

General Pedagogical Knowledge (GPK) and Diversity in Teacher Education and Classroom Learning

Ann-Kathrin Dittrich & Christian Kraler



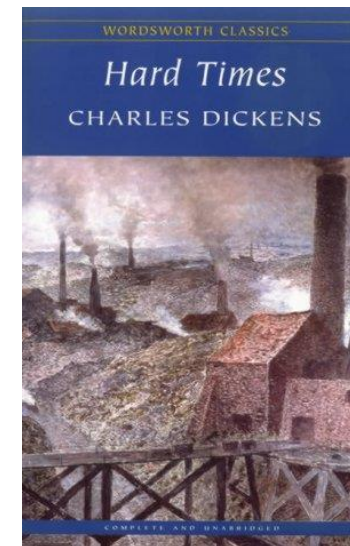
Department of Teacher Education and School Research
University of Innsbruck

Overview

- I. Introduction
- II. Research Project
- III. Findings - Matrix
- IV. Developing an epistemological model
- V. Summary & future directions

“Now, what I want is Facts. Teach these boys and girls nothing but Facts. Facts alone are wanted in life. Plant nothing else, and root out everything else. You can only form the minds of reasoning animals upon Facts; nothing else will ever be of any service to them.”

(Charles Dickens, 1854)



I. Introduction



<https://www.tagesspiegel.de/meinung/neue-bildungsstudie-berlin-ist-unvergleichlich/7221880.html>



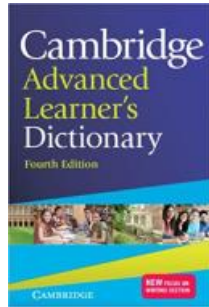
http://www.deutschlandfunkkultur.de/paedagogik-autoritaerer-geist-durch-die-hintertuer.1008.de.html?dram:article_id=345675



<https://www.piller-schulmoebel.at/ergonomie/bewegtes-lernen/>

I. Introduction

General Pedagogical Knowledge (GPK)



General (Cambridge):

“including *a lot of things* or subjects rather than being limited to only one or a few”

Pedagogy (Cambridge):

“discipline that deals with the *theory and practice of teaching* and how these influence *student learning*”

Knowledge (Cambridge):

“*understanding of or information about a subject* that you *get by experience or study*, either known by one person or by people generally”

...not limited understanding of the theory and practice of teaching and student learning acquired by experience or study



Scuola di Atene
Raphael (1509 – 1511)

I. Introduction

Primacy of

Theory

Plato: a sense of timelessness
("justified true belief")
→ idealism

Practice

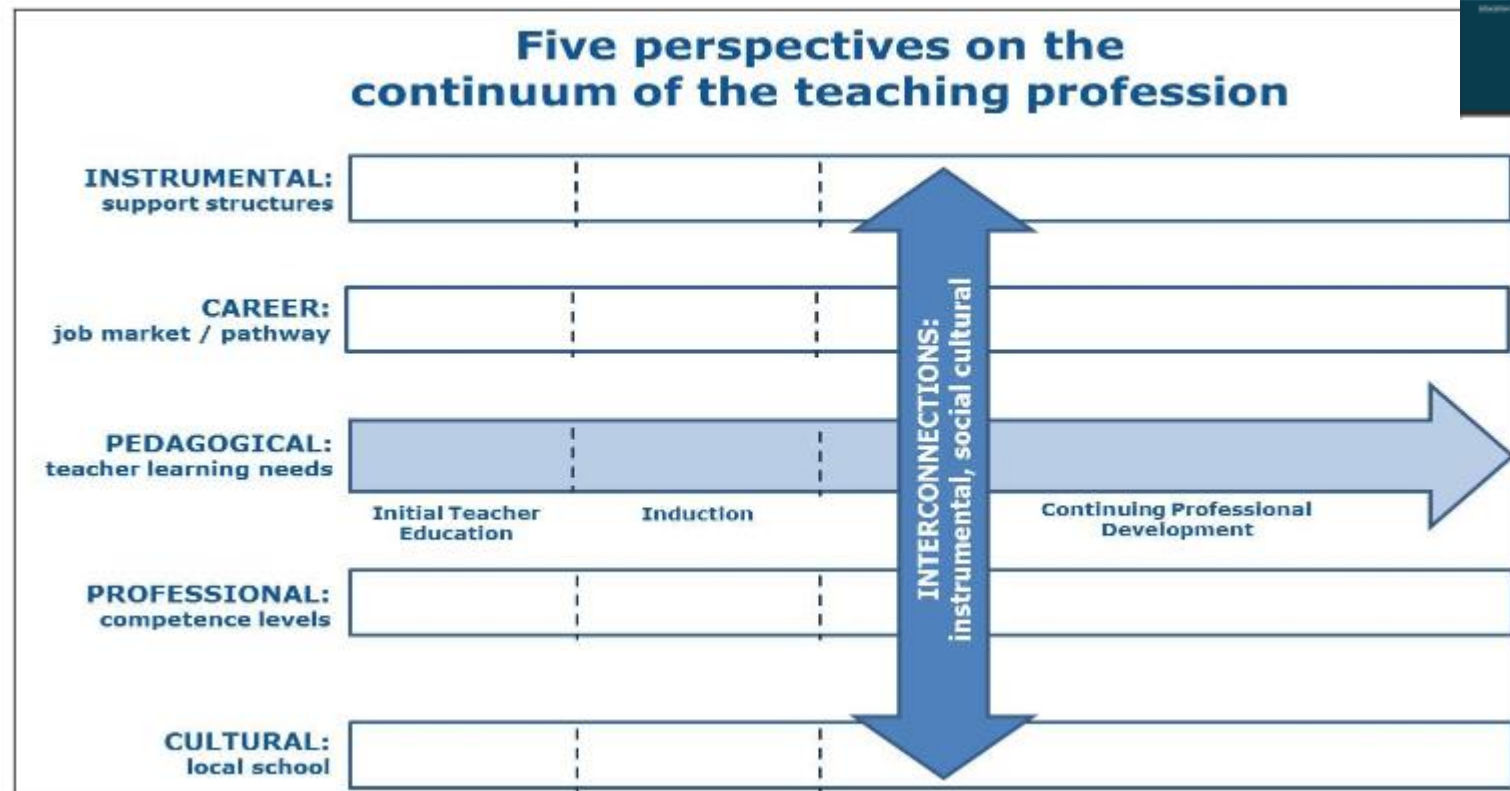
Aristotle: physicality of life and the
present realm → realism

