

Case-based Learning in Teacher Education - Learning from challenging situations

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Agenda

- 1 Challenges in Teacher Education
- 2 Case-based learning
- 3 Case-based learning in Teacher Education
- 4 Overview of the project

Challenges in Teacher Education

Teacher education in Germany is organised differently depending on the federal state with various problems



What is common?

- Large number of subjects
- Gap between Theory and Practice
- Isolated Parts of Teacher Education (Students' Experiences in Teaching, Theory, Results of Empirical Research, Practice Training)

How can Teacher Education anticipate Future Challenges?



Challenges in Teacher Education



Questions:

- Are students able to close the gap between theory and practice?
- Do they regard theory and empirical findings as relevant for further Teacher Behaviour?

Case-based learning



- Learning based on authentic cases
→ relevant in academic education, especially in studies of law and medicine
- Approaches of cognitive psychology emphasize the importance of case-based learning (e.g., case-based reasoning)
- Central aims of case-based learning: Relate theoretical knowledge to concrete action situations and preparation for professional behaviour at work

Case-based Learning in Teacher Education – Theoretical References

- Situated learning
- Strategies of problem solving
- Cognitive-Apprenticeship (Collins, Brown, Newman)
- Biographic-reflexive approach



Traditional use of cases in Teacher Education

- isolated projects and initiatives
 - mostly no structural integration of casework
- Different from remembered or constructed situations that lecturers use for illustration



Case-based learning in Teacher Education

- Project of the LMU Munich, University of Bayreuth and Friedrich-Alexander-Universität Erlangen-Nürnberg
- Case-based learning implemented in special seminars
- Main goals:
 - improvement of students' reflection skills and theory-based situation analyses
 - planning possible teacher behaviour based on theories, concepts, empirical results and own experiences.



Case-based Learning in Teacher Education

- From concrete experience to theory-based analysis and action
- Case-based-learning integrates different fields of study
- ... Cooperation among several phases of Teacher education: Study, Teacher Training (Trainees), Further Education



Authentic Situations as Chance for Learning

Steps of creating „cases“

1. challenging/demanding situations – interviews, consulting
2. categorization
3. expert validation of procedere and „cases“
4. seminars (different concepts)

Situations - Examples

- Project fails / Teamwork fails
- Motivation Problems (Teachers and Pupils)
- Different Levels of English in Classroom
- Pupil calls Teacher a dirty homosexual
- Bullying by the Vice-Director
- Pupils take responsibility for a Students' Enterprise
- Parents do not assist Teachers as expected

Challenging situations in school. A case-based workbook.



Case-based-learning in Teacher Education

5 min before lecture time the father of a pupil blames the teacher and wants to discuss his opinion immediately



Identification of relevant information

Analysis of possible reasons

Solutions based on Theory and empirical findings



Case-based-learning in Teacher Education - Procedure



**Situation-analysis –
Theory, Models,
Results (Literature)**

**Possible Actions
based on Theory
and experience**

**Solutions based
on Theory and
empirical findings**



**Find your own way –
after study of theory
and research results**

Research

- Study: How can students deal with a new situations?
 - Learning Outcome: Answers categorized
 - Effectiveness of different seminars
- Relevance of case-based seminars for study and future profession in comparison to other seminars



Trends

- Students...
 - consider these seminars to be more career-relevant
 - are more motivated
 - report that they recognize theory and empirical findings as relevant for future teacher actions

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