

Assessment, tutorial structures & initial teacher education of trainee students in the subjects Political/Civic
Education, Social/Cultural Studies & History in Europe—a comparative study—ITTP, 2009-12025

The Civic and History Teachers' Education in Europe

First results of the European comparative study

With the support of the Lifelong Learning Programme (KA1) of the European Union.

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University of Vienna, Austria
December 2012

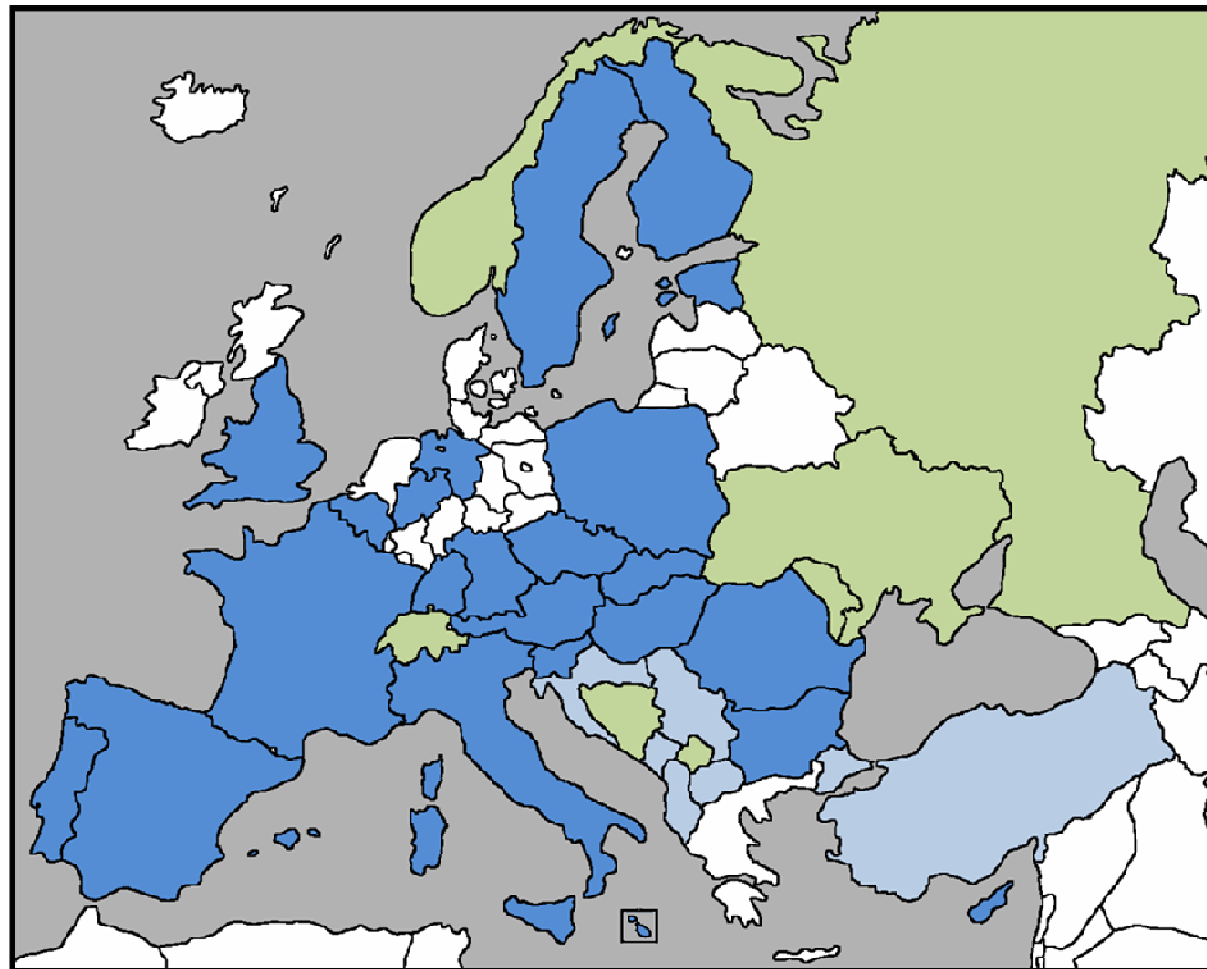
1. Introduction


Structure of presentation


- Statistics
- European trends in the conception and the organisation of teacher education, Institutional aspects, models of training
- The professional portrait in various teacher training curricula
- Trends as concerns content and methodology in teacher training curricula


The CHE-Civic and History Teachers' Education Study

33 European countries participated: www.che.itt-history.eu



 Member states of
the European Union

 EU candidate
countries

 Other members
of EHEA

2. European trends in the conception and organisation of teacher education

Statistics

- Over 40 million students enrolled in tertiary education in the 47 countries of the European Higher Education Area in 2008/09
- More than 3,30 million students in our sample were enrolled as teacher trainees - either for primary or for secondary education.
- More than half a million of students enrolled in studies of subjects history, geography and/or social studies
- Over 150 000 trainee teachers in the CHE-subjects.
- See also <http://www.eurydice.org>
- Since 2006/07 an increasing interest in teachers' job, p.ex. at Vienna University + 320%

EHEA: Students enrolled in tertiary education in 2008/09

Number	RU	TR	UA	DE	UK	FR	PL	IT	ES	RO	NL	BE	SE
TOTAL	9909160	2924281	2798693	2438600	2415222	2172855	2149998	2011713	1800834	1098188	618502	425219	422580
ISCED 5A	7513119	2013638	2364541	1998060	1806862	1548740	2096200	1966014	1472132	1069723	609868	205507	377191
ISCED 5B	2244125	874697	399332	440540	526667	552397	21304	6300	251491	573	885	207207	25478
ISCED 6	151916	35946	34820	:	81693	71718	32494	39399	77211	27892	7749	12505	19911
Number	CZ	HU	PT	AT	FI	BG	AL	SK	DK	CH	NO	LT	IE
TOTAL	417573	397679	373002	308150	296691	274247	242590	234997	234574	233488	219282	210744	182609
ISCED 5A	360029	358445	357325	258519	275777	242574	223032	222519	198786	165680	211095	146422	126794
ISCED 5B	32638	32323	398	31160	122	27724	17450	2061	28725	48732	1258	61383	48494
ISCED 6	24906	6911	15279	18471	20792	3949	2108	10417	7063	19076	6929	2939	7321
Number	AZ	AM	HR	MD	LV	SI	EE	MK	CY	IS	MT	LI	
TOTAL	180276	154639	139069	135147	125360	114391	68399	65200	30986	16919	10352	754	
ISCED 5A	142903	121444	92230	116084	102211	76318	42915	62836	17451	16312	9650	724	
ISCED 5B	35644	31803	43737	17205	21124	36079	23019	2135	13092	325	628	:	
ISCED 6	1729	1392	3102	1858	2025	1994	2465	229	443	282	74	30	

Notes: Reference year for Albania is 2009/10.

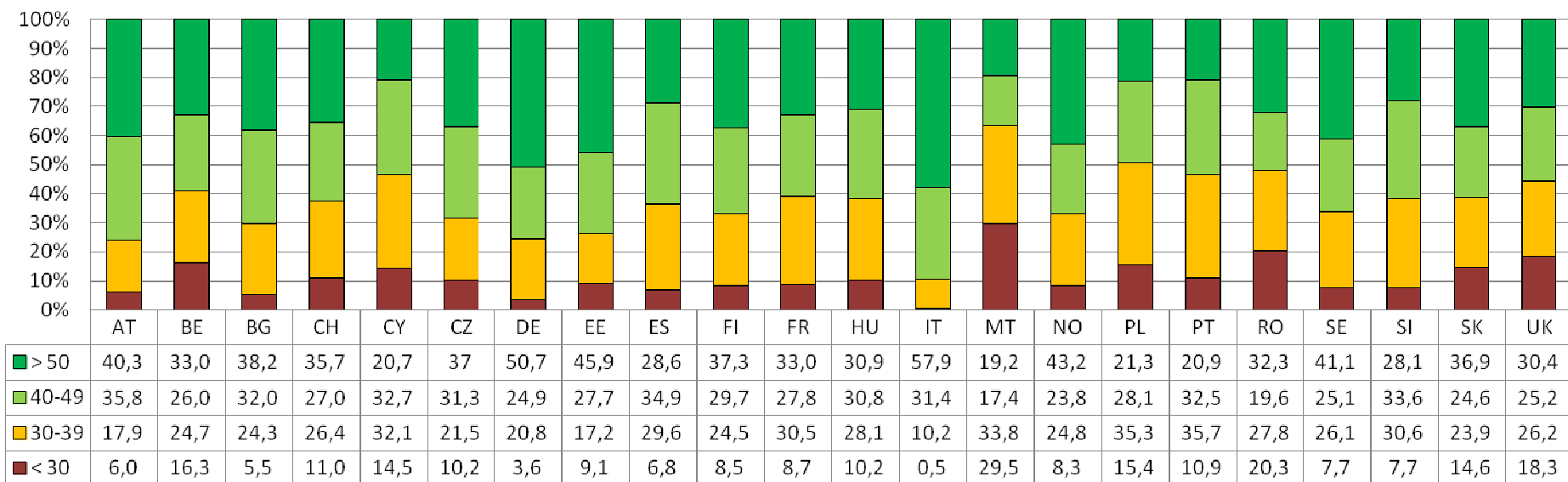
Source: Eurostat, UOE and additional collection for the other EHEA countries.

