



"What knowledge do learners retain from lessons?"

A Scientific Evaluation of a Series of Teacher Training Events

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An Integral Part of the overarching "KLUG" Project

The dissertation project is a study of effectiveness of a teaching concept that was developed within the scope of the joint project "KLUG – Teaching History Inclusively" by the Universities of Eichstätt-Ingolstadt (Prof. Dr. Waltraud Schreiber, Didactics of History), Oldenburg (Prof. Dr. Clemens Hillenbrand, Special Education) and Tübingen (Prof. Dr. Ulrich Trautwein, Educational Psychology).

BACKGROUND

The theoretical basis consists of the "FUER Model" of historical thinking skills (Körber, Schreiber & Schöner, 2007) and the "Gediko Model" (Heuer, Körber, Schreiber & Waldis, 2019), which models historical didactic competences. The concept is also based on models of good teaching from the perspective of Educational Psychology (Helmke, 2015; Kunter & Trautwein, 2013) and lastly, concepts for the promotion of learning from the perspective of Special Education, including reference to Hatties' meta-analyses (Hattie, 2009).

The teaching concept is a response to the ratification of the UN Convention on the Rights of Persons with Disabilities by the Federal Republic of Germany in 2009, when Germany entered into a commitment to enable all learners to receive the best possible education regardless of their learning needs, that is to say, to be "inclusive". However, teacher training has not been sufficiently adapted to achieve the required change, for example, in the form of a post-qualification for teachers (Altrichter & Feyerer, 2018). Furthermore, the teaching concept aims to use digital teaching and learning resources, which have previously played a secondary role in history lessons (Bernhard & Kühberger, 2018), to support teachers in adapting their lesson design.

RESEARCH QUESTION

To what extent can the effectiveness of a training event be identified through the competence-based, adaptive and digital design of history lessons?



INNOVATIVE TEACHING CONCEPT

2 one-day
face-to-face
training events
(January + March
2021)

&

6 live online
training events
(e-sessions) each lasting
90 minutes
(January - May 2021)

Each of the e-sessions focuses on principles of good teaching and addresses a method of promoting teaching and learning that has been proved to be effective, is related to the subject of History and is linked to the promotion of historical teaching skills and digital competence. Quality criteria will be defined in consultation between Didactics of History, Educational Psychology and Special Education. In the e-sessions, the participants will be helped to put what they have learned into practice in an effective way in their own specific lessons.

Methodology

SURVEY METHOD

The effectiveness of the professionalization measure will be evaluated at the teaching level by means of a qualitative teaching observation technique with a low degree of complexity (Döring & Bortz, 2016).

The observation sheet contains supporting criteria (visible structures of teaching as indicators for the skills-oriented, adaptive and digital lesson design by the teacher). The observational aspects will be developed based on the quality criteria for the teaching activities. The aim is, furthermore, to extract indicators for the underlying structures of good teaching.

The sample consists of 5 history teachers at the upper secondary education level (Gymnasium, Bavaria). Evaluations take place before the start of the series of training events and following each training event – pre/post design with the same observation sheet.

EVALUATION METHOD

The evaluation will be carried out using qualitative content analysis. The categories will be defined both deductively and inductively (Kuckartz, 2018; Mayring, 2015) on the basis of the theory formation of adaptive history teaching.

The observation sheet will be triangulated with the timetable of the respective teacher, the materials of each observed lesson and an interview with the teacher directly after the lesson observation.

CURRENT PROGRESS

The development and pilot of the teaching concept have been completed. The observation sheet is currently being piloted. The coding structure is being developed for the evaluation.

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