


**ils**


## From Best Practice to Next Practice A shift through research-based teacher education



Michael Schratz & Christian Kraler

Department of Teacher Education and School Research  
University of Innsbruck  
Michael.Schratz@uibk.ac.at, Christian.Kraler@uibk.ac.at


TEPE 2011  
Teacher Education Policy in Europe  
11-14 May 2011



TEPE 2011 From best practice to next practice



## Overview

- I. Setting the Scene
- II. Case Study (Innsbruck University)
- III. Structural Frame (TE)
- IV. Struggling for Research Based Teacher Education
- V. Conclusion




TEPE 2011 From best practice to next practice

# I. Setting the Scene



TEPE 2011 From best practice to next practice

Department of Teacher Education  
and School Research  
University of Innsbruck



Innsbruck

Christian.Kraler@uibk.ac.at & Michael.Schratz@uibk.ac.at 4

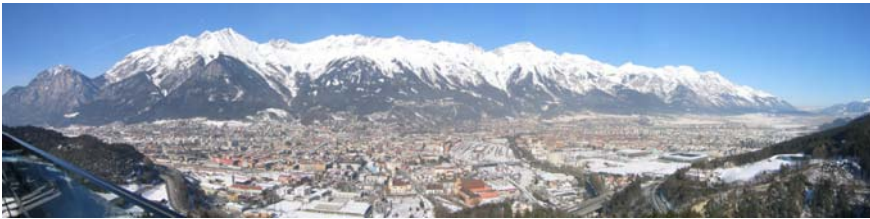
TEPE 2011 From best practice to next practice

From Best Practice to Next Practice ...  
A shift through research-based teacher education ...


Best practice & Next practice	What makes the difference?
shift	What is meant?

Christian.Kraler@uibk.ac.at & Michael.Schratz@uibk.ac.at 5

TEPE 2011 From best practice to next practice




I N N S B R U C K




Christian.Kraler@uibk.ac.at & Michael.Schratz@uibk.ac.at 6

TEPE 2011 From best practice to next practice



**~ 1910**  
Optrakke technique  
with drawn legs

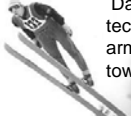


**1900-1950**  
Kongsberger technique  
upper body bent at the hip,  
a wide forward lean,  
arms extended to the front  
skis parallel to each other


## Brief history of ski jumping

→ shift/pattern change for  
positive development  
in this case: maximise distance

**~ 1949-1990**  
Daescher/Windisch  
technique, placing  
arms backward  
toward hips



**1985:** by chance, to avoid a crash  
V-technique, Jan Boklöv, ~ 10%  
distance improvement, skis alongside  
the upper torso in a *V-like* shape



---

**decisive point:** Reinhard Straumann, Swiss Aircraft Constructor, former ski jumper  
*research based* improvement of the jumping technique ~1920s -1940s

Christian.Kraler@uibk.ac.at & Michael.Schratz@uibk.ac.at 7

TEPE 2011 From best practice to next practice

## Definitions:


- **best practice:** trying to achieve more by intensifying the efforts  
*(more of the same)*
- **next practice:** finding a novel way of dealing with a challenge  
*(change of pattern)*
- **shift:** (setting an intervention) to *change* the pattern

Christian.Kraler@uibk.ac.at & Michael.Schratz@uibk.ac.at 8


TEPE 2011 From best practice to next practice

# II. Case Study

TEPE





TEPE 2011 From best practice to next practice



## Case study

Development of research-based teacher education by the example of an Austrian university\* department (ILS):



\* Teachers for academic lower and upper secondary and vocational upper secondary education are educated at universities.