- can refer to a theoretical or practical understanding of a subject,
- can be implicit (as with practical skill or expertise) or explicit (as with the theoretical understanding of a subject),
- more or less formal or systematic

I. Introduction

Pedagogical knowledge counts on different levels ...

Figure 2: Five perspectives on the continuum of the teaching profession



Shaping career-long perspectives on teaching. A guide on policies to improve Initial Teacher Education, EU-ET2020, p. 19
http://ec.europa.eu/dgs/education_culture/repository/education/library/reports/initial-teacher-education_en.pdf

II. Research Projekt - TERG



The screenshot shows the homepage of the Research Group Teacher Education website. The header features the University of Innsbruck logo on the left and a navigation menu with links to Home, Team, Research, Knowledge portal, and Contact. The main banner has a green background with the text 'Research Group Teacher Education' and 'Institute of Teacher Education and School Research'. The 'Home' section contains two paragraphs of text. The 'news' section on the right lists three items, each with a date and a text description.

universität innsbruck

Home Team Research Knowledge portal Contact

Research Group Teacher Education

Institute of Teacher Education and School Research

Home

The Institute of Teacher Education and School Research (ILS, School of Education), University of Innsbruck is one of Austria's pivotal scientific based faculties of teacher education which fosters a high standard of professionalism. ILS has extensive experience and a long standing reputation in school development, cooperation with regional and international schools and wide-ranging knowledge about empirical methods.

The Teacher Education Research Group (TERG) at the ILS currently focuses on initial teacher education (ITE) and induction into the profession (first years of teaching). A distinctive feature of our approach is that we derive all research on teaching and teacher education from the learning process. The group is comprised of UIBK staff, external and associated academics and PhD students. While TERG is engaged in

news

Datum
Text

Datum
Text

Datum
Text

II. Research

Shulman 1986
(comprehensive model)

content knowledge (subject matter knowledge), pedagogical content knowledge (PCK) and general pedagogical knowledge ('broad principles and strategies of classroom management and organisation that appear to transcend subject matter') → conceptual

Bloemeke et al. 2009
central component of teacher
knowledge

Teacher Competencies, Educational Standards
→ Quantitative empirical (Rasch Model), OECD

Voss (2011)/Koenig (2013) et al.
operationalised and measured

international studies

competence

benchmarking

II. Research Projekt - pKITE



General
Pedagogical
Knowledge
(GPK)



methodological approach

- not assessing GPK -> *reconstructive approach* from *praxis perspective*
- data analysis based on *grounded theory*
- *complementary* approach to the indicator driven quantitative OECD perspective
- adopts a *co-evolutionary* ethnographic, inductive & reconstructive *theory building* process
- no generalization – rather *spanning the continuum* of GPK (saturation)
- special focus on *current challenges* like diversity
- construction of a conceptual framework & *modelling* with respect to classroom praxis

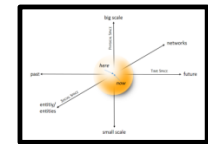
II. Developing an epistemological model

Three stage model:

I. Reconstruction (observation → ethnography)

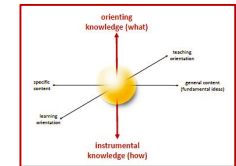
→ Matrix

→ empirical space model (“realism”)



II. Conceptualisation (literature → theory driven)

→ theoretical concept model (“idealism”)



III. Integration

→ epistemological model ...



