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

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Overview

I. Introduction
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“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/sein/neue-bildungsstudie-berlin-ist-unvergleichlich/7221880.html

http://www.deutschlandfunkkultur.de/pedagogik-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
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
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
II. Research Projekt - TERG

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
II. Research

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

Shulman 1986 (comprehensive model)

Bloemeke et al. 2009 central component of teacher knowledge

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

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

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

<table>
<thead>
<tr>
<th>Instruments</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviews</td>
<td>N = 26</td>
</tr>
<tr>
<td></td>
<td>~ 45min each</td>
</tr>
<tr>
<td>Observations</td>
<td>N = 9</td>
</tr>
<tr>
<td>Length teacher</td>
<td>6 d / teacher</td>
</tr>
<tr>
<td>total</td>
<td>148h</td>
</tr>
</tbody>
</table>

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 +

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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)

- **Diversity**
  - diversity, dealing with difference, additional support needs/learning difficulties

- **Communication**
  - feedback, role of language, strategies

- **Social Dimensions**
  - relations, cooperation, relationships, to educate

- **Educational Psychology**
  - psychology of learning, motivation, diagnostics

- **General didactics**
  - teaching & learning

- **Classroom Management**
  - Teacher leadership, curriculum implementation, organisation

- **Acting on (professional) intuition**
  - professional experience argument for pedagogical acting

- **Reflection**
  - professional reflection (teaching situations, behaviour, interaction, self reflection...)

- **System Knowledge**
  - politics, broader perspectives, developments

- **Values**
  - tolerance, acceptance, diversity on 3 levels: society, school, individual
III. Findings - Matrix

Understanding of GPK (based on the observations)

- Diversity: diversity, dealing with difference, additional support needs/learning difficulties
- Communication: feedback, role of language in communication, communication strategies
- Social Dimensions: social relations, cooperation, partnerships, education
- Educational Psychology: psychology of learning, motivation, diagnostics, etc.
- Reflection: professional reflection (teaching situations, behaviour, interaction, self-reflection...)
- System Knowledge: politics, broader perspective, development
- Educational Psychology: psychology of learning, psychology of development, motivation, diagnostics, etc.
- Communication: feedback, positive sentences, respectfulness, facial expressions and gesturing, right sentences, etc.
- Teaching: strategies, material, time-management, didactic, stereotype, etc.

- General didactics: teaching & learning
- Classroom Management: leading classrooms, implementation of curriculum, organisation, overview, etc.
- Acting on (professional) intuition: professional experience, argument for pedagogical practice
- Values: tolerance, acceptance, etc.
- Diversity: material, open classes, individual feedback, individual aims, etc.
- Room: seating arrangement, learning opportunities, design, equipment, use of space, etc.
- Influences & cooperation: colleague, parents, pupils, etc.
- Role allocation: role of the teacher, philosophies of the teacher, attitude, needs, passion of teaching, etc.
- Relations: teachers, pupils, colleague, parents, headmaster, etc.
- Dealing with rifts: mistakes, interruption, disruption, etc.
- Learning: understanding of learning, support learning process, social learning, learning reflection competences of pupils, etc.
- Classroom Atmosphere: rules, dealing with people, temperature, room design, relation, learning atmosphere, dealing with power & pressure, etc.

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

- Physical space
- Social space
- Time space

- Big scale
- Networks

- Past
- Here
- Now
- Future

- Small scale
- Entities

“Physical Space”
“Social Space”
“Time Space”
IV. Developing an epistemological model

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

“theory based concept model”

orienting knowledge (what)

teaching orientation

general content (fundamental ideas)

specific content

learning orientation

instrumental knowledge (how)

actors

context

pKiTE

content

MITTELSTRASS 1982

BRUNER 1960

SCHRATZ 2014

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Instrumental knowledge

- classroom management
- communication
- educational psychology
- intuition

Orienting knowledge

- general didactics
- system knowledge
- reflection
- values
- diversity

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 (≠ comparative approach)

Dissemination into the own Teacher Education programme

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