„Self-reflection regarding their own technology lessons – analyzing practical phases“

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Self-reflection – the ability to critically consider their own actions and lessons – is one of the central skills of professional teachers. Appropriately, the attempts to implement the acquisition of this basic skill in teacher education, are numerous. Although the importance of the self-reflection of teachers is almost undisputed, there are hardly any studies devoted to the analysis of the self-reflection competence of prospective technology teachers in particular. But since technology lessons are especially action-oriented, they pose special challenges for teachers reflecting their own actions. Thus this thesis conducts fundamental research by analyzing the self-reflection of prospective technology teachers regarding their own technology lessons during their practical phase. The focus of this thesis lies on the self-reflection practice and the quality of the self-reflection. The comparison of the conventional school internship with a learning laboratory will yield information about the impact of these learning environments on the students' self-reflection.

In order to collect significant data, several research instruments are used, which allow an assessment of the self-reflectivity. Eight students of technical education are questioned during their ten-week internship. Four students complete this internship in the conventional form at a cooperating school, while the remaining four teach at a learning laboratory of the university. At the beginning and end of the internship the students participate in a video stimulated recall interview, in which video sequences of their own classes are reflected. In addition to that, two questionnaires are used in order to obtain both an external assessment and an assessment of the student him- or herself of the students self-reflection competence and practice.

Objectives of this research are to make statements – on the basis of the obtained and qualitatively evaluated data – about the quality of the self-reflection and the self-reflection practice on the one hand and to identify possible differences between the two learning environments of the practical phases on the other hand. Since it is conceivable that a complexity-reduced learning environment has a positive effect on the acquisition of self-reflection competence, an implementation as a precursor to the conventional internship could be to considered for the structure of the university course.

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