Demographic turn

- More than 50% of secondary teachers in Europe will retire during the next 10 – 12 years
- A challenge - a risk - a chance
- Not only a demographic turn but:
- A social change: who are the new teachers?
What is their political, cultural, social background?
- A cultural change: What history will they teach? What values will they live? What ideas of a history pupil/ of the civic education teaching in the classroom will they bring in?
- Which conception of history and civic education teaching in the classroom should be enforced by teacher education?
- What can be done by teacher education to make the new generation of CHE-teachers enough self-confident to organise the history classroom as a multiperspective discourse?

Age Distribution of teachers in Secondary Schools (ISCED 2 & 3), year 2009/10

Distribution of teachers by age group in general (lower and upper) secondary
 education (ISCED 2 and 3), public and private sectors combined, 2009



Source: Compilation from Eurydice (2012) Key data on education, Brussels, pp. 124

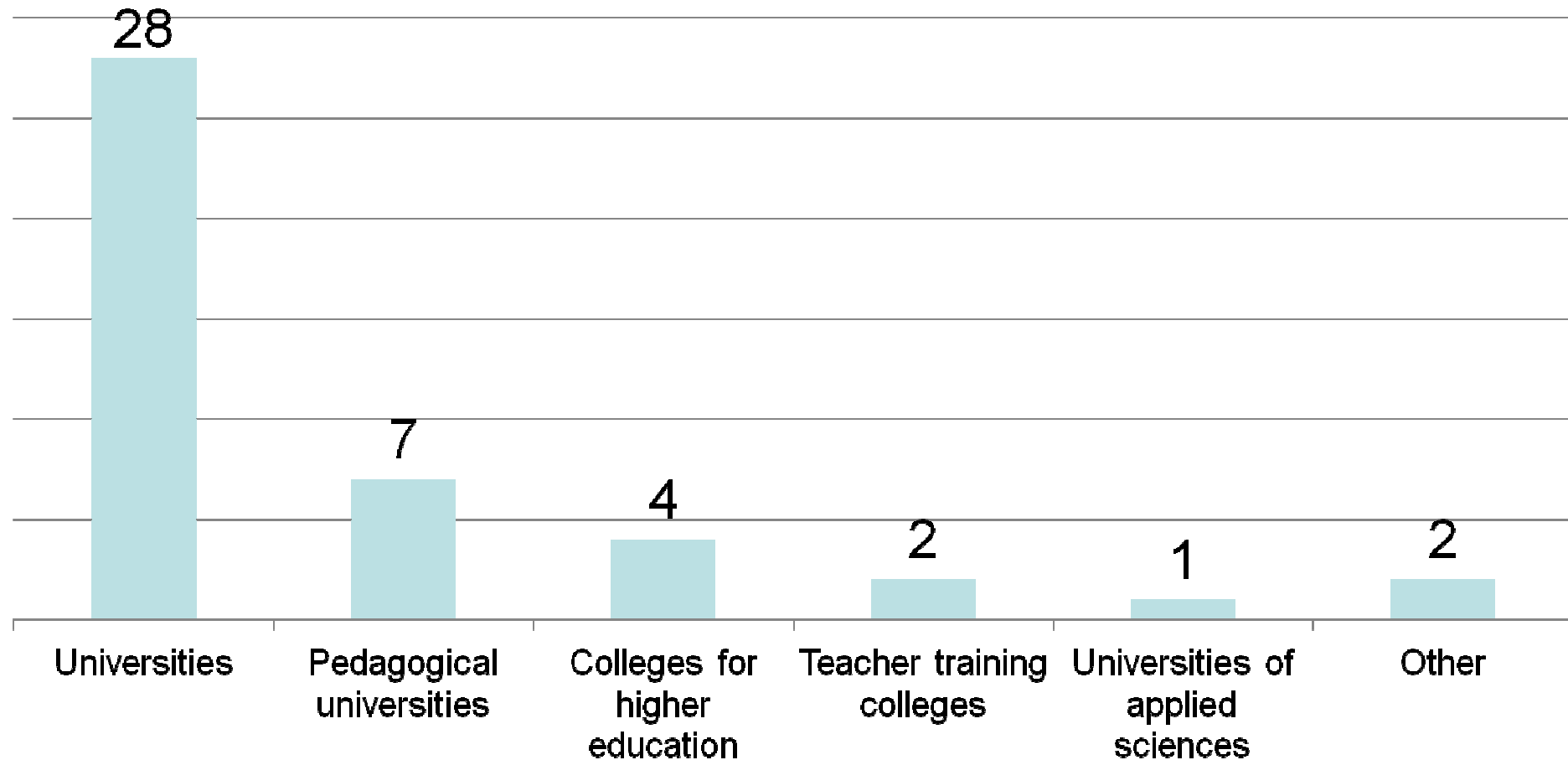
The Civic and History Education Teacher – an academic profession all over Europe

- Initial teacher education (ITE) has been established widely at universities or pedagogical universities – a general shift from secondary to tertiary education since the 1990ies
- With the Bologna process ITE has been organised in many countries on BA and/or MA-level
- Deregulation, Modularisation of teacher education, more variety in forms of curricula and training concepts

Questions:

- Which responsibilities to be kept by the national state administration?
- Which responsibilities to be given to private/independent suppliers?
- Which responsibilities to be developed on European level?

Type of institution offering full study programmes to become a teacher of secondary school education for subject History or similar subjects in the study year 2009/10 (A1.1.1-2)



