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THE DILEMMA OF DIDACTIC PARADIGMS AND THE PRACITIONER'S CHALLENGES IN INTEGRATRIVE PLANNING

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ÖZET:

Didaktik modelleri konu alan literatür, derslerin planlanması ile ilgili çok sayıda strateji içermektedir. Özellikle, mesleklerine yeni adım atmış olan genç öğretmenler ders vermeye başladıklarında, geniş bir yelpazeyi kapsayan sorunlarla karşılaşırlar. Uygulamada, gerek özel gerekse öğretmenin kişisel gereksinimlerini göz önünde bulunduran ders modellerinin temel taşı sayılabilecek genel bir kuram neredeyse yok gibidir. Genç öğretmenleri bu konuda bilgi ve beceriyle donatmak için, çağdaş bilimsel araştırmalar kapsamında, bazı yeni ve gelişmeye açık ders modelleri örnek olarak incelenmeli ve değerlendirilmelidir. Böylesine kapsamlı, öğrenci merkezli ve entegre bir öğretim temelinin uygulanışı, genç öğretmenlere bağımsız bir meslek hayatı kazandırma sürecinde ancak bir kilometre taşı olabilir. Bu sürecin sonunda, genç öğretmenlerin amaca uygun ders hazırlama konusunda kendi modellerini gerçekleştirmeleri mümkün olacaktır.

ANAHTAR SÖZCÜKLER: Didaktik modeller, planlama araçları, öğrenci merkezlilik, uygulayıcının gereksinimleri, öğretmenin hareket alanı.

ABSTRACT:

The literature on didactic models offers a confused profusion of planning strategies, and especially the beginning teachers are faced with a considerable classroom dilemma. There is hardly any sufficiently well-founded theory of teaching on the basis of which specific and individual instructional models of practice and action could be substantiated, transferred and integrated.

In order to supply the newly-qualified teachers with an orientation categorical framework for a comprehensive, flexible concept of instructional design, a few exemplary progressive, open-minded didactic models shall be analysed and evaluated in the context of current research findings.

The use of a thus wider and integrative learner-oriented didactic fundamentum is but a milestone for more independent professional practice, and beginning teachers should become conscious of their own models of competent good teaching

KEY WORDS : Didactic models, planning aids, learner-centred, practitioner's challenge, professional's framework of action.

1. RESEARCH ISSUES AND KEY PROBLEMS

Recent reseacrh provides considerable evidence for the statements that teaching and learning in the classroom consists of more complex activities, many-sided overt resp. covert planning operations and dynamic interactive processes than has been presupposed in most effectiveness research [1,2].

As regards the multidimensional complex demands of classroom-instruction, especially being involved in the challenging tasks of 'simultaneity, immediacy, publicness, or unpredictability', it is consequently not surprising that beginning teachers are faced with a considerable dilemma [3]. As a comsume of changing trends and accumulated findings of educational research the new teachers, under the pressure of their day-to-day routine, are forced to simplify those complex category systems and thereby cope with mix elements of different concepts of educational science.

Recent research focusses special attention on the findings that most beginning teachers have not responded in the open flexible and experimental way innovative curriculum developers assured they would. But on the other hand critics question the worth of this empirical evidence of classroom-research due to the ommission of teachers' voices - the questions teachers ask and the interpretive frames they use to understand and improve their own classroom practices [4].

In reality teachers are primarily confronted by practical problems, which require unique and idiosyncratic approaches to solution, and in consequence they adopt a much more pragmatic approach than that prescribed by the educational aids industry and by the modern curriculum-designers.

Engaged in the tasks of selecting, designing, implementing and maintaining activities, which have even wider implications for pupil learning, teachers primarily and naturally have to solve the problems of how to structure the time and experience of pupils in the classroom [1].

Since the eighties there has been much discussion within and outside the teaching community about

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teaching as a professional artistry through which individual practitioners cope with divergent situations of practice and construct their own classroom research in correlation with own experiments and critical, creative thinking about action and practice. In that context there is at present a grqwing interest of progressive, learner-centred teacher educators to drow on Schön's reflective practitioner's model and hereby to indicate the spear-heading role of reflects-in-action in the trapped webs of the teachers' ritualized day-to-day routines [5,6].

