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Today's perception - tomorrow's interaction: Developing preservice teachers' professional vision for translingual education

(Extended Abstract)

Over the past two decades an intensive discussion has revolved around obstacles for the academic success of students whose language use does not comply with language use at school, focusing especially on immigrant students and students from families with low socio-economic status (Cummins, 2013; Gogolin & Lange, 2011). In order to counteract this discrimination, the concept of “durchgängige Sprachbildung” – the explicit promotion of language skills on all school levels and in all subjects for fostering pupils' academic language proficiency – has been discussed intensively (Gogolin & Lange, 2011; Heller & Morek, 2015). This concept (mostly) focusses only on the development of the language of schooling and does not consider other linguistic resources children bring with them, which again lead to the reproduction of the “monolingual Habitus of the multilingual school” (Gogolin 1994). To overcome the monolingual paradigm in school, learning environments that not only support the acquisition of the language/s of schooling but also the development of pupils' full linguistic repertoire are seen as a key factor to promote educational success (Sierens & Van Avermaet, 2014; Vetter & Durmus, 2017). However, research on how preservice teachers acquire the competencies necessary to create such learning environments during their university studies is scarce. In my study, I address this underexplored issue by examining how a specially developed video-based teacher education course influences preservice teachers' competence development in the area of translingual education in different school subjects. Preservice teachers' competence development is evaluated focusing on changes in preservice teachers' professional vision, so in their ability to notice and reason about relevant classroom events (van Es et al., 2017). Recent conceptualizations of competence as a continuum (Blömeke et al., 2015) see professional vision as situation-specific skill intermediating between the disposition, e.g. professional knowledge and beliefs, and performance, e.g. classroom practice, thus professional vision can be seen as a premise and indicator for the development of professional competence (Meschede et al., 2017; Stürmer et al., 2014). At last a more sophisticated professional vision of teachers has also shown to have positive effects on student learning (Kersting et al., 2012).

As the aim of the study is to investigate the influence of a teacher education course on preservice teachers' competence development, the study was carried out within a design-based research framework for two reasons: 1) this framework considers the complexity of educational settings and 2) contributes to the advancement of theory and practice (Euler 2014; McKenney & Reeves 2012). The design of the teacher education course builds on the extensive body of research on video use in teacher education and professional development (Gaudin & Chaliès, 2015). The data on preservice teachers' professional vision was collected at the beginning and the end of the 14 weeks long course using a specifically designed pre- and postvideo analysis task. The postvideo

analysis task was combined with stimulated recall interviews to gain an even deeper insights into the nature of participants' professional vision and its development. The data has been analyzed using various techniques of Qualitative Content Analysis, in particular, inductive category formation and deductive category assignment (Mayring, 2015). First analysis indicates a shift in preservice teachers' professional vision as they notice relevant teaching structures more often and demonstrate more sophisticated levels of analysis of potential learning processes shown in the impulse videos. These preliminary results suggest, that the preservice teachers in this study integrated the content of the course into their professional competence, which should lead to its appropriate use in the preservice teachers' future classroom practice.

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