Organisation of full study programmes

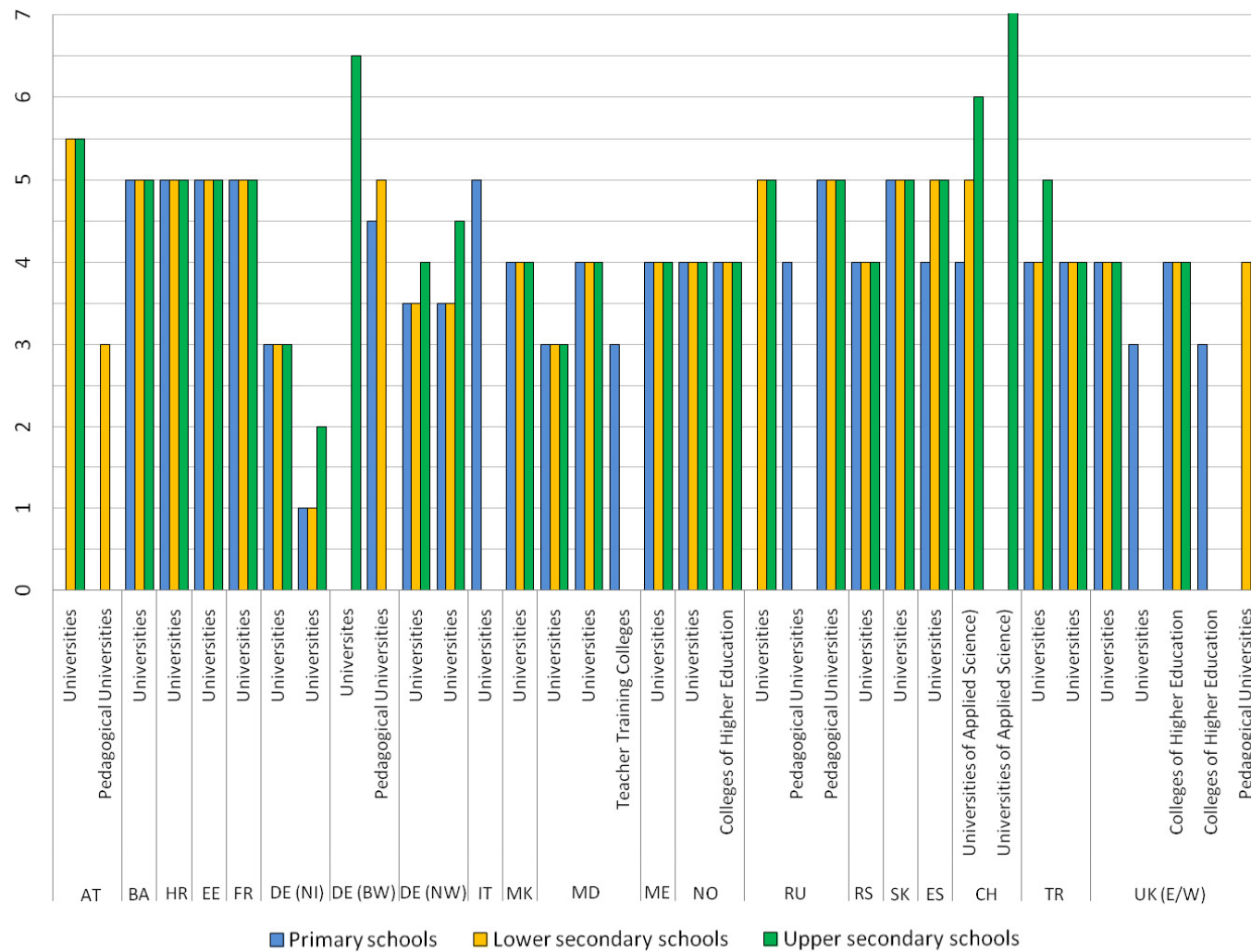
- Most teachers in the CHE subjects (=History, Civic/Citizenship education, Social Studies, Politics, Cultural Studies) are still educated by full study programmes of History
- Depending on the level of accreditation for a certain school level the average length of studies vary between 3 and 5 years
- An average percentage of 20% within these studies is given to professional training (= subject didactics, general didactics, practical training), although there is a big variety in concepts and curriculum structures
- Two third of countries have established entry requirements – but only one fifth of countries organise qualitative forms of assessment

Country-Overview: Full study programmes in Teacher education with subject 'X as the major subject



	History	Civic/ Citizenship Education	Social Studies	Politics	Cultural Studies
AL	X	X			
AT	X				
BA	X				
BE nl	X		X	X	
BG	X				
CH	X	X			
CY	X				
CZ	X		X		
DE (BW)	X			X	
DE (BY)	X		X		
DE (NI)	X			X	
DE (NW)	X		X	X	
EE	X				
ES	X				
FI	X				
FR	X				
HR	X				
HU	X				
IT	X				
MD	X	X			
ME	X				
MK	X		X		
MT	X				
NO	X		X		
PL	X				
PT	X				
RKS	X	X			
RO	X				
RS	X				
RU	X				
SE	X		X		
SK	X	X			
SL	X				
TR	X		X		
UA	X				
UK (E/W)	X	X	X		

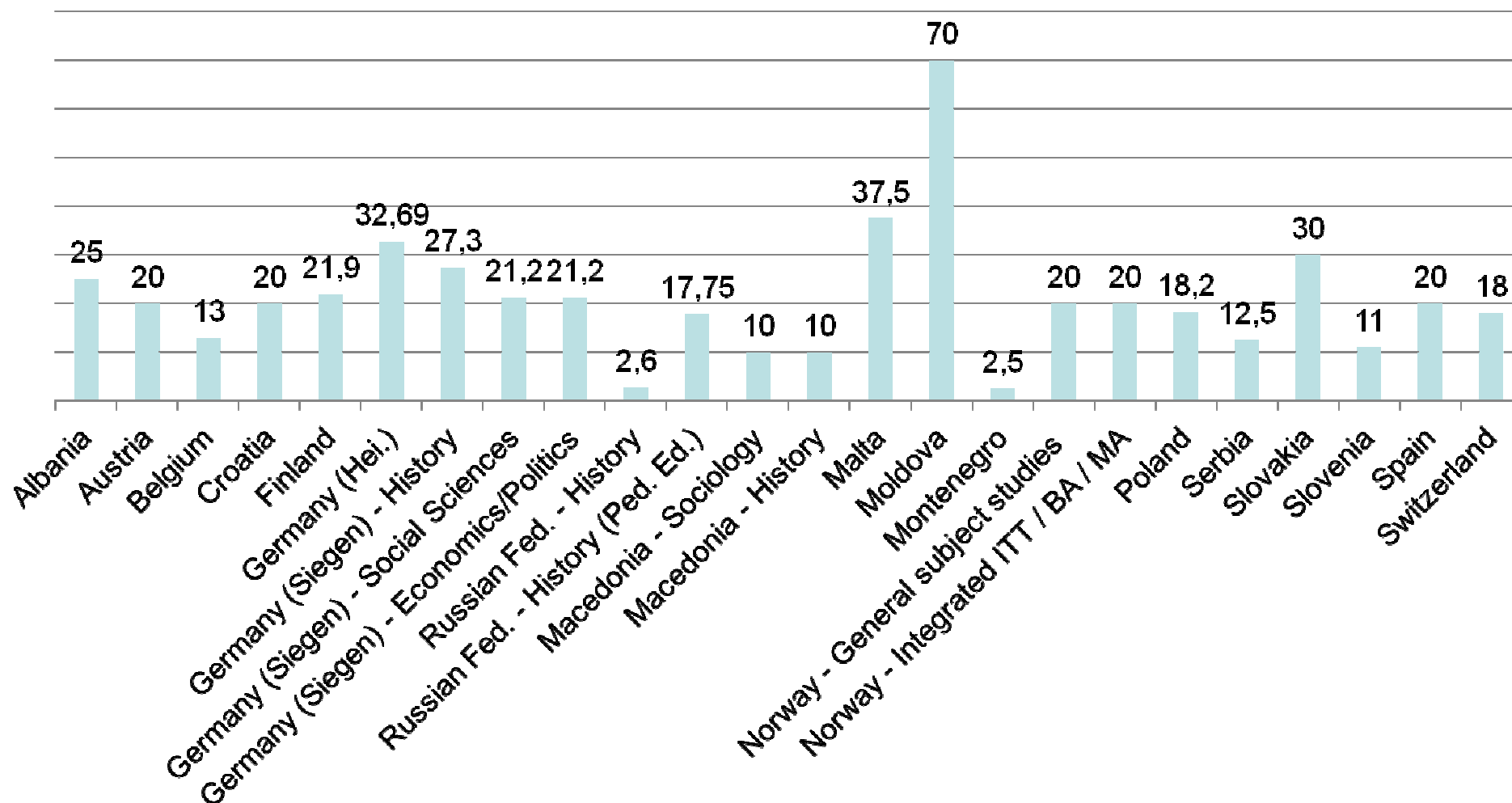
Length of teacher training studies – certification for school level, 2010