Christian.Kraler@uibk.ac.at & Michael.Schratz@uibk.ac.at

10

TEPE 2011 From best practice to next practice

## HISTORY of TE at UIBK

Studying (2) subjects in the disciplines was a solid scientific-based preparation for teaching in the Gymnasium

- 1986 BUSch: Special University Unit for School Practica organizing teaching practice for the first time in a more systematic form at university level. (loosely linked to the senate)
- 1995: Task Force at Arts and Humanities Faculty to find solution for integrative structure of teacher education at the university. Recommendation of a departmental structure to the ministry
- 1998: Ministry of Science and Research approves the creation of the "Department of Teacher Education and School Research" (ILS)
- 1999: Appointment of first professor
- 2001: External evaluation secures status as a full university department


Christian.Kraler@uibk.ac.at & Michael.Schratz@uibk.ac.at 11

TEPE 2011 From best practice to next practice

- 2001: Curriculum reform  
competence orientation (including stake holders)
- 2008: Kick off : university wide network meeting for teacher education  
→ 2010: Center for Teacher Education
- 2010: Appointment of second professor
- 2011ff: School of Education?

Acquiring Knowledge,  
Developing Competences.  
Models for a Competence  
Based Teacher Education.  
Waxmann (in German)

Shift:  
From primarily subject and content oriented TE to integrative,  
professional and competence oriented education





Christian.Kraler@uibk.ac.at & Michael.Schratz@uibk.ac.at 12

TEPE 2011 From best practice to next practice

Insertion:

# III. Structural Frame

TEPE 2011 From best practice to next practice

From the research  
point of view ...



➤ manifold research findings for teacher education  
(especially during the last 10 years)  
also driven by TIMSS, PISA,...

... literature survey for the German speaking world provides  
the following picture:

Christian.Kraler@uibk.ac.at & Michael.Schratz@uibk.ac.at

14

TEPE 2011 From best practice to next practice

### Research results: some German handbooks and publications ...



Blömeke  
et.al. 2004



Helsper/Böhme  
2004/08



Nolle  
2004



Rothland  
2007



Helmke  
2008



Blömeke  
et.al. 2009



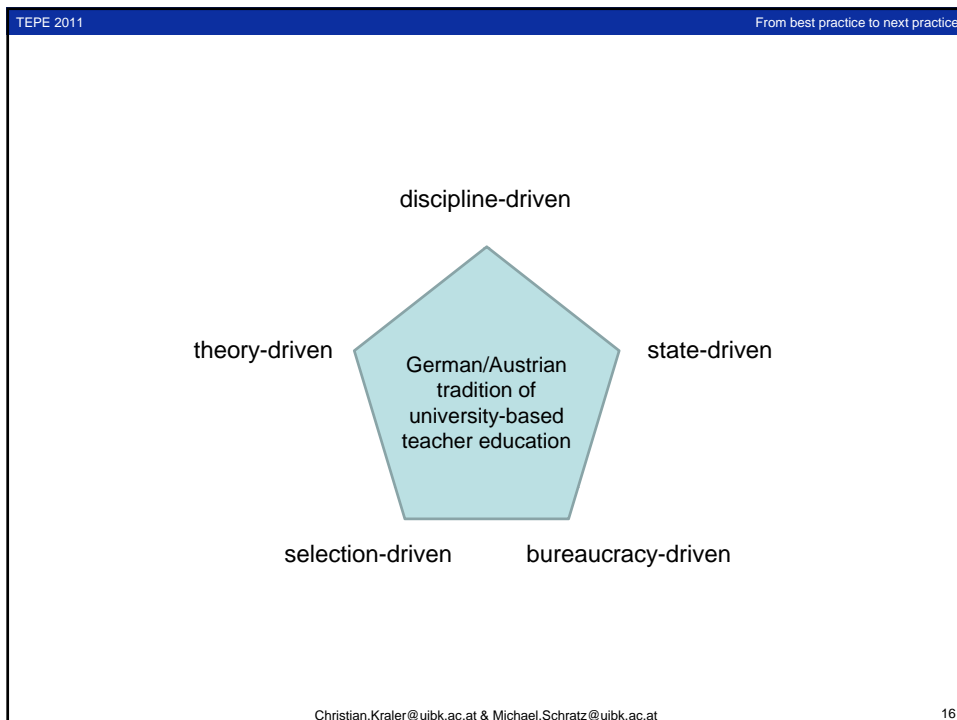
Zlatkin-Troitschanskaia  
et.al. 2009



Terhart et.al.  
2011

Lots of theory - little realization!?

