



“Professionalization of Teachers by Using Video-based Cases”

Cooperation Project:

University of Tübingen

Catholic Federal Study Group for Adult Education

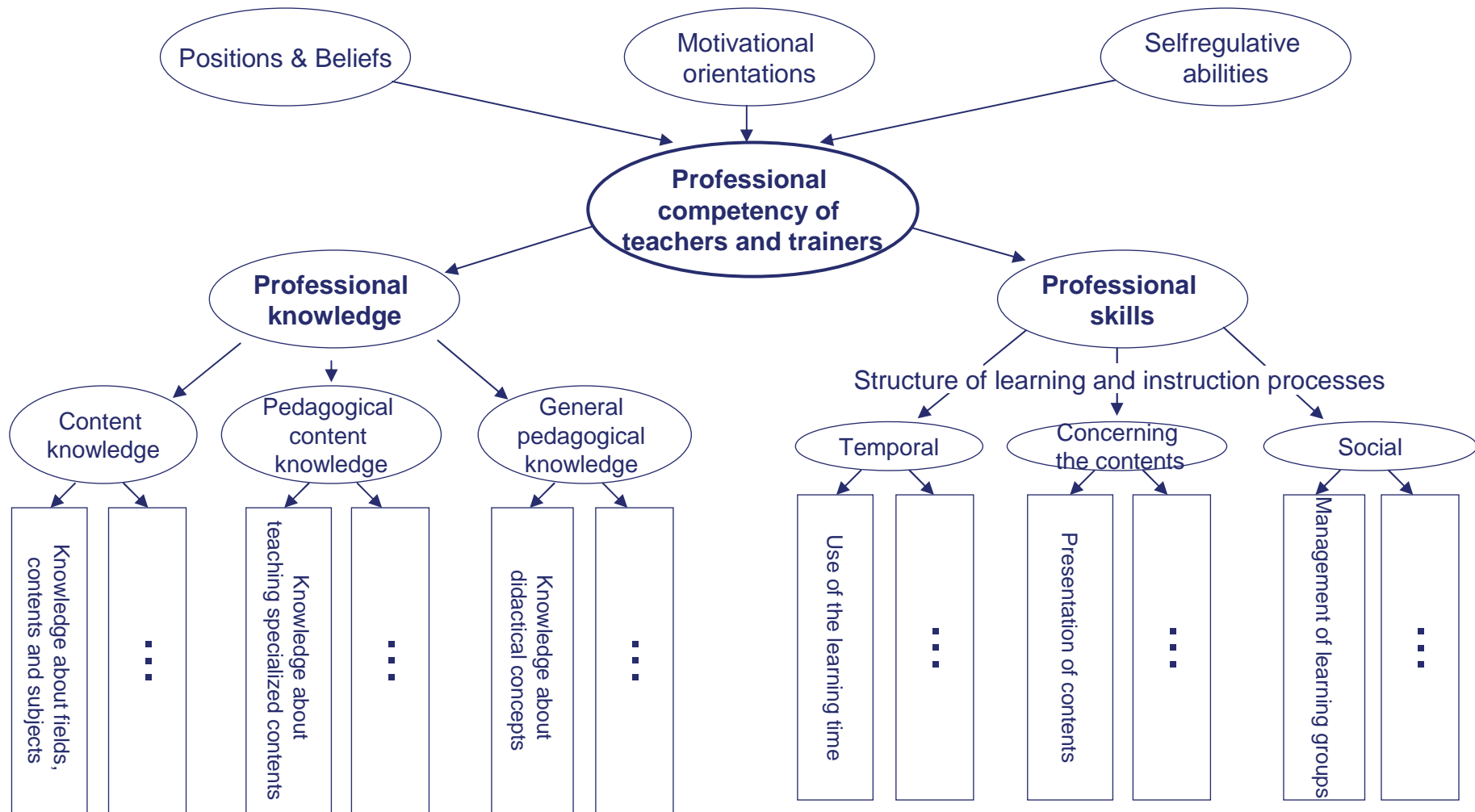
funded by the Federal Ministry of Education and Research

Contents

- **Current professional situation of teachers in the adult education in Germany**
- **Presentation of the training concept**
- **Expected yield of the training concept/ learning with video-based cases**
- **Findings on the acceptance and impact of the learning with video-based cases and the whole training concept**

Current Professional Situation of Adult Educators (based on various sector statistics)

- High number of teachers and trainers working in several institutions and/or part-time jobs
- Precarious and unstable employment of the teachers
- High number of across beginners with different professional backgrounds
- Specific teaching experiences and competencies that have to be dealt with in continuing training offers



