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From Best Practice to Next Practice A shift through research-based teacher education



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Overview

- I. Setting the Scene
- II. Case Study (Innsbruck University)
- III. Structural Frame (TE)
- IV. Struggling for Research Based Teacher Education
- V. Conclusion




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I. Setting the Scene



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Innsbruck

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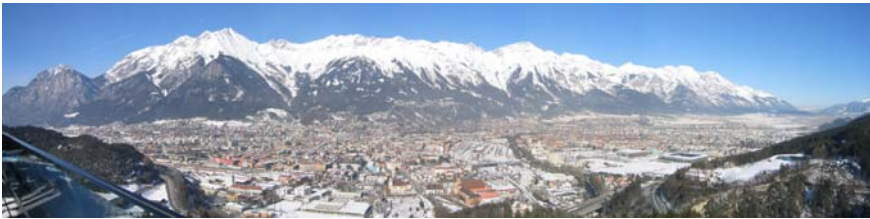
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From Best Practice to Next Practice ...
A shift through research-based teacher education ...


Best practice & Next practice	What makes the difference?
shift	What is meant?

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I N N S B R U C K




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~ 1910
Optrakke technique
with drawn legs

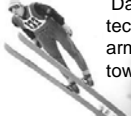


1900-1950
Kongsberger technique
upper body bent at the hip,
a wide forward lean,
arms extended to the front
skis parallel to each other


Brief history of ski jumping

→ shift/pattern change for
positive development
in this case: maximise distance

~ 1949-1990
Daescher/Windisch
technique, placing
arms backward
toward hips



1985: by chance, to avoid a crash
V-technique, Jan Boklöv, ~ 10%
distance improvement, skis alongside
the upper torso in a *V-like* shape



decisive point: Reinhard Straumann, Swiss Aircraft Constructor, former ski jumper
research based improvement of the jumping technique ~1920s -1940s

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Definitions:


- **best practice:** trying to achieve more by intensifying the efforts
(more of the same)
- **next practice:** finding a novel way of dealing with a challenge
(change of pattern)
- **shift:** (setting an intervention) to *change* the pattern

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II. Case Study

TEPE




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Case study

Development of research-based teacher education by the example of an Austrian university* department (ILS):



Brainluck.com



* Teachers for academic lower and upper secondary and vocational upper secondary education are educated at universities.

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HISTORY of TE at UIBK

Studying (2) subjects in the disciplines was a solid scientific-based preparation for teaching in the Gymnasium

- 1986 BUSch: Special University Unit for School Practica organizing teaching practice for the first time in a more systematic form at university level. (loosely linked to the senate)
- 1995: Task Force at Arts and Humanities Faculty to find solution for integrative structure of teacher education at the university. Recommendation of a departmental structure to the ministry
- 1998: Ministry of Science and Research approves the creation of the "Department of Teacher Education and School Research" (ILS)
- 1999: Appointment of first professor
- 2001: External evaluation secures status as a full university department

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- 2001: Curriculum reform competence orientation (including stake holders)
- 2008: Kick off : university wide network meeting for teacher education
→ 2010: Center for Teacher Education
- 2010: Appointment of second professor
- 2011ff: School of Education?

Acquiring Knowledge,
Developing Competences.
Models for a Competence
Based Teacher Education.
Waxmann (in German)

Shift:
From primarily subject and content oriented TE to integrative,
professional and competence oriented education




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Insertion:

III. Structural Frame

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From the research
point of view ...



➤ manifold research findings for teacher education
(especially during the last 10 years)
also driven by TIMSS, PISA,...

... literature survey for the German speaking world provides
the following picture:

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Research results: some German handbooks and publications ...



