RECITE
Research Circulation in Teacher Education

Pädagogische Hochschule Weingarten

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RECITE meeting TNPM (online)
Evaluation in RECITE: process-form-result

Tuesday 12 October 2021

agenda

1. Evaluation - Clarification of the term

- definition
- function

2. Process and (possible) results

- starting point: questions at the beginning
- SWOT-Analyses as baseline of local action plan
- IOs and evaluation
- modells and stratecies

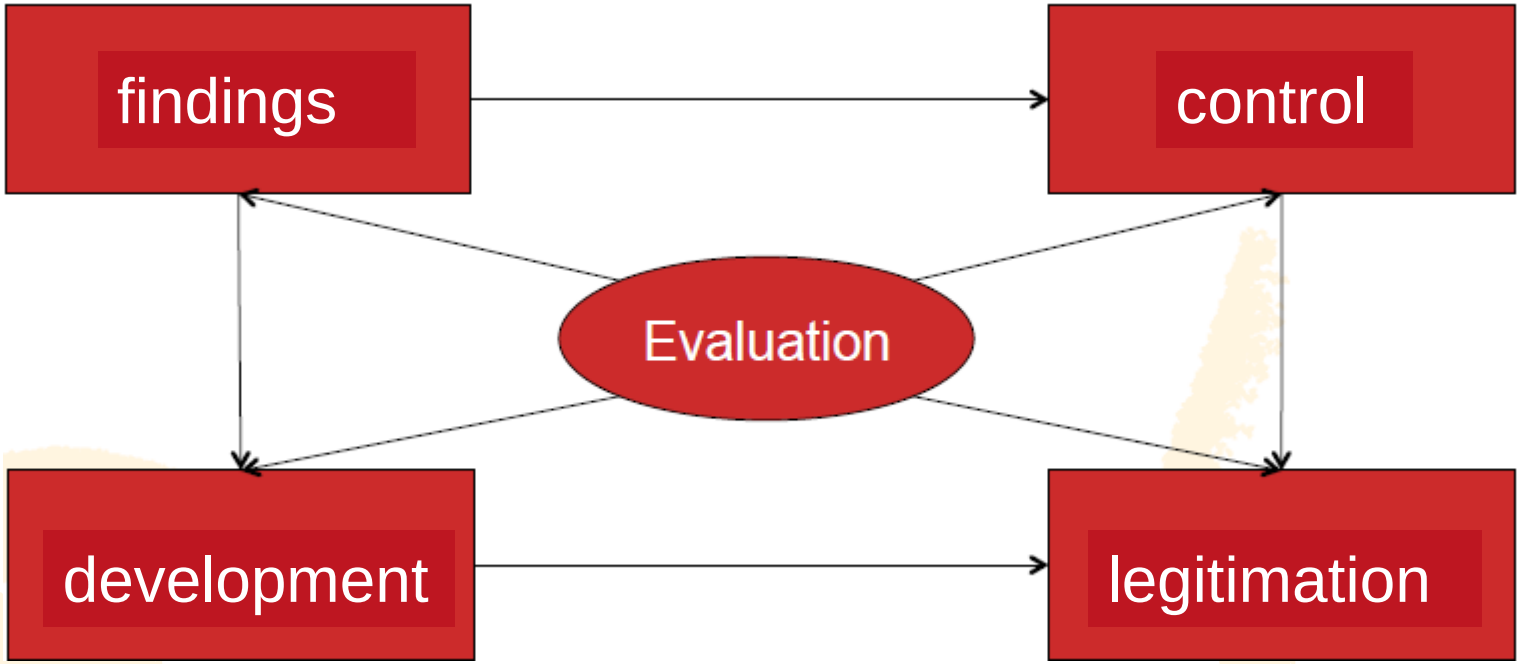
RECITE – Erasmus + Project

Evaluation for definition
(Gmeiner & Gutknecht 2009, S. 9)

- Evaluation means (in RECITE)...

- the methodical comprehension,
- the reasoned evaluation of processes and results in order to
- better understanding and shaping of a practical measure in the field of education through impact control, steering and reflection. (Reischmann 2006, p. 18)

function of evaluation



Stockmann 2006, S. 67

starting-point: questions at the beginning - evaluation in RECITE

- What and at what level is the evaluation carried out?
- Are they related to processes of knowledge transfer (content), the research methods used and the expected knowledge process?
- Which key questions should the evaluation follow and what results should they achieve?
- Who should be included in the evaluation?
- How can the evaluation be carried out pragmatically and effectively?
- Could the evaluation consist of accompanying and reflecting the research process according to the research methodological quality criteria?
- How is the division with colleagues from all partners carried out? What role does the external evaluator of the PH St. Gallen play?

