Step4 (D2): The researchers developed the final draft of program outline. This led to the improvement of content and experience structure which were created earlier. It is found that a new learning unit should be added to the program structure which is geography in order to make it consistent with all 5 contents regarding social study, religion, and culture that include (1) religion, morals, and morality, (2) civic duty, culture, and way of life, (3) economics, (4) history, and (5) geography. Therefore, the structure of experience and time allocation should be adapted accordingly.

Conclusion

The use of the third space concept in developing pre-service teacher education program, linked between university and school, is to shape a training program based on the hybridity theory and the third space concept. The teaching identities of student teachers can be developed differently through collaboration between professors and cooperating teachers.

The results of this study show that pre-service teaching education program could help create student teachers' identities in 2 way, which are (1) student teachers integrated teaching styles from professors and cooperating teachers, and (2) student teachers created by student teachers on their own by researching new concepts, new techniques, or new teaching styles and adapting them to a class.

Acknowledgement

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