II. Research Projekt - pKITE

Instruments	Sample
Interviews	N = 26 ~ 45min each
Observations	N = 9
Length teacher total	6 d / teacher 148h

School types:

- primary school (age 6-10) n= 8
- lower secondary school (age 11-14) n=7
- upper secondary school (age 15-18/19) n=11

Sex:

- f n=17
- m n=9

Seniority:

- 2-40 +

School types:

- primary school (age 6-10) n=3
- lower secondary school (age 11-14) n=3
- upper secondary school (age 15-18/19) n=3

Sex:

- f n=6
- m n=3

Seniority:

- 2-40 +

II. Research Projekt - pKITE

Interviews

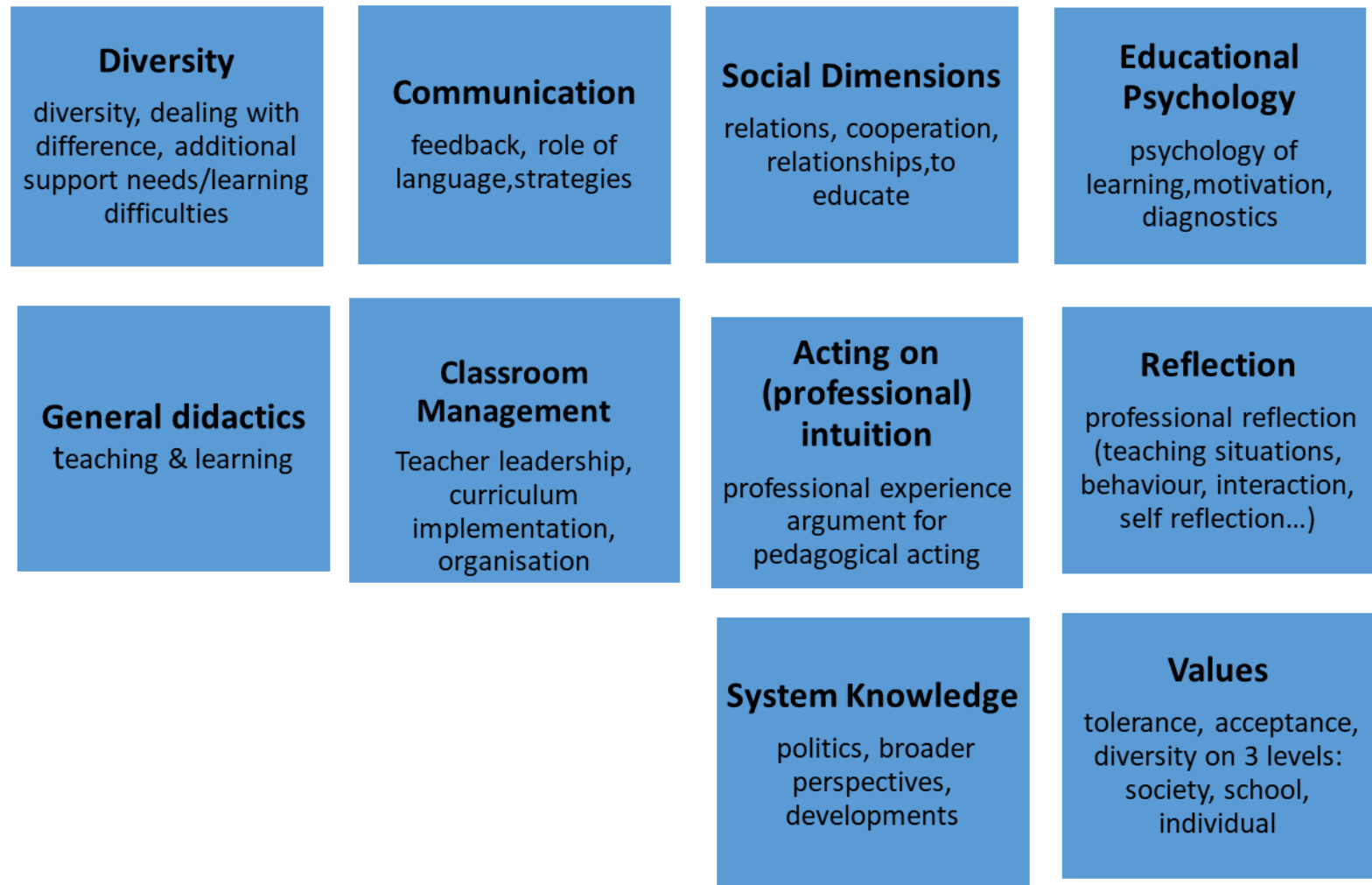
- Understanding and significance of GPK (teachers perspective)

Observations

- Connecting interview statements with observations (behavioural gap?)
- much broader of teachers practical pedagogical competences/knowledge