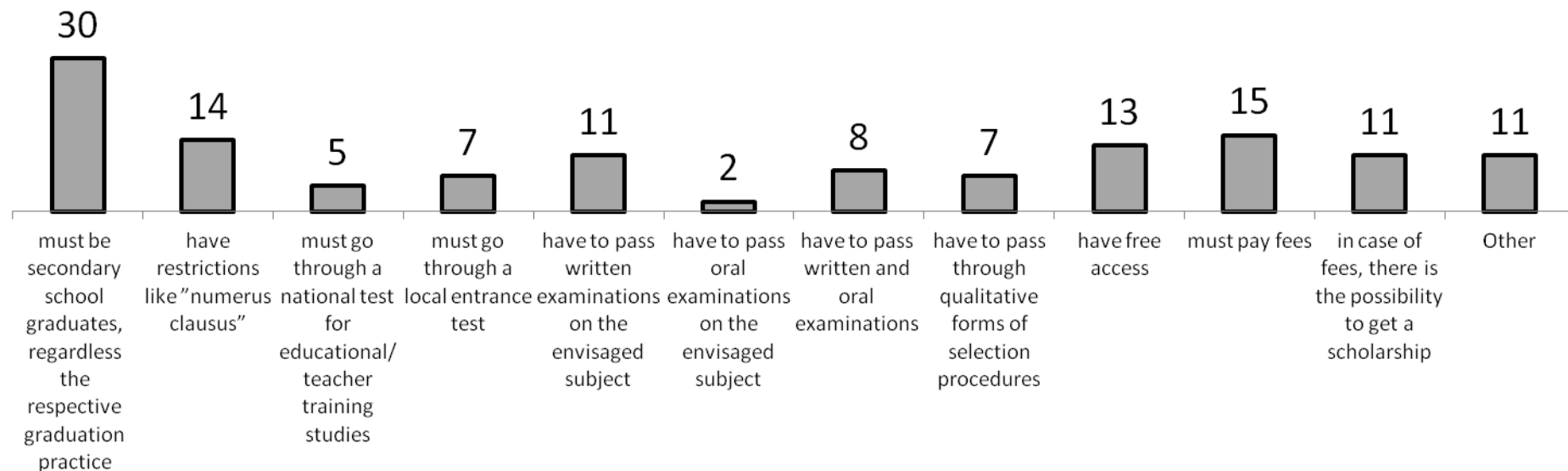
Proportion of professional training of teacher training studies
for upper secondary schools. (B4.1.4)



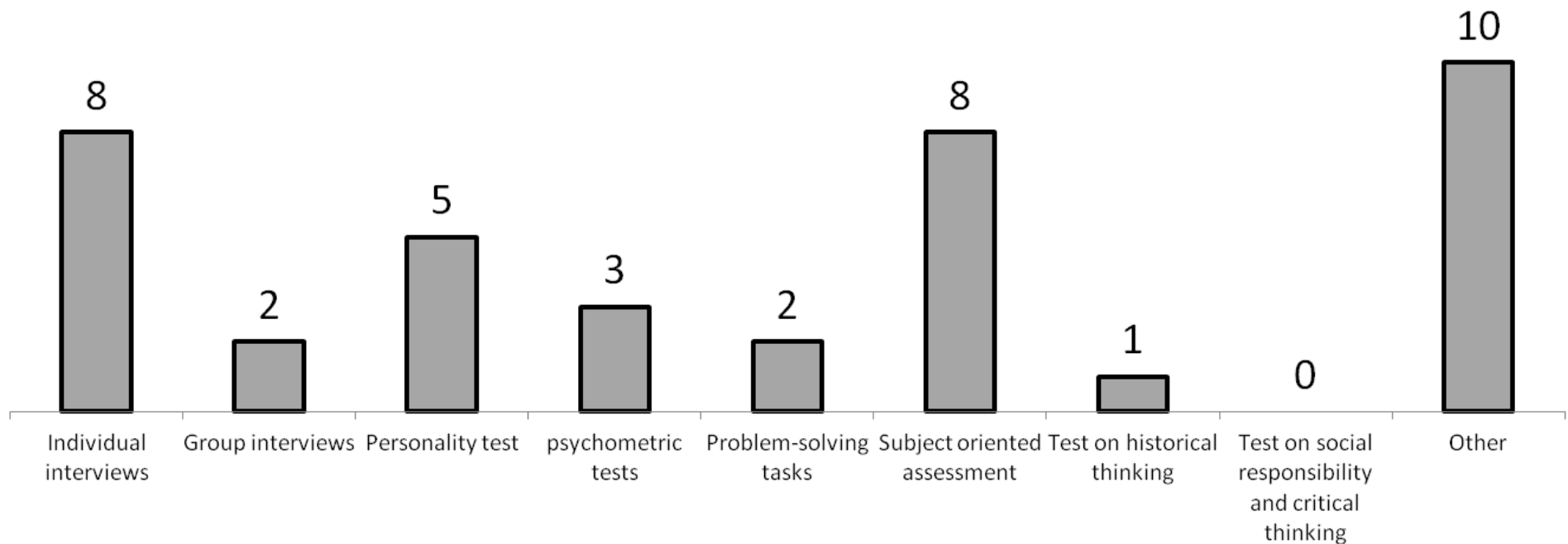
Minimum time devoted to professional training in %



Entry requirements for teacher education studies – forms and procedures B4.3.2



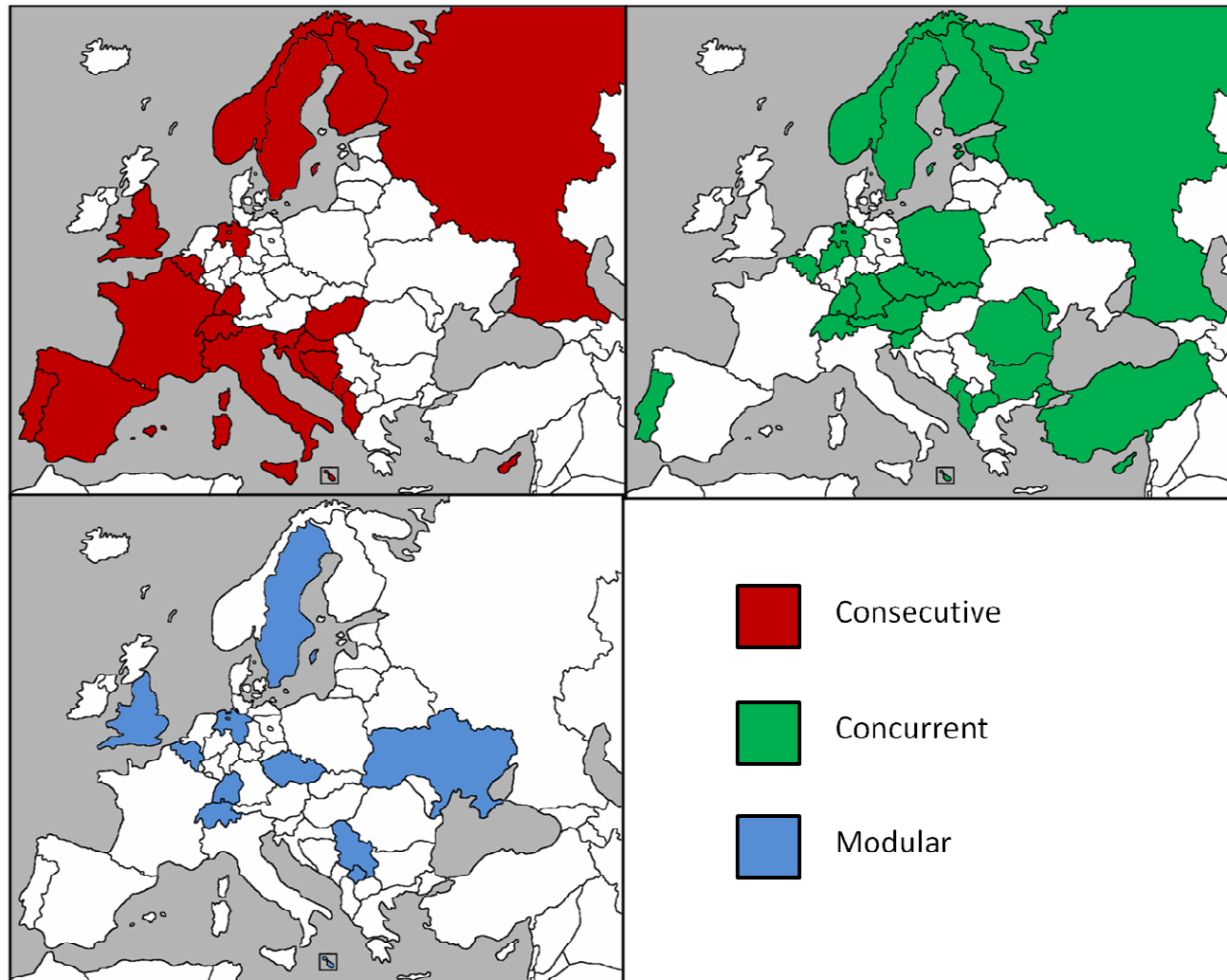
Qualitative forms of selection procedures at the entrance of studies B4.4.1



