

East Tennessee State University

Digital Commons @ East Tennessee State University

ETSU Faculty Works

Faculty Works

5-21-2014

Turning Policy into Practice: A Case Study Examining the Interplay Between Policy, Research, and Program Design in Teacher Education

Ryan Andrew Nivens

East Tennessee State University, nivens@etsu.edu

Catherine Paolucci

National University of Ireland, Galway

Follow this and additional works at: <https://dc.etsu.edu/etsu-works>



Part of the [Educational Assessment, Evaluation, and Research Commons](#), [Elementary Education and Teaching Commons](#), and the [Scholarship of Teaching and Learning Commons](#)

Citation Information

Nivens, Ryan Andrew; and Paolucci, Catherine. 2014. Turning Policy into Practice: A Case Study Examining the Interplay Between Policy, Research, and Program Design in Teacher Education. Paper presentation. *Proceedings of the Joint Meeting of the Academic Business World International Conference & International Conference on Learning and Administration in Higher Education*, Nashville, TN. 108. <http://iclahe.org/Proceedings/2014/2014-Proceedings.pdf>

This Conference Proceeding is brought to you for free and open access by the Faculty Works at Digital Commons @ East Tennessee State University. It has been accepted for inclusion in ETSU Faculty Works by an authorized administrator of Digital Commons @ East Tennessee State University. For more information, please contact digilib@etsu.edu.

Turning Policy into Practice: A Case Study Examining the Interplay Between Policy, Research, and Program Design in Teacher Education

Copyright Statement

This document was published with permission from the publisher. It was originally published in the Proceedings of the Joint Meeting of the [Academic Business World International Conference & International Conference on Learning and Administration in Higher Education](#).

**Turning Policy into Practice:
A Case Study Examining the Interplay between
Policy, Research and Program Design in Teacher Education**

Ryan Andrew Nivens
East Tennessee State University

Catherine Paolucci
National University of Ireland, Galway

ABSTRACT

This presentation will consider the interplay between policy, international research and the design and development of a new mathematics teacher education program in the Republic of Ireland. The discussion will focus on the case of an undergraduate program that was developed as an alternative to the country's predominantly postgraduate model of teacher education. It will examine the rationale and implications of the features in the new model and the role of policy and research in shaping these features. Finally, it will consider the cultural context within which the new program has been developed and the shifts in educational culture that have been required to ensure the feasibility and sustainability of the changes.