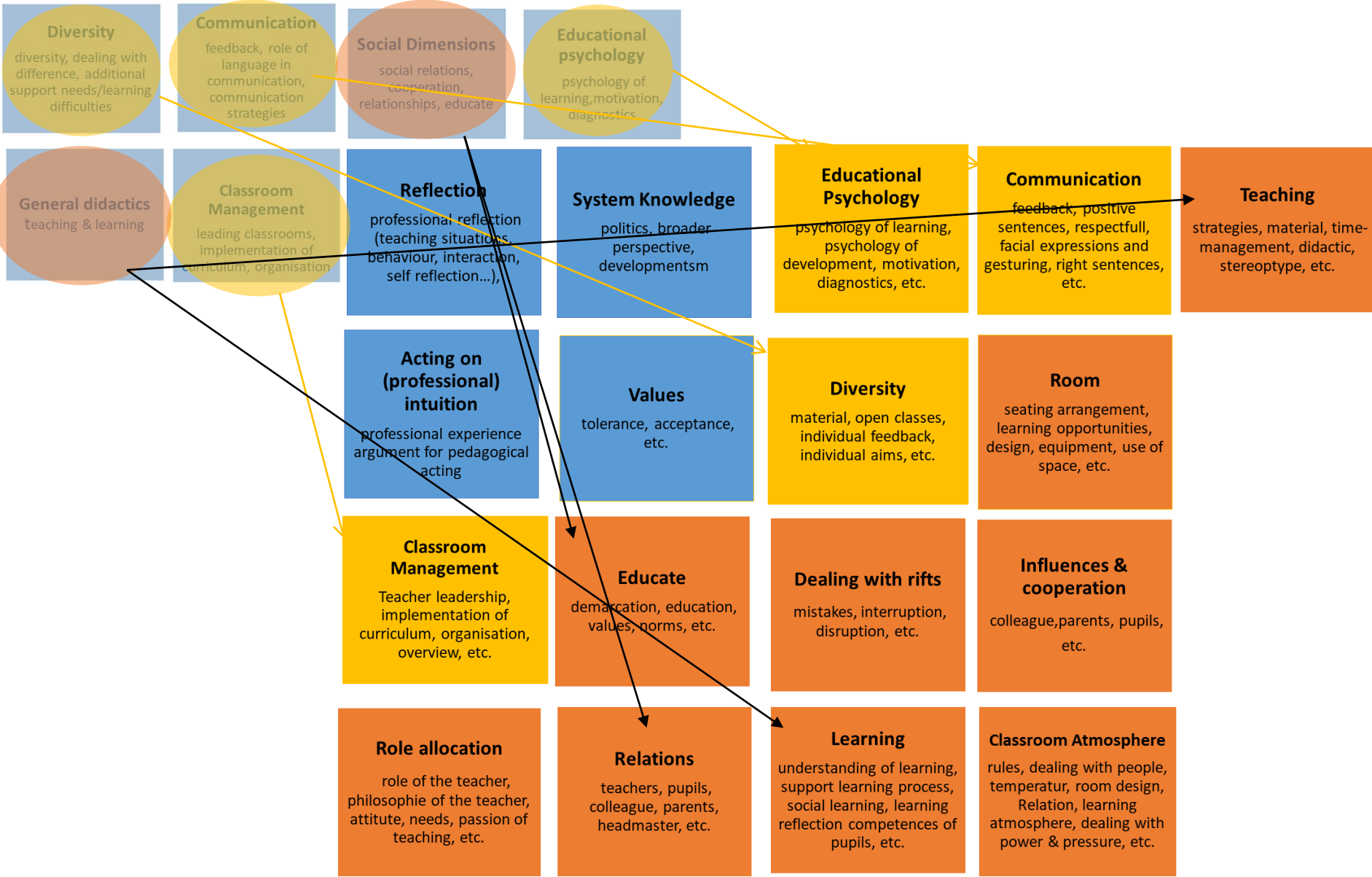
III. Findings – Matrix

Understanding of GPK (based on the Interviews)

