

Forschungsorientierung im Lehramt: Chancen und Herausforderungen

Ringvorlesung im Sommersemester 2017
Professional School of Education | Humboldt-Universität zu Berlin



Die Ringvorlesung richtet sich an alle im Lehramtsstudium Tätigen aus den Fachwissenschaften, den Fachdidaktiken, der Sprachbildung und den Bildungswissenschaften. Studierende und andere Interessierte sind ebenfalls herzlich eingeladen.

Hochschuldidaktiker_innen und Wissenschaftler_innen aus dem In- und Ausland werden ihre Konzepte, Erfahrungen und Ergebnisse empirischer Forschung teilen und diskutieren. Die Vorträge sollen Impulse zur Weiterentwicklung verschiedener Formen von Forschungsorientierung im Studium und in der Praxis angehender Lehrkräfte geben.

16. Mai 2017
18.15 – 19.45 Uhr

Hausvogteiplatz 5-7
Raum 0007

Prof. Dr. Jan van den Akker
Netherlands Institute for Curriculum Development | Utrecht

Research-based design by and with teachers

In teacher education, it is one goal to prepare the students for future research activities in schools. Often, students see this objective sceptically, because they do not assign value to research-based approaches involving teachers as researchers. This lecture aims at showing a design perspective that might offer reasons for research-based learning within teacher education, which finds its continuation in teachers' individual professionalization and their common efforts to enhance school development.

Design research in education refers to an approach with different faces and emphases, usually combining purposes of both (scientific) research as well as (practical) design, and often also aiming at enhancing professional development of participants. That triple aim comes convincingly into fruition in research-based, collective design activities of groups of teachers in cooperation with external researchers.

After a short overview of various types of design research, I will focus in this presentation on research-based curriculum design by teacher design teams (TDTs), discussing the following questions: why are TDTs promising; what are their characteristics; how do they operate; how do they interact with external researchers; what is their potential impact. Looking at teacher education, I also will discuss which are useful personal skills and attitudes for such team members to possess or develop.

In this presentation I mainly draw on experiences in the Netherlands, but I will also explore how this approach could be particularly valuable for enhancing teacher professional learning in Berlin.



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Praxisforschung in der Schule: Forschendes Lernen in der Lehrkräftebildung
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