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## **Introducing a Critical Dialogical Model for Teacher Education**

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Like any other professional trainer, teacher educators struggle with the question of how theory and practice best should be merged in education. There is a plethora of ways for organising teacher education and we have seen a tremendous growth of work-based learning programmes in universities all over Europe (Lester & Costley 2010). In turn this has forced universities to reconsider the structure and content of their educations.

There are always reasons for pursuing and discussing new rationales and modi operandi. In this presentation we will describe our on-going work with a *critical dialogical model* for teacher education. It is developed to create conditions for teacher students' learning and to conceptualise dimensions of practical knowledge and professional experience. The methodological aspects of the model are inspired of the dialogue seminar method (Göranzon & Hammarén 2006). As any other method it has its pros and cons. From our experiences working with adult learners we have seen the necessity to create a more critical stance and reflexive distance in order to question notions and conceptions of the own practice that is taken for granted. The theoretical framework for our model is based on critical hermeneutics, a perspective on the relationship between theory and practice and the development of a "critical self" (Kögler 1996).

In the final part of the presentation we will discuss and relate our critical dialogical model to Shulman & Shulman's theory of capital (2004) and elaborate with the idea of capacity building in teacher education. By giving some short examples of how it has been implemented in teacher education we want to highlight the potential of our model in terms of for instance preparing students with tools for professional development in their future working life and empowering them with a readiness for partaking in communities of practice.