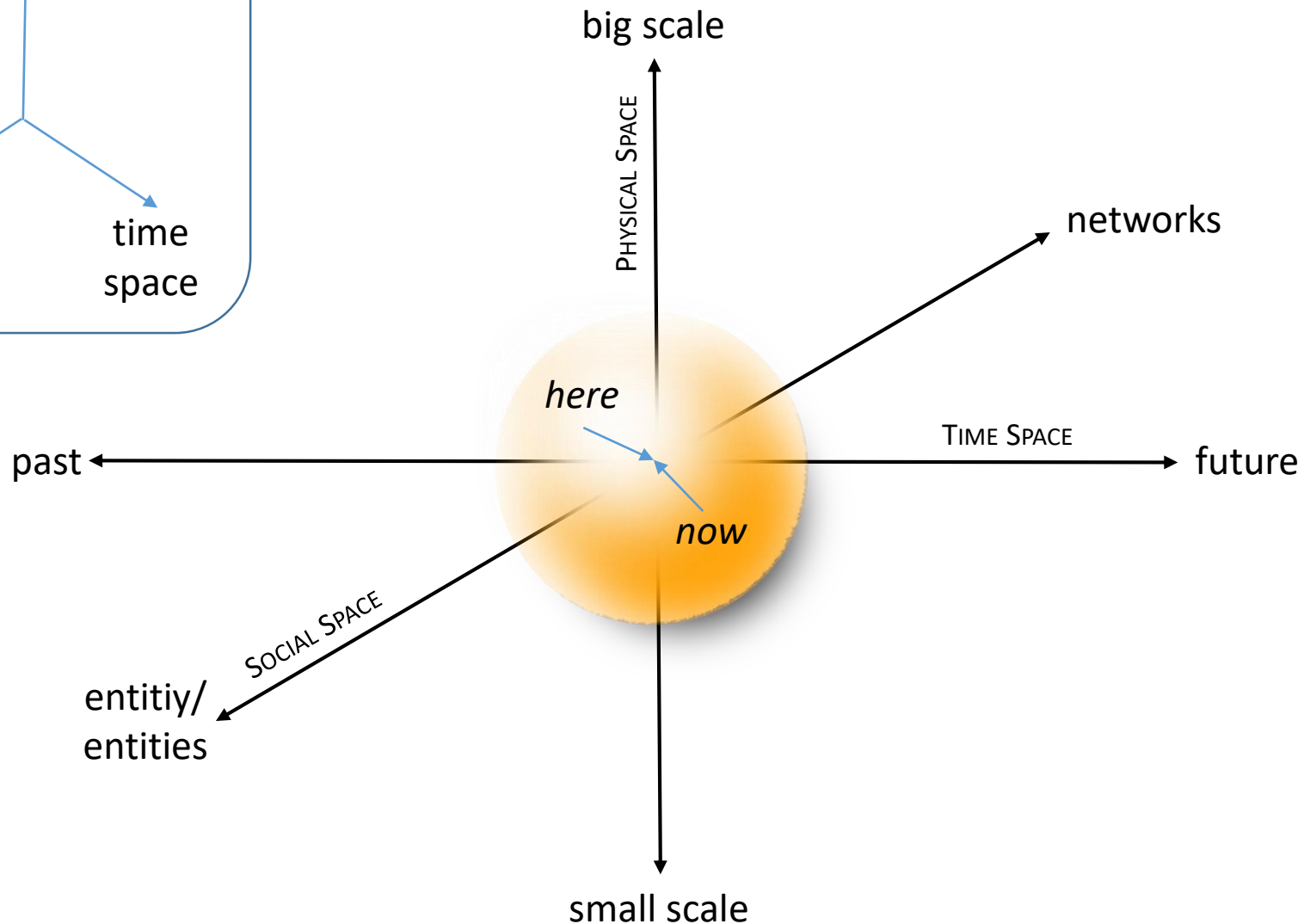
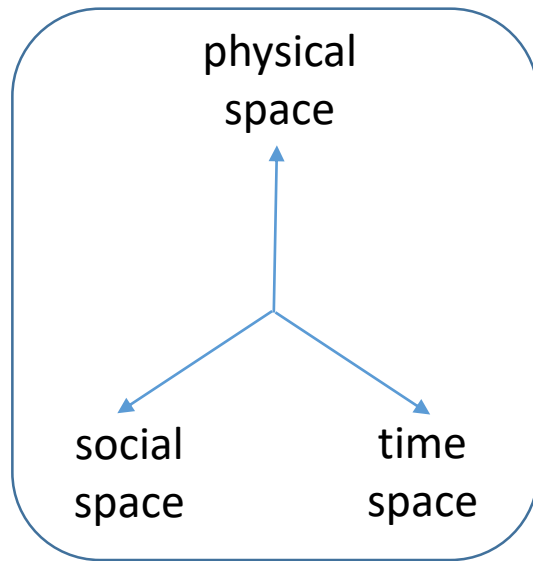


III. Findings - Matrix

Understanding of GPK (based on the observations)