Blömeke
et.al. 2004



Helsper/Böhme
2004/08



Nolle
2004



Rothland
2007



Helmke
2008



Blömeke
et.al. 2009



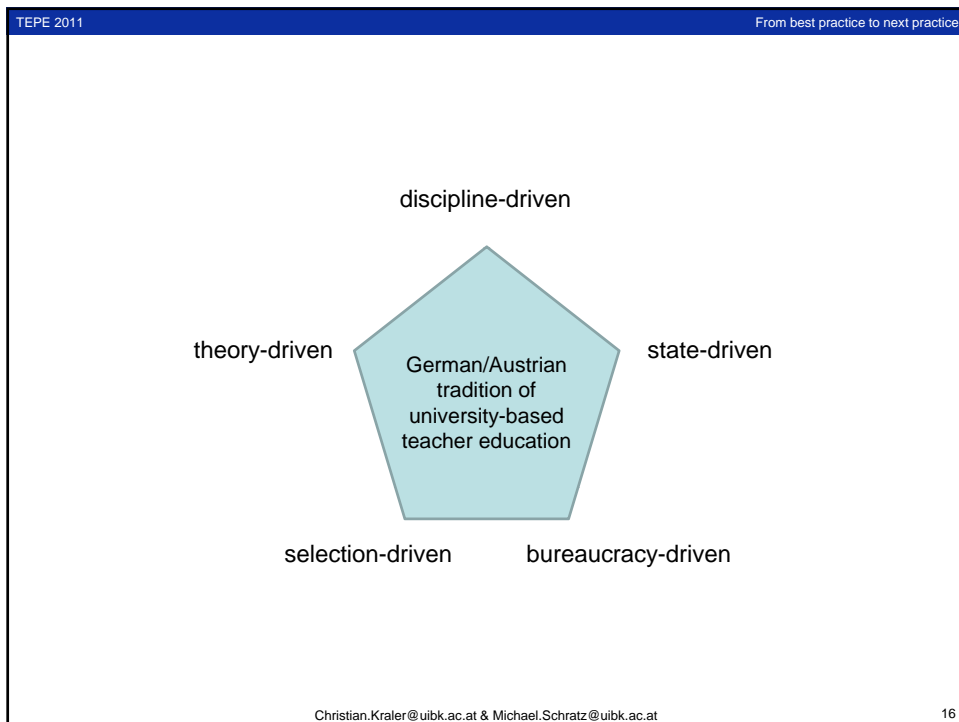
Zlatkin-Troitschanskaia
et.al. 2009



Terhart et.al.
2011

Lots of theory - little realization!?

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German/Austrian tradition of university-based teacher education (TE)

- discipline-driven: studying subjects makes good teachers
- theory-driven: division of labour between theory and practice (primacy of theory)
- state-driven: entry into profession safeguarded by state (*probational year*, 2. *Staatsprüfung*) (control and power)
- selection-driven: only the best (teachers/students into Gymnasium)
- bureaucracy-driven: solutions /changes/developments have to fit to administrative structures

Structures: the aspect of **self similarity**



playing school

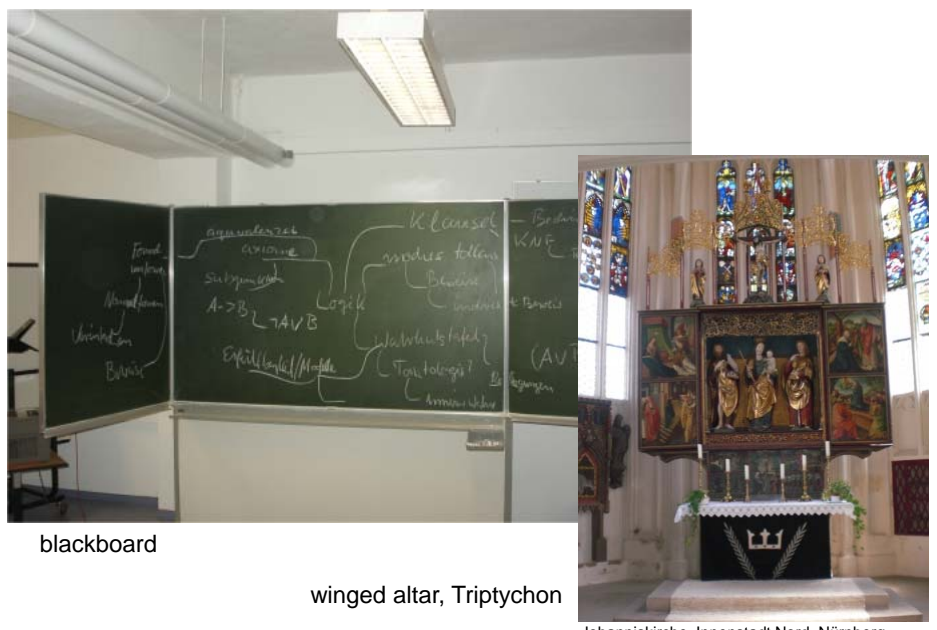


classroom



church

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blackboard

winged altar, Triptychon

Johanniskirche, Innenstadt Nord, Nürnberg

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Teacher education

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Observation

via university...

