Exploring general pedagogical knowledge in teacher education

A learning oriented epistemological approach

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Overview

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Research Group Teacher Education
Institute of Teacher Education and School Research

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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

I. Introduction – **GPK**
What we know/key influences

Shulman 1986
(comprehensive model)

Bloemeke et al. 2009
central component of teacher
knowledge

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

international studies

competence

benchmarking

I. Introduction – **Research aims**

- NOT assessing GPK, but reconstructive approach from praxis perspective
- step aside from competence models
- construction of a conceptual framework
- take into account core and current themes (e.g. migration, aspects of diversity)
- effects on TE programme in Innsbruck

II. Methodological approach

- reconstructive: research and theory do not adequately portray everyday challenges in schools
- qualitative study: explore the field from the pespective of key stakeholders
- grounded theory (Strauss/Corbin 2014)
- 1st step: expert interviews with teachers in Austria and the UK ≠ comparative study → explore the continuum
- CAQDAS: hierachial & structural aspects

Statistics – Austrian sample

Sample	n= 26
School types	primary school (age 6-10) lower secondary school (age 11-14) upper secondary school(age 15-18/19)
teaching experience (years)	2 – 40+

III. Initial findings
Fundamental insights – pKiTE

- all participants struggled with the concept of GPK
- main sources: practical experience in the job and professional development
- ignited a reflective thinking process
- created space for professional dialogue and discussion
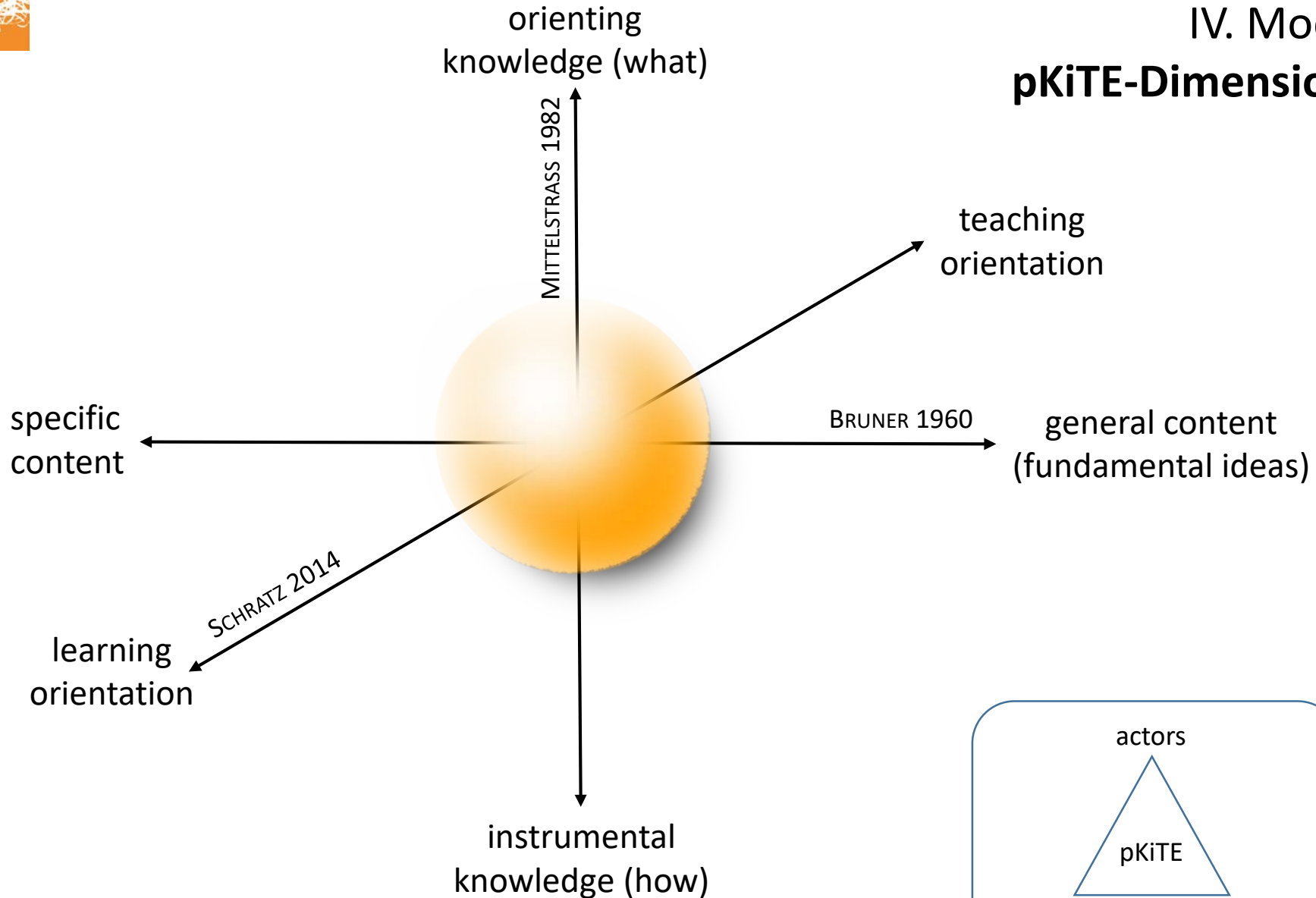
III. Initial findings – **matrix of pKiTE**