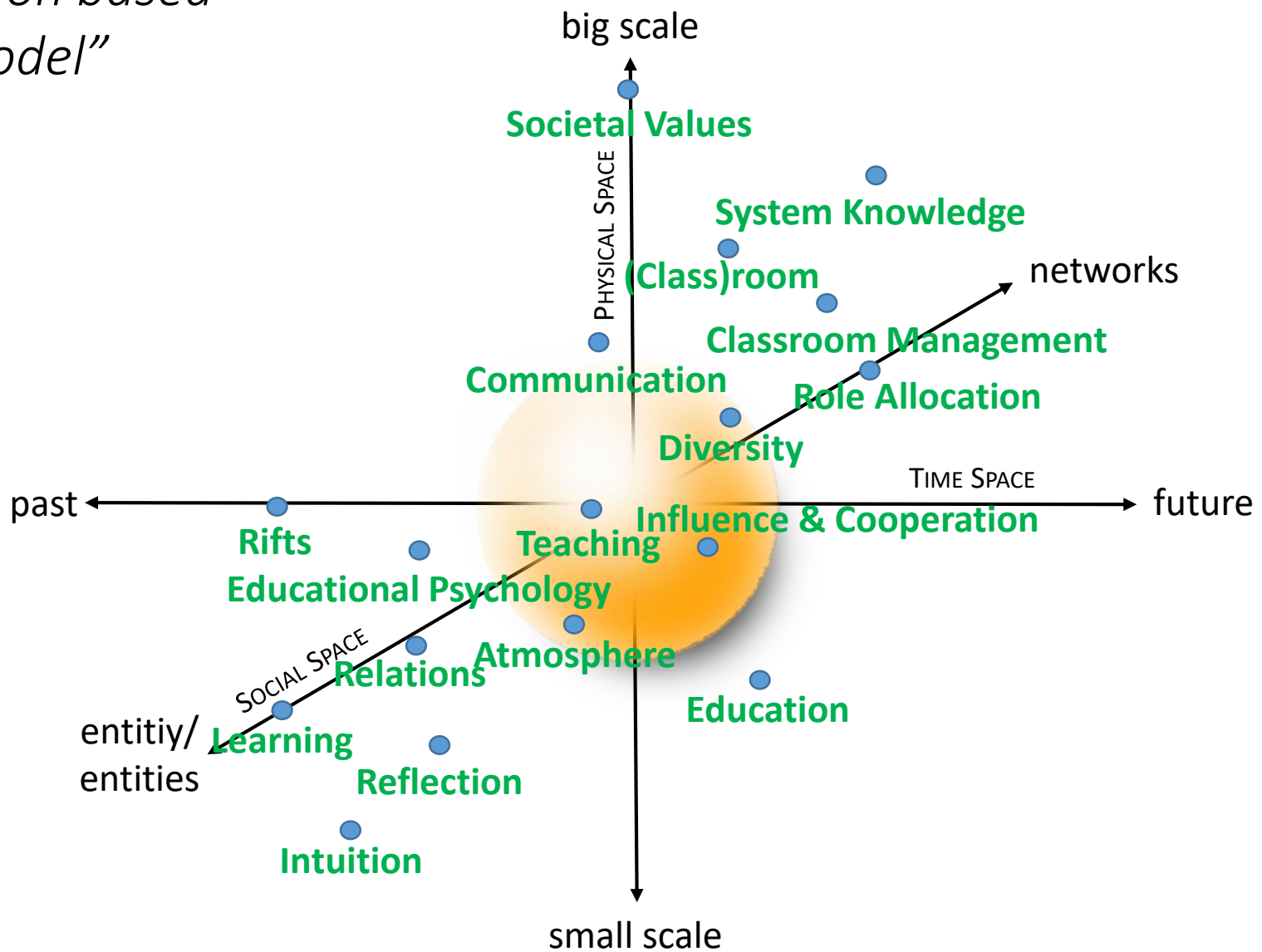


IV. Developing an epistemological model *“observation based space model”*

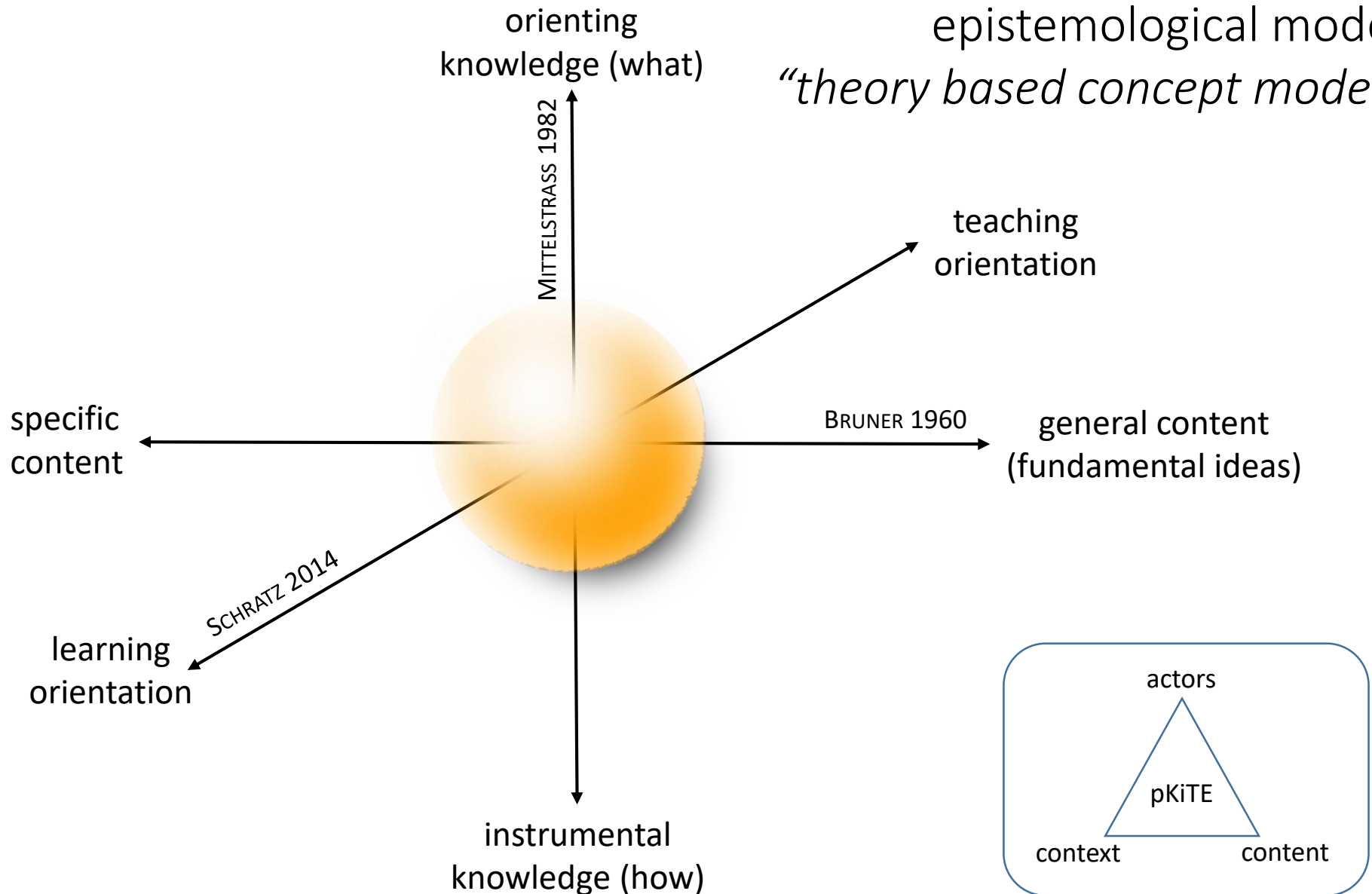


