

propeto

Leonardo da Vinci programme project

DEVELOPMENT OF SYSTEMS FOR VOCATIONAL TEACHER QUALIFICATION IMPROVEMENT

LT/06/B/F/PP-171009

Proposal on the research methodology for the PROPETO project

Kick-off meeting

1. Preliminary note

The project design allows a systematic accompanying study on the action programs - from our point of view - only for the parts of the project carried out in Lithuania and Germany. In order to achieve a fruitful exchange among all project partners, cross-national investigations related to the national problem areas seem appropriate. The results can be subsequently used to explore potential solutions in the cooperating countries. Against this background the accompanying research will be oriented towards the achievement of the following objectives:

- a) to conduct cross-national surveys on the current situation of the vocational teacher education in the cooperating countries in order to obtain proposals on potential improvement of the teacher education, to identify present problem areas and to develop suitable problem-solution approaches
- b) to carry out a formative evaluation of the trainee program for tutors
- c) to carry out accompanying surveys related to the specific teacher education programs conducted in Lithuania and Germany, which aim to investigate the effects of the action programs using both formative and summative evaluation

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2. The research design

The following suggestions should be taken as initial considerations providing a basis to optimise the research design together with the cooperating partners.

2.1 Cross-national surveys to identify current problem areas

As far as we know, there are considerable differences in the conceptions of vocational teacher education in the cooperating countries. Hence, it seems appropriate to identify the problems in close relation to the national qualification programs. Therefore we propose that

- (1) all project partners describe the existing national types and content of vocational teacher education
- (2) all project partners
 - describe the main national strengths and weaknesses of the vocational teacher education system
 - specify those institutional and curricular measures which appear helpful to reduce or solve the problems
 - if possible outline the barriers which substantially interfere with a potential solution

Based on these proposals we will draw up an overview of the problem areas, which will serve as a starting-point for an exchange of ideas among the partner countries, discussing the handling of the different problems. The objective is to obtain suggestions contributing to each individual optimisation process.

The descriptions and analyses resulting from (1) and (2) provide at the same time substantial parts of the national studies related to vocational teacher education.

2.2 Evaluation of the trainee program for tutors

Considering the fact that a two day training course cannot induce a substantial growth of competence, formative evaluation measures will be employed for the evaluation of the trainee program.

Most appropriately the participants' own concepts concerning the education of future teachers should be taken into account. Furthermore we assume that aspects of the design of teaching/learning processes should be of central importance in the trainee program. Thus, we propose to design the program in a way that

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- (1) makes it possible for the participants to contribute their ideas and expectations regarding the tutor training
- (2) research-based contributions on selected topics related to the design of teaching-learning arrangements are possible.

It might be considered to record in advance specific expectations of the trainee program among the potential participants and experts.

The formative evaluation shall be used primarily to collect data providing information on the importance of the aspects (1) and (2) for the future practice as tutors.

2.3 Accompanying research of the action programs to optimise the current vocational teacher education in Lithuania and Germany

Germany

An optimisation of the current training scheme is planned in the two following ways:

- a) through implementation and permanent curricular integration of project-orientated parts into the teacher education
- b) through closer cooperation between the first and the second stage of the teacher education

On the one hand the related evaluation is based on a formative approach and aims at the acquisition of information helping to optimise the reform proposals. On the other hand it shall be investigated to what extent the “new” courses offered influence the students’ motivation and some selected aspects of educational competences. In addition to an all-embracing longitudinal study the development of the students’ interest in their subjects of the first stage of their qualification shall be recorded in a countrywide longitudinal study. A proven research tool will be taken to record the students’ interest in their studies. The survey is planned to be carried out at the Universities of Stuttgart, Karlsruhe, Munich, Hanover and Hamburg, some of them showing very different approaches in their educational program.

The investigation on the motivation will be based on instruments of Prenzel and associates, which proved to be appropriate in earlier research projects.

In order to investigate the selected aspects of educational competences, a research tool will be developed within the scope of the project. Further information on the content is available in the national project description (Germany).

The summative evaluation of the development of selected aspects of educational competences and the development of the students’ motivation will take place in selected educational seminars, including both conventional and project-oriented seminars so as to allow comparisons.

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