

The advocacy approach to diagnose teaching quality: A contradiction to a bottom-up procedure?

Fritz Oser, University of Fribourg, Switzerland

Quality in schools and instruction calls, since the recent decade for new and convincing answers. So far no clear agreement about a sole way of measurement has been found. In this symposium contribution we will on the one hand present an overview on trials and errors in measuring teaching quality and on the other hand we will discuss whether a bottom-up procedure is contradictory to the assessment of quality in vocational education. We will show that the bottom-up way and the inclusion of the vocational teachers themselves into the process of competence profile development is a precondition for a new discourse about quality. The current project is part of a 12 year research program, called "Professional Minds" in order to enhance the quality of instruction by using tailored competence profiles in VET classrooms. The quality question can not be discussed separately of the teaching practice and the emergency situation (vocational) teachers are confronted with. Therefore, a multiple perspective is necessary. We will present our stepwise approach to the measurement of quality by means of a Delphi-Study, diagnostic-instruments, model testing, diagnosing quality by means of video vignettes and expert ratings as well as intervention studies.