Furthermore, recent critical analyses of research studies upon effective beginning teaching and acition - learning modelling have raised new questions about the relationships between own processes of self-development and modifying classroom practice, especially improving the quality of teaching as learning through the adoption of a more critical and open-minded action-research approach [7]. Teachers would be in a position to promote greater achievement if they could understand better how their own actions interact with the contexts in which they work to mould the learning experiences of their pupils. Additionally, improvement in quality teaching and in pupil-oriented pedagogical content know-ledge-research findings reveal a surprisingly low level of content-specific pedagogical understandings [8] - progresses the more when teachers decide for themselves to change the ways in which they plan, prepare and initiate learning activities.

As researchers studying Teachers' Instructional Plans have pointed out man-sided action processes and problem-solving activities, and not the prescriptive rational models are the central focus of teacher planning and of teachers' implicit theories of planning for teaching. Accordingly, the skills of planning lie not so much in the mastery of one technique associated with one preferred mode of planning but in knowing which approach of learning suits the occasion in the classroom best [9].

Taking int account that teacher's instructional planning comprehends the preactive, interactive and postactive tasks - regardless of the various short-and long-term levels of time dimensions - it is consequently advocated, that beginning teachers should concentrate upon a few essential elements and fundamental direct / indirect task categories (1) of the complex teaching-learning processes [10,11].

In relation to the development of the professional's practice and to the educative instructional process as a whle, unit-and lesson- planning might more appropriately act like maps, keeping new teachers informed of the route but always leaving the option of flexibility, of occasional detours open.

2. A. FRAMEWORK FOR BASIC AND INTEGRATIVE CLASSROOM-PLANNING

The literature on planning offers a confused profusion of didactic constructions and instructional paradigms (2), whereby each articulated theory of instruction operates with different practicality- and accountability roles and contributes its own special criterion of concreteness for actual instructional use.

There is hardly any sufficiently well-founded theory of teaching or uniform instruction theory on the basis of which specific planning models, different action-strategies and individual classroom-learning concepts could be substantiated, transferred and integrated [12].

In order to be able to discuss the questions of how to categorize, to associate, to elaborate, to identify and to evaluate the relevant didactic modelling, not only the practitioner's professional educative process as a whole - as analysed before - has to be taken into account but also those multifarious societally determined social contributions where the didactic processes of communication, interaction, socialization, working in collaboration, learning in groups and pupil participation in planning directly and indirectly take place.

For purposes of the present discussion the leading position is not to weigh arguments for or against the application of open-oriented classroom-learning concepts or to offer a balanced mixture of practical day-to-day didactic model-types, but to attempt to supply the newly-qualified teachers with an orientating categorical framework for rudimentary didactic planning decisions. In guiding them to identify and to employ certain problem-solving elements of different types of practical lesson-preparation the critical selection of the system of categories itself involves foundative classroom decision-makings that have an infuence on the holistic differentiated development of the teachers' professional practice.

The criteria to bear in mind when carrying out and evaluating experimental, incremental and comprehensive-integrative planning is that beginning teachers become aware of the nature and effects of their planning and be alerted to the possibilities of their modes of modelling being rigid and inflexible

(1) The rough objective of teaching units can be directly translated into tasks. The category of tasks is probably more applicable to the teachers' planning practice than systems of learning objective.

(2) Thus concepts and models range from descriptive to philosophical ones, from teaching-learning styles in open classrooms to syllabus planning of a highly complex technique, from a particular theory of learning to a composed interactive model system, from a teacher-paced approach to an individual-baset and learner-paced approach.

and consequently leading to an insensitivity to the teaching-learning process. In order to carry out their professional function effectively, and interact meaningfully with pupils and colleagues, beginning teachers should become conscious of their own models of competent 'good' teaching and should build up their own planning criteria for basic preactive, interactive and postactive teaching tasks.

In relation to the development of professional practice the use of modelling is but a stepping-stone to more informed and independent practice. This again requires more experience, more confidence, and a shift from technical to practical and critical reflection [13,14]. These three successive dimensions of quality teaching and improvement through experience - from the mastery of skills up to the route of reflection as practitioner's means of self-criticism- and the manifestations of their different complementary implications on the developmental track to an integrated whole might help to locate, assess and elaborate among the various dominant British, American and German approaches a fundamental classroom-reserach based integrative and flexible model of practice and action.

In the present case only a few exemplary didactic models ought to be shortly determined and analysed that refer to those afore pointed out wider concepts of instructional designing that align with the adoption of another model-type of differentiated actively involved learning and reflective teaching. Accordingly, the model types to be identified - when competent teachers are assigned to adapt the most concrete, practicable theory and a wider, deeper understanding of lesson-programmes to the children's learning - should be grounded on the young learners' demands for a more challenging whole, open-oriented curriculum.

3. ANALYSIS AND EVALUATION OF CURRENT MODEL-TYPES IN THE PRACTITIONER'S CONTEXT OF COMPETENT TEACHING

At present, progressive teacher education in the U.S. is dominated by Schön's reflective practitioner philosophy and by Shulman's model of pedagogical reasoning and action against the background of the so-called prepackaged competency-baset mastery learning programmes [15,16,17].

In contrast to the traditional technical-rational view, Schön's teaching model of reflection-in and reflection-on-action research includes a holistic view of the professional classroom practice, the working in collaboration with colleagues and the practising teachers' deepening insights into their own values, priorities and actions. According to Schön's open-ended planning-type, several kinds of experimentation (e.g. exploratory and move-testing experimenting) and enquiry are conducted in each practice stiuation whereby the cyclic pattern of appreciation, problem situation, action, reappreciation of the newly created situation and further action direcdy guide the teacher's decisions [18].

In a similat contex Shulman came to the conclusion that much more than pedagogy, instruction or teaching method is at stake when responding to the complex challenges of overt resp. covert decision - makings or addressing the concerns and needs of the whole pupil and building up a repertoire of professional teaching activities and learner-centred actions.

With special reference to the central complex subject matter as the missing paradigm problem, Shulman made out seven knowledge bases that identify the teachers' understanding needed to promote comprehension among pupils. A fuller understanding of the knowledge of learners, of educational contexts and of purposes and of how these relate to the content- and curriculum-knowledge might help teachers to improve their pedagogical content knowledge and thereby aid the innovational processes of classroom-management and -action research. Shulman set up the so-called model of pedagogical reasoning and action which involves a cycle through the activities of comprehension, transformation, instruction, evaluation and reflection. Reflection as the last of the five interrelated acts requires a reconstruction of all the accomplishments and actually acts as the analytical process through which a professional learns from experience.

In coherence with the reflective professional practice related to the induction of new teachers [19] there is currently in British teacher education a similar debate on alternative approaches, such as the 'shifting centres model' that regards the individual practitioners as the centre of the research study and identifies them as active constructors of their own knowledge and as responsive participinats in judging appropriate practical action. Whereas the dominant 'line management-model' - also termed as 'theory into practice' - paradigm - operates in the context of collectivism, the 'practice into theory'-approach judges the classroom-practice as the ground for the development of the process of theorising [7].

What matters most in this interface between person and practice is that the open-minded teacher might bring the learners to the point, where they, too, may be open to their own process of self-development and to their own understanding of their own experiences.

In German teacher education there is currently a

continuous discussion on the range and the flexibility of open-oriented classroom learning concepts, and the relevant learner-centred didactic-methodical-instructional terms - such as Freiarbeit (3), weekly lesson planning (Wochenplanarbeit) or project-action-learning have opened new overall challenges to the dominant teacher-centred models resp. the frontal-instruction model types. A further aspect of the present significance of the pupil-oriented modelling-types has to be seen in the proclamation of a subjective didactic grounded in holistic learning-to-learn cultures [20] and in the educative value of activity-oriented, creative teaching methods - their promoting having been further enhanced since they were integrated as social forms (such as individual work, team-work, role-playing) into the optimal development of the learner's social personality [21].

To encounter the differentiated possibilities of alternative interactions in the classroom and in order to identify the relevant learner-oriented categorical models or to help the beginning teachers to find the applicable comprehensive frame of orientation, some authors have worked out a system of didactic principles underlying the different action-oriented teaching-learning concepts, such as dicovery learning, self-activity, exemplariness, self-responsible learning etc. [22]. On the other hand it is worth considering that the conceptualization of partial theories or eliminated features of instruction and the deliberate emphasis on a few factors out of the many-sided totality of the teaching-learning process often lead to the difficulty of developing a clear and consistent system for analysing and location model types properly.

An important factor to be confronted with in an integrated open-oriented approach is that learner-oriented as well as teacher-centred educators attempt to address the interests, concerns and needs of the total, whole (every day life) pupil. Subsequent to the implicit structures of the teaching-process itself and involved in competent experienced classroom-practitioning it can be clearly shown, that traditional teacher-centred models, - e.g. in their questioning - developing or more academically oriented expression-, in connection with the integrative continuation of planning tasks and teacher-pupil interactions would serve as another effective basis for quality teaching.

A fundamental fact in favour of the establishment and implementation of broad and integrative open-education ersp. learner-centred models ought to be accounted in the growing awareness of achieving social and communicative competence and reciprocal person-oriented interactions in a modernised open society. It is not exclusively the efficient adherence to the ideology of a more or less unilateral adaptation of the learner to the learning environment (or vice versa) nor generally strictly modelling the new reformistic pedagogical trend 'openness' in terms of sharing and attitudes, but the functionality and quality of the learners' lives and positive holistic action learning concepts whereby teaching transforms into learning and back again to teaching on the practitioner's side.The challenging movement in favour of alternative instructional models in connection with a method-pluralism even induced the two outstanding German didactic educationists Wolfgang Schulz [23] and Wolfgang Klafki [24] to introduce more know-how and know-that reality and action-oriented relevance into their model programmes. Consequently, Wolfgang Klafki developed further his original theoretical educational didactic model [25] by achieving a closer relationship between content-oriented and social learning, between the action-oriented teaching and the method-oriented learning by practising self-determination, solidarity and co-operative learning.

According to Klafki's predominant action-oriented and modernised school-based learning-concepts, his newly elaborated perspective' construction of didactic modelling-encompassing a range of seven planning dimension (4) - has to be placed into the centre of orientation for flexible experimenting instructional designing just as in the case of Shulman's and Schön's models as well as the English 'teaching as learning' action-research-approach.

Within the framework of a such intended wider and open-minded didactic fundamentum for competent beginning teaching, Hilbert Meyer's integrative action- and pupil-oriented model type of practical learning appears to present one of the best challenging options in current German teacher education for the practitioners in the classroom [26, 21, 22].

According to Meyer's modelling the shaping of learning environments, the furnishing of real-life projects and educational-instructional experiences dealing with developmental tasks on discovery learning or problem-solving skills are paramount. Action-oriented teaching in combination with the critical use of content-oriented instruction methods and positive didactical principles (such as self-concept, self-activity, education for community, discursive learning

(3) Freiarbeit is an educational-instructional from without constraints to learn based upon the pupil's choices. The individual learners make their own decisions with lesson-planning as regards didactic, methodical, social, local and time aspects.

(4) Klafki's didactic construction includes the following dimensions: relevance of future and presence, exemplariness, levels/structures of content knowledge, components of judgement and evaluation, process of accesibility and presentation (e.g. choice of media), method conceptions.

etc.) promote a resultant whole of competence, performance and socio-cultural intelligence within the reciprocal person-oriented interactions in the social classroom practice.

Consequently, the implementation of integrative open education programmes - in correlation with the demands for greater codetermination by pupils in the selection and structuring of their educational processes - requires a change in the entire school culture. Structural changes must be part of the planning and didactic modelling within and outside the classroom.

4. CONCLUSIONS AND PERSPECTIVES

Coming to the conclusion that much more than instruction theory, new reformistic pedagogical models an open-oriented teaching method is at stake, when responding to the complex problem of quality teaching/action learning in the context of wide integrative planning, the structured system of support for new teachers must also be grounded in their backgrounds, co-operative learning, investigations, reflections and self-development. It is up to the learner-centred teacher to decide wit the teacher educators and educational scientists mean by open-minded mutual instruction, project action learning and reflective practising.

Finally, competent teacher-educators resp. Scientists of Didactics should permanently attempt to improve their ow practice and should weigh outcomes from the whole research on teaching - not asl fly-on-the-wall observers but through further collective, cooperative research, action-oriented reflective processing, and permanet discussions with practitioners!

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