

Research- and evidence-based teacher training within the fields of VET

Susanne Weber, University of Munich, Germany

Frank Achtenhagen, University of Göttingen, Germany

Central topics of the actual international debate on teachers' professionalism are the problems of research-based and evidence-based initial and lifelong teacher behaviour. Research-based in this context means that teacher education is grounded on "continuous research-based inquiry in academic disciplines including educational sciences, and these all provide a basis for the improvement of the curriculum in teacher education" (Niemi, 2008, p. 63). This statement is important as it tackles the subjectmatter content knowledge dimension as well as the general pedagogical knowledge, the pedagogical content knowledge and the curriculum knowledge (cf. Shulman, 1986). Decisive is that all central domains of teacher knowledge have to be taught in a way that corresponds to scientific standards of the committed scientific disciplines, e. g. an overcoming of a separation of scientific topics into science for professionals of the discipline and "science" for teachers. On the other hand, the emphasis on the scientific basis of – especially – the educational dimensions of teacher education, which comprises also the pedagogical content knowledge, is necessary as the research basis within and for teacher education has to be strengthened. This statement refers to the quality of university studies and following training programs as well as to the possibilities to read and understand research results and also to act as a researcher – which mainly implies to follow accepted standards of educational research.

The research-based approach of teacher education has to be related to the evidence-based approach as teachers always use their own experiences and base their teaching on their convictions. Our paper focuses on selected aspects of this discussion: presenting first empirically proven results.