Christian.Kraler@uibk.ac.at & Michael.Schratz@uibk.ac.at 15





TEPE 2011 From best practice to next practice


## German/Austrian tradition of university-based teacher education (TE)

- discipline-driven: studying subjects makes good teachers
- theory-driven: division of labour between theory and practice (primacy of theory)
- state-driven: entry into profession safeguarded by state (*probational year*, 2. *Staatsprüfung*) (control and power)
- selection-driven: only the best (teachers/students into Gymnasium)
- bureaucracy-driven: solutions /changes/developments have to fit to administrative structures


Christian.Kraler@uibk.ac.at & Michael.Schratz@uibk.ac.at 17

TEPE 2011 From best practice to next practice


## Structures: the aspect of **self similarity**



playing school



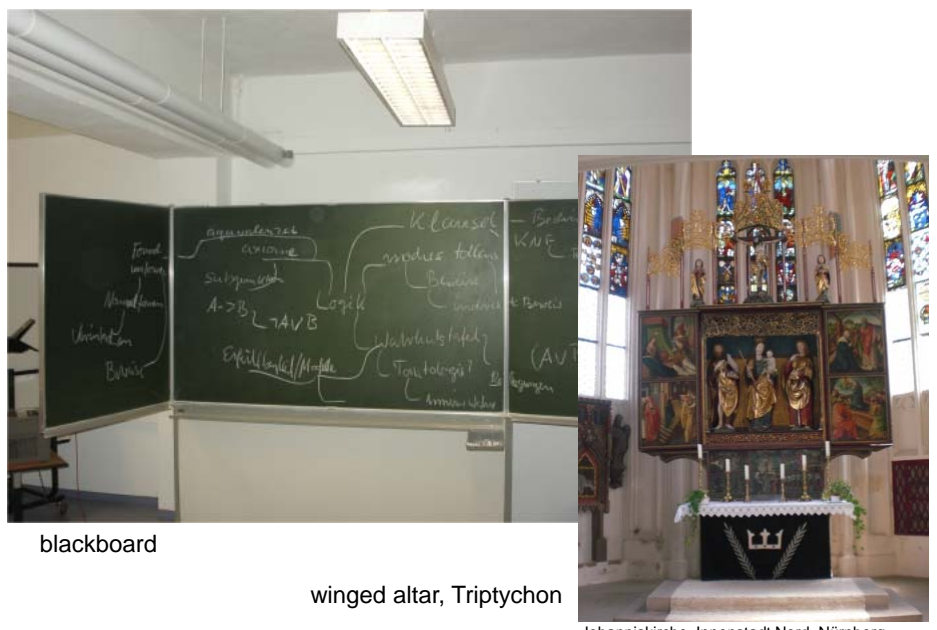
classroom



church

Michael.Schratz@uibk.ac.at 18

TEPE 2011 From best practice to next practice



blackboard

winged altar, Triptychon

Johanniskirche, Innenstadt Nord, Nürnberg

Christian.Kraler@uibk.ac.at & Michael.Schratz@uibk.ac.at 19

TEPE 2011 From best practice to next practice



Teacher education

Christian.Kraler@uibk.ac.at & Michael.Schratz@uibk.ac.at 20

TEPE 2011 From best practice to next practice

**Observation**

via university...

... „back“ to school ...

- system-reproducing higher education („kultur“)
- self similarity (grades, transfere of knowledge, didactics,...)

Christian.Kraler@uibk.ac.at & Michael.Schratz@uibk.ac.at 21

TEPE 2011 From best practice to next practice

Teachers tend to teach the way they are taught rather than the way they are taught to teach.