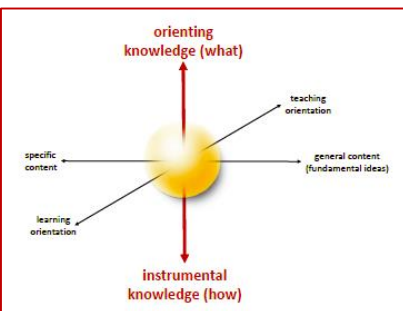
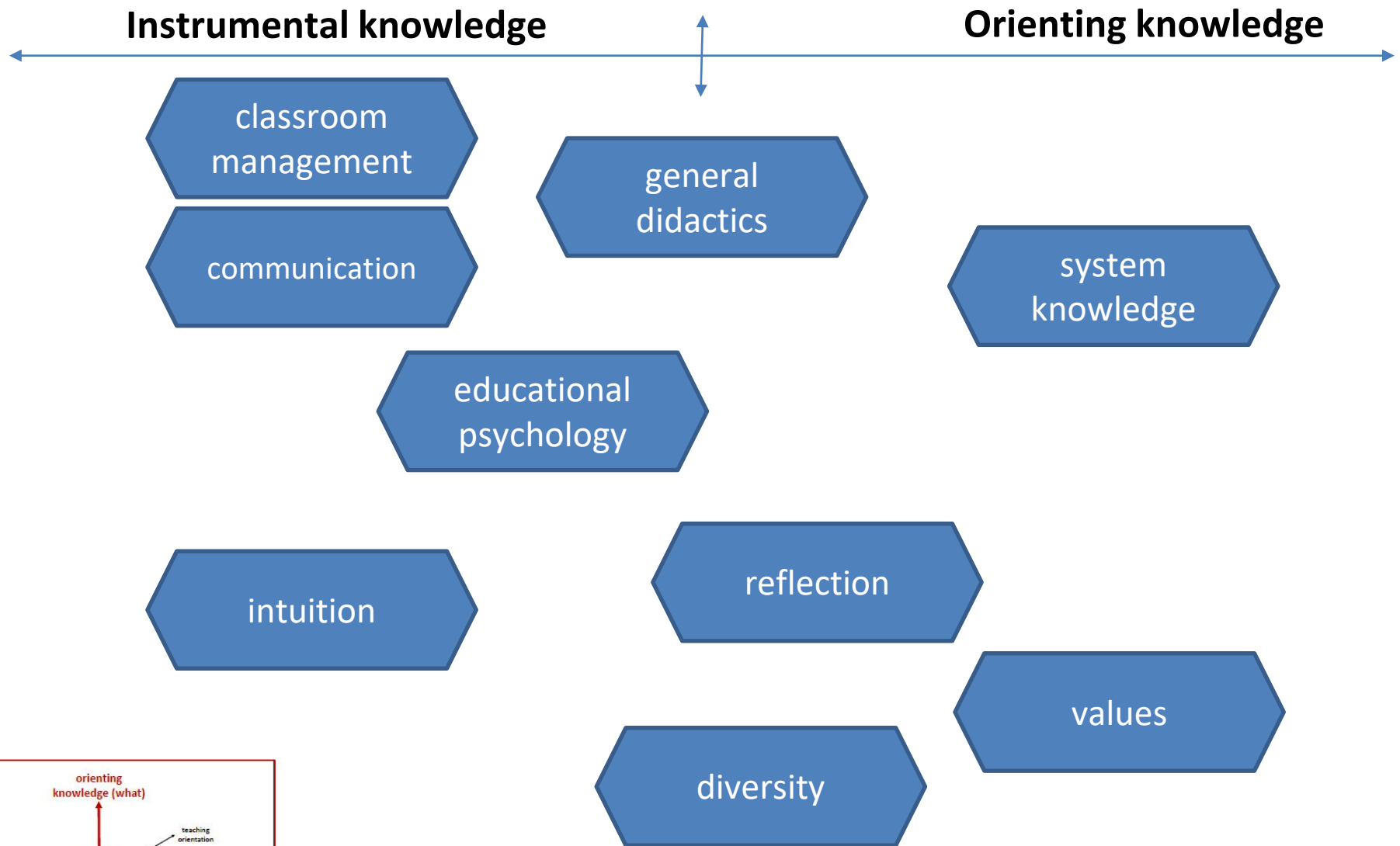
IV. Developing an epistemological model

