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Kuntze, Sebastian

Teachers' beliefs on teacher training contents and related characteristics of implementation – the example of introducing the topic study method in mathematics classrooms.

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Zusammenfassung: Vor dem Hintergrund von Evaluationsansätzen zu “Bottom-up”-Implementationsstrategien in Lehrerfortbildungen wird untersucht, wie Lehrkräfte Anregungen der Fortbildungsmaßnahme implementieren. Dabei wird erwartet, dass Erwartungen der Lehrkräfte dem Fortbildungsinhalt gegenüber auch dessen Implementation beeinflussen können. Für das Beispiel von Fortbildungsinhalten zur Rahmenkonzeption der sog. “Themenstudienarbeit” zeigen sich Anzeichen für Zusammenhänge zwischen Erwartungen zur Lernumgebung und Implementationsmerkmalen.

Summary: So-called “bottom-up” strategies for implementation based on mathematics teachers' own developmental activities are considered to be a powerful approach when encouraging teachers to introduce alternative instructional practices. For evaluational research of in-service teacher training programs using “bottom-up” implementation strategies, the way how teachers implement contents of the teacher training is at the centre of interest. As the teachers' active role in the implementation process is necessary, their individual beliefs on the contents of the teacher training and their expectancies might influence the teachers' implementational activities. These beliefs can be considered as components of professional knowledge and pedagogical content knowledge (Shulman, 1986) in particular. For this reason, the study focuses on the development of beliefs on contents of a teacher training program throughout the training on the one hand and relationships with characteristics of implementation on the other hand. We consider the example of introducing a student-centred learning environment, the so-called topic study method, in the teachers' classrooms. The results indicate that there are interdependencies between beliefs on the teacher training contents and characteristics of implementation.

Classification: C79 D49

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