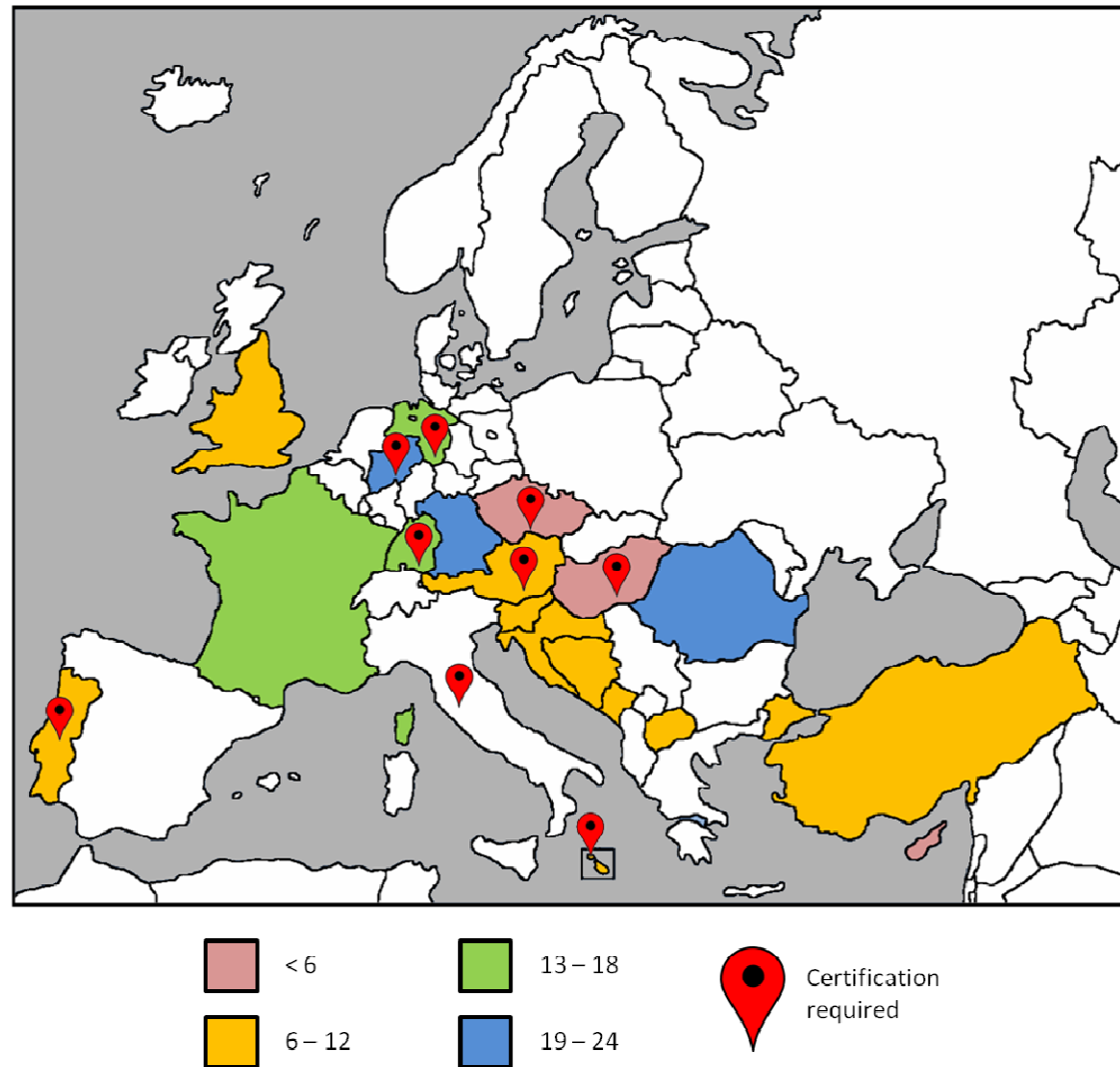
Models of training, Induction phase, Forms of studies and Combination of subjects

- Teacher education is either organised alongside the consecutive model, the concurrent model, or in modular form.
- More and more countries offer an induction phase at the end of initial education. There is a big variety as concerns form and length of such induction.
- To acquire a teaching diploma, trainee students have to pass final exams and/or a variety of assessment procedures including practical training under supervision of a mentor teacher.
- Teacher education in subject „History“ is organised in a big variety of forms and combinations all over Europe. This implies different conceptions of the subject on both, the epistemological/ conceptual and the thematic level of „History“.

Consecutive, concurrent, modular model of training (B3.2.1)



Length of induction phase (B.4.2.2)



3. The professional profile of the history teacher

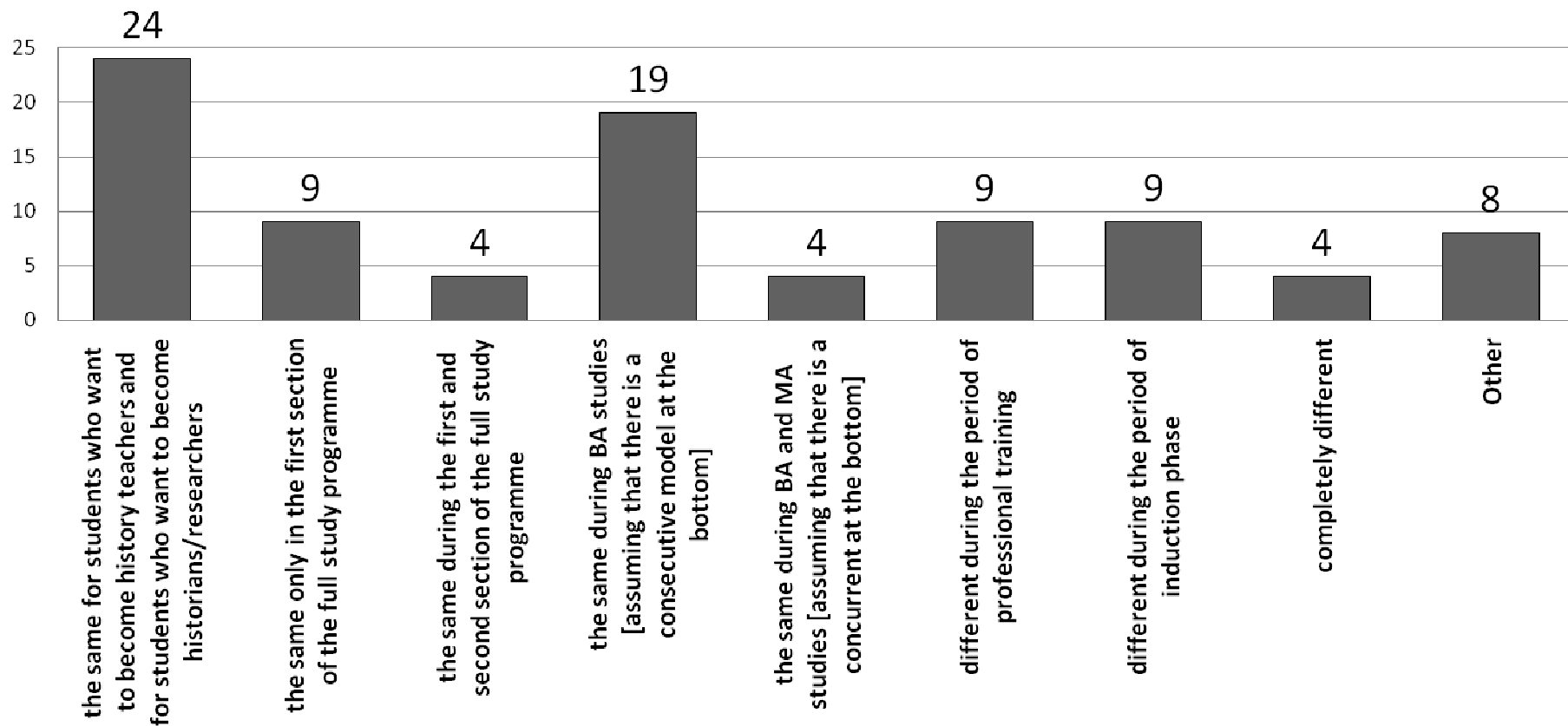
Training academic, didactic and
communicative skills

Growing focus on the profession of teaching – but weak conceptual and theoretical basement

