

Participatie van docenten in ontwerpteams: professionalisering als ontwerper en uitvoerder van concept-context materiaal

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Hoe draagt de deelname van docenten in concept-in-context ontwerp teams bij aan de ontwikkeling van hun concept-in-context-vaardigheden, en welke factoren in deze teams werken hiervoor bevorderend of storend.

Samenvatting

In the Netherlands, an innovation is taking place in the science subjects in the upper levels of secondary schools aiming at more appreciation of the sciences and at better learning results of the students. New teaching materials following the concept-in-context- (CoCo) pedagogical approach are being created in design teams comprising teachers. These teachers are expected to professionalise due to their participation in the design team and to develop CoCo-proficiency. Apart from CoCo teaching competencies, CoCo-proficiency comprises competencies in designing CoCo-material and competencies in helping implement CoCo in school. The central question in this PhD project is: *how does the participation of teachers in CoCo-design teams contribute to their professional development towards CoCo-proficiency, and which factors concerning the teams hinder or facilitate this.*

First, an instrument for measuring CoCo-proficiency is developed and tested in a pilot study. It comprises a questionnaire, an interview, and a scorecard for observing CoCoteaching. Second, this instrument will be used in a multiple case study (n=32) to evaluate the CoCo-proficiency of teacher-designers from various teams. These will be compared both mutually and with non-designing teachers. The characteristics of their teams will be monitored using an analytical framework previously designed and tested in the pilot study. Besides this, a retrospective interview with the teacher-designers will help to attribute the observed CoCo-proficiency to factors within the design teams. Finally, an intervention study is performed with two teams, in order to confirm the relations found in the second study.

The PhD project will establish what kind of characteristics of design teams foster or hinder the development of CoCo-proficiency in participating teachers. The results can be used to optimise design team set-ups and to develop professional development courses concerning the CoCo innovation.