... „back“ to school ...

- system-reproducing higher education („kultur“)
- self similarity (grades, transfere of knowledge, didactics,...)

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Teachers tend to teach the way they are taught rather than the way they are taught to teach.

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Shift to pattern change ->

~> next practice

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A shift from best practice to next practice

stability

good practice

critical instability

intervention

change of pattern

best practice

Development of next practice

Process of renewal

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Shifting from best practice to next practice


Reaction to ... **→ interventions for pattern change**


- ... PISA results: competence orientation → new curriculum design
- ... criticism of school authority → bridging the theory – practice gap
- ... professional development → portfolio as an integrated formative element
- ... academic needs → research orientation
- ... fragmentation → communication through newsletter
- ... student needs → aligning the curricular delivery (calibration, teams ...)
- ... isolation → internationalisation (staff, students)

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IV. Struggling for research based TE



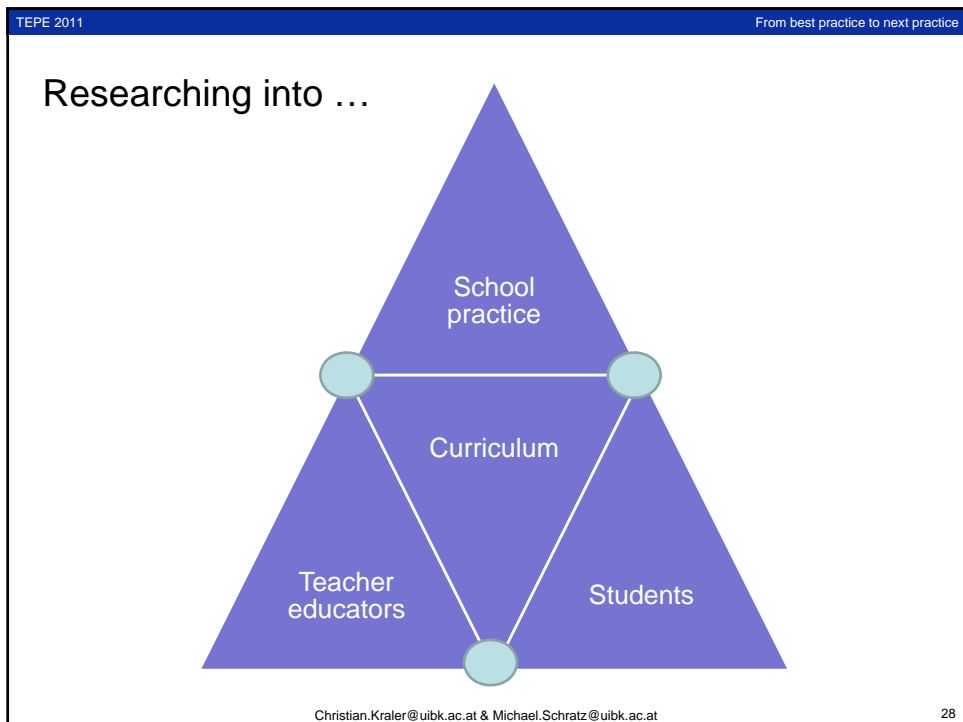


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Creating knowledge, applying knowledge: publications as a gateway to practice

3 Journals: Journal für LehrerInnenbildung
Journal für Schulentwicklung
Lernende Schule)

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→ Curriculum

A Morphological Approach:
Dealing with Antinomies and Complexity in Teacher Education

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→ Curriculum

Fächerübersicht	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
AWK	1	,2	,2	,2
Bewegung & Sport	46	8,0	8,0	8,2
Bildnerische Erziehung	2	,3	,3	8,6
Biologie & Umweltkunde	28	4,9	4,9	13,4
Chemie	9	1,6	1,6	15,0
Deutsch	68	11,9	11,9	26,5
Englisch	96	16,8	16,8	43,3
Französisch	27	4,7	4,7	48,0
Geographie und Wirtschaftskund	39	6,8	6,8	54,8
Geschichte, Sozialkunde, Polit	82	14,3	14,3	69,5
Griechisch	1	,2	,2	69,6
Gültig	1	,2	,2	69,8
Informatik	37	6,5	6,5	76,3
Italienisch	6	1,0	1,0	77,3
Mathematik	44	7,7	7,7	85,0
Physik	16	2,8	2,8	87,8
Psychologie & Philosophie	34	5,9	5,9	93,7
Russisch	3	,5	,5	94,2
Spanisch	28	4,9	4,9	99,1
Textile Gestalten	1	,2	,2	99,3
Theologie	3	,5	,5	99,8
Werkzerziehung	1	,2	,2	100,0
Gesamt	573	100,0	100,0	