Christian.Kraler@uibk.ac.at & Michael.Schratz@uibk.ac.at 22

TEPE 2011 From best practice to next practice

Shift to pattern change →

~> next practice

Christian.Kraler@uibk.ac.at & Michael.Schratz@uibk.ac.at 23

TEPE 2011 From best practice to next practice

### A shift from best practice to next practice

stability

good practice

critical instability

intervention

change of pattern

best practice

Development of next practice

Process of renewal

Christian.Kraler@uibk.ac.at & Michael.Schratz@uibk.ac.at 24

TEPE 2011 From best practice to next practice

## Shifting from best practice to next practice


**Reaction to ...** **→ interventions for pattern change**


- ... PISA results: competence orientation → new curriculum design
- ... criticism of school authority → bridging the theory – practice gap
- ... professional development → portfolio as an integrated formative element
- ... academic needs → research orientation
- ... fragmentation → communication through newsletter
- ... student needs → aligning the curricular delivery (calibration, teams ...)
- ... isolation → internationalisation (staff, students)

Christian.Kraler@uibk.ac.at & Michael.Schratz@uibk.ac.at 25

TEPE 2011 From best practice to next practice

# IV. Struggling for research based TE



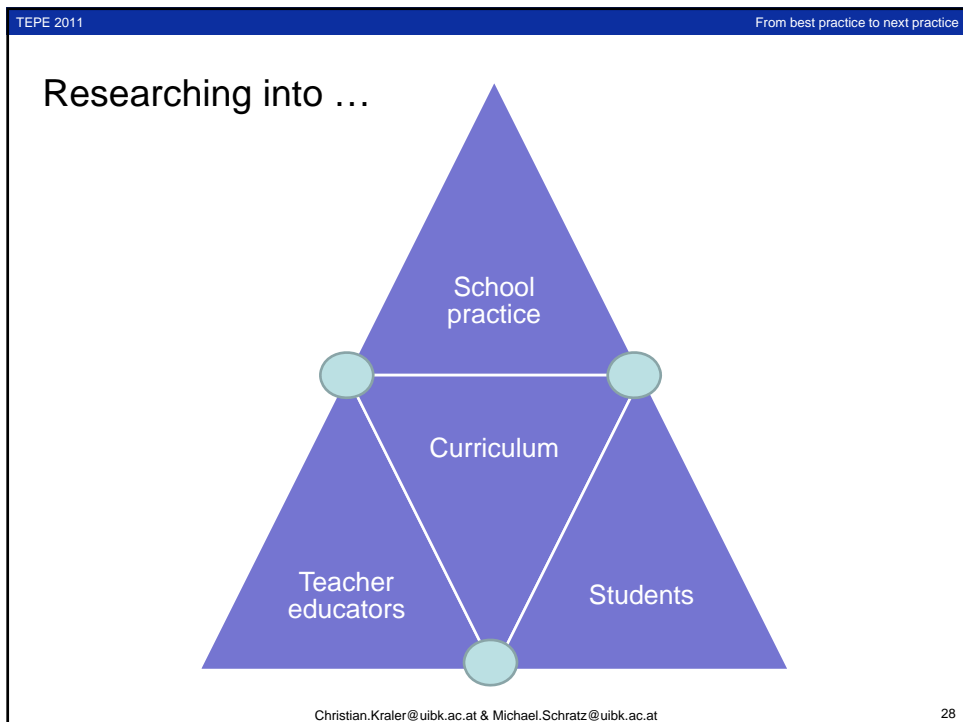


TEPE 2011 From best practice to next practice

## Creating knowledge, applying knowledge: publications as a gateway to practice

3 Journals: Journal für LehrerInnenbildung  
Journal für Schulentwicklung  
Lernende Schule)

Christian.Kraler@uibk.ac.at & Michael.Schratz@uibk.ac.at 27



TEPE 2011 From best practice to next practice

**→ Curriculum**

A Morphological Approach:  
Dealing with Antinomies and Complexity in Teacher Education

