General Pedagogical Knowledge in Teacher Education (pKiTE)

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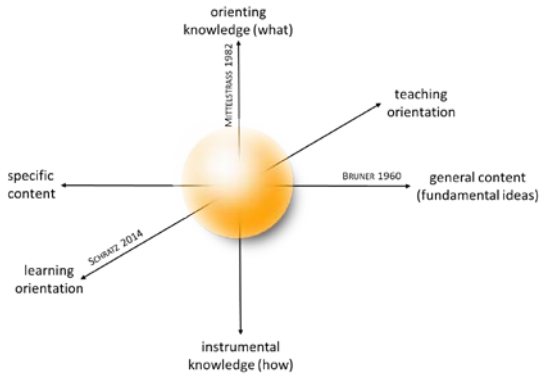
Overview

I. Introduction
II. Methodological approach
III. Findings & Modell
IV. Future directions



Basic methodological philosophy:

→ Restriction to formal education (with context in mind)
← systemic approach

→ Formal education as mirror of society (reflection, replication, realisation of societal developments and phenomena like globalisation, acceleration, individualisation,…, competence orientation, standards, controlling,…)

→ Triangles as an analytical tool (many facets of the didactic triangle)

→ Self similarity (dichotomies: knowledge, hierarchy,…)

→ Qualitative based reasoning with an interaction understanding in mind instead of causal chains

→ pKiTE: pedagogical Knowledge in Teacher Education
→ GPK as one framing theoretical and practical core knowledge for teachers in the field of formal education (cf. Shulman,…)
→ As an complementary approach to the indicator driven quantitative OECD approach

→ Hypothesis: school observations show that the current practical way of handling GPK associated challenges (diversity, societal developments) is not fully covered by quantitative indicator based approaches.
Therefore: reconstructive approach
reconstruct the many facets of pedagogical knowledge in the classroom
→ Data collection: Interviews, observations
→ Data analysation: computer supported (MAXQDA), grounded, hierarchical, structural
spanning the continuum rather than comparative
→ Results: dynamical matrix of pKiTE and school

New webpage from march on …!!!

I. Introduction – What we know/key influences

Shulman 1986

(comprehensive model - professionalism

Bloemeke et al. 2009

central component of teacher knowlegde

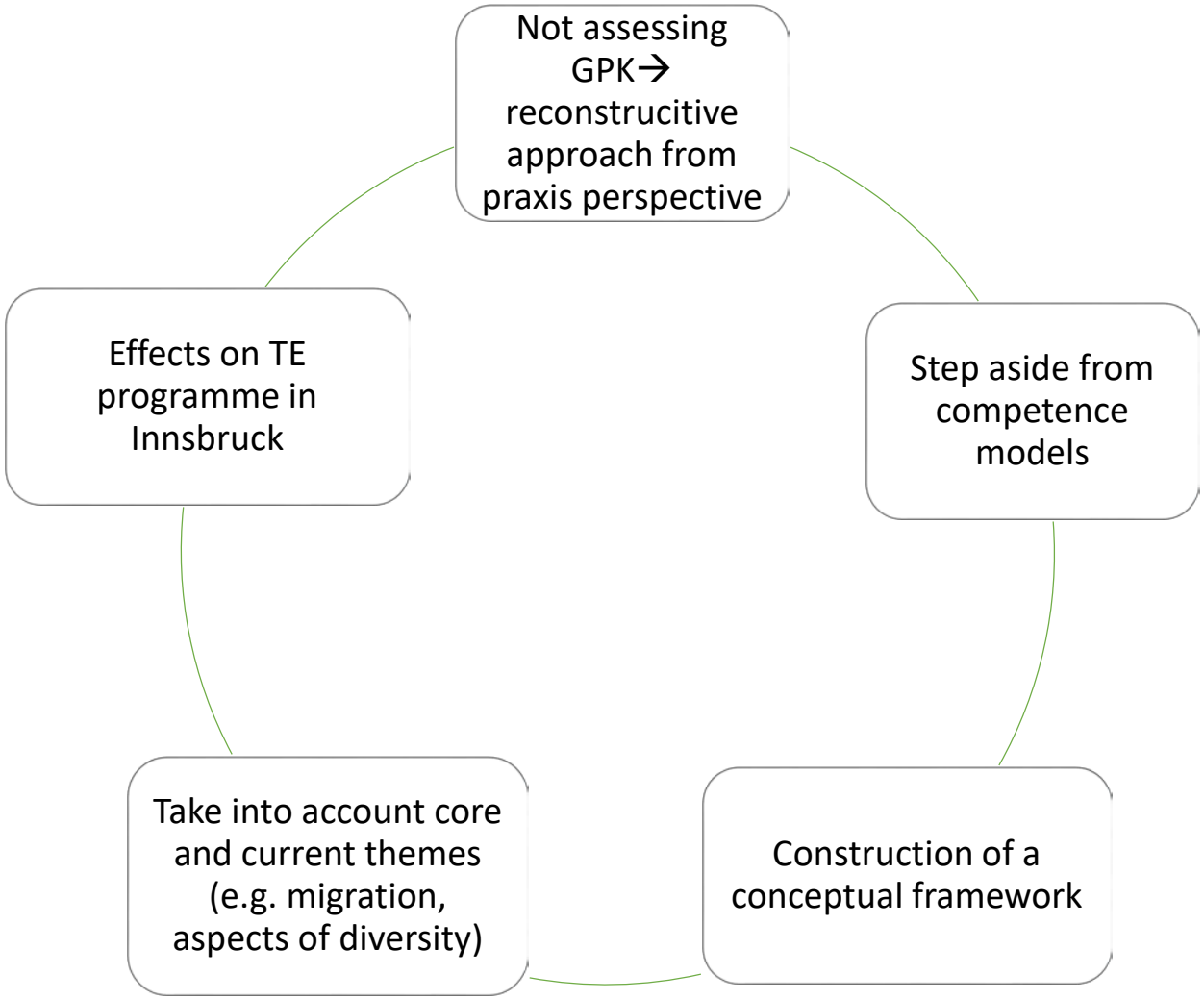
Voss (2011)/König (2013) et al.