Case-based learning
 is expected to serve as a bridge
 between „knowledge“ and „skills“

Baumert/Kunter 2006

Professional Competency of Teachers and Trainers can be characterized

- by one's ability „to make adequate use of a broad, scientifically sound and thus in many ways abstracted knowledge in concrete situations, or vice versa: to recognize in such situations which elements from the pool of knowledge might be relevant“
(Tietgens, 1988, p. 37)
- by one's ability to adopt multiple perspectives on single issues (Nittel, 2000)

Competency to Diagnose Pedagogical Situations

3 cognitive components quantitatively und qualitatively measured:

- the ability to depict pedagogical situations
- the ability to adopt teacher and learner perspectives
- the ability to apply theoretical knowledge

These dimensions can be seen as central criteria to focus on to improve professional performance of teachers (Schrader & Hartz, 2003).

Concept of Learning with Video-based Cases

- In the discussion in Educational Science, case-based learning is expected to foster analytic and problem-solving competencies and other higher level cognitive competencies related to reflection, and to provide a realistic picture of the complexity of learning and instruction (Lundeberg, 1999; Merseth, 1999).
- In the project, selected every-day educational processes are videotaped. The cases used are authentic, routine classroom situations that are not previously known to the learners.
- The cases consist of about 10-15 minutes of video recording.
- The video cases are integrated into a computer-supported learning environment and complemented by different kinds of additional instruction described in detail below.

Learning Environment

Lernumgebung Kleingruppenaustausch

Fall "Praktischer Einstieg in Kommunikation"

Neues 02:45

Kommentare

- Praxisrelevanz
- Lernerfolg der Teilnehmer [04:31ff.]
- Beteiligung der Teilnehmer [13:18ff.]
- Regeln für Kommunikation [00:55ff.]
- Verhalten der Kursleiterin [12:53ff.]
- Vorgehen der KL

Modelle

- Anfangssituationen
- Modell der Kommunikation
- Didaktik der Unterrichtsplanung
- Umgang mit Konflikten
- Oser: Choreographien unterrichtlichen Lernens
- Lernmotivation

Notizblock


- [00:00] Beginn
- [03:31]
- [03:59]
- [04:53] TN wirkt unsicher
- [06:57] Korrektur durch KL
- [12:22] TN macht selbst
- [12:56] keine Moderation

multiple perspectives

conceptual knowledge

Lernumgebung
Kleingruppenaustausch

Fall "Praktischer Einstieg in Kommunikation"

Neues
02:45

Regeln für Kommunikation [00:55ff.]

Praxisrelevanz

Komm

Lernerfolg der Teilnehmer [04:31ff.]

Bete der Teilnehmer [13:18ff.]



Teilnehmerin 1: Ich habe im ersten Moment gedacht, was die wohl von mir will zum Thema Gründe gelungener Kommunikation. Es ist doch selbstverständlich, dass man zuhört bei der Kommunikation im Alltag. Aber man achtet gar nicht darauf, es ist einem nicht so bewusst. Dieses Bewusstsein verschwindet dabei ein bisschen und das haben wir heute eigentlich geschärft. Es ist ihr immer wichtig, ein ganzes Bild zu zeigen. Dass Kommunikation gut laufen aber auch schlecht laufen kann. Und herauszuarbeiten, woran das liegt, was Kriterien für gelungene


Schließen

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Lernumgebung
Kleingruppenaustausch

Fall "Praktischer Einstieg in Kommunikation"



Anfangssituationen

Anfangssituationen

Kennzeichen jeder Anfangssituation sind hohe Erwartungen und geringe Erfahrung. Das erste Zusammenkommen einer Gruppe steht im Zeichen besonderer Spannung und innerer Widersprüche. Es ist durch den Bedarf an sozialer und inhaltlicher (sowie räumlicher und zeitlicher) Orientierung geprägt. Nur wenn die Komplexität und die Vernetzung von Inhalt, Gruppe und Individuen in den Blick kommen, ist Lehren und Lernen produktiv möglich. Die Gestaltung und Steuerung von Lehr-Lern-Prozessen muss daher immer auf den folgenden drei Ebenen erfolgen:

- 1) **Sachlogik: Inhaltsgestaltung und -aneignung**
- 2) **Soziologik: Gruppenzusammensetzung und -entwicklung**
- 3) **Psychologik: Einzelpersonen und ihre Veränderungen**

Die Gestaltung und Steuerung von Lehr-Lern-Prozessen geschieht immer unter **einschränkenden Bedingungen**. Wichtige Bedingungen stellen das **gesellschaftliche Umfeld, in dem Lehren und Lernen entsteht**, die **gültigen Rechtsnormen** sowie der **institutionell-organisatorische Bedingungsrahmen** dar.