- Since the pilot study has been conducted, a growing focus on the profession of teaching can be observed.
- Nevertheless, the conceptual and theoretical basement of teacher education remains weak, the idea of a specific training/education also as regards aspects of the subject itself, is rarely realised, p.ex. 2/3 of countries report about the academic history curriculum to be similar to the subject training in the teacher education curriculum.
- Only a few teacher training institutions have realized

EF 1.7. Similarities of academic history curriculum and ITT-curriculum

Similarities of academic history curriculum and ITT-curriculum



Aims, conceptual and theoretical basement of curricula, D 2.3.1-7

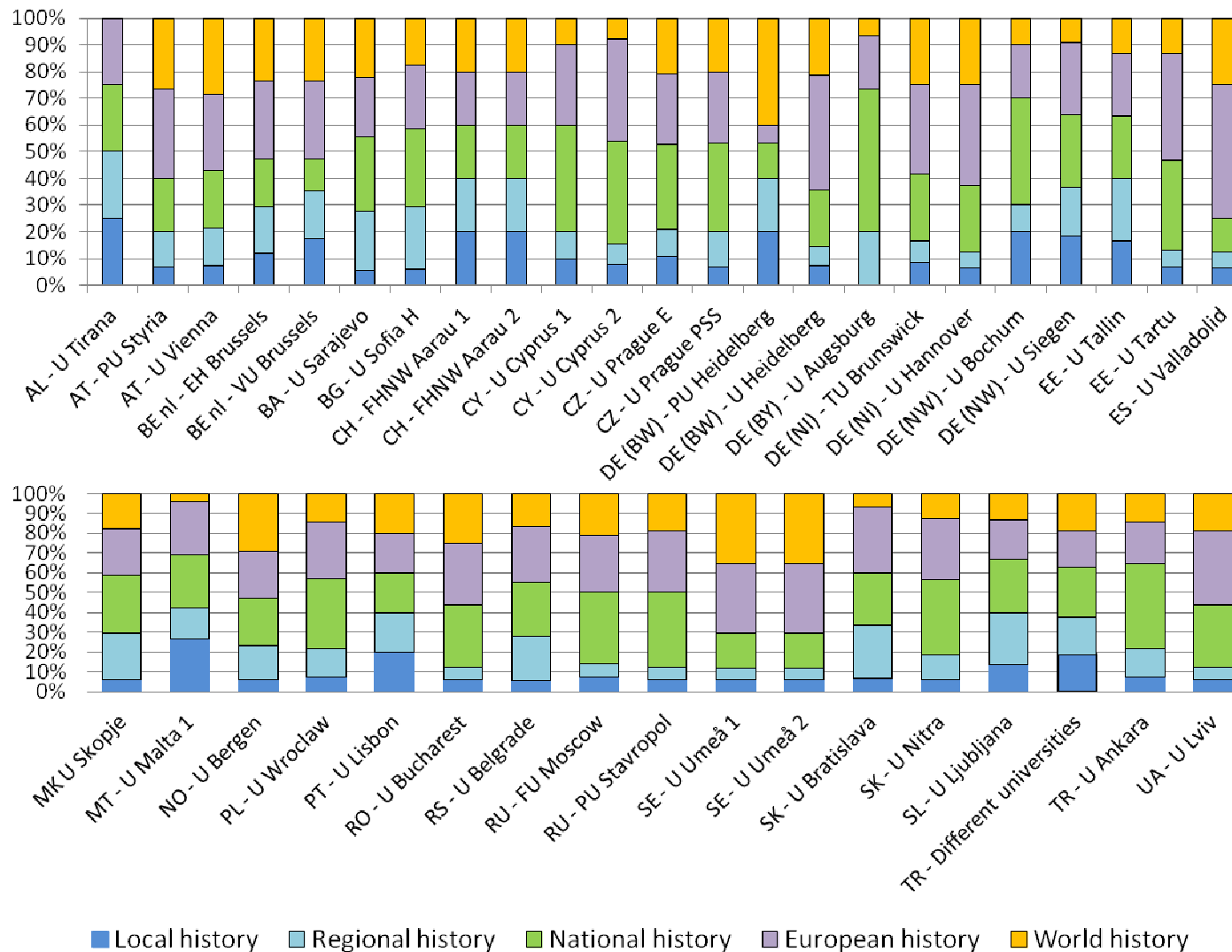
- On average much emphasis is given to subject knowledge (75 to 80% of all courses), but
- Compared to previous studies, more time is given to pedagogical/ didactic skills, to organisational and societal responsibilities (see examples) and to training of practical skills
- Concepts – answers are rather heterogenous, there is no common standard on a European level: some curricula start from general basic competencies trainee teachers are expected to acquire, others describe subject oriented knowledge and skills, a third group puts emphasis on the scientific abilities and the theoretical understanding of
- References to theories in history didactics or theories in didactics of civic education are relatively rare

4. Subject history courses

From national narratives to a plurality of historical narratives

- History“ – in 19th and early 20th century:
a national (and/or nationalistic) narrative
- These concepts still have a strong influence on the way(s),
history is seen, investigated and taught today
- The pilot study on ITT for history teachers (1998-2000)
confirmed the picture „national history and the construction of
national identity through history remain the predominant
issues in all concepts, regardless of all differences and
variations“
- The first general comparative study (2003-2006) did not differ
much from these first results
- The CHE study gives evidence of less emphasis on national
narratives and on political history, while there is
- a trend to European and global aspects

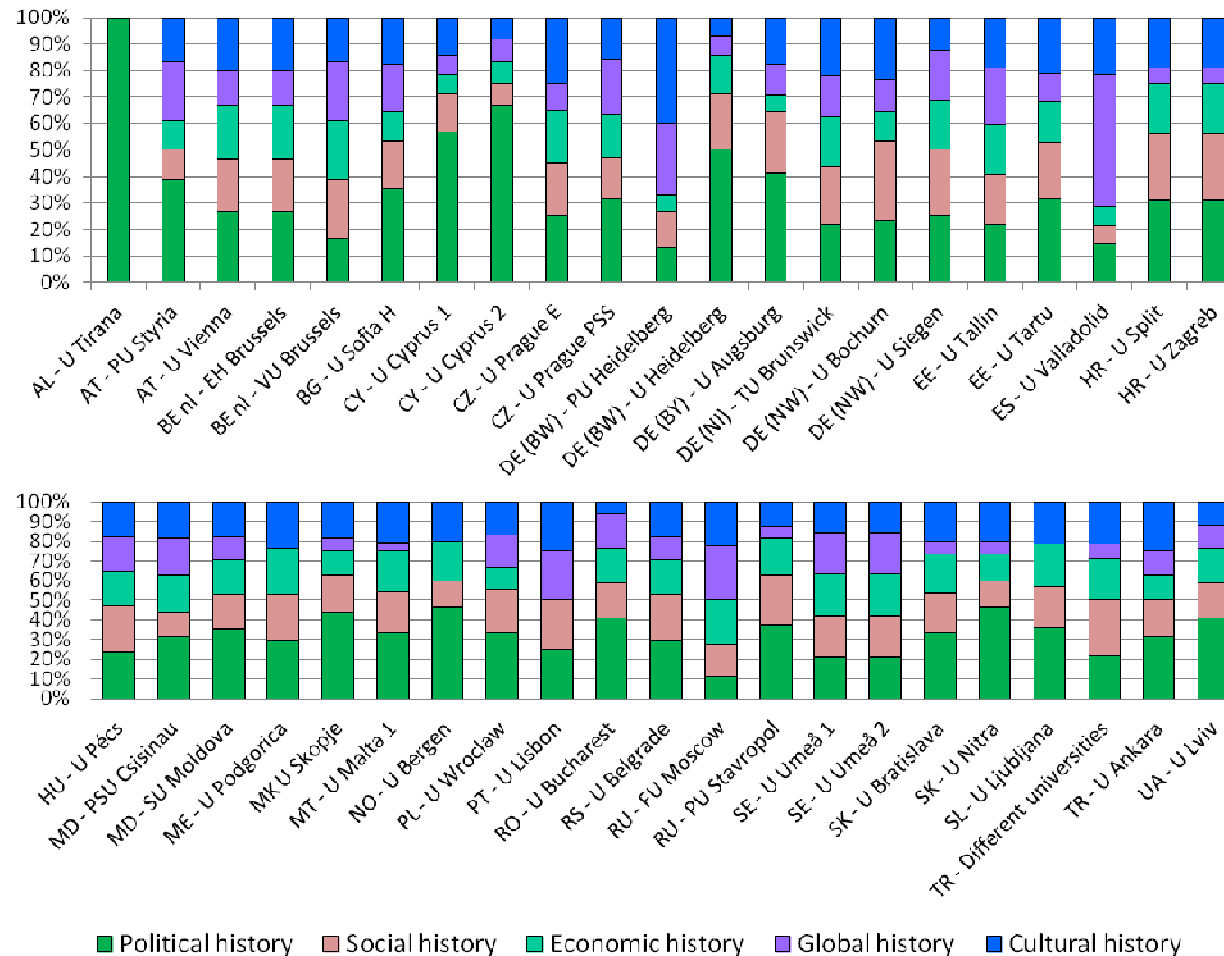
Proportion of Local – regional – national – European – World History courses (E+F1.3)



How many narratives of history?