operationalised and measured

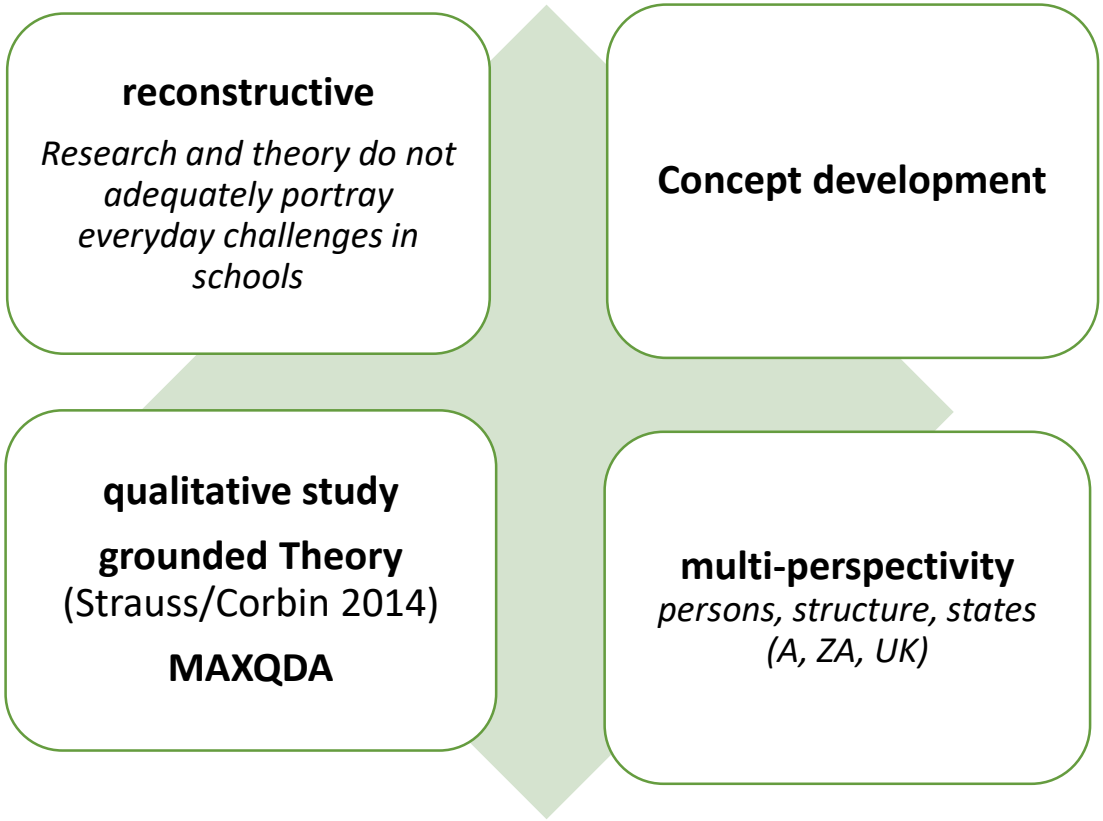
Internationale Studien

competence & benchmarking

I. Introduction – Research aims



II. Methodological approach



„We need standards […] to make our schools work well in solving the myriad tasks they face. But […] standards alone will not work. We need a surer sense of what to teach to whom and how to go about teaching it in such a way that it will make those taught more effective, less alienated, and better human beings.“ Bruner, J. (1996)

II. Methodological approach – Austrian Sample

Instruments	Sample
Interviews - *Headmasters* - *School inspector* - *Teachers*	n= 26
Observations	n=9

School types:
- primary school (age 6-10) n= 8 (~ 31%)
- lower secondary school (age 11-14) n= 7 (~ 27%)
- upper secondary school (age 15-18/19) n= 11 (~ 42%)

Sex:
- Female n= 17 (~ 65%)
- Male n= 9 (~ 35%)

