

Eötvös Loránd University
Faculty of Education and Psychology
Doctoral (PhD) Program of Education

NOÉMI BIRTA-SZÉKELY

**The Role and Position of Pedagogical
Knowledge in the Theory and Practice of
Teacher Training**

(A Constructive Model of the Integration of Theory and
Practice in Pedagogical Training in Reference to Teacher
Training in Transylvania)

(PhD) Thesis Abstract

Director of studies: Dr. Széchy Éva CSc.

Budapest, 2007

Eötvös Loránd University
Faculty of Education and Psychology
Doctoral (PhD) Program of Education

NOÉMI BIRTA-SZÉKELY

**The Role and Position of Pedagogical
Knowledge in the Theory and Practice of
Teacher Training**

(A Constructive Model of the Integration of Theory and
Practice in Pedagogical Training in Reference to Teacher
Training in Transylvania)

(PhD) Thesis Abstract

Director of studies: Dr. Széchy Éva CSc.

Budapest, 2007

(PhD) THESIS ABSTRACT

CONTENT

1. INTRODUCTION	4
2. CONCLUSIONS DRAWN FROM THE ANALYSIS OF THE SPECIALIZED LITERATURE EMPLOYABLE IN THE QUESTIONNAIRE SURVEY AND EMPIRICAL RESEARCH	9
3. THE ANALYSIS OF HUNGARIAN TEACHER TRAINING IN TRANSYLVANIA QUESTIONNAIRE SURVEY	13
3.1. JUSTIFICATION AND DESCRIPTION OF THE EMPIRICAL RESEARCH	16
3.2. HYPOTHESES	17
3.3. EXPERIMENTAL DESIGN	18
3.4. BASIC SCHOOL PRACTICE (BSP)	22
3.5. CONCLUSIONS	23
4. SUGGESTIONS REGARDING THE GENRE AND STRUCTURE OF CURRICULA APPLIED IN TEACHER TRAINING IN REFERENCE TO THEORETICAL AND PRACTICAL PEDAGOGICAL TRAINING	27
5. NEW SCIENTIFIC ACHIEVEMENTS AND POSSIBLE DIRECTIONS IN CONTINUING THE RESEARCH	29
5. PUBLICATIONS RELATED TO THE THEME OF THE THESIS	32
7. ACADEMIC CURRICULUM VITAE	34

The Role and Position of Pedagogical Knowledge in the
Theory and Practice of Teacher Training

1. Introduction

This thesis examines the pedagogical dimensions of initial teacher training, it sets out to analyze the possible effects of the relationship between theory and practice on the development of professorial attitudes and opinions. The aim of this study is to identify the position and role of pedagogical knowledge in initial teacher training. The thorough analysis of initial teacher training and its main difficulty, namely the relationship between theory and practice brought me to the definition of pedagogical knowledge.

Initial Teacher Training

Teacher training or broadly speaking pedagogical education is the most problematic and in the same time most debated area of the educational system in every society. Which are the specific areas of erudition, how much should the content be that would prove to be sufficient for teacher training, how should the vocational, psychological and pedagogical training be carried out, which should be the ratio between theory and practice and how much should the optimal training period be? These are the central issues that professionals in teacher training are engaged in worldwide. These issues gain importance now that the rapid augmentation of scientific information, the pace of technological development, the incursion of media, the means of communication and the limitless and unrembraceable amount of information are becoming central issues of contemporary society. Our

(PhD) THESIS ABSTRACT

information based society expects the development of different types of competence. Undoubtedly it takes a good quality institutional education and competent teachers to ensure such training. Due to the rapid scientific development we know more about professional development and as such about the process of becoming a teacher, and one can draw the conclusion that this process has become more and more complex, which paradoxically does not facilitate the organization of teacher training but on the contrary makes it more difficult.

The Relationship between Theory and Practice in Teacher Training

After reviewing the literature of initial teacher training one can draw the conclusion that there is need for a general requirement that would clarify the basic set of tasks and objectives for teacher training, the expected types of competence, the contents that would correspond to these, the optimal ratio between theory and practice, the training time, the assessment system etc. Training in a classical sense, where during theoretical and practical training the items of information do not come together, but are stored one top of the other, does not allow of the development of professorial competences. There is need for the establishment of such an educational system, which is based on the priority of developing the personality and set of competences of the teacher candidate. The results of our questionnaire survey suggest that neither those who have been professing teaching for 1-2 years nor university professors are

The Role and Position of Pedagogical Knowledge in the
Theory and Practice of Teacher Training

satisfied with the present training system. They all think that the issue of teacher training has become particularly important and it is necessary to rethink and reorganise our national educational system in this respect. Nowadays education faces a series of challenges that primarily result from the changes on social, cultural, economic and scientific level, from economic and political globalization, and from the formation of new values. Consequently, teacher training should draw on a professional reality that would enable prospective teachers to meet these challenges.

„The improvement of teachers’ professional knowledge and motivation must be a priority in every country.”
(Delors 1997. 122.) [*translation mine – N B-Sz*].

Pedagogical knowledge

Subjects that mediate pedagogical knowledge have a central role in the teacher training systems of most countries. It is considered to be the second most important area of training after the vocational one. Its primary aim is to develop a modern and scientific pedagogical approach, but on the other hand, it also sets out to acquaint the theoretical and historical basis of education. Such training allows us to understand the determining characteristics of education at any age and in any historical period. The most frequently arisen question during the acquisition of pedagogical knowledge is the problem that students face when learning the theory of pedagogy. Scilicet, during the conveyance of pedagogical

(PhD) THESIS ABSTRACT

information one can observe that this knowledge is not “usable” neither during training nor later on during practice. Theory is present only as “passive” knowledge, the conveyed information does not prove to be useful (see the results presented in chapter 9). It is necessary to clarify here that this kind of theoretical information is not meant to be applied in practice but its aim is to shape the teachers’ outlook and attitudes in connection with the educational problems that they may encounter during teaching, namely its role is to develop a general pedagogical erudition. Its usefulness should be approached from this perspective. Among the attempts to reform teacher training most specialist examine the possibilities of the integration of pedagogical, psychological, theoretical and practical knowledge. Therefore, the problem is that insofar pedagogics has been dealt with only in theory, but once we apply it in practice it can found the methodological and teaching practice. According to the constructivists we should secure such an educational environment, where there is possibility for conceptual change. Nevertheless, such an approach does not exclude the importance of theoretical knowledge, since there are no abilities without knowledge, thus pedagogical knowledge has its *raison d’être*. Surveys from Hungary also prove the negative attitudes towards pedagogical knowledge in teacher training. Pedagogical knowledge occupies central position in the present descriptions of competence. The fundamental aim of such knowledge is to help students reconceptualize their own ideas with reference to the nature of attainments. This is a very important basis of the continuing professional education (Maxwell 2004).

The Role and Position of Pedagogical Knowledge in the
Theory and Practice of Teacher Training

The problem with the conveyance of pedagogical knowledge within the classical frames of training is that students do not see its applicability in practice, its usefulness in getting to know students better or in the day to day school life.

The Structure of the Thesis

The first four chapters deal with the role of initial teacher training (ITT) in higher education, with the international reformist endeavours concerning its structure and organization. The fifth chapter discusses the significance of pedagogical training with special emphasis on the applicability of constructive pedagogy in teacher training. Chapters 7, 8, 9 and 10 contain the detailed presentation of the empirical research, followed by the evaluation of the results. Chapters 11 and 12 contain a set of recommendations for the improvement of teacher training. The thesis ends with the conclusions and an outline of the possible continuation of the research. The appendix contains the means applied in the empirical enquiry and the detailed data.

2. Conclusions Drawn from the Analysis of the Specialized Literature Employable in the Questionnaire Survey and Empirical Research

The General Questions and Problems of Teacher Training in the Reflection of the Expectations of the 21st Century

The necessary transformation and reformation of teacher training cannot be carried out without the accretion of prestige related to teacher training. This accretion of prestige should equally affect vocational and teacher training, and in both fields only quality growth can constitute its basis. „The role of education today and ever is to meet the demands of a given society. In our world the prosperity of learning and existence is greatly influenced by the individual’s capacity to filter the great amount of information, select the relevant items of information for his decisions and be able to embed the new information in the appropriate context during the process of assigning meaning.” (Bárdossy and contributors 2002. 97.) [*translation mine – N B-Sz*].

The overall and in the same time most problematic fields of initial teacher training, significant also in international terms, are the following: *expansion, content regulation, applicability of theoretical knowledge*, the lack of integration of *theory and practice*, harmonizing *the different fields of training*, the problem of *selection*, the problems concerning the introduction of *inclusive education*, the putting into practice of *competence based training* and the introduction of its evaluation system.

The Role and Position of Pedagogical Knowledge in the
Theory and Practice of Teacher Training

International Tendencies in Teacher Training

When trying to define the vocation of teaching one gets a very uncertain picture, since there are no ready made recipes. The process of becoming a teacher is an individual one; personality traits and their mobilization play a decisive role in this kind of formation. It is a process that starts at birth, one becomes aware of it during initial training and it develops and evolves with actual practice, since the development of professorial competences takes a lot of time. The key of efficiency is very complex and manifold, for a long time it has been the endeavour of researchers to disclose it. In the present research project the following main scopes of investigations can be separated: the forms of integrating theory and practice, the description of professorial competences, the means of their development and evaluation, the disclosure and impressionability of preliminary knowledge, namely the *views* and *attitudes*.

The Role and Position of Pedagogical Knowledge in Initial Teacher Training

Information, being of any nature, is not superfluous from the perspective of the organization of training. According to the constructivist concept operations arise from knowledge through its expansion and through the relation between items of information that make up a well-defined system. The process of learning, the key of successful development, the starting point of the process is the knowledge the individual has about the world, the

(PhD) THESIS ABSTRACT

preliminary ideas and set of personal beliefs already organized in a system that influences the individual's world view (Nahalka 2003). Still, it is important to state the fact - underlined by many scientific findings – that when talking about pedagogical training the classical form of training do not have a positive impact on the students that study to become teachers.

The Applicability of Constructive Pedagogy in Teacher Training

The scientific achievements of the constructivists show lines of conduct for further development in reference to the methodology of teacher training. The effect that beliefs and attitudes have on the formation of theoretical and practical knowledge significantly shapes the course of research of teacher training. The essence of this new method is that its starting point is the student, the teacher candidate him/herself, his/her knowledge, and it builds on this preliminary knowledge taking into consideration, on one hand, its development and formation in the actual training contexts and, on the other hand, the formation and developing of the most essential competences.

The Role and Position of Pedagogical Knowledge in the
Theory and Practice of Teacher Training

Stages of the Research Process

STAGE I

**2002-2003, EUROPEAN TENDENCIES IN
TEACHER TRAINING**

Document analysis

STAGE II.

**2003-2004, THE EXPLORATION OF THE
SITUATION OF HUNGARIAN TEACHER
TRAINING IN ROMANIA**

Document analysis and questionnaire survey

STAGE III.

**2004-2005, THE ROLE AND POSITION OF
PEDAGOGICAL KNOWLEDGE IN TEACHER
TRAINING**

Empirical research

SATGE IV.,

**2005-2006, THE CONSTRUCTIVE MODEL OF
TEACHER TRAINING**

Suggestions concerning the genre based and structural characteristics of the syllabi applied in teacher training, comments regarding the theoretical and practical training

3.The Analysis of Hungarian Teacher Training in Transylvania Questionnaire Survey

The exploration of the situation of Hungarian teacher training from Romania is a descriptive research, contains the unfolding of its past and the analysis of its present. Beside the analysis of documents, we adopted also a questionnaire survey with which we aimed at practicing teachers (78), graduate students (127) and members of the academic teaching staff (16). The aim of the survey was to explore the general opinion teachers, academics and students have about the present functioning of teacher training and to find out which are the competences the participants consider to be important in teacher training. We can undoubtedly state that teacher training in Romania is in a transitional period since the new training frames and output requirements brought about by the Bologna process have not been clarified yet. These changes did not live up to the claimed expectations: the basic training concept is the same, there is still no place for self-development studies in the training process and practice does not play an important role. Generally speaking, the questioned students, practicing teachers and academics are not satisfied with the present teacher training system, and due to this consider their own training to be deficient. They criticise the theory-oriented nature of teacher training, and consider that reason of their failures lies in the lack of professorial competences. Academics lack the output requirements, the uniform expectations regarding competence that could constitute the guidelines of

The Role and Position of Pedagogical Knowledge in the
Theory and Practice of Teacher Training

training. Conclusions drawn from the results of the questionnaire survey:

- The selection at the beginning of the teaching career is not justified since the attitudes towards the profession of teaching may change during training.
- All three target groups emphasize the lack of practice in teacher training. It can even be considered to be a fact since most of the researches connected to teacher training have demonstrated the great importance of practice in teacher training. „...it is a significant fact that they placed practical training – and mainly its usefulness – to be more important than vocational training.” (Kocsis 2003. 118.).
- They underestimate the importance of theoretical training as well, the theoretical pedagogical course got the lowest score. It has been proven internationally as well, that the academic theoretical training has a very low efficiency in teacher training.
- Practical training has to be adopted in line with theoretical training, that is simultaneously.
- There has to be greater emphasis on the development of such competences as empathy and the ability to communicate since the necessity for such competences in the process of teaching is confirmed also by practicing, experienced teachers.
- Pedagogical preparedness is in significant connection with the individual attitude towards teaching, thus greatly contributes to the successfulness of teaching.

(PhD) THESIS ABSTRACT

- Graduate students, practicing teachers and academics all pinpointed the same problems in the questionnaire survey, thus there is no difference between the opinion of expert and novice teachers in the case of our design.

The Role and Position of Pedagogical Knowledge in the
Theory and Practice of Teacher Training

3.1. Justification and Description of the Empirical Research

Our basic aim is to analyse the impact of Basic School Practice, introduced simultaneously with the theoretical training, on the preliminary beliefs and concepts of the students. The intention is to influence the opinions and attitudes of students. Furthermore:

- To identify the shortcomings of pedagogical training based on the results of the questionnaire survey that can be compensated and the possibility of elaborating a basic pedagogical training programme
- To disclose the constructive training possibilities of combining theory and practice in pedagogical training.
- To prove experimentally the positive effects of Basic School Practice on the professional training of teacher candidates, on the increase of their positive attitudes and on the framing of their vocation and *opinion*.
- To draw up suggestions based on the results and conclusions in reference to the curricular adaptation of pedagogical competences that contribute to the increase of professional competence.

3.2. Hypotheses

The starting point of the hypotheses of the present research is the assumption that the theoretical pedagogical knowledge cannot be utilized independently, theoretical information takes effect only when combined with practice, only as such can it shape the attitude and opinion of pedagogues. In pursuance of this:

1. The positive teacher image of the first year students is consistent with the results of the questionnaire survey carried out in the second stage of the research project, namely with the positive teacher image of graduate students, practicing teachers and academics (1SQ¹ questions 6, 7)
2. The participants in the *Basic School Practice* programme (experimental group):
 - a. Consider themselves to be better prepared, they consider their knowledge to be more useful (2SQ² question 5),
 - b. Have a more positive attitude towards teaching (2SQ question 7),
 - c. Have a higher efficiency (they have better examination results) than the participants of the control group.
3. Among the results of the experimental group's pre-test fear of children and of the unknown is more frequent than in the case of the post-test. (1SQ, question 5, 2SQ, question 4).

¹Self-estimation questionnaire 1

²Self-estimation questionnaire 2

The Role and Position of Pedagogical Knowledge in the
Theory and Practice of Teacher Training

4. In the case of the control group the difference between the results of the pre-test and post-test regarding fears is not significant. (1SQ, question 5, 2SQ, question 4).
5. Among the fears regarding the practice of teaching in the case of the control group distress, fear of children and fear of the unknown are more frequent than in the results of the experimental group's post-test. (2SQ, question 4).
6. The preliminary beliefs and preconceptions of the participants in the *Basic School Practice* programme (experimental group) show alterations along the key concepts, as a result of the programme.
7. The conceptual maps of the participants in the *Basic School Practice* programme (experimental group) are more structured, more perspicuous at the end of the programme than at its beginning.
8. There is no significant difference between the pre-maps and the post-maps of the students who did not take part in the *Basic School Practice* programme (control group).

3.3. Experimental design

The experimental part of the project follows the scenario of the classical, empirical programme evaluation³ experiments. In our case we talk about an experiment with two groups both of them being of the same level (experimental group and control group). We

³ see Bábosik István, Bp., 2004

(PhD) THESIS ABSTRACT

made the experiment with a group of second year students who study to become teachers. (The treatment of the characteristics of the design can be found below). The independent variable is the *basic school practice* programme, dependent variables are the attitudes towards the profession of teaching and the students' opinions regarding the rudiments of pedagogy, which we measure with the help of conceptual maps. The result of the experiment is to show the degree of alteration regarding conceptions and attitudes towards pedagogical knowledge brought about by the *basic school practice* programme.

General experimental design

Stages Groups	PRE-TEST	INTERVEN- TION	POST- TEST	RESULT
EXPERIMEN- TAL	Sample choice Defining the profession of teaching and attitudes towards the practice of teaching. Self-estimation questionnaire, Similar in the case of both groups.	Introducing independent variables.	Measurement of the independent variables.	The constructive model of theoretical pedagogical knowledge in teacher training
CONTROL		No intervention	The same at both groups.	

The experimental design corresponding to the stages of the research

Period	PRETEST	INTERVENTION	POST-TEST
2004- 2006	October 2004 <i>Experimental group</i> <i>Control group</i> Attitude analysis Conceptual map	1st, 2nd semester, 2005/2006 academic year 28 weeks 2005 October- 2006 June Basic School Practice <i>Experimental group</i>	June 2006 <i>Experimental group</i> <i>Control group</i> Attitude analysis Conceptual map

The Role and Position of Pedagogical Knowledge in the
Theory and Practice of Teacher Training

The Characteristics of the Design

The sample contains 60 second year students from BBU⁴ Cluj-Napoca, who study to become teachers (30 humanities students – Hungarian literature and language major, foreign language or ethnography minor - and 30 students who study science – mathematics, computer science, physics). The experimental group consists of 15 humanities students and 15 students of science, and the structure of the control group is the same. The *Basic School Practice* was carried out in the following schools from Cluj-Napoca: Apáczai Csere János Highschool, Báthory István Highschool, Sigismund Toduta Music School, Brassai Sámuel Highschool.

Research Methods

- Questionnaire survey – students' questioning – for the selection of the experimental and control group.
- Empirical experiment – in order to analyze the effectiveness of the *basic school practice programme*. Time period: two academic semesters.
- Self-estimation questionnaire
 - Attitude analysis (*Likert's*⁵ - scale) – pre-test and post-test
 - Self-estimation, for the sake of pre- and post-measuring – the self-estimation of the experimental and of the trial group in connection with their pedagogical effectiveness.

⁴ Babes-Bolyai University, Cluj-Napoca

⁵ Szokolszky Ágnes, 2004, 371

(PhD) THESIS ABSTRACT

- Conceptual maps – to analyze the alterations of pedagogical opinions in the case of the experimental and that of the control group. In the processing we used *Dershimer's* method (Szivák 2002), applied in 1993.
- Comparison of examination results.
- Statistical methods – analysis of the research results with the aid of Excel and SPSS programmes.

The Role and Position of Pedagogical Knowledge in the
Theory and Practice of Teacher Training

3.4. BASIC SCHOOL PRACTICE (BSP)

The aim of basic school training is to help students recognize their attained theoretical knowledge in school context and vice versa, to help them integrate phenomena observed in the school into their theoretical constructions. Furthermore, the aim of the practice is to influence the attitudes and opinions of students about the profession of teaching in a positive way. Through interactive and reflective situations students become responsive and sensitive towards problems that can arise in class, and this grounds their future teaching practice. The basic objective of basic school practice is to make students aware of the preparation needed in order to become an efficient teacher, to make them conscious of the fact that primarily they are student teachers and not only students.

Basic school practice is intended for those students who in line with vocational training also want to obtain a diploma in teaching during their studies. Basic school practice is compulsory, meaning that it cannot be omitted if one decides to become a teacher. The student teacher takes up basic school practice together with theoretical pedagogical and psychological studies. Basic school practice is the condition for the actual teaching practice.

3.5. Conclusions

The following conclusions can be drawn from the analysis of the specialized literature and from the completed scientific investigations:

Stage 1.

From the analysis of the problematic areas in teacher training and from the exercise of the different European countries it can be ascertained that the following areas need most attention in the process of reforming teacher training:

- *expansion,*
- *content regulation,*
- *the applicability of theoretical knowledge,*
- *integration of theory and practice,*
- *harmonizing fields of training,*
- *the question of selection,*
- *matters regarding the introduction of inclusive education,*
- *the putting into practice of competence-based training, the introduction of its evaluation system.*

Stage 2.

The following conclusions can be drawn from the analysis of Hungarian teacher training in Romania:

- The general observations drawn up in the first stage are valid also for the Hungarian teacher training in Romania.
- Due to the Bologna process Hungarian teacher training in Romania is in transition. The structural and functional principles of basic teacher training remain unchanged, namely we can still speak about the lack of connection between theory and practice

The Role and Position of Pedagogical Knowledge in the
Theory and Practice of Teacher Training

and the structure of theoretical training has not changed either.

- The output requirements have not been clarified and neither have the conditions of postgraduate master's training (Module 1. 2.).
- The drafting and description of teaching competences as general output conditions has only been partially carried out, mainly in the field of primary school teacher training.
- All three target groups emphasize the lack of practice in Hungarian teacher training from Romania.
- By questioning graduate student teachers, practicing teachers and academics the results show that there is a significant connection between the individual attitudes towards teaching and pedagogical preparedness, thus the latter greatly contributes to the effectiveness of teaching.

Stage 3.

The following conclusions can be drawn from the empirical research:

- Theoretical pedagogical knowledge plays an important role in the realization of the profession of teaching, in the formation of attitudes and opinions if the theoretical training is connected and completed with practical activities.
- The conclusion that can be drawn from Basic School Practice is that the opinions of the experimental group have become more problem centred along key concepts (school, student, teacher). They also have better examination results in contrast with the results

(PhD) THESIS ABSTRACT

of the control group, fact which leads us to the conclusion that they were able to employ their knowledge better.

- The attitudes of the control group have changed as well in connection with key concepts, but the conceptual maps show that not necessarily their way of thinking changed but rather their vocabulary enriched, they were able to use the specific terminology. From the perspective of the constructive approach there has not been any conceptual change, whereas in the case of the experimental group we can talk about such changes. The results of the conceptual maps show that the control group is less sensitive towards the importance of the student-teacher relationship.
- Consequently, Basic School Practice is a practical teacher training activity that runs simultaneously with theoretical training and completes it. Its aim is to offer students the opportunity to experience in practice the attained theoretical knowledge and thus to shape students' attitude towards a teaching career, and in the same time it also helps obtain conceptual changes during training. This way students' knowledge is not extraneous but shapes their attitudes and opinions.

Stage 4

Falling back on the results of the previous three stages and proceeding from there suggestion are drawn up regarding the structural and functional particularities of teacher training. Suggestions are made about the developing of professorial competences too,

The Role and Position of Pedagogical Knowledge in the
Theory and Practice of Teacher Training

corresponding them to the training units that are responsible for their formation.

4. Suggestions Regarding the Genre and Structure of Curricula Applied in Teacher Training in Reference to Theoretical and Practical Pedagogical Training

Since according to the constructivist principle the formation of attitudes and opinions of student teachers is a very important factor, we suggest the introduction of methods that enable the disclosure of opinions before and after the training stages, which can help students become aware of the importance of the formation of attitudes and opinions in the profession of teaching, and these methods would also enable the development of reflective competences. Pedagogical and psychological training essential in teacher training grounds both the theoretical and the practical training and prepares student teachers for the special methodology and for the actual teaching process. Pedagogical training plays an essential role in teacher training and it must ensure simultaneous theoretical and practical training. The ratio of theoretical and practical training is at least 40%-60%. Regarding school practice we assign accentuated importance to the application of formative evaluation.

Furthermore, we consider it important to correspond these competences to the different domains of training, because the exercise of teacher training shows that the general description of these competences does not produce results. If we do not clarify the educational units that are “responsible” for their formation it may happen that everyone proceeds as he or she wishes, training falls apart because there is no uniform

The Role and Position of Pedagogical Knowledge in the
Theory and Practice of Teacher Training

coherence. It would be a great help also for academics who work in teacher training to clarify the competences assigned to the individual training domains. Competence descriptions do not correspond to the traditional units of training thus in order to make these competences useable we either change the names of these units (according to competence domains) or we correspond these traditional units to competences. In the present case the latter happened since the changing of training units is quite difficult due to political and administrative etc. factors.

5. New Scientific Achievements and Possible Directions in Continuing the Research

Based on the analysis of the specialized literature and the results of the empirical measurements the following new scientific results can be formulated:

1. Theoretical pedagogical knowledge plays a central role in teacher training especially if it is simultaneously completed with practical activities (see Basic School Practice). It helps students become aware of the preparation for teaching, meaning that it shapes attitudes and opinions.
2. Basic School Practice has a positive influence on student teachers' pedagogical knowledge and on the shaping of pedagogical competences and helps also in the conceptual change considered to be very important by the constructivist learning theory.
3. According to the principle of Basic School Practice during practice it is possible to customize the contents according to the particularities of each group or student.
4. Basic School Practice influences examination results as well and this refers to the applicability of the attained pedagogical knowledge.

These could be the directions in which the research could be further developed:

- It would be useful to elaborate a methodological exercise book based on constructivist learning (see on the analogy of Trencsényi László, Nevelés- és iskolaelméleti gyakorlatok, Okker, 2002) