

„Collaborative Reflection on Teaching in Teacher Education – an Intervention Study“
by Laura Weiland

Supervisor: Prof. Dr. Ulrike-Marie Krause, Educational Science,
Carl von Ossietzky University of Oldenburg

The ability to collaborate and the ability to reflect on teaching are regarded as important dimensions of teacher professionalism. Fostering these abilities is one of the main goals of teacher education (c.f. e.g. Oser & Oelkers, 2001; Rahm & Lunkenbein, 2014).

In the present context, *collaborative reflection* on teaching is defined as a co-constructive, criteria-oriented analysis of a lesson, including mutual feedback, with a focus on strengths and potentialities. The interlocutors communicate on an equal basis (peers).

The concept of collaborative reflection is based on other concepts such as reflection on action (Schön, 1983) and cooperative coaching (Kreis & Staub, 2009). It is also based on studies about feedback and cooperative learning (e.g. Krause, Stark & Mandl, 2009).

This quasi-experimental intervention study with a pre/post design and a control group ($N =$ ca. 120) investigates the effects of a university seminar on cognitive, motivational, affective and attitudinal aspects of preservice teachers' competence in the field of reflection on instructional quality. The seminar deals with collaborative reflection on teaching on a theoretical and practical level. In the course of this seminar students plan school lessons based on theoretical knowledge (cf. e.g. Helmke, 2014). Moreover, the students analyse forms and functions of reflection on teaching on a theoretical and practical basis (simulation of talks). Afterwards the students carry out the lessons they planned and they conduct collaborative reflections.

The factor *structuring the talks with a script* will be varied (with script vs. without script) (cf. e.g. King, 2007). Data will be collected from tests, questionnaires, audio recordings of the conversations and interviews. The concept of the seminar and the instruments were tested in a pilot study.

References

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