Diversity diversity, dealing with difference, additional support needs/learning difficulties	**Communication** feedback, role of language in communication, communication strategies	…	**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, organisation	**Societal Values** tolerance, acceptance, diversity, on 3 layers (society, school, individual)
Reflection professional reflection (teaching situations, behaviour, interaction, self reflection…)	…	**Act on (professional) intuition** based on professional experience, as argument for pedagogical acting	**System knowledge** politics, broader perspective, developments

III. Findings – **Communication**

- feedback
- role of language in communication
- communication strategies
- communication as a means of power
- content and relationship aspect

> → techniques (how to)
> → strategies
> → basic knowledge
> → specific aspects (settings within school context)
> → awareness of the importance and role of feedback
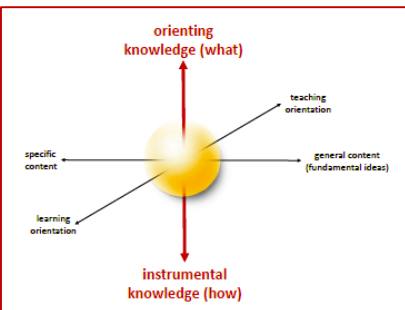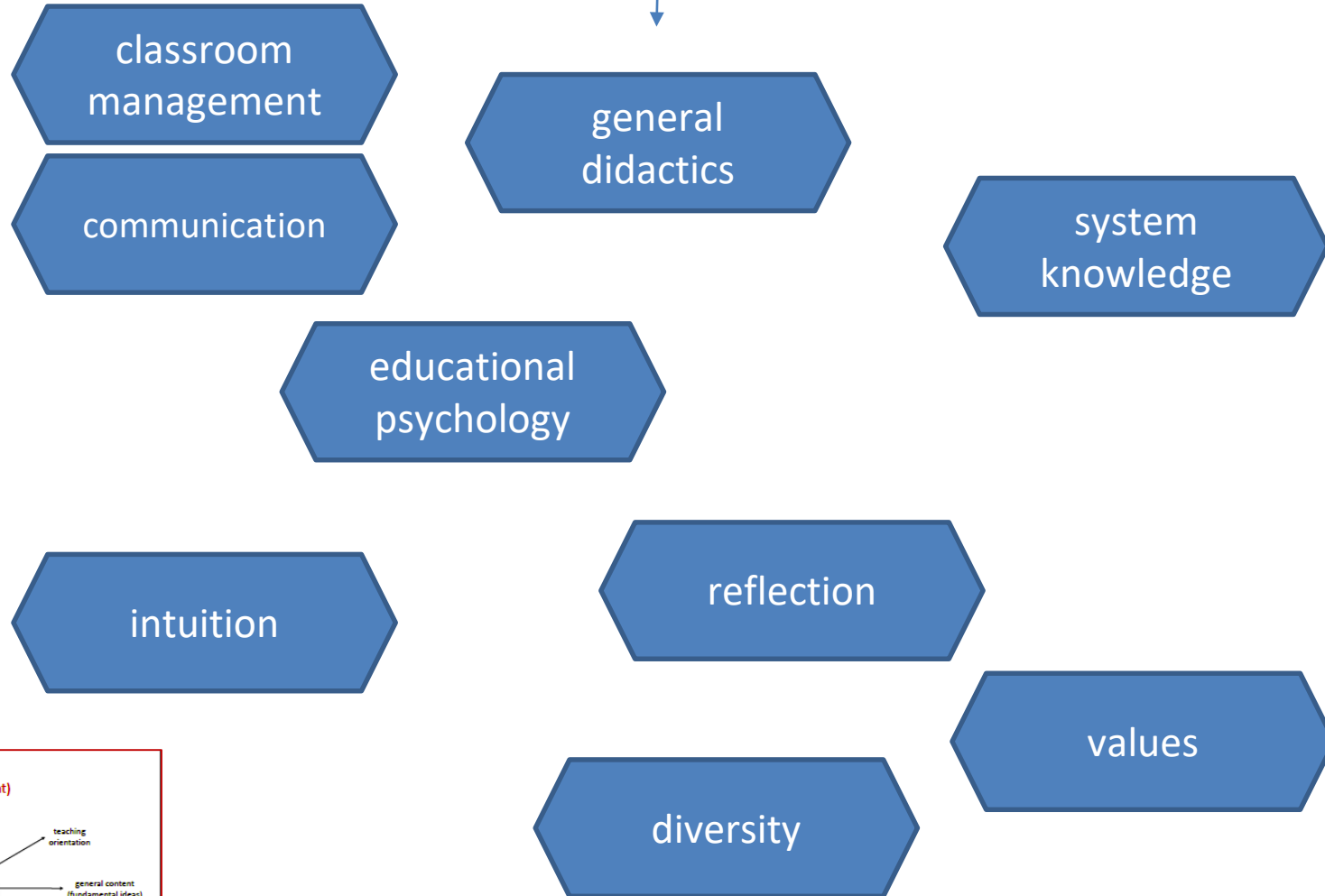
IV. Developing an epistemological model

