

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).

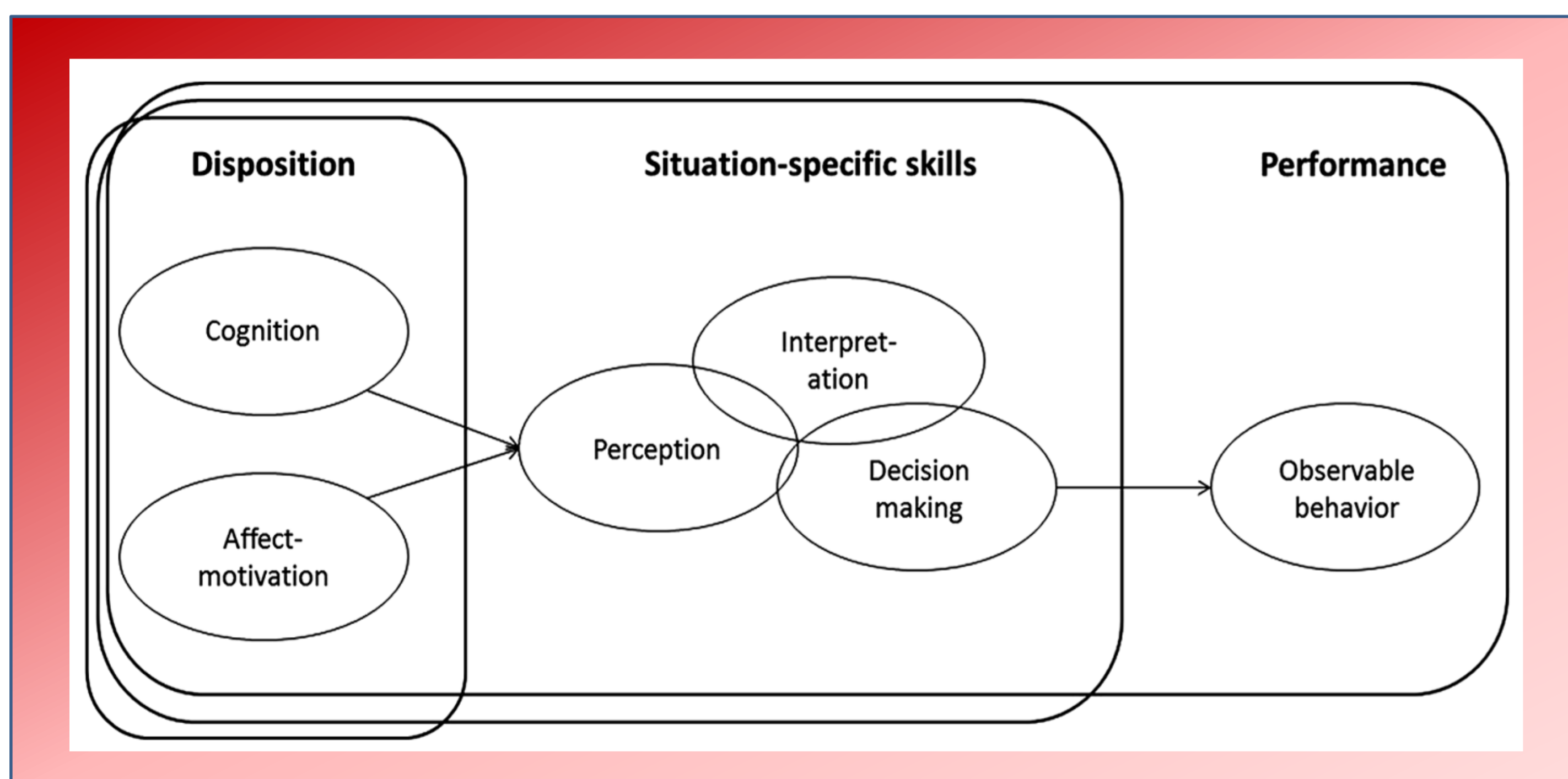


Fig.1: Competence as continuum (Blömeke, Gustafsson & Shavelson, 2015)