*“observation based
space model”*



IV. Developing an epistemological model *"theory based concept model"*





Function of knowledge
Mittelstraß (1982)

V. Summary & future directions



A reconstructive approach expands the picture of the ongoing debate on GPK

A matrix representation of findings opens a space for practical and theoretical discourses and gives an alternative picture of diversity

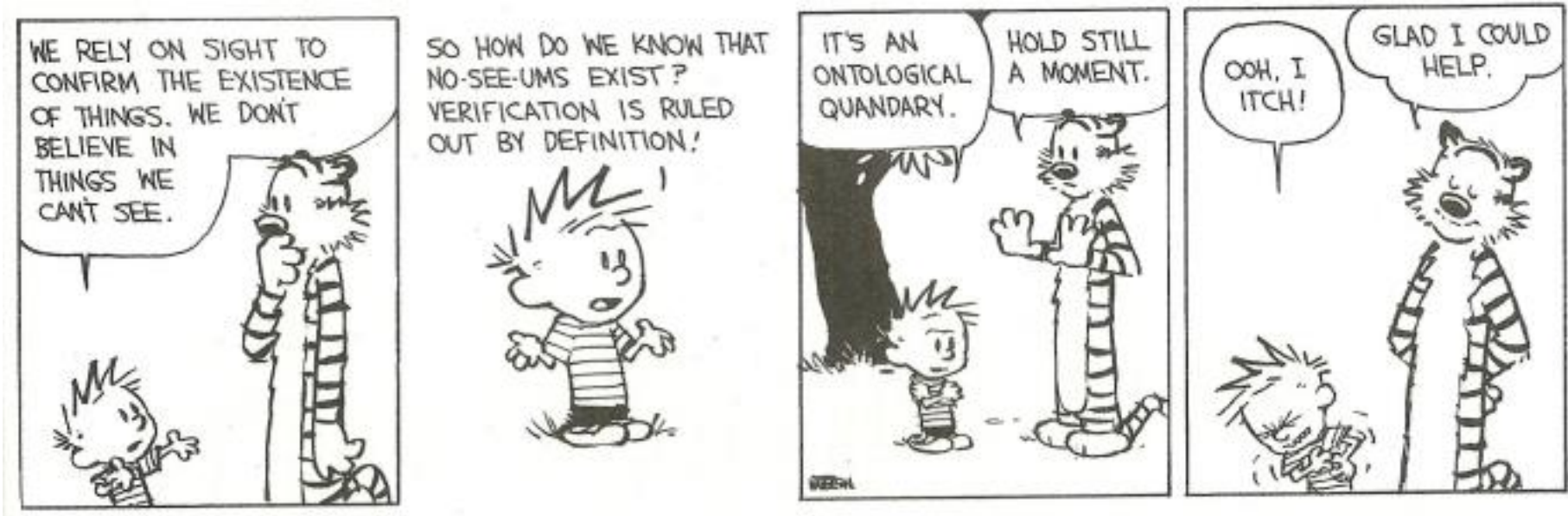
A three stage conceptualisation intensifies the theoretical discourse

Teachers struggle with the theoretical concept of GPK and diversity and its verbalisation

Teachers practical competences seems to be underrated

Collaboration with South Africa (University of Pretoria) to span and explore the continuum (\neq comparative approach)

Dissemination into the own Teacher Education programme



Ann-Kathrin Dittrich, Prof. Dr. Christian Kraler
Department of Teacher Education and School Research
University of Innsbruck
A-6020 Innsbruck, Austria
Phone: +43 512 507 44444

Ann-Kathrin.Dittrich@uibk.ac.at, Christian.Kraler@uibk.ac.at

<https://www.uibk.ac.at/ils/mitarbeiter/christian-kraler/prepubtalk.html#vortraege>