- Co-evolutionary approach:
  analyse findings, construct model

- 3 core dimensions:
  a) *in depth detail vs. general concepts* (subject specific)
  → Bruner (1960): fundamental ideas
  b) *how vs. what*: instrumental and orienting knowledge
  → Mittelstraß (1982)
  c) *teaching vs. learning orientation*: didactical perspective
  → Schratz (2014)

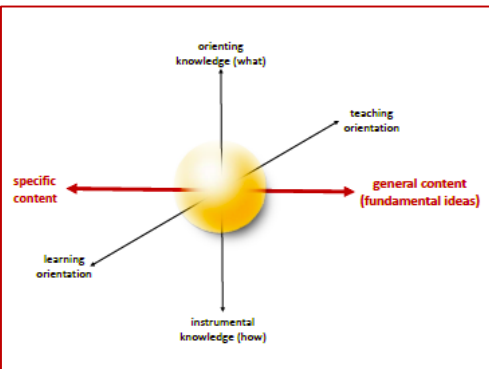- develop model by mapping findings to axis

IV. Model
pKiTE-Dimensions

orienting
knowledge (what)

MITTELSTRASS 1982

teaching
orientation

specific
content

BRUNER 1960

general content
(fundamental ideas)

SCHRATZ 2014

learning
orientation

instrumental
knowledge (how)

actors

pKiTE

context   content

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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

orienting knowledge (what)

teaching orientation

specific content

general content (fundamental ideas)

learning orientation

instrumental knowledge (how)

Fundamental Ideas
Bruner (1960), Schweiger (2006)

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Learning oriented   **Teaching oriented**

communication

knowledge of basics

feedback

content and relationship

techniques (how to)