Alle vier Dimensionen im Auge und im Sinn zu haben, d. h. mit den Rahmenbedingungen und den Inhalten und der Gruppe und der Vielfältigkeit der Einzelnen umzugehen, das erst ist sinnvolle Gestaltungs- und Steuerungsleistung und macht produktives Lehren und Lernen möglich. Die **vier Dimensionen stetig zu balancieren**, ist eine schwierige Aufgabe

Neues [02:45]

Reg. Komm. [00:00]

Praxisrelevanz

Komm. Lernerfolg der Teilnehmer [04:31ff.]

Bete der Teilnehmer [13:18ff.]

Lernmotivation

Notizblock

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Schließen

Central Research Question

- **How does computer-supported case-based learning influence the acquisition of competency to diagnose pedagogical situations?**

Design of the Training Concept

Test stage	Pre-test and orientation
Introduction	Introduction to working with cases Theoretical foundation of case-based learning
Pretest	Case-based pre-test for measuring analytical competency questionnaires on different control variables

Training period	Input and training
Input	Presentation of didactic theories, knowledge test
Training	Work on 3 training cases

Test stage	Post-test and reflexion
Posttest	Case-based post-test on analytical competency and knowledge test Control measures: questionnaires
Reflexion	Discussion about the case work in small groups Feedback Subjective yield of the training concept Action options for practice

First Findings Regarding Acceptance and Effect

Random Sample:

- Eight training sessions with about 10-15 participants each (N=100)
- Adult educators and trainers but with different professional qualifications and acting in different fields

Methods:

- Questionnaires on different control and process variables to measure the acceptance of the training concept
- As well as logfile protocols regarding the use of the case-based learning environment, and audio-video records of the training case sessions in the small groups
- Analysis of the competency increase based on the written case analyses
→ Quantitative + qualitative score = total score of competency to diagnose pedagogical situation
- In addition two knowledge tests to evaluate the available knowledge before and after the training period

Feedback Regarding the Work with the Cases

- In the participant's opinion, the video cases illustrate everyday teaching/learning situations realistically (about 80 %)
- The participants think that they will be able to perceive teaching events in a more differentiated way thanks to the work with the video cases (76,9%)

Feedback Regarding the Use of the Concepts

- Presented concepts were considered helpful for analysing and interpreting the cases (69,2 %)
- The individual yield depended on the degree of the penetration of the theoretical concepts, about half of the group asked for further thematization including illustration by examples

Feedback Regarding the Use of Multiple Perspectives

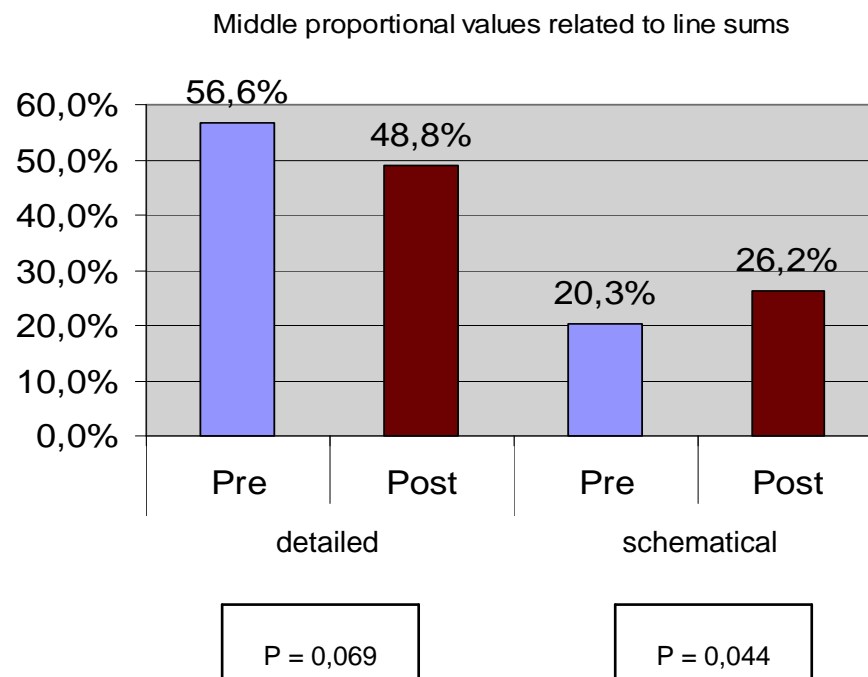
- Presented perspectives were seen als helpful to take the sight of the actors in the cases (72 %)
- If perspectives were taken, this was more often the case for the perspective of the teachers (39,1 %) than for that of the learners (21,7 %)