SWOT-Analyses as baseline of local action plan

1. Mapping Workshop
2. SWOT analysis based on mapping workshop results
3. local action plan is derived from mapping and SWOT

The example shows a SWOT analysis of Weingarten:

SWOT-analysis		Knowledge management / knowledge transfer	
		Strengths S1: University internships as theory-practice interface S2: Education plans as links S3: PHs as knowledge generators	**Weaknesses** W1: Lack of connection to previous knowledge and experience W2: Education plans W3: University lecturers as research experts
Theory-practice combination, educational biographies, training courses	**Opportunities** O1: Cooperation of all school practice actors O2: Training plan as a jointly coordinating working paper O3: joint actor-specific research	**S1&O1**: According to all focus groups, university internships represent the most important interface between the different knowledge transfer institutions, in which ideally all the actors involved can be involved (WS_1). All participants must be involved as equal players. (WS_2) **S2&O2**: curriculums are the most relevant link between school and university in the opinion of students and teachers. (WS_1+2). It is the competence-oriented basic paper that orients and guides teaching work. The educational plan work represents a link between school and university through which knowledge is exchanged. **S3&O3**: University of Education are seen by students (WS_1) and university teachers (WS_3) as generators of scientific knowledge; university teachers are predominantly involved in the research process.	**O1&W1**: The university practical phases represent a decisive coordination challenge for the students, the school mentors and university supervisors* with regard to the minimum requirements, specialist fields of competence, teaching (planning) requirements, etc. The integrated semester internship in particular requires intensive communicative understanding and adaptation to previous student experience. The challenging transition process represents a problem area with high drop-out rates for students due to the frequent lack of institutional networking (E2BS, knowledge transfer strategy of the PH and SMS). **O&W2**: Educational plans or module manuals provide orientation and guidelines for all actors, which are often not per se "readable" and decipherable for students. These must be reduced through special measures and projects or appropriate coaching must be implemented. **O&W3**: At the interface, there are few cooperative practical projects, which are also evaluated and empirically investigated from all sides.

intellectual outputs and evaluation

Intellectual Outputs	IO 1	IO 2	IO 3	IO 4
Action:	mapping of existing research circulation + SWOT Analysis	research strategies + local action plan	guidelines for Research Governance	evaluation
Evaluation Form:	questionnaire 1 (March 2019)	questionnaire 2 (September 2020)	posters with guidlines from each partner	summary of results

IOs and evaluation

- The evaluation is designed as a summative overall view.
- This form was chosen because of the wide variety of implementation strategies involved.
- An evaluation of the effectiveness of the individual measures, strategies and projects cannot be done externally and is not necessary.
- The questionnaires were used to ask for the individual work statuses and feedback from those responsible for the project.
- Identify models?

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Reflective Seminar (E7): Dialogue on transferability potential and impact
Intellectual Output 4: Evaluation
Partner institution: all Partners

1. UC SYD (Denmark)
Recite Keywords:
- surveys among teacher educators, management, Swot-Workshop: strength, weaknesses, opportunities, threaths:

Project:
- TE e.g. University School for bi-directionally changes

Project Progress:
1. School projects between school, TE, research, municipality, 2. TE / 1st year students closer to praxis, 3. Research into TE

2. NTNU (Norwegen)
Recite Keywords:
-

Project:
- Develop research project (R&D projects)
- between school and teacher education

Project progress:
- NTNU researchers presented 8 possible collaborative research projects
- School teachers presented 10 possible collaborative research projects
- More information about the "open day"

3. Jyveskalya (Finland)
Recite Keywords:
- networking and transfer of the project, connection to research, sensitive to the current research strategy developments

Project:
- Implemenation of research-based teacher education

Project/Analyse progress:
1. Analyse JYU webpages,
2. interviews with key individuals in the Faculty, online surveys for staff and
3. doctoral student responses

4. PH Weingarten (Germany)
Recite-Keywords:
- Schooladaption- SMS, Interface school - university, knowledge transfer, Stakeholder

Project:
- „Studierende machen Schule!" Schooladaption

Project progress:
1. Analysis needs and
2. development of a consulting concept
3. ties to the university

5. Linköping (Sweden)
Recite Keywords:
- platforms for easier interaction, optimizing research, expressed interest from practice, opportunity to give their perspective

Projects:
- Implemenation of research-based teacher education

Project/Analyse progress:
1. national project involving several universities
2. corresponding strategy document and adapt the format

6. Euro. Univ. Cyprus (Zypres)
Recite Keywords:
- collected information about research, the department policy, research centers, 7 colleagues at the University

Projects:
- analysis in university, the department policy, research centers etc.

Project progress:
- IO1 activities,
- focusing on the SWOT analysis
- Targets available at the university level

modells and stratecies of teacher education

In teacher education there has been several different models and strategies in the attempt to integrate research in the everyday pedagogical practices:

A. research-led teacher education:	**B. Practice-based teacher education:**	**C. research-based teacher education:**	**D. evidence-based teacher education:**
Teacher students collect research results from research work of others.	Teacher students are trained by being involved in practice and the resulting feedback.	Teacher students learn through research and inquiry based activities.	Teaching methods are based on evidence (Healy, 2005; Kansanen, 2005; Elen, Goedhart, et al. 2009)

What research strategy underlies these different models?

*marked in black = identified form of teacher education in the project

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Thank you for your attention.

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