



HELSINGIN YLIOPISTO  
HELSINGFORS UNIVERSITET  
UNIVERSITY OF HELSINKI

**Professor Matti Meri**  
**Tallinn Conference June 2008**

# Teacher as Researcher

- Viewpoints about the Education of Competent Professional Teacher

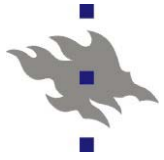


- TEACHERS
- INTERCULTURAL
- COMPETENCES as
- KEYSTONES to
- LEARNING in
- EUROPE

European Coordination:  
Staatliches Seminar für  
Didaktik und  
Lehrerbildung – GHS-  
Offenburg  
[http://www.tickle-  
project.eu/](http://www.tickle-project.eu/)  
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Education and Culture DG  
Lifelong Learning Programme  
134317-2007-DE-Comenius-CMP



# Models of teacher education

**Deduktive**

School-  
based

Research-  
based

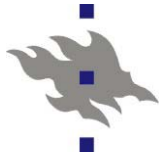
**Induktive**

Experience-  
based

Problem-  
based

**Intuitive**

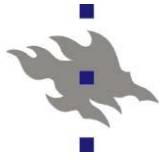
**Rational**



# THE MAIN IDEA OF TEACHER EDUCATION

## INTERACTION, PROFESSIONALITY AND SOCIETY

- The student's professional development is supported with collegial working culture, different modes of action and student's argumentation skills.
- Teacher education produces the teachers, who have wide professionalism. The professionalism is based on pedagogical thinking, teacher as researcher approach and personal practical theory.
- The student teachers are guided to reflect on the ethical issues of education and to work as active change agent at school community and in society.



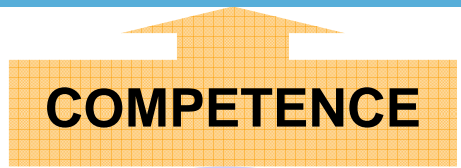
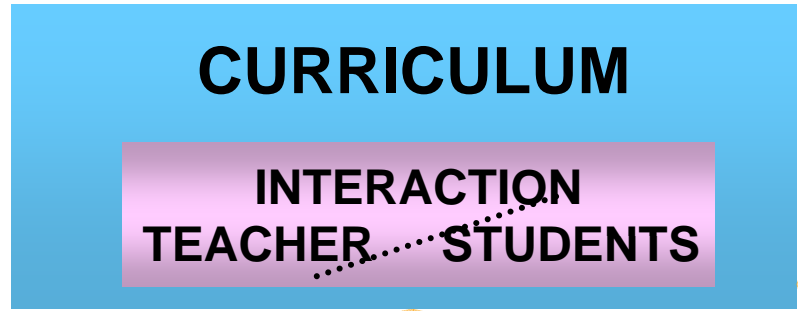
# THE AIMS OF TEACHER EDUCATION

- **Humanistic conception of man and educational science**
  - The individual's personal growth and the social and cultural meanings of education are united in teacher education.
  - They promote individual's life long learning.
  
- **Studying skills**
  - The student develops her/his observation skills, reflection skills and analysis skills by practicing her/his pedagogical thinking.





