

So far, so good? New perspectives on teaching research

Teachers and pupils are fixed components of teaching and thus experience daily what happens in the classroom. Empirical research on teaching has technical and theoretical limitations when attempting to capture such complex occurrences and processes „from the outside“ and dependent on existing perspectives.

Currently, standardised proficiency tests are used whereby pupil performance becomes the expression of the quality of instruction.

From a research point of view, however, the resulting correlations can only be seen as vague assumptions hardly capable of doing justice to the complex processes of instruction.

One difficulty of current research projects on the classroom is that learning and teaching are usually considered to be onesided and mechanical acts. In the workshop, we postulate that teaching is a complex social situation in which several participants interact at different levels in the learning process. Hence, the focus of our workshop is on the question of how under these circumstances can we find out what happened in the classroom, i.e. how can we as researchers know what went on in the classroom?

When: 08.12. – 10.12.2011, 10.00 – 17.00

Where: Department of Education, Sensengasse 3a, 1090 Vienna

KPH Wien, Campus Gersthof, Severin-Schreiber-Gasse 1-3, 1180 Vienna

Speakers: Pamela Sammons (University of Oxford)

Jan Bengtsson (University of Gothenburg)

Heather Hill (Harvard Graduate School of Education)

Clemens Wieser (University of Vienna)

Corinne Wyss | Mathias Baer (PH Zürich)

Gjert Langfeldt (University of Adger)