Christian.Kraler@uibk.ac.at & Michael.Schratz@uibk.ac.at 29

TEPE 2011 From best practice to next practice

**→ Curriculum**

Fächerübersicht	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
AWK	1	,2	,2	,2
Bewegung & Sport	46	8,0	8,0	8,2
Bildnerische Erziehung	2	,3	,3	8,6
Biologie & Umweltkunde	28	4,9	4,9	13,4
Chemie	9	1,6	1,6	15,0
Deutsch	68	11,9	11,9	26,5
Englisch	96	16,8	16,8	43,3
Französisch	27	4,7	4,7	48,0
Geographie und Wirtschaftskund	39	6,8	6,8	54,8
Geschichte, Sozialkunde, Polit	82	14,3	14,3	69,5
Griechisch	1	,2	,2	69,6
Gültig	1	,2	,2	69,8
Informatik	37	6,5	6,5	76,3
Italienisch	6	1,0	1,0	77,3
Mathematik	44	7,7	7,7	85,0
Physik	16	2,8	2,8	87,8
Psychologie & Philosophie	34	5,9	5,9	93,7
Russisch	3	,5	,5	94,2
Spanisch	28	4,9	4,9	99,1
Textile Gestalten	1	,2	,2	99,3
Theologie	3	,5	,5	99,8
Werkzerziehung	1	,2	,2	100,0
Gesamt	573	100,0	100,0	

**status quo: - ST 2010**  
Sample WT 06/07, ST 07,  
WT 07/08, ST 08,  
WT 08/09, ST 09  
WT 09/10, ST10  
n=388

Study by the  
Institute of Teacher Education  
and School Research  
(Questionnaire)

Christian.Kraler@uibk.ac.at & Michael.Schratz@uibk.ac.at 30

From best practice to next practice

**Zusammenarbeit Ausbildungsbereiche**

Die 4 Ausbildungsbereiche arbeiten gut zusammen.

**Cooperation of training departments.**

→ **Curriculum**

**Zusammenarbeit Ausbildungsbereiche**

Die Inhalte der 4 Ausbildungsbereiche greifen gut ineinander.

**Topics of the training departments intertwine.**

Students as mirror of the organisation

**Zusammenarbeit Ausbildungsbereiche**

Es sind starke Spannungen zwischen den 4 Ausbildungsbereichen spürbar.

**Strong tensions between the training departments.**

Christian.Kraler@uibk.ac.at & Michael.Schratz@uibk.ac.at

31

From best practice to next practice

Starting point: curriculum with competencies

→ **Students**

Bochum Inventory of Personality (BIP)

- aims to systematically assess job-relevant personality character traits
- measures 14 personality characteristics

Christian.Kraler@uibk.ac.at & Michael.Schratz@uibk.ac.at

32



Mean	Sample	Beginners	Masterstudents
Leistungsmotivation	52,55855856	53,8	51,33928571
Gestaltungsmotivation	43,67567568	43,61818182	43,73214286
Führungsmotivation	56,22522523	56,23636364	56,21428571
Gewissenhaftigkeit	53,82882883	54,47272727	53,19642857
Flexibility	50,98198198	<b>52,74545455</b>	<b>49,25</b>
Handlungsorientierung	52,14414414	51,78181818	52,5
Sensitivität	52,96396396	53,76363636	52,17857143
Kontaktfähigkeit	69,38738739	69,70909091	69,07142857
Sociability	60,10810811	<b>61,2</b>	<b>59,03571429</b>
Teamorientation	45,87387387	<b>43,70909091</b>	<b>48</b>
Assertiveness	47,72972973	<b>49,01818182</b>	<b>46,46428571</b>
Emotional Stability	54,52252252	<b>56,05454545</b>	<b>53,01785714</b>
Working under pressure	48,98198198	<b>50,50909091</b>	<b>47,48214286</b>
Selbstbewusstsein	58,34234234	58,69090909	58