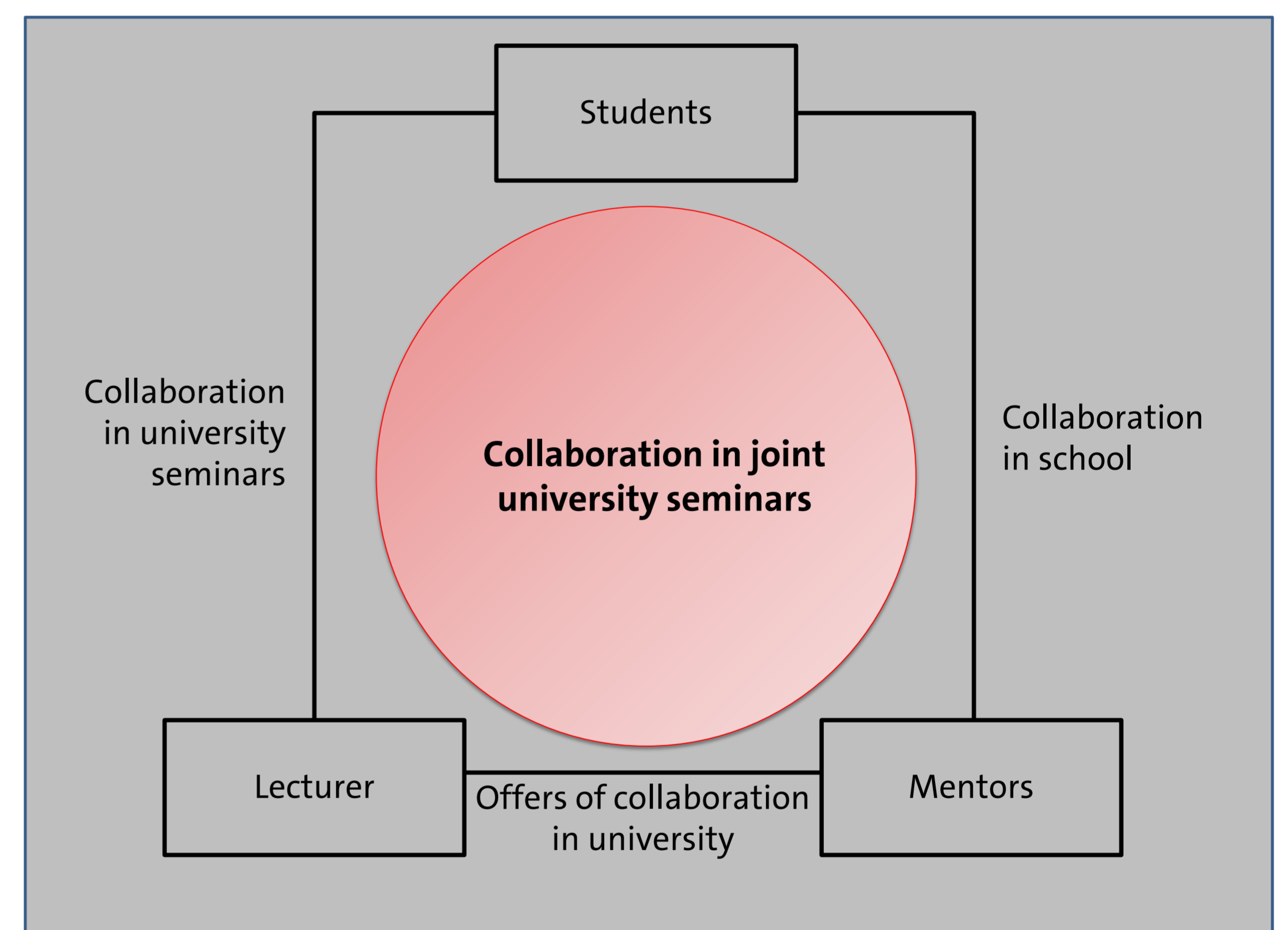
Intervention

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 prospective teachers: video based, thinking aloud (winter terms 2016/17)**

Subproject of the project ‘Professional teacher actions to promote subject-related learning under changing social conditions’(Profale).

Profale is funded by the Teacher Training Quality Initiative from the German government and states with financial resources from the Federal Ministry of Education and Research.

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Cooperation partners:
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