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COGNITIVE MAPPING AS A METHODOLOGY TO STUDY INDIVIDUAL AND COLLECTIVE COGNITION

Abstract:

The practicum is accepted as being mutually beneficial. Relationships between all members in the supervisory set are a significant component of the pre-service teacher practicum experience. The strength of these relationships supports social justice for pre-service teachers.

This qualitative study explores the epistemological beliefs of a group of university based supervisors to determine their perceptions of professional reciprocal relationships. As a newly emerging qualitative methodology, in educational research, cognitive mapping was used to explore and challenge individual and collective perceptions of relationships developed in the practicum.

Data derived through the mapping activity represents a subjective 'collective' view of what constitutes a professional reciprocal relationship and how these relationships can better support pre-service teacher development, university-school partnerships and inform systemic policy.

Keywords:

Cognitive Mapping, professional relationships, teacher education, practicum

JEL Classification: I29, I23