strategies

power

settings within school context
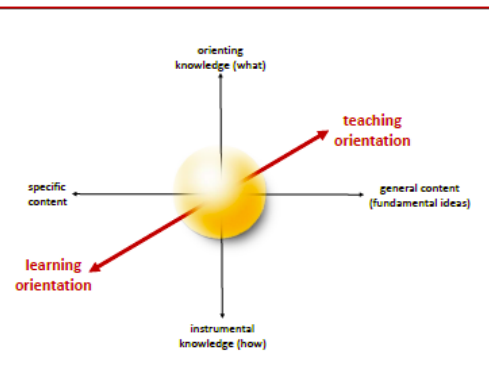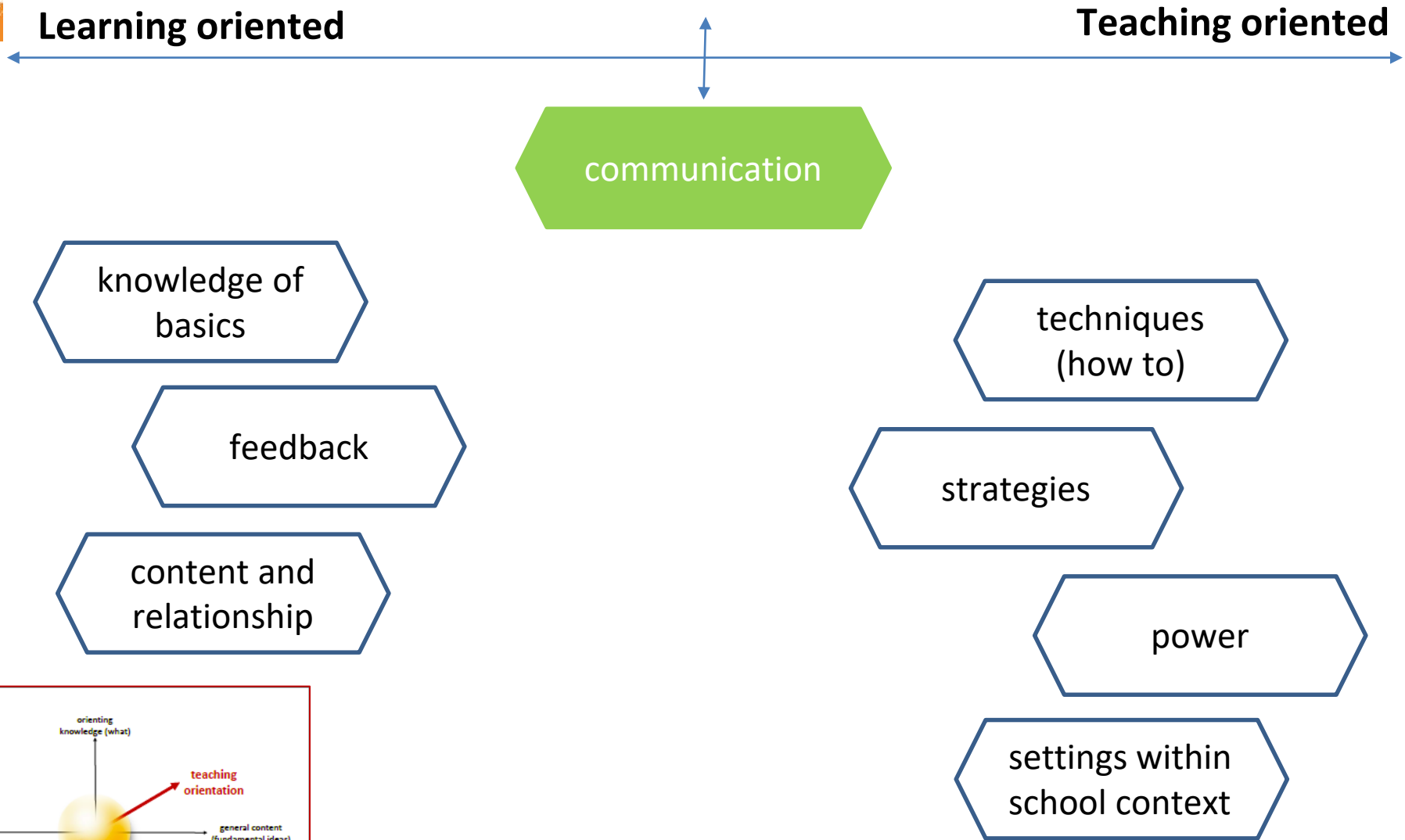
learning/teaching orientation
Schratz (2014)

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V. Future directions

- 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

" The normal's the one thing you practically never get. That's why it's called the normal."

(S. Maugham „Of Human Bondage" 2000, p.303)