Effects on the Competency to Diagnose Pedagogical Situations

3 cognitive components quantitatively und qualitatively measured:

- the ability to depict pedagogical situations
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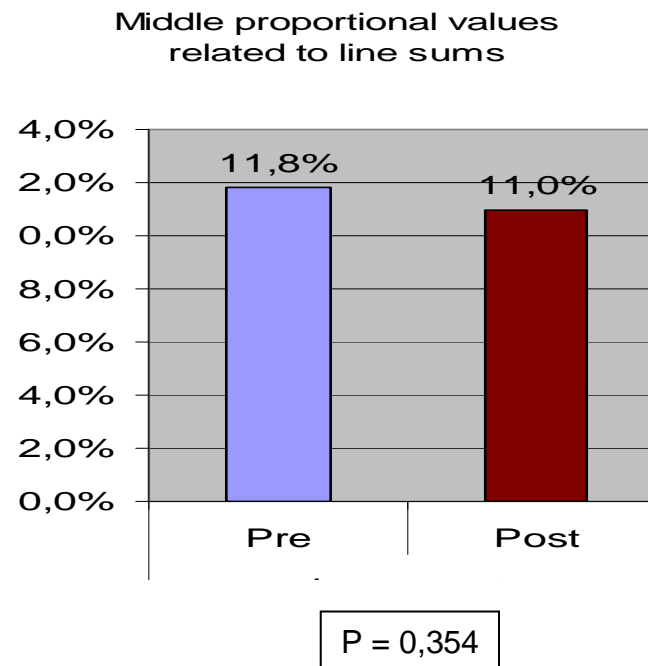
Ability to Depict Pedagogical Situations



- General trend towards detailed reproduction
- Light increase in schematic and categorical thinking, a little less single phenomena put into sequence



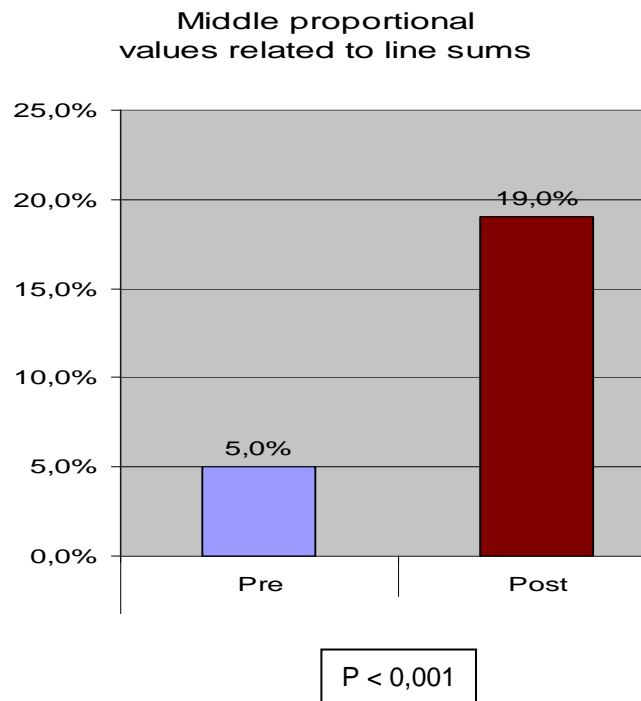
Ability to Take on Multiple Perspectives



- In total a low rate of perspective taking
- Tendential decrease in perspective taking in the post-test analyses compared with the pre-test analyses



Ability to Apply Conceptual Knowledge



- Increase in the amount of theoretical relations within the post-test analyses
- Huge number of relations to the concepts mediated within the training
- Fragment-like relations with low linking to the case

To summarize one can say that

- Competency to diagnose pedagogical situations can be fostered by the way the learning with cases is conceived, especially in the dimensions of theory relations and case description, not so much regarding the adoption of multiple perspectives
- Learning with video-based cases can be used as a method to built a bridge between professional knowledge and professional skills and serve to improve the professionalism of teachers and trainers in lifelong learning processes



Thank you for your attention!