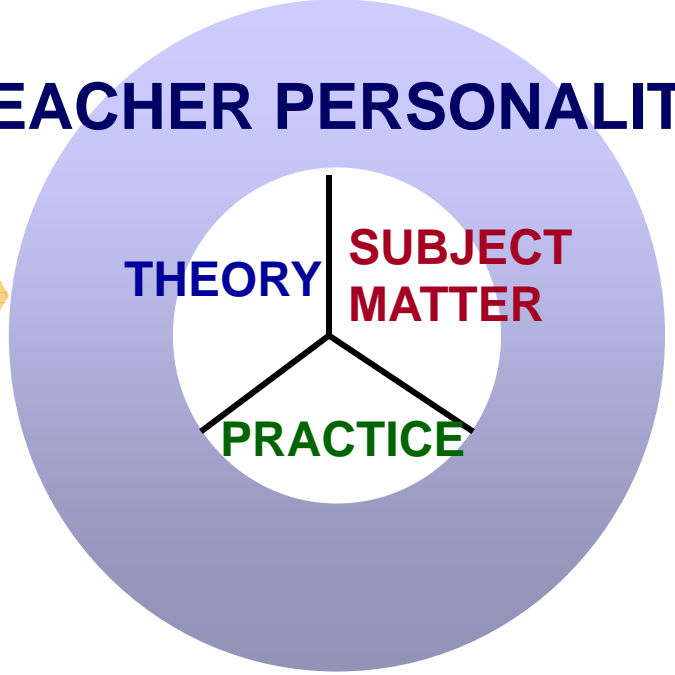
# TEACHING PROCESS



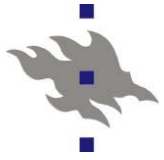
# PRODUCTS of EDUCATION



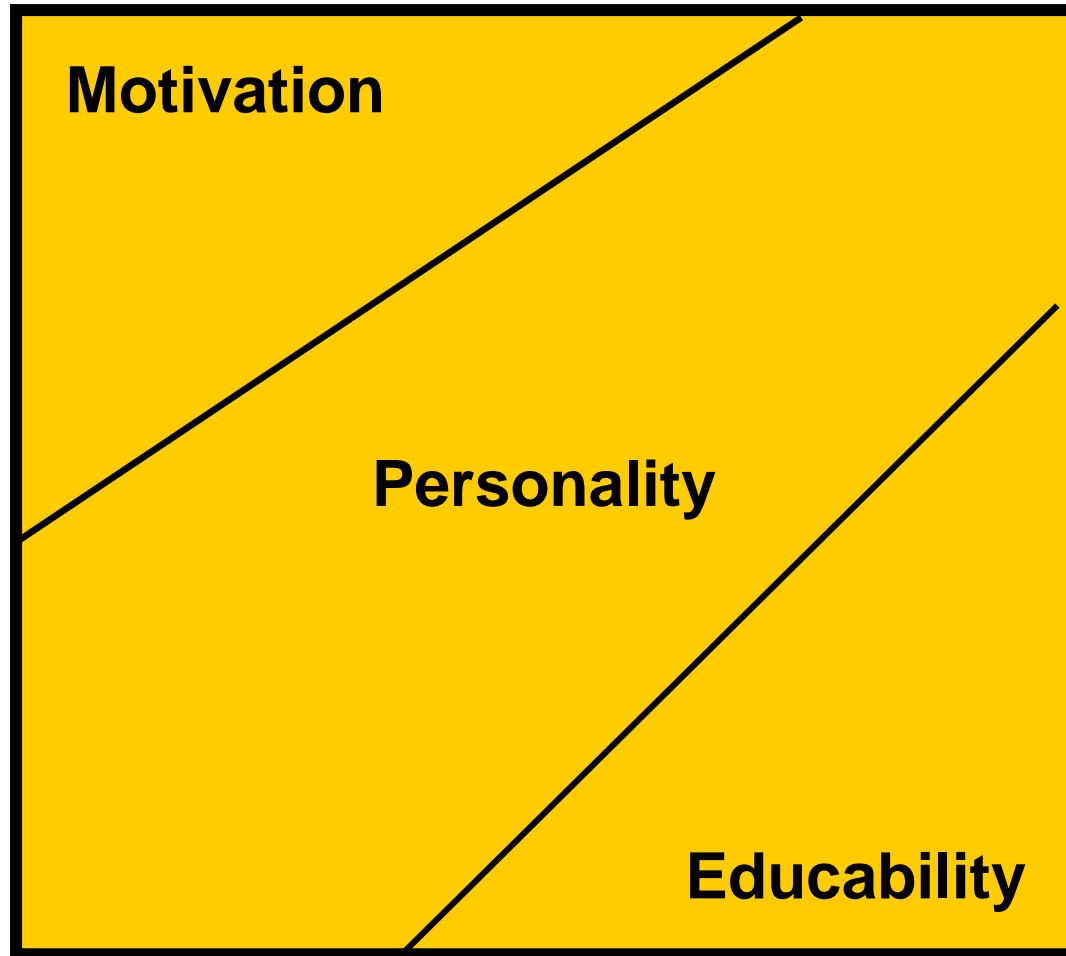
# TEACHER PERSONALITY



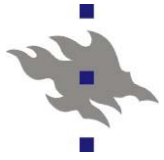
# TEACHER EDUCATION PROCESS



**Commitment**

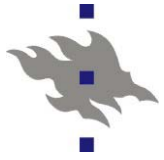


**Suitability**



# Competences of a teacher

- An expert teacher has to have competence in:
  - Subject knowledge and skills: an expert teacher has a well organised knowledge structure in a subject, an understanding of the nature of knowledge and how new knowledge is acquired and adopted in the subject, ...
  - Pedagogical knowledge and skills: an expert teacher can plan, implement and evaluate teaching-studying-learning activities (teaching methods) and learning; motivate students and use ICT and media in education
  - An expert teacher is able to develop his/her own teaching together with other colleagues; collaborative, reflective and contextual professional development skills



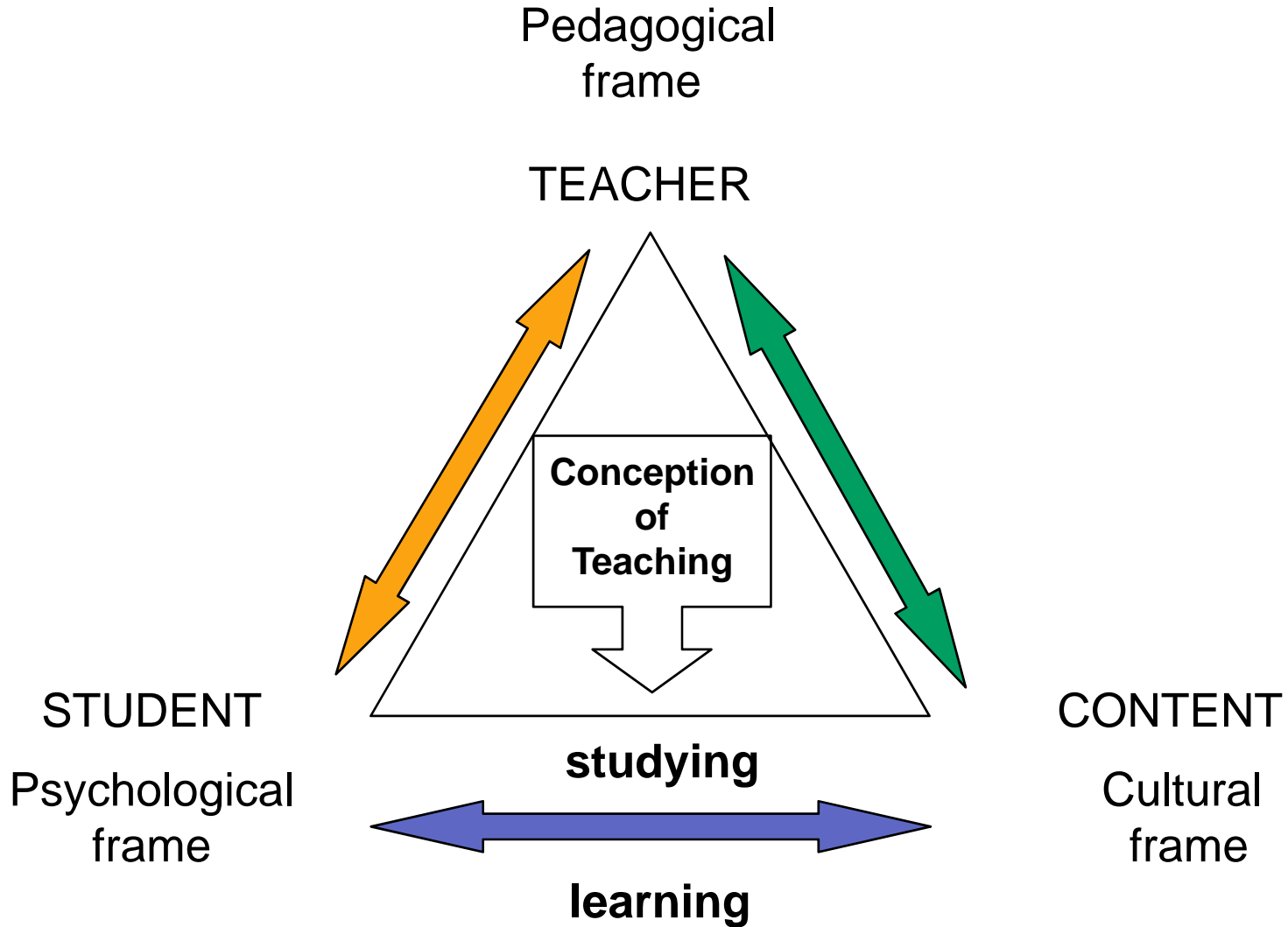
## Teacher's Core Competences

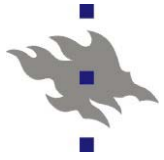
- Self-confidence
- Creativity
- Meta-cognitive skills
- Skills to direct interaction
- Ability to create teaching-studying- learning environments





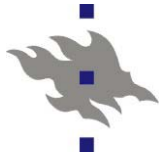
# The Contents of Teaching-studying-learning – Process in Teacher Education





## Making Educational Decisions

- Choosing between alternatives
- Unconscious – Conscious
- Planning – Interaction – Evaluation
- Reflection (Schön & Eraut)
  - Reflection-in-action
  - Reflection-on-action
  - Reflection-for-action



## The Nature of Practice Teaching

### Descriptive

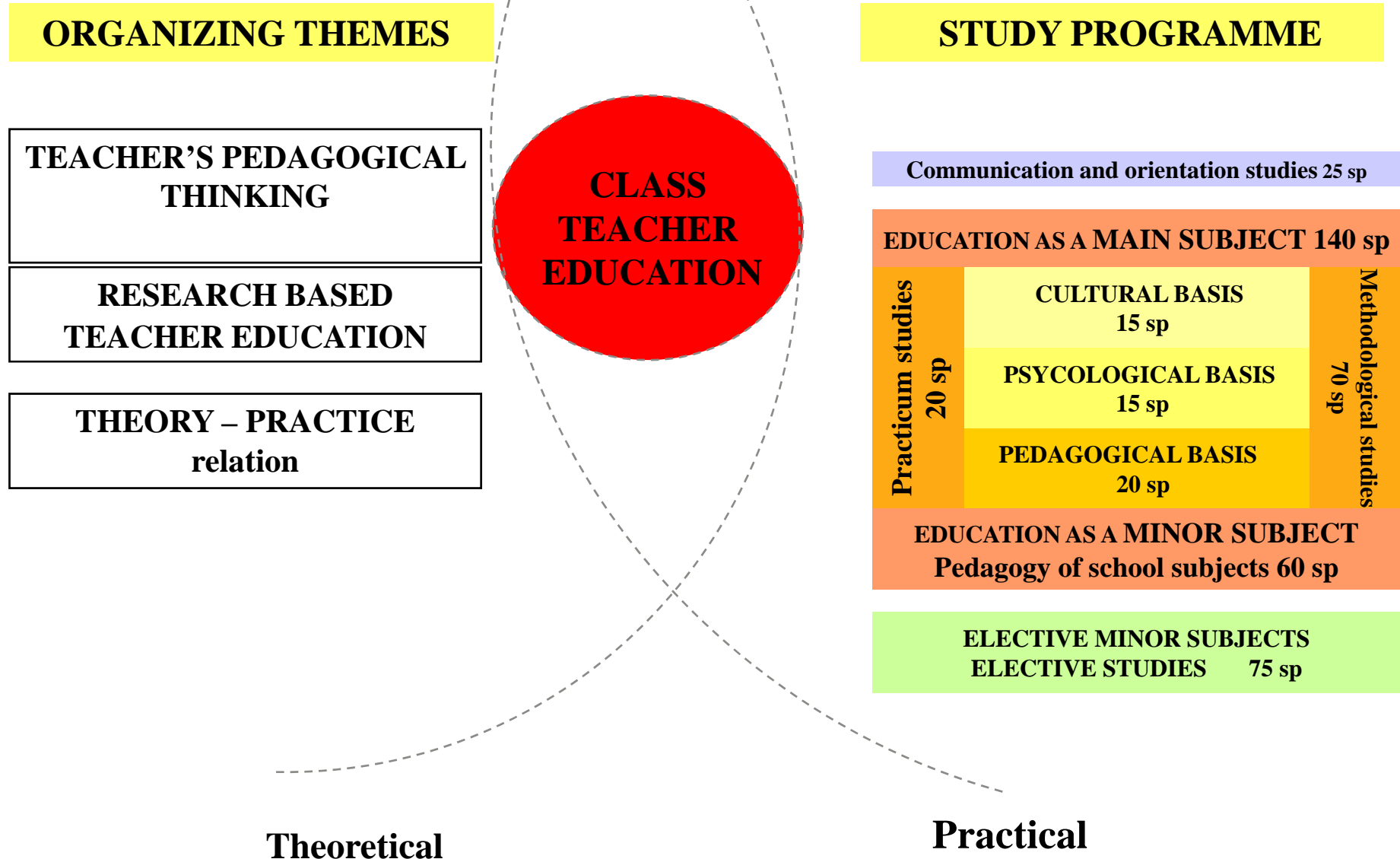
- Objective
- What do we know about teaching?
- Research
- Knowledge-based

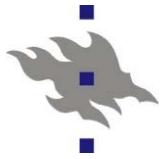
### Normative

- Take a stand
- What is good teaching?
  