Christian.Kraler@uibk.ac.at & Michael.Schratz@uibk.ac.at

33

TEPE 2011 From best practice to next practice

**→ Students**

Analysing the following data sets:

**Developmental Portfolios** (qualitative)

- ~60 Professional Development Portfolios
- written during the first 6-9 semesters of ITE
- ~ 15 to 40 pages
- Topic: the professional competence development during the period of ITE

**Biographical Interviews** (qualitative)

- graduated teaches
- 20 biographical interviews focused on becoming a teacher & the individual student-teacher career
- ~ 1 hour each
- Initial Question: how and why did you become a teacher student

**Questionnaire** (SPSS)

- n= 287
- closed and open questions

Christian.Kraler@uibk.ac.at & Michael.Schratz@uibk.ac.at

34

TEPE 2011 From best practice to next practice

## Student-based developmental tasks

- Role allocation: growing into the role of the student
- New relations: disengaging from the parental home, relationship/new friendships/old friendships sustained, students studying together
- Dealing with frustration concerning course organisation and specific contents
- Subject-specific socialisation (faculty culture)
- Change of perspectives through periods spent abroad (especially when studying languages)
- Earning money (subject-related, e.g. tutoring, or non-subject-related, often also just to get a change

- Role allocation
- Problems with university structure
- Subject-specific socialisation

Christian.Kraler@uibk.ac.at & Michael.Schratz@uibk.ac.at 35

TEPE 2011 From best practice to next practice

## → Curriculum

Academic year	pedagogy and teaching practice	subject and subject specific didactics	developmental tasks
1 <sup>st</sup> year	introductory phase (introductory course/WS, teaching practice, reflexion course/SS)	Subject oriented introduction and basic courses	<ul style="list-style-type: none"> <li>• shift in perspective from pupil to teacher</li> <li>• Trial identification &amp; self-assessment</li> <li>→ <b>introduction &amp; fit</b> (subjects &amp; career aspiration)</li> </ul>
2 <sup>nd</sup> year	basic competencies in general didactics (psychology of learning, communication, school education)	Consolidation and expansion of subject oriented key competences	<ul style="list-style-type: none"> <li>• Acquisition and comprehension of fundamental professional ideas (education, subjects, didactics, teaching)</li> <li>• Developing <b>basic trust, professional competence</b></li> </ul>
3 <sup>rd</sup> year	Internship semester at school, guided/ autonomous teaching	Consolidation and expansion of subject specific didactics	<ul style="list-style-type: none"> <li>• <b>practical implementation</b> of professional knowledge with regard to an individual strength-weakness analysis</li> <li>• deepening of knowledge &amp; competencies</li> </ul>
4 <sup>th</sup> year	Synopsis, expansion and correction/adaption	specialisation & consolidation	<ul style="list-style-type: none"> <li>• reflective theory-praxis synopsis</li> <li>• compensation of competency deficiencies</li> <li>→ <b>professionalization</b></li> </ul>
5 <sup>th</sup> year	diploma thesis & diploma examination		<ul style="list-style-type: none"> <li>Integrating academic &amp; profession-oriented diploma thesis/certification</li> <li>→ <b>initial provisions</b></li> </ul>

Christian.Kraler@uibk.ac.at & Michael.Schratz@uibk.ac.at 36

TEPE 2011 From best practice to next practice


→ **Teacher Educators**

**Qualitative Study:  
Teacher Educators and their concept of Teacher Education**

Starting Point:  
**What do we know about teacher educators and their concepts?**