- In view of global economic, social, political processes national concepts (also in historiography) tend to be inadequate and anachronistic
- New trends of historiography : economic and social history, every-day-life-history, gender history, cultural history and global history
- These aspects also play a bigger role in the teacher training curricula today
- More emphasis is given to theme-centred approaches
- intercultural, multicultural, global concepts (and narratives) of history are not very much represented in the history curriculum

Proportion of Political – social – economic – global - cultural history courses (E+F1.4)



Subject oriented competencies

- From encyclopedic to exemplary approaches to history
- More emphasis on theme-centred and problem-oriented approaches to history
- The picture is more heterogeneous with ,Multiperspectivity‘, or ,teaching by examples
- Bilingual forms of teaching history are hardly trained or not at all trained
- The answers are also rather heterogeneous with ,multicultural aspects of history, while aspects such as ,gender history‘ or ,cultural/ linguistic diversity‘ are hardly trained explicitly

Important (epistemological) aspects in subject history courses (EF1.5)

	Chronological structure	Theme-centred structure	Problem-oriented approaches	Multiperspective approaches to history	Teaching by example	Bilingual teaching of history
AL - U Tirana						
AT - PU Styria						
AT - U Vienna						
BA - U Sarajevo						
BE nl - EH Brussels						
BE nl - VU Brussels						
BG - U Sofia H						
CH - FHNW Aarau 1						
CY - U Cyprus 1						
CY - U Cyprus 2						
CZ - U Prague E						
CZ - U Prague PSS						
DE (BW) - PU Heidelberg						
DE (BW) - U Heidelberg						
DE (BY) - U Augsburg						
DE (NI) - TU Brunswick						
DE (NI) - U Hannover						
DE (NW) - U Bochum						
DE (NW) - U Siegen						
EE - U Tallin						
EE - U Tartu						
ES - U Valladolid						
FI - U Turku						
HR - U Zagreb						
HU - U Pécs						
MD - PSU Csisinau						
MD - SU Moldova						
ME - U Podgorica						
MK U Skopje						
MT - U Malta 1						
NO - U Bergen						
PL - U Wroclaw						
RS - U Belgrade						
RU - FU Moscow						
RU - PU Stavropol						
SE - U Umeå 1						
SE - U Umeå 2						
SK - U Bratislava						
SK U Nitra						
SL - U Ljubljana						
TR - Different universities						
TR - U Ankara						
UA - U Lviv						

	Not used at all	Hardly used	Not important
	Important	Very important	Extremely important

Important aspects in subject history courses (EF1.5)



	Gender history	Minority aspects in history	Multicultural history	Cultural heritage	Cultural/linguistic diversity	Intercultural history
AL - U Tirana						
AT - PU Styria						
AT - U Vienna						
BA - U Sarajevo						
BE nl - EH Brussels						
BE nl - VU Brussels						
BG - U Sofia H						
CH - FHNW Aarau 1						
CY - U Cyprus 1						
CY - U Cyprus 2						
CZ - U Prague E						
CZ - U Prague PSS						
DE (BW) - PU Heidelberg						
DE (BW) - U Heidelberg						
DE (BY) - U Augsburg						
DE (NI) - TU Brunswick						
DE (NI) - U Hannover						
DE (NW) - U Bochum						
DE (NW) - U Siegen						
EE - U Tallin						
EE - U Tartu						
ES - U Valladolid						
FI - U Turku						
HR - U Zagreb						
HU - U Pécs						
MD - PSU Csiniau						
MD - SU Moldova						
ME - U Podgorica						
MK U Skopje						
MT - U Malta 1						
NO - U Bergen						
PL - U Wroclaw						
RS - U Belgrade						
RU - FU Moscow						
RU - PU Stavropol						
SE - U Umeå 1						
SE - U Umeå 2						
SK - U Bratislava						
SK - U Nitra						
SL - U Ljubljana						
TR - Different universities						
TR - U Ankara						
UA - U Lviv						

Not used at all	Hardly used	Not important
Important	Very important	Extremely important

Subject didactic courses

TE in subject didactics

- Multicultural aspects and intercultural dialogue don't play an important role in subject didactics either
- Emphasis is given e.g. to classroom management, interactive teaching, process oriented forms of teaching and learning
- The use of media and IT is reported as ,important' in general, but ,eLearning and new media', ,the use of collaborative tools (Web 2.0)' or the ,training for actively produce audio-visual teaching material' is hardly in the curricula.
- The same for ,Organising project-work', for ,interdisciplinary cooperation' in history teaching, for ,learning to listen' and for ,Conflict resolution and conflict management'

Aspects, approaches and/or skills taught explicitly in Subject Didactic courses of “History”, (E2.2.1)

Methodological Aspects of History Didactics







	Teaching history through directive structure	Interactive teaching [e.g. pupil-centred learning]	Process-oriented forms of learning and teaching	Organising project-work in history teaching	Training of classroom management	Forms of assessment in history teaching	Training of portfolio tasks for history teaching	Use of media in history teaching	Use of information-technology in history teaching	Collaborative tools and Web 2.0 in history teaching	Production of audio-visual products like CD-ROM, video, films, websites
AL - U Tirana											
AT - PU Styria											
AT - U Vienna											
BA - U Sarajevo											
BE nl - EH Brussels											
BE nl - VU Brussels											
BG - U Sofia H											
CH - FHNW Aarau 1											
CH - FHNW Aarau 2											
CY - U Cyprus 1											
CY - U Cyprus 2											
CZ - U Prague C											
CZ - U Prague PSS											
DE (BW) - FU Heidelberg											
DE (BW) - U Heidelberg											
DE (BY) - U Augsburg											
DE (NI) - TU Brunswick											
DE (NW) - U Bochum											
DE (NW) - U Siegen											
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FI - U Turku											
HR - U Split											
HR - U Zagreb											
HU - U Pécs											
MD - PSU Csisinau											
MD - SU Moldova											
ME - U Podgorica											
MK - U Skopje											
MT - U Malta 1											
MT - U Malta 2											
NO - U Bergen											
PL - U Wroclaw											
PT - U Lisbon											
RO - U Bucharest											
RS - U Belgrade											
RU - FU Moscow											
RU - PU Stavropol											
SE - U Umeå 1											
SE - U Umeå 2											
SK - U Bratislava											
SK - U Nitra											
SL - U Ljubljana											
TR - Diferent universities											
TR - U Ankara											
UA - U Iviv											
UK (E/W) - MMU											