- Making decisions
- Ideologies

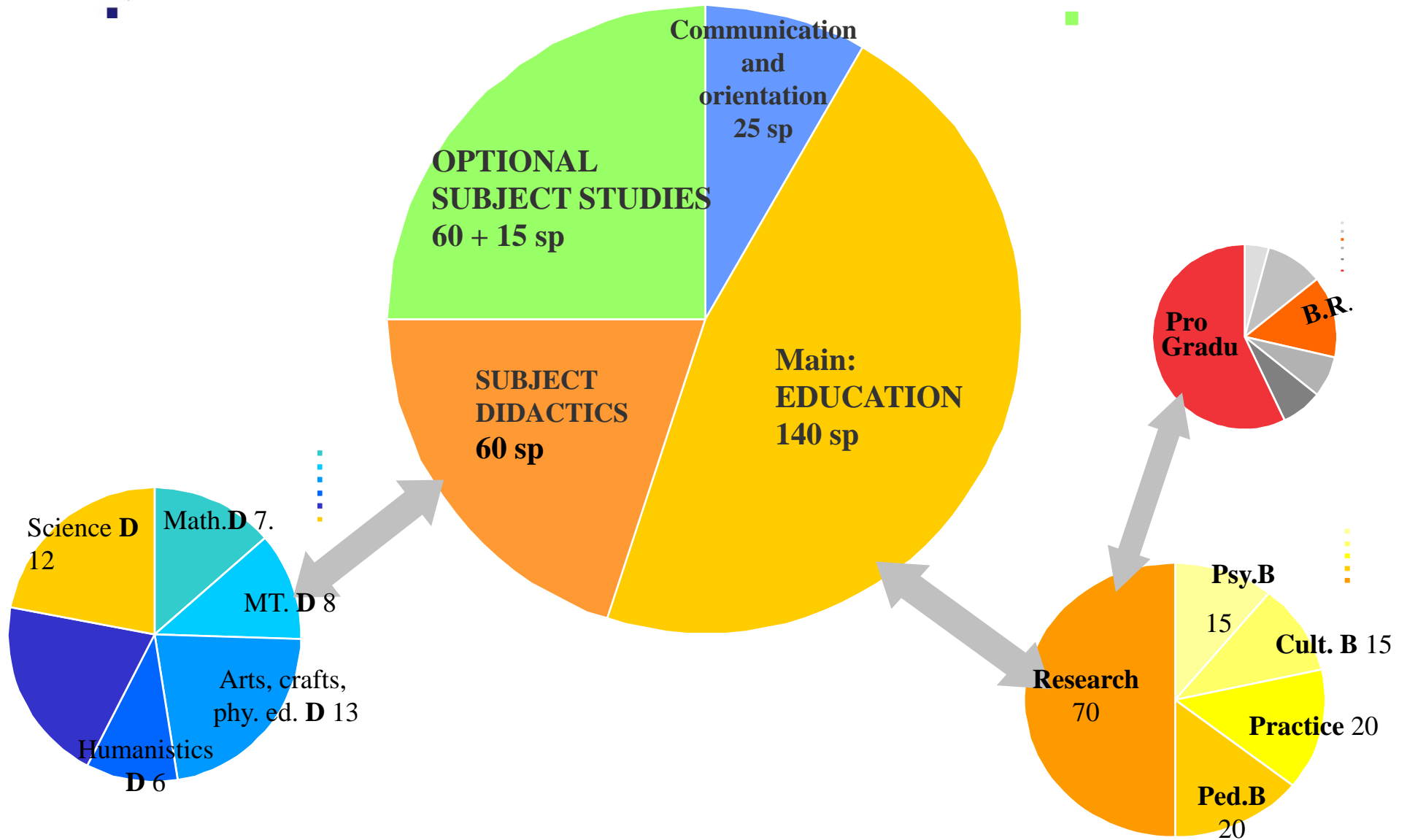


## Theoretical structures defining the teacher education





# Class teacher education from 1.8.05





# Subject teacher education

## Four-module process model **E**ducation – **S**ubject didactics – **P**ractice

**Autumn (Bachelor's level 25 sp)**

### **Module 1 (15 sp)**

**E II:** Psychology of development and learning; 4 sp

**E I:** Special needs education; 4 sp

**E + S I:** Theoretical, psychological, and didactical basis related to teaching and learning a subject; 7 sp

### **Module 2 (10 sp)**

**S II:** Seminar on teaching methods and planning; 3 sp

**P I:** Supervised teaching practice in Teacher Training School; 7 sp

**Spring (Master's level 35 sp)**

### **Module 3 (18 sp)**

**E III:** Social, historical, and philosophical basis of education; 5sp

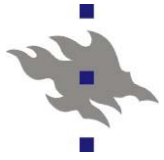
**S III:** Seminar on curriculum work and evaluation of learning and teaching; 7 sp

**P II:** Supervised applied practice in Teacher Training School; 6 sp

### **Module 4 (17 sp)**

**E IV + S IV:** “Teacher as a researcher” seminar; 10 sp

**P III:** Supervised Master's level practice in Teacher Training School; 7 sp



**Department of Applied Sciences of Education**

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