

Strengthening cooperation within school practical activities as a way to improve teacher education

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Initial situation

- The school practical activities for future teachers during their master studies at the University of Hamburg comprise two semesters. Each semester can be parted in two periods:
 - a period during the semester: One day per week in school + two hours weekly in an additional university lecture on pedagogical content knowledge.
 - a period during the semester breaks: Everyday in school
 (In both periods the prospective teachers are supervised by the university lecturer and experienced teachers)
- The relation between theoretical knowledge acquired at university and professional experiences made in school practical activities are often perceived as a discontinuity (cf. Felix Klein, 1932).

Research questions

As a possible “new hybrid solution” to overcome this discontinuity Anagnostopoulos (2007) proposed to strengthen the cooperation across organizational boundaries of school and university and enable joint reflection activities.

Resulting research questions:

- How can the cooperation between university lecturers, students and mentors within school practical activities during teacher education can be intensified?
- In what way help the new measures to reduce the perceived discontinuity between theoretical knowledge acquired at university and professional experiences made in school practical activities?
- How does the noticing of the prospective teachers change during the school practical activities?**

Theoretical background

- Referring to Nölle (2002) varied and networked knowledge about teaching combined with episodic practice components encouraging affect a differentiated view on school lessons.
- The concept of ‘**Noticing**’ (Sherin et al, 2011) is seen as a key component of teaching expertise.
- The aims to develop new learning possibilities are based on the approach by Blömeke, Gustafsson and Shavelson (2015).

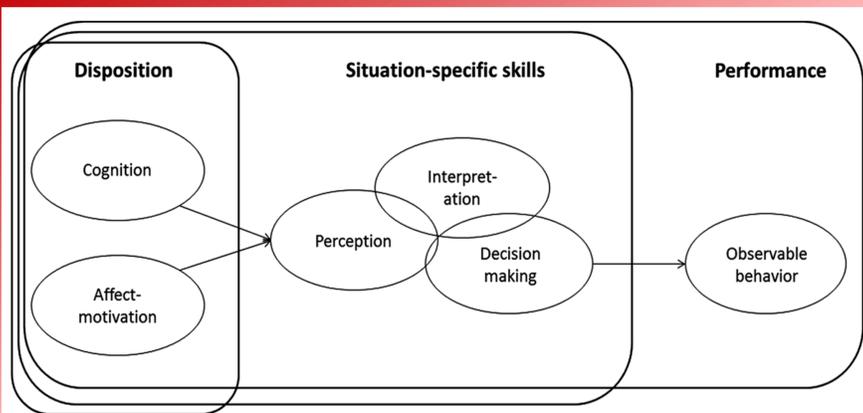


Fig.1: Competence as continuum (Blömeke, Gustafsson & Shavelson, 2015)

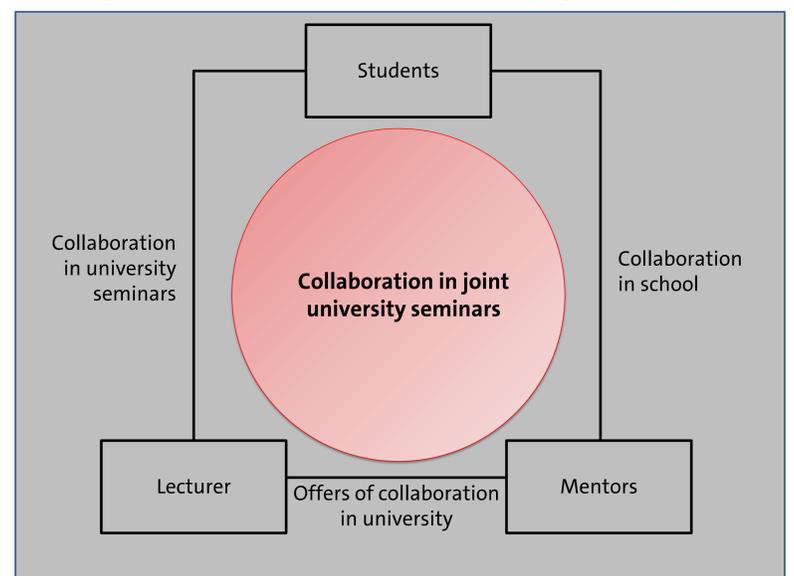
Intervention

Aim of the the project is to develop learning possibilities,...

- ...that strengthens the cooperation between university lecturers, students and mentors.
- ...that reduce the discontinuity between theoretical knowledge acquired at university and professional experiences made in school.
- ...in which students learn how to focus their attention on important technical or pedagogical classroom events.**
- ...that promote the ability to perceive important classroom situations, to interpret these and to come to a decision how this situations should be continued.**

In summer terms 2016 these innovations were integrated in existing concepts for the first time:

- Information event for future Mentors before commencement of the semester
- Casework with real documents of pupils, video sequences and observations made by the students (based on the PID-Model)
- Integration of the mentors in the accompanying university seminar



Evaluation

In progress:

- Survey of the prospective teachers (n=33, at the beginning of the school practical activities, April 2016)
- Audio recording of joint seminars (mentors, prospective teachers and lecturer) in university (May till June)
- Survey (4 questions each) of the joining mentors and students after each joint seminar (May till June)

In preparation:

- Survey of the future teachers (at the end of the school practical activities, September 2016)
- Investigation of noticing of experts and prospective teachers: video based, thinking aloud (winter terms 2016/17)**

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Cooperation partners:

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