Not at all	Hardly	Not so often
Often	Very often	Extremely often

General Didactic courses

Methodological Aspects of General Didactics

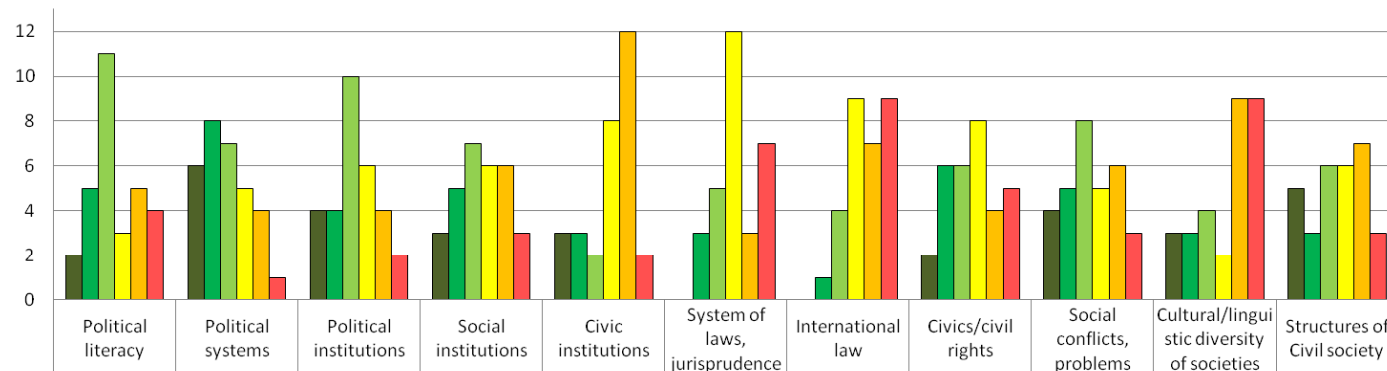
	Teaching through directive structure	Interactive teaching [e.g. pupil-centred learning]	Process-oriented forms of learning and teaching	Organising project-work in the classroom	Forms of assessment in the classroom	Collaborative tools and Web 2.0 in the classroom	Production of audio-visual products like CD-ROM, video, films, websites
AL - U Tirana							
AT - PU Styria							
AT - U Vienna							
BE nI - EH Brussels							
BE nI - VU Brussels							
CH - FHNW Aarau 1							
CH - FHNW Aarau 2							
CY - U Cyprus 1							
CY - U Cyprus 2							
CZ - U Prague E							
CZ - U Prague PSS							
DE (BW) - PU Heidelberg							
DE (BW) - U Heidelberg							
DE (BY) - U Augsburg							
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DE (NW) - U Siegen							
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MT - U Malta 2							
NO - U Bergen							
PL - U Wroclaw							
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SE - U Umeå 2							
SK - U Bratislava							
SK - U Nitra							
SL - U Ljubljana							
TR - Different universities							
TR - U Ankara							
UA - U Lviv							
UK (E/W) - MMU							

	Not at all		Hardly		Not so often
	Often		Very often		Extremely often

Citizenship education in the history curriculum – History in the CE curriculum

Aspects and/or skills of Civic Education / Citizenship education in curriculum „History “ (E+F5.1)

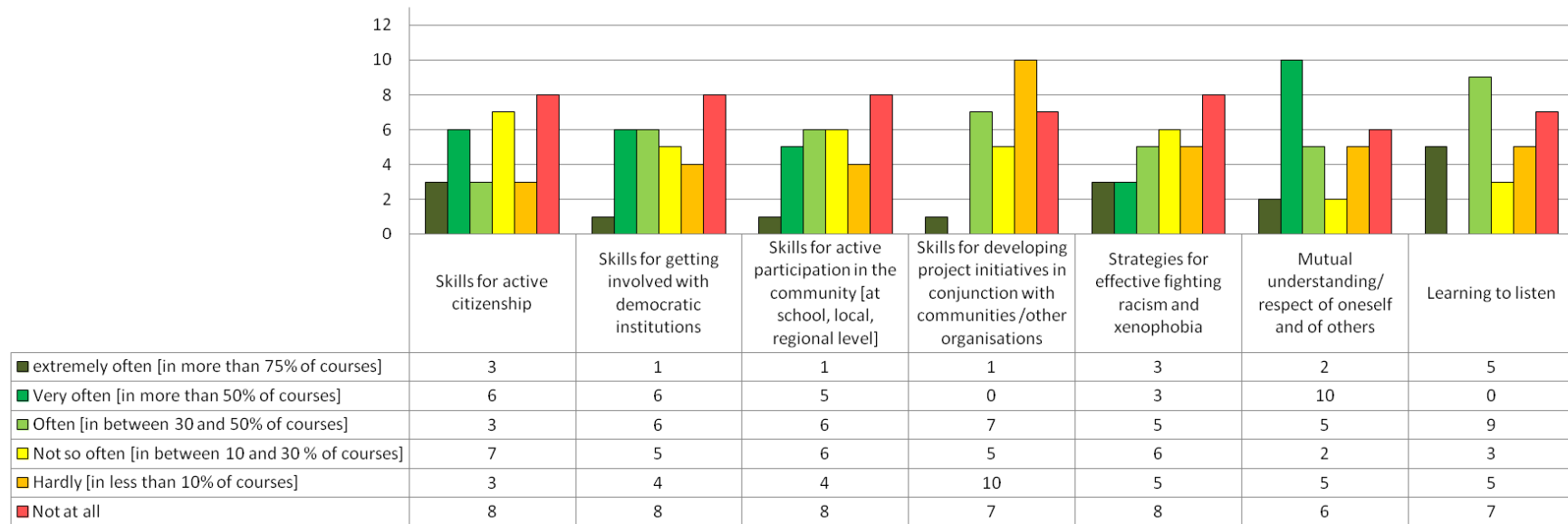
Epistemological Aspects



extremely often [in more than 75% of courses]	2	6	4	3	3	0	0	2	4	3	5
Very often [in more than 50% of courses]	5	8	4	5	3	3	1	6	5	3	3
Often [in between 30 and 50% of courses]	11	7	10	7	2	5	4	6	8	4	6
Not so often [in between 10 and 30 % of courses]	3	5	6	6	8	12	9	8	5	2	6
Hardly [in less than 10% of courses]	5	4	4	6	12	3	7	4	6	9	7
Not at all	4	1	2	3	2	7	9	5	3	9	3

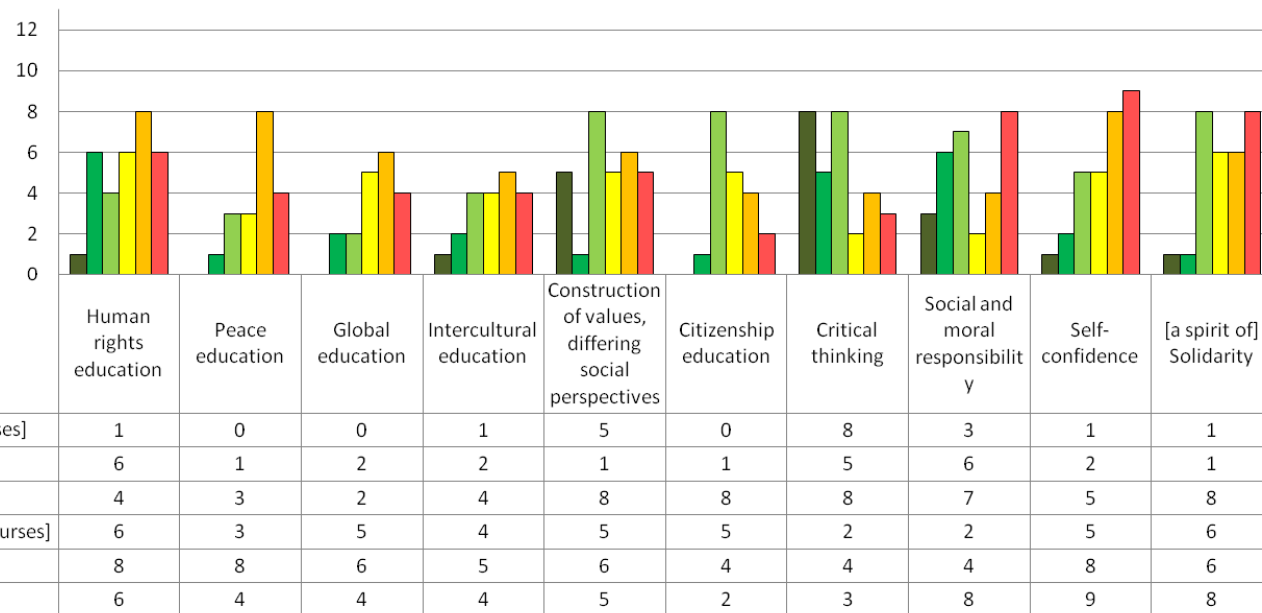
Aspects and/or skills of Civic Education / Citizenship education in curriculum „History “ (E+F5.1)

Skills education and Training



Aspects and/or skills of Civic Education / Citizenship education in curriculum „History “ (E+F5.1)

Conceptual Aspects



Thank you for your attention!