**40 Interviews (~1/2 hour)  
TE from Germany and Austria**

	Age	Seniority
Mean	51,2	17,4
Stddev	8,5	9,2
min	32	1
max	66	37



Christian.Kraler@uibk.ac.at & Michael.Schratz@uibk.ac.at

37

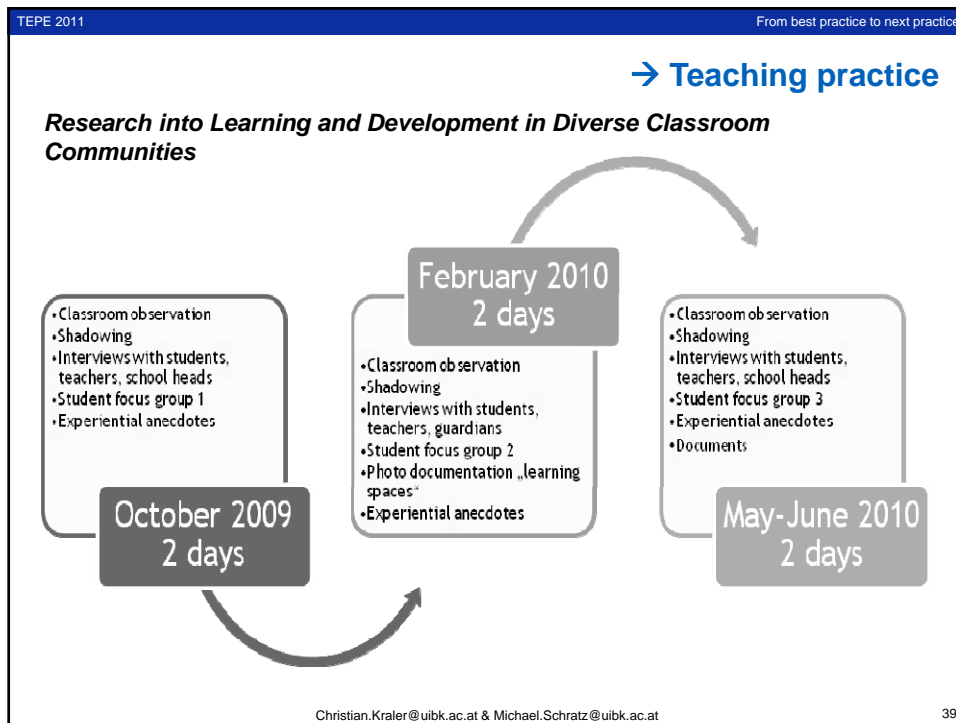
TEPE 2011 From best practice to next practice

**Teacher Educators – main findings**

- message:  
**high demands** on their own work with TES  
(with **humanistic idea** of man in focus)
- realization:  
act as a **role model**,  
provide **free space** for experiments/new experiences
- evaluation:  
refer to **tacit/implicit knowledge**, gut feeling  
observations  
informal talks

Christian.Kraler@uibk.ac.at & Michael.Schratz@uibk.ac.at

38



TEPE 2011 From best practice to next practice

*From Portrait to Practice: Learning to research into teaching and learning.*



“I found evidence for this in the way he designed a poster. Without pondering long he immediately started to draw and glue. He did not seem to have a clear-cut concept in mind. This I want to underpin by the photograph in which Benjamin works at the bottom right corner. He is the one using the green. In contrast to his colleagues using the green and blue, Benjamin seemed to proceed without a clear-cut concept in mind. While his colleagues preferred an analytical mode of work, Benjamin proceeded holistically.”

(From Sandy's Portrait)

Christian.Kraler@uibk.ac.at & Michael.Schratz@uibk.ac.at 40

TEPE 2011 From best practice to next practice

# V. Conclusion



TEPE 2011 From best practice to next practice

## Conclusion

- Research orientation has given a boost on TE programme
- Internationalization as a vital mirror for development
- Critical mass of staff necessary for breakthrough
- Team structure is crucial for coherence in curriculum delivery
- Open mindedness as a catalyst for new developments

Christian.Kraler@uibk.ac.at & Michael.Schratz@uibk.ac.at

42

“Urgent calls for something new and improved have been the rule rather than the exception in teacher education almost since its beginning.”

(Cochran-Smith, 2005,p.3f)