Years in service:
- 2 – 40 +

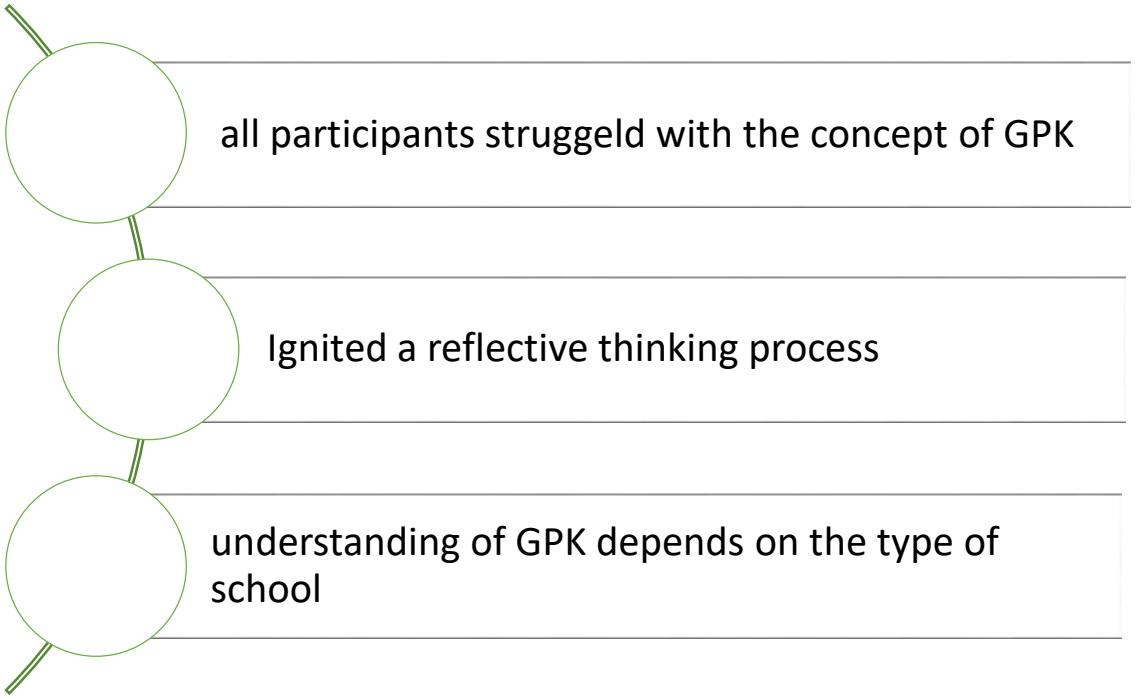
School types:
- primary school (age 6-10) n= 3 (~ 33%)
- lower secondary school (age 11-14) n= 3 (~ 33%)
- upper secondary school (age 15-18/19) n= 3 (~ 33%)

Sex:
- Female n= 6 (~ 75%)
- Male n= 3 (~ 25%)

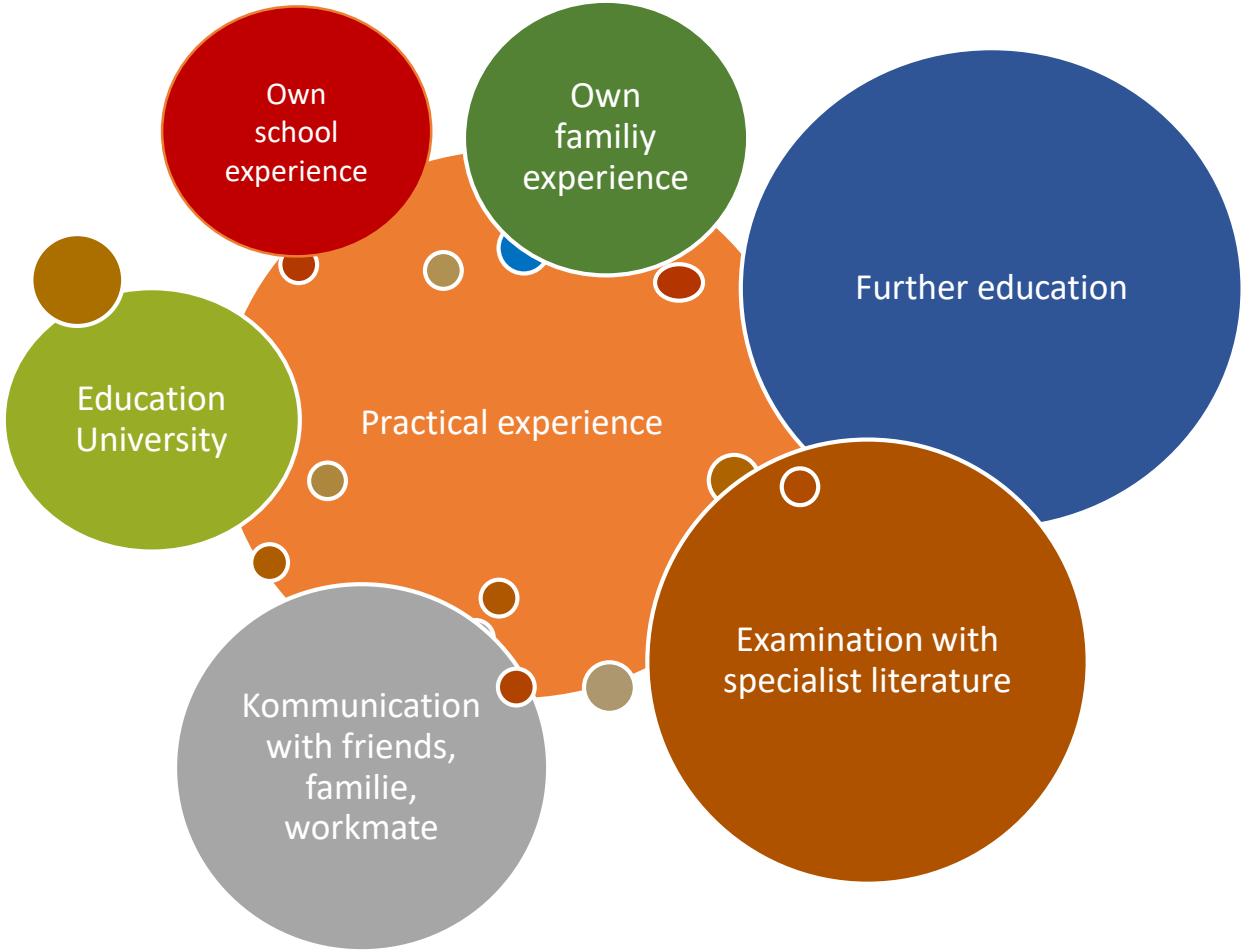
Years in service:
- 2 – 40 +

III. Findings & Modell

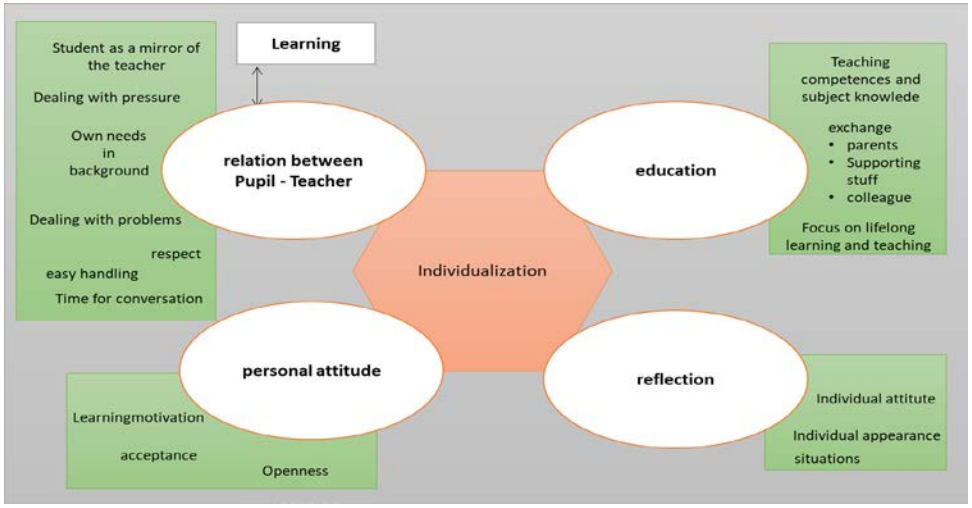
- Fundamental insights from the interviews

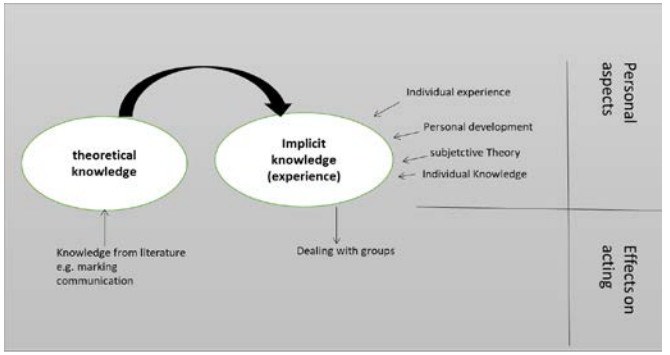


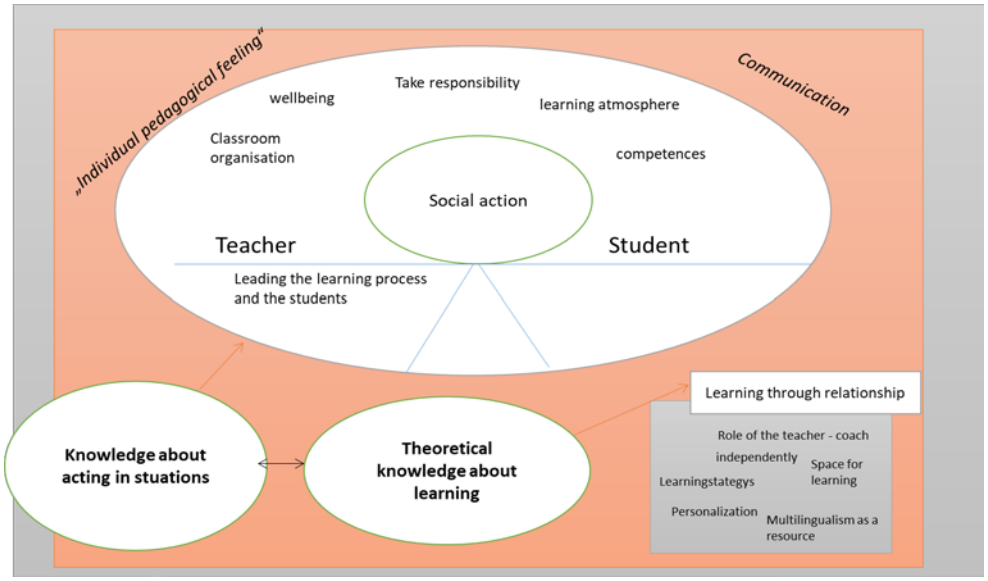
III. Findings & Modell - acquisition of GPK