status quo: - ST 2010
Sample WT 06/07, ST 07,
WT 07/08, ST 08,
WT 08/09, ST 09
WT 09/10, ST10
n=388

Study by the
Institute of Teacher Education
and School Research
(Questionnaire)

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Zusammenarbeit Ausbildungsbereiche

Die 4 Ausbildungsbereiche arbeiten gut zusammen.

Cooperation of training departments.

→ **Curriculum**

Zusammenarbeit Ausbildungsbereiche

Die Inhalte der 4 Ausbildungsbereiche greifen gut ineinander.

Topics of the training departments intertwine.

Students as mirror of the organisation

Zusammenarbeit Ausbildungsbereiche

Es sind starke Spannungen zwischen den 4 Ausbildungsbereichen spürbar.

Strong tensions between the training departments.

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Starting point: curriculum with competencies

→ **Students**

Bochum Inventory of Personality (BIP)

- aims to systematically assess job-relevant personality character traits
- measures 14 personality characteristics

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Mean	Sample	Beginners	Masterstudents
Leistungsmotivation	52,55855856	53,8	51,33928571
Gestaltungsmotivation	43,67567568	43,61818182	43,73214286
Führungsmotivation	56,22522523	56,23636364	56,21428571
Gewissenhaftigkeit	53,82882883	54,47272727	53,19642857
Flexibility	50,98198198	52,74545455	49,25
Handlungsorientierung	52,14414414	51,78181818	52,5
Sensitivität	52,96396396	53,76363636	52,17857143
Kontaktfähigkeit	69,38738739	69,70909091	69,07142857
Sociability	60,10810811	61,2	59,03571429
Teamorientation	45,87387387	43,70909091	48
Assertiveness	47,72972973	49,01818182	46,46428571
Emotional Stability	54,52252252	56,05454545	53,01785714
Working under pressure	48,98198198	50,50909091	47,48214286
Selbstbewusstsein	58,34234234	58,69090909	58

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→ Students

Analysing the following data sets:

Developmental Portfolios (qualitative)

- ~60 Professional Development Portfolios
- written during the first 6-9 semesters of ITE
- ~ 15 to 40 pages
- Topic: the professional competence development during the period of ITE

Biographical Interviews (qualitative)

- graduated teaches
- 20 biographical interviews focused on becoming a teacher & the individual student-teacher career
- ~ 1 hour each
- Initial Question: how and why did you become a teacher student

Questionnaire (SPSS)

- n= 287
- closed and open questions

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Student-based developmental tasks

- Role allocation: growing into the role of the student
- New relations: disengaging from the parental home, relationship/new friendships/old friendships sustained, students studying together
- Dealing with frustration concerning course organisation and specific contents
- Subject-specific socialisation (faculty culture)
- Change of perspectives through periods spent abroad (especially when studying languages)
- Earning money (subject-related, e.g. tutoring, or non-subject-related, often also just to get a change

- Role allocation
- Problems with university structure
- Subject-specific socialisation

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→ Curriculum

Academic year	pedagogy and teaching practice	subject and subject specific didactics	developmental tasks
1 st year	introductory phase (introductory course/WS, teaching practice, reflexion course/SS)	Subject oriented introduction and basic courses	<ul style="list-style-type: none"> • shift in perspective from pupil to teacher • Trial identification & self-assessment → introduction & fit (subjects & career aspiration)
2 nd year	basic competencies in general didactics (psychology of learning, communication, school education)	Consolidation and expansion of subject oriented key competences	<ul style="list-style-type: none"> • Acquisition and comprehension of fundamental professional ideas (education, subjects, didactics, teaching) • Developing basic trust, professional competence
3 rd year	Internship semester at school, guided/ autonomous teaching	Consolidation and expansion of subject specific didactics	<ul style="list-style-type: none"> • practical implementation of professional knowledge with regard to an individual strength-weakness analysis • deepening of knowledge & competencies
4 th year	Synopsis, expansion and correction/adaption	specialisation & consolidation	<ul style="list-style-type: none"> • reflective theory-praxis synopsis • compensation of competency deficiencies → professionalization
5 th year	diploma thesis & diploma examination		<ul style="list-style-type: none"> Integrating academic & profession-oriented diploma thesis/certification → initial provisions

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→ **Teacher Educators**

**Qualitative Study:
Teacher Educators and their concept of Teacher Education**

Starting Point:
What do we know about teacher educators and their concepts?

