Proposal on the research methodology for the PROPETO project

Kick-off meeting

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Content

1 Introduction
2 General structure of vocational teacher education
3 Cross-national surveys
4 National activities
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6 Topics to discuss
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
2 General structure of vocational teacher education

Students

INPUT

Methodology for determining the curriculum (Lit)

Project-oriented education (Ger)

Curricular coordination first/second stage (Ger)

OUTPUT

Competences

Vocational teacher education

Universities
Polytechnics

Transition
Theory-Practice
Proposal on the research methodology

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
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
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
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)
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?
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 teacher
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)