

„Development of lesson planning during teacher education at the University of Oldenburg – a qualitative pre-post study“ by Jochen Werner

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Lesson planning and preparation is an important component for being a teacher as well as for teacher training at universities and research evidence indicates that lesson/teaching quality is closely related to lesson planning (Danielson, 2007). Little is known, however, as to what extent teaching training enhances lesson planning. There are a few studies that examine teachers lesson planning (e.g. Morine-Dershimer, 1979) but there is little research which actually examines the development of lesson planning by students, particularly during teacher training at university.

The central objective of this research project is to find out to what extent teacher training contributes to effective lesson planning. In German studies lesson planning is traditionally attributed to “General didactics”. Zierer summarised the key elements of different general didactic’s planning models and developed an Eclectic Model (Zierer/Seel, 2012), based on his theory about Eclectic Didactics (Zierer, 2009). The Eclectic Model is the theoretical framework for my study. Lesson planning activities within the teacher training at the University of Oldenburg are explored during two different stages of students’ education: during a preparation course for conducting a school internship and after the first internship at school. The research is defined by the following questions:

1. *“Which elements of general didactics do teacher training students utilise when they plan a single lesson?”*
2. *“How is the written planning of one single lesson by teacher training students influenced by the (preparation) course and the first school internship?”*

The research project is designed as a qualitative longitudinal pre-post study with three time points. Lesson planning documents are collected before and after the preparation course for the first school internship, and after the internship. At each time point, 50-60 teacher training students were asked to plan one lesson in written form, where the teaching content, class, grade and school level were predefined. Overall 58 (33f/25m) teacher training students submitted 144 lessons plans. The lesson plans were analysed with Qualitative Content Analyses (QCA) (Mayring, 2010) using a mix of deductive and inductive category systems, based on the eclectic model. This system is the research instrument for analysis and compares the planning documents at the various time points.

References

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