

Mythos Weiterbildung?

Die Effektivität von Programmen zur Verbesserung der Qualität des Lehrens und Lernens an Hochschulen

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Fragestellungen

1. **Verbessern die Programme die Qualität des Lernens?**
2. **Welche Programmformen sind nachhaltig in diesem Sinne?**
3. **Welche Schlussfolgerungen lassen sich aus den Ergebnissen ziehen?**

1. Verbessern die Programme die Qualität des Lernens?

Kirkpatrick: Four-level hierarchy of educational outcomes

- **Reaction: subjektive Meinung und Einstellung: JA**
- **Learning: subjektiver und objektiver Wissenszuwachs: JA**
- **Behavior: Veränderung der methodisch-didaktischen Fertigkeiten und des Lehrverhaltens: JA**
- **Results: Veränderungen studentischer Evaluationen der Lehre und der Qualität des studentischen Lernens: teilweise**

Kirkpatrick, 1997; Kirkpatrick & Kirkpatrick, 2005, 2006

2. Welche Programmformen sind nachhaltig im Sinne der Förderung studentischen Lernens?

- **Entwicklungsprojekte mit einem Team von Lehrenden oder in einem Studiengang (*in situ* training);**
- **Beratung, kollegiale Rückmeldung und Mentorensystem;**
- **Intensive, systematisch aufgebaute und theoretisch fundierte Programme.**

Prebble et. al. (2004)

Steinert et al. (2006)

3. Schlussfolgerungen

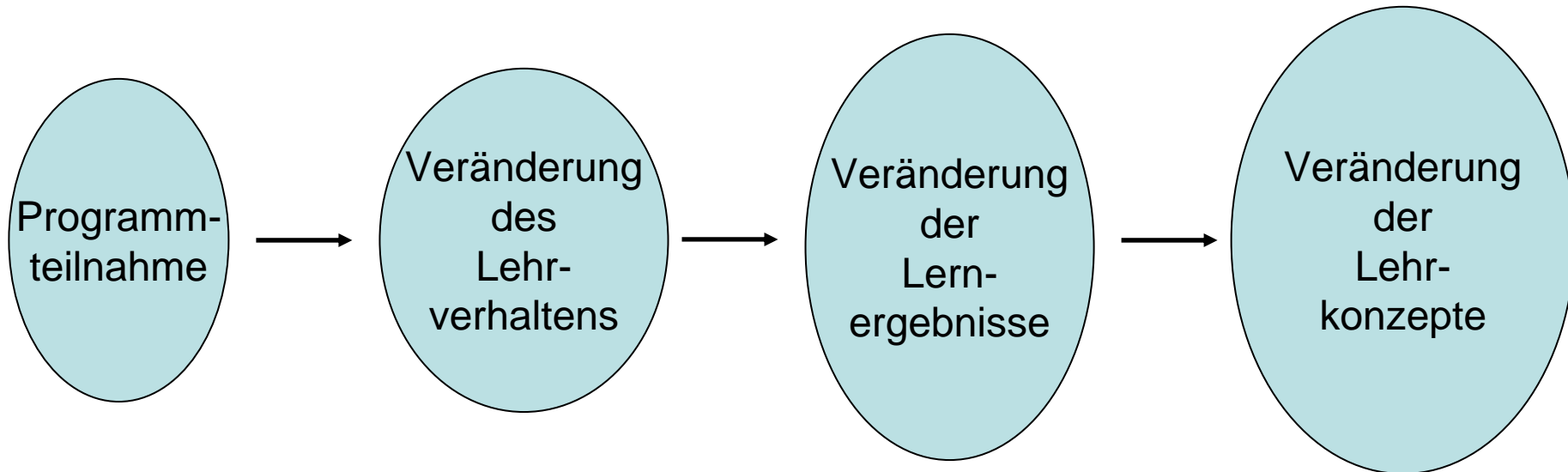
Effektive Programme haben folgende Merkmale:

- **use of experiential learning (e.g., hands-on practice of teaching skills, case or situational analysis, roleplay of student-teacher interactions);**
- **provision of feedback to participants about their performance;**
- **opportunity to apply skills within the program or soon after;**
- **use of peers to model exemplary teaching behaviors and share perspectives on teaching;**
- **facilitate peer interaction and the building of colleague relationships;**
- **use of a diversity of learning experiences;**
- **opportunities for post-program assessment of skills.**

Der Prozess der Veränderung

- *Recognize that change is a gradual and difficult process for teachers;*
- *Ensure that teachers receive regular feedback on student learning progress;*
- *Provide continued support and follow-up after the initial training.*

Der Prozess der Veränderung



Guskey, 1986

Impact of Intensive Faculty Development Programs

1. **Behavioural change models** – that focus on changing the teacher's behaviour in the classrooms
2. **Developmental models** – based on the idea that teachers change their focus of attention over the course of their career, from self to subject to student (passive) and finally to student (active)
3. **Reflective practice models** – that advocate the development of reflective practitioners
4. **Conceptual change models** – that maintain teachers' conceptions about teaching are linked to their teaching intentions and strategies
5. **Student learning models** – that focus on students' approaches to study, and their perceptions of their learning environment
6. **Hybrid models** – that combine elements of several models.

Nachweis der Effektivität durch die Teilnehmer

1. The worksheets, handouts and workbooks have been useful to me
2. The background information on educational issues and trends was helpful
3. The programme gave me a new awareness of concepts and changed some of my previous assumptions
4. I was comfortable with the values and attitudes about teaching promoted in the programme.
5. The programme made me feel more confident and positive.
6. The programme motivated me to want to do more study or reading.
7. The programme deepened my understanding of educational theories and processes.
8. The programme was useful to the department / institution in which I work
9. The programme brought about changes in the way I teach / work

Literaturhinweise

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