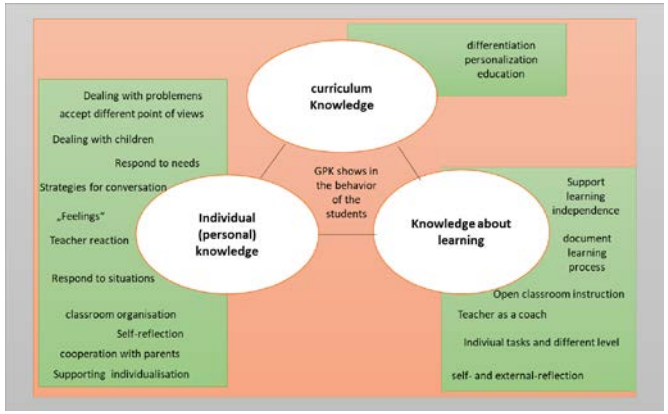


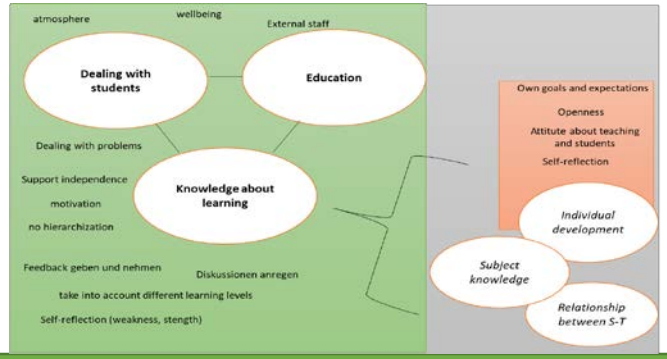
III. Findings & Modell – Individual mental concepts