**40 Interviews (~1/2 hour)
TE from Germany and Austria**

	Age	Seniority
Mean	51,2	17,4
Stddev	8,5	9,2
min	32	1
max	66	37



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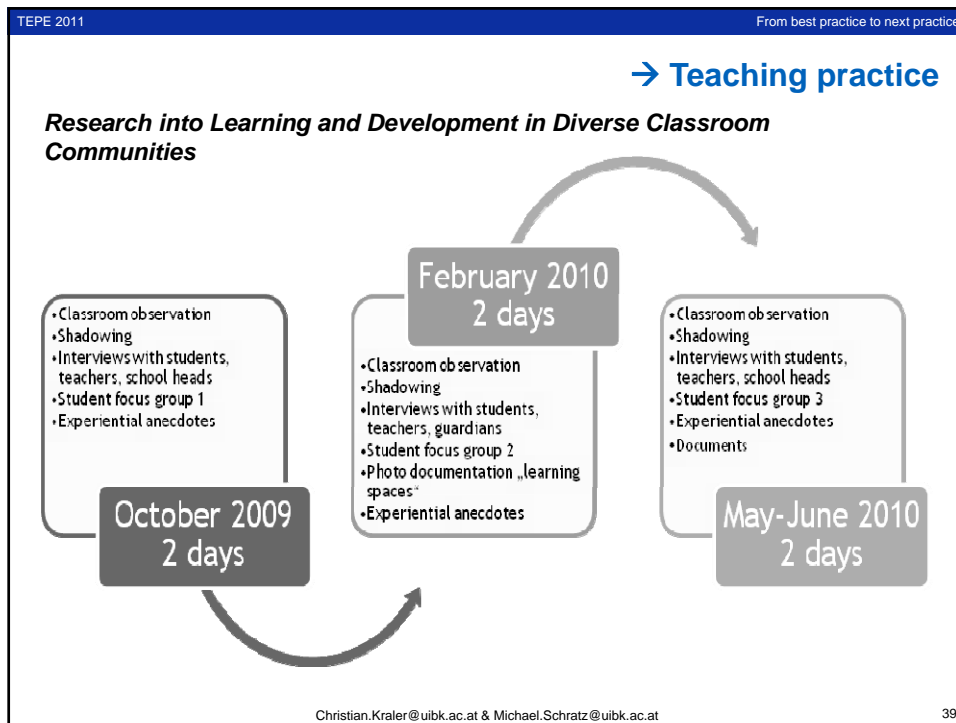
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Teacher Educators – main findings

- message:
high demands on their own work with TES
(with **humanistic idea** of man in focus)
- realization:
act as a **role model**,
provide **free space** for experiments/new experiences
- evaluation:
refer to **tacit/implicit knowledge**, gut feeling
observations
informal talks

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From Portrait to Practice: Learning to research into teaching and learning.



“I found evidence for this in the way he designed a poster. Without pondering long he immediately started to draw and glue. He did not seem to have a clear-cut concept in mind. This I want to underpin by the photograph in which Benjamin works at the bottom right corner. He is the one using the green. In contrast to his colleagues using the green and blue, Benjamin seemed to proceed without a clear-cut concept in mind. While his colleagues preferred an analytical mode of work, Benjamin proceeded holistically.”

(From Sandy's Portrait)

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V. Conclusion



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Conclusion

- Research orientation has given a boost on TE programme
- Internationalization as a vital mirror for development
- Critical mass of staff necessary for breakthrough
- Team structure is crucial for coherence in curriculum delivery
- Open mindedness as a catalyst for new developments

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“Urgent calls for something new and improved have been the rule rather than the exception in teacher education almost since its beginning.”

(Cochran-Smith, 2005,p.3f)