



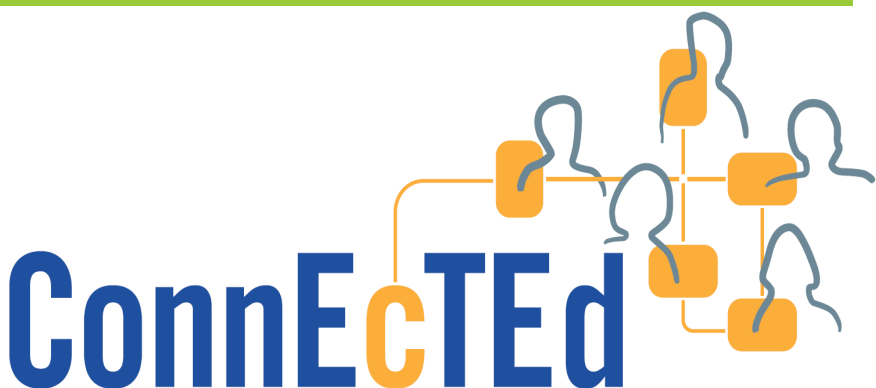
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► EduSpring 7.4.2022

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COHERENCE AS A PERSPECTIVE FOR DEVELOPING TEACHER EDUCATION

KOHERENSSI NÄKÖKULMANA
OPETTAJANKOULUTUKSEN KEHITTÄMISEEN



Erasmus+ project involving seven European universities with seven subprojects in years 2020-2023

Coordinator: University of Education Freiburg (PHFR)

Other partners: University of Freiburg (ALU), University of Helsinki, Université Côte d'Azur Nice, University of Oslo, University of Turku, University of Zagreb

deals with challenges of structural, conceptual, and transnational coherence in European Teacher Education (TE) in a collaborative and comparative way.

käsittelee rakenteellisen, konseptuaalisen ja monikansallisen koherenssin toteutumista eurooppalaisessa opettajankoulutuksessa

Work package in UTU: a survey for teacher students about their experiences of the coherence of their TE program. The survey will be conducted in each partner university

UTU:n työpaketti: kysely opettajaopiskelijoille heidän kokemuksistaan ja ajatuksistaan liittyen opettajankoulutusohjelmansa koherenssiin. Kysely toteutetaan kussakin partneryliopistossa

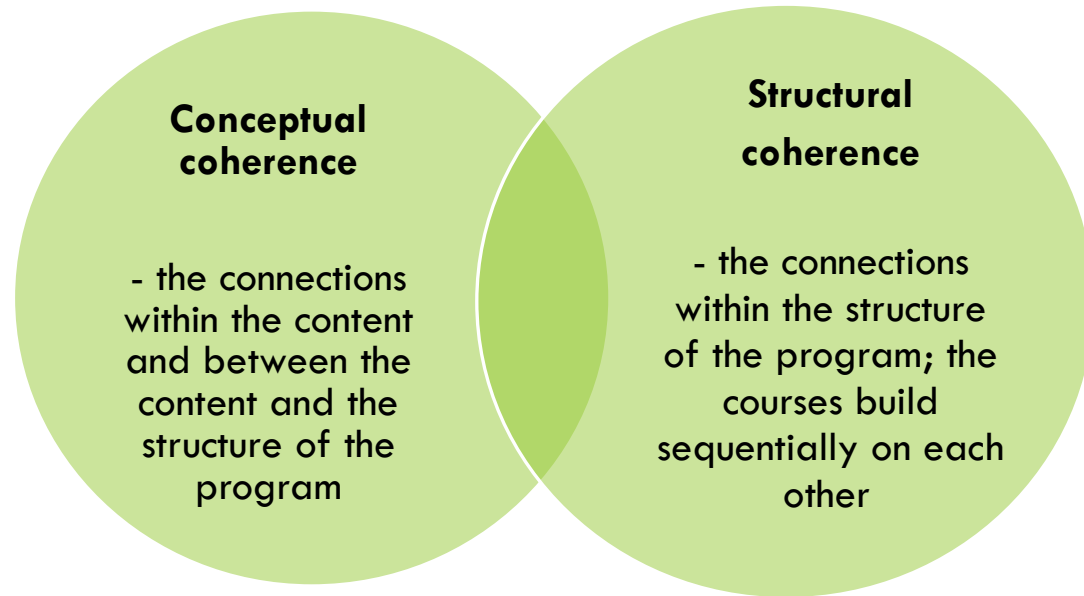
DEFINING AND INQUIRING COHERENCE IN TE

“sidosteisuus”, “johdonmukaisuus”, “yhtenäisyys”, “loogisuus”, “jatkuvuus”, “eheyys”

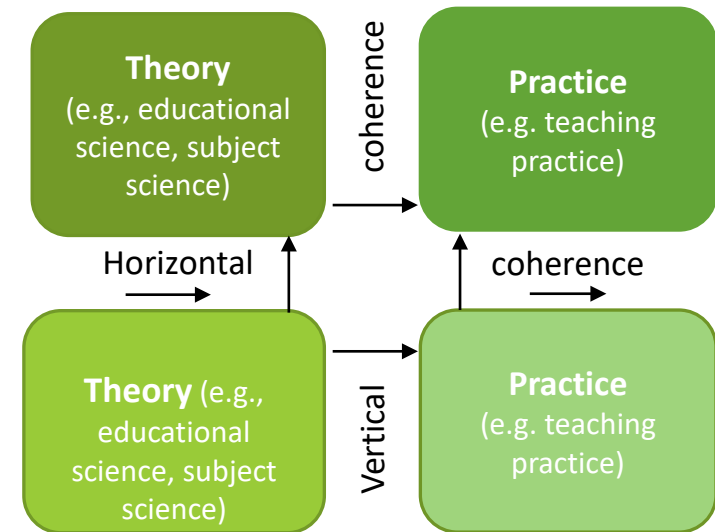
“consistence”, “cohesion”, “logic”, “continuity”, “integrity”

- “A program coherence can be seen as **a process, in which all courses, both theoretical and practical, within a program are aligned based on a clear vision of ‘good’ teaching.** It is established through coherence between university courses as well as through coherence between university courses and field experiences.” ([Canrinus et al. 2017](#)).
- “Studies have shown that **high levels of teacher preparation program coherence are associated with teaching candidates having greater opportunities to learn to teach, stronger effects on candidates’ instructional practices, and candidates being more likely to remain in teaching over time**” ([Feiman-Nemser et al., 2014](#); [Hammerness, 2014](#); [Kennedy, 1998](#)).
- Then again, could coherence go “too far?” and prevent **individual thinking, new ideas and development?** (e.g., [Buchmann & Floden, 1991](#)).

PROGRAM COHERENCE – DIFFERENT DIMENSIONS



- According to Feinam-Nemser (1990), some teacher educators distinguish structural and conceptual aspects of coherence
- However, Hammerness (2006) emphasizes that the boundary terrain between these two concepts is often blurred



Horizontal coherence = connections across courses in different subjects

Vertical coherence = curricular links over time, broadening and deepening of what is studied (e.g., Henning-Kahmann & Hellmann 2019; Tyler 1949)

COHERENCE SURVEY

A survey for class and subject teacher students about their experiences in TE program and its' coherence

Preliminary research question: **To what extent do teacher students perceive their teacher education program as coherent?**

The main goal of the pilot study, which was carried out in fall semester 2021, was to get feedback for the development of the survey measurement and get insight into the current TE program itself

Kyselytutkimus luokan- ja aineenopettajaopiskelijoille heidän kokemastaan koherenssista opettajan- koulutusohjelmassa

Alustava tutkimuskysymys: **Kuinka koherentti opettajankoulutusohjelma on opiskelijoiden näkökulmasta?**

Pilottitutkimus toteutettiin syyslukukaudella 2021. Sen tavoitteena oli saada palautetta tutkimuslomakkeen mittausominaisuuksista sekä alustavaa näkökulmaa opettajankoulutusohjelman nykyisestä tilasta



"QUANTITATIVE" ANALYSIS

- Based on 35 survey answers of teacher students (16 from Turku and 17 from Zagreb)

- All in all, students see their TE program rather coherent
- The most positive the students are about questions related to their **self-efficacy** and the possibility to **practice skills** which are **relevant** for the profession, such as planning teaching.
- The most critical they are about the communication between departments

- Pohjautuu 35:een opettajaopiskelijan vastaukseen (16 opiskelijaa Turusta ja 17 opiskelijaa Zagrebista)

- Kaiken kaikkiaan opiskelijat näkevät opettajankoulutusohjelmansa melko koherenttina
- Opiskelijat suhtautuivat positiivisimmin omaan **minäpystyvyyteensä** sekä mahdollisuuksiin **harjoitella** ammatin kannalta **keskeisiä taitoja**.
- Kriittisimmin opiskelijat suhtautuivat laitosten väliseen kommunikaatioon

A QUALITATIVE ANALYSIS

- Based on 16 survey answers of teacher students and three **qualitative interviews** of students (Turku)

- There are many **information outages between the departments**, for example between the staff of Educarium and Normaalikoulu (3)
- The **theoretical emphasis** of the TE program is **too strong**, and the studies are **far away from actual work life as a teacher** (4)
- The teaching practices and working as a substitute teacher have brought the work life skills (3)
- The **special education** teacher studies have **filled** in many **gaps** (3)

- Pohjautuu 16:een opettajaopiskelijan kyselyvastaukseen sekä kolmeen opiskelijan **laadulliseen haastatteluun** (Turku)

- **Laitosten välillä on tietokatkoja**, esim. Educariumin ja Normaalikoulun henkilöstö (3)
- Opettajankoulutusohjelma on **liian teoreettinen**, minkä myötä opinnot ovat **turhan kaukana todellisesta arjesta opettajana** (4)
- **Opetusharjoittelut ja sijaistukset ovat tuoneet työelämävalmiudet** (3)
- **Erityisopettajan opinnot ovat täyttäneet monia aukkoja opinnoissa** (3)



WHAT NEXT?

- These early findings might indicate the results of the final survey, which will be carried out in the next couple of months in each European partner university
 - This enables a fruitful condition for comparative research and, further on, for development of European Teacher Education
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- Varsinainen kysely toteutetaan seuraavien kuukausien aikana kussakin partneryliopistossa, mikä antaa hedelmällisen asetelman vertailevalle tutkimukselle ja eurooppalaisen opettajankoulutuksen kehittämiseksi

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