



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

University of Stuttgart
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Kaunas, June 29th



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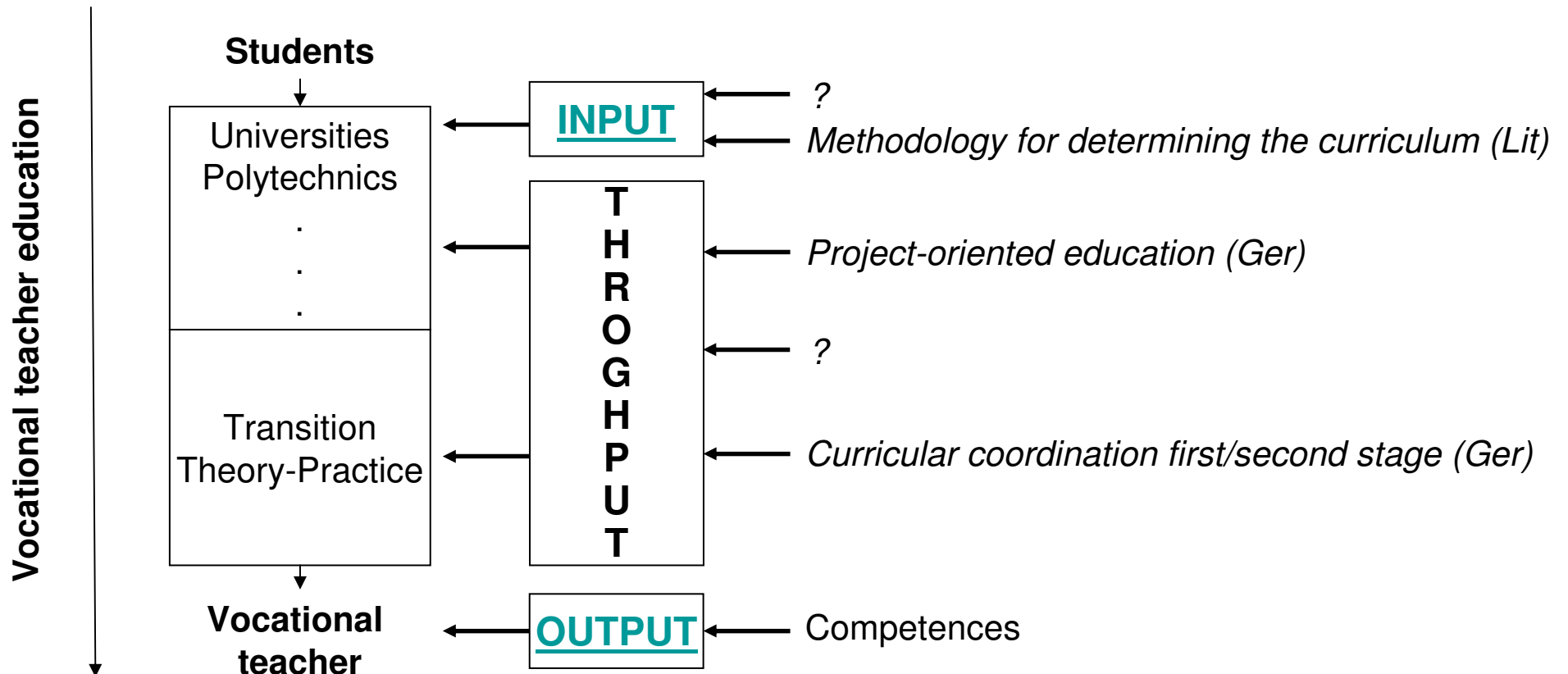
1 Introduction

- National surveys and national studies
- Financial plan
- National projects
- Project Aim: Improvement of the vocational teacher education
- Methodology (in general):
 - Cross-national surveys to identify current problem areas
 - National projects
 - Trainee programme for tutors



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2 General structure of vocational teacher education





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3 Cross-national surveys

- National types and contents of the vocational teacher education
- National vocational teacher education in terms of weaknesses and strengths
- Institutional and curricular measures to solve the problems
- Potential barriers which interfere with those solutions



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4 National Activities

4.1 National project in Germany

a) Implementation and permanent curricular integration of project-oriented courses

- Concept of project-oriented seminars
- Motivation (Instrument Prenzel and associates)
- Selected aspects of educational competences (Instrument will be developed)
- Empirical Evaluation
 - Experimental and control group design (conventional vs. project-oriented courses)
 - Longitudinal study
 - Formative and summative evaluation



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4 National Activities

4.1 National project in Germany

b) Study on students' interests (vocational and economic education)

- Aim: examination of the state and the development of students' interests
- Matter of interest:
 - Correlation: Study interests' and conception of vocational education?
 - Correlation: Quality of education, occupational biography and interest?
 - Differences: Interest in vocational and economic education and occupation-related subjects?
- adapted Instrument of Schiefele/Krapp/Winteler



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4 National Activities

4.1 National project in Germany

b) Study on students' interests (vocational and economic education)

- Empirical study
 - Longitudinal study (one year)
 - Countrywide (Stuttgart, Karlsruhe, Munich, Hanover, Hamburg)
 - Summative evaluation



4 National Activities

4.1 National project in Germany

c) Curricular coordination first/second stage

- First and second stage of vocational teacher education in Germany
- Systematic analysis of both curricula
- Exchange between the responsible persons (Institutionalisation of exchanges)



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4 National Activities

4.2 National project in Lithuania

- Development of the methodology for determining the curriculum
- ?

4.3 Other partners

- Carrying out the national surveys
- ?



5 Trainee programme for tutors

- Four-day training course
- Concept
 - Recording the specific expectations in advance
 - Experiences, ideas and education concepts of the tutors
 - Teaching-learning processes
- Formative evaluation

6 Topics to discuss about

- Study on students' interests in each partner country?
- What does the term ‚tutor‘ stand for?



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2 General structure of vocational teacher education

2.1 Input regulation

- Creation of a curriculum based on empirical proved and historical established theories
- **Advantage:**
 - Concentration on scientific work
 - Historical tried and tested
 - Open
- **Disadvantage:**
 - Diffuse aim
 - Lack of purposeful selection of contents
 - Different understandings concerning the eligible competences of a vocational teach



Proposal on the research methodology

2 General structure of vocational teacher education

2.1 Output regulation

- Creation of a curriculum based on standards and eligible teachers' competences
- **Advantage:**
 - Definite aim
 - Purposeful selection of contents
 - Modular organisation of the education
- **Disadvantage:**
 - Limited perspective regarding the selection of contents
 - Diagnostic uncertainties (lack of competence models)
 - Unproved assumptions (e.g. development of occupational competence via modular education)