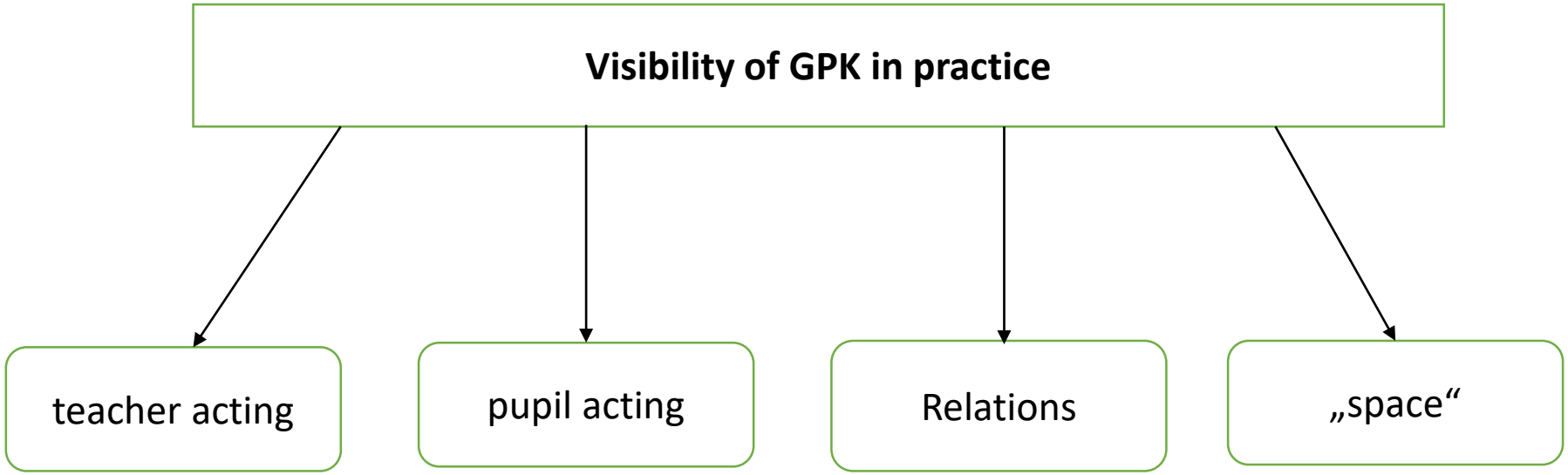






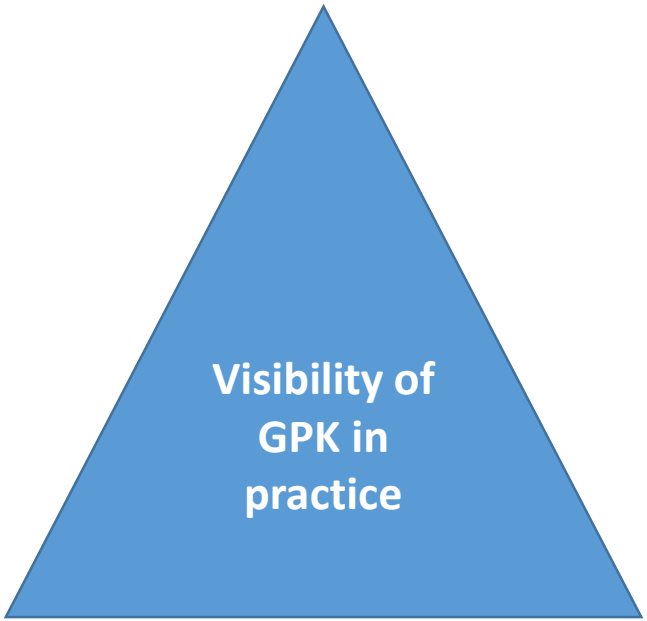


III. Findings & Modell – Observations



- differences between their indiviual cognitive concepts of GPK and their acting in classroom
- implizit knowledge – full of resources
- different perception

relations
- people
- content
- objects

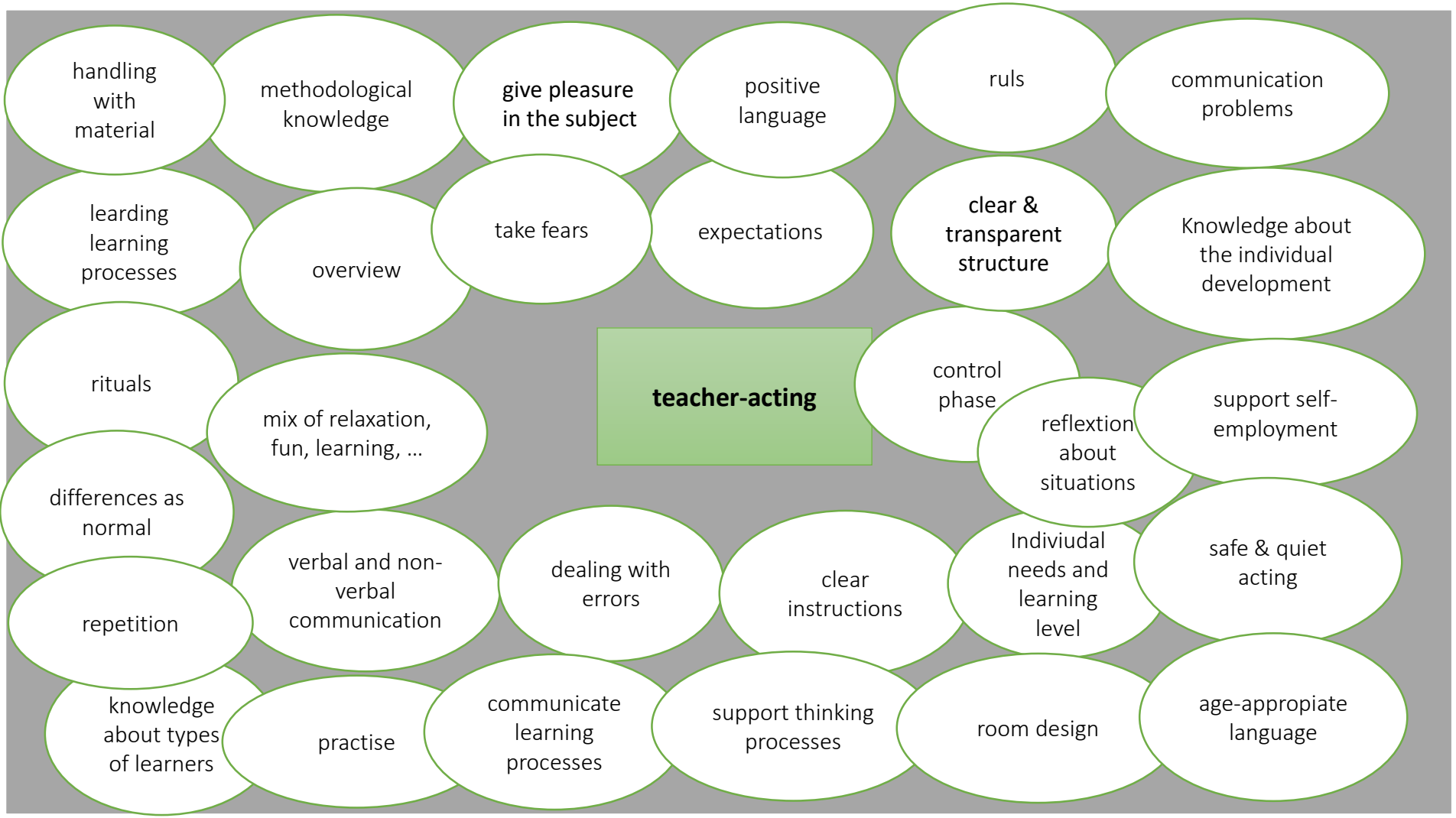


acting
-pupils
-teachersd

pedagogical space

Relational acting in the pedagogical space

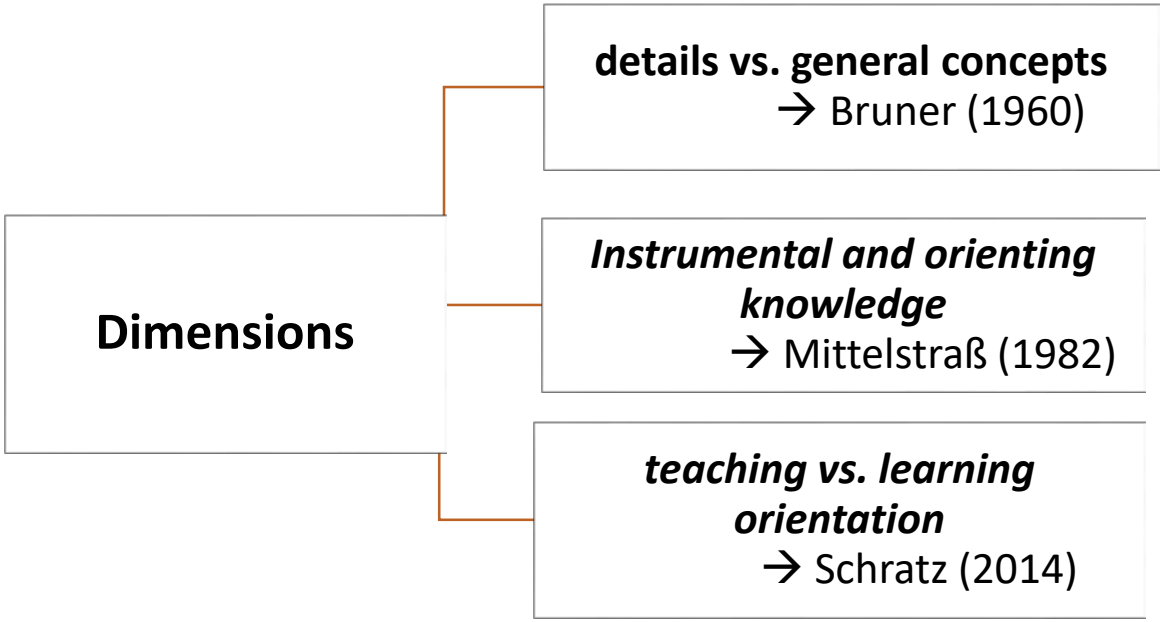
III. Findings & Modell – individual concepts „teachers -acting“ – one example „observation analysis cluster (intrapersonal)“



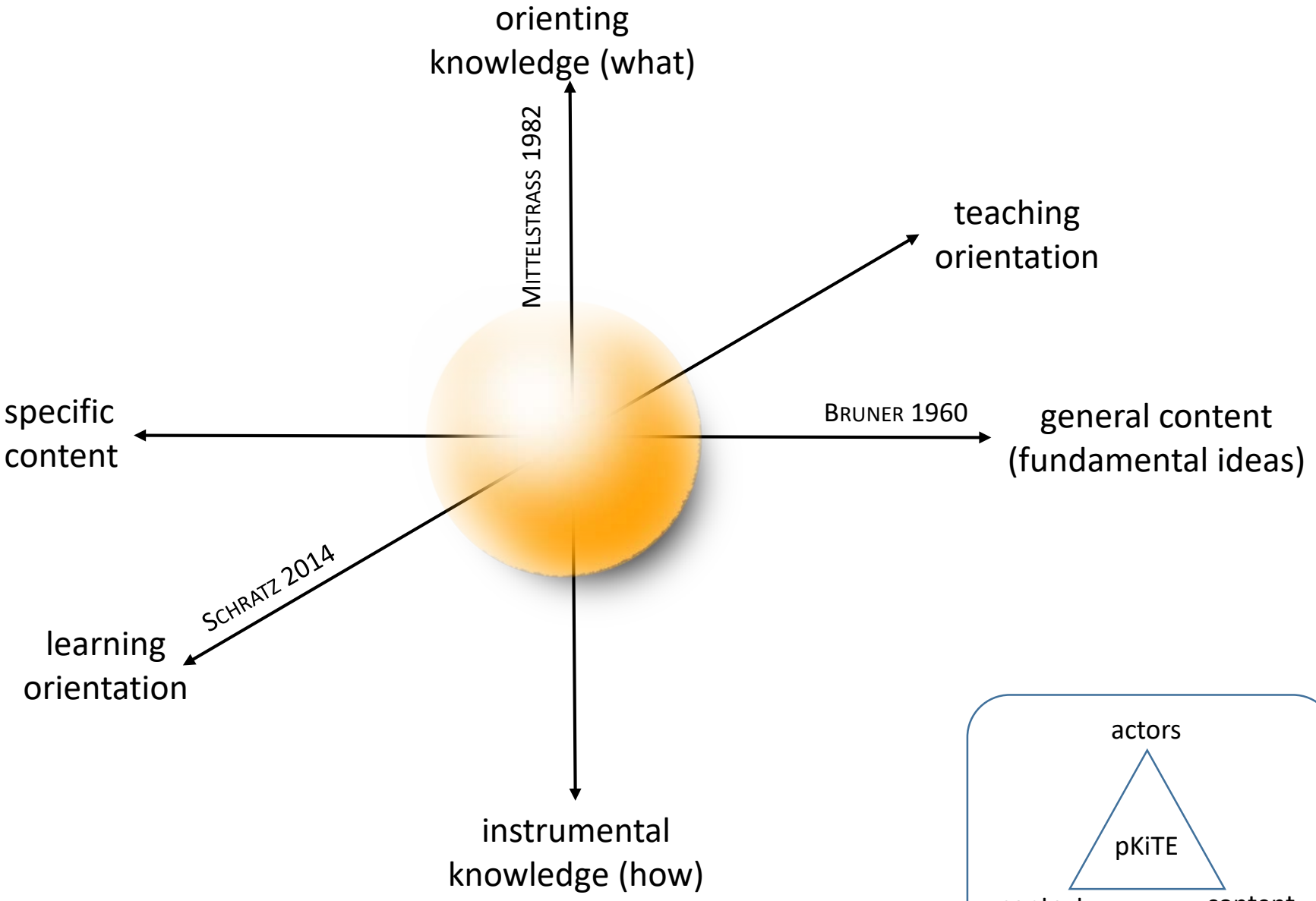
III. Findings & Modell – Matrix of pKITE

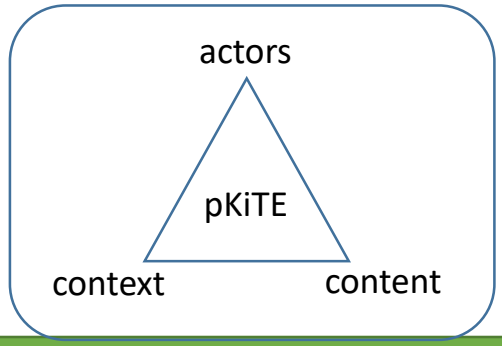
Diversity diversity, dealing with difference, additional support needs/learning difficulties	**Communication** feedback, role of language in communication, communication strategies	Rituals	…	**Social Dimensions** social relations, cooperation, relationships, educate
Educational psychology psychology of learning,motivation, diagnostics	**General didactics** teaching & learning	**Classroom Management** leading classrooms, implementation of curriculum,	**Societal Values** tolerance, acceptance, diversity, on 3 layers (society, school, individual)	**Reflection** professional reflection (teaching situations, behaviour, interaction, self reflection…)
…	**(professional) intuition** based on professional experience, as argument for	**System knowledge** politics, broader perspective, developments	….	**Classroom atmosphere**

III. Findings & Modell – Dimensions



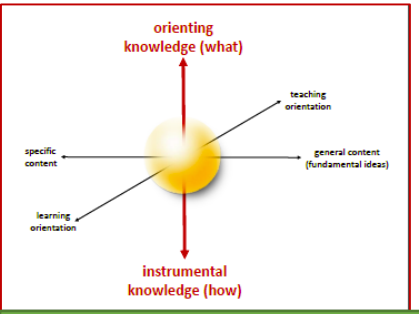
III. Findings & Modell – Dimensions





Instrumental knowledge ↔ **Orienting knowledge**

- classroom management
- general didactics
- communication
- system knowledge
- educational psychology
- intuition
- reflection
- values
- diversity



Funcion of knowledge
Mittelstraß (1982)

Details /in depth knowledge ↕ **Fundamental ideas**

communication

techniques (how to)

knowledge of basics

content

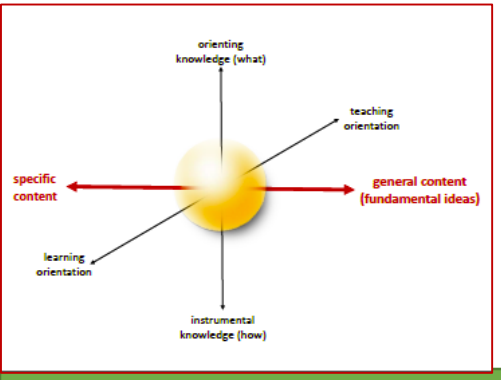
settings within school context

feedback

strategies

relationship

power



Fundamental Ideas
Bruner (1960), Schweiger (2006)

Learning oriented ⟷ **Teaching oriented**

communication

knowledge of basics

feedback

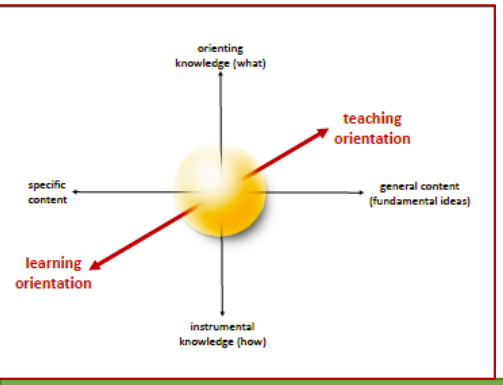
content and relationship

techniques (how to)

strategies

power

settings within school context



learning/teaching orientation
Schratz (2014)

IV. Future

- further development of model
- focus on aspects of diversity in pKiTE
- extension of sample (UK)
- collaboration with University of Pretoria (diversity)
- inform our own TE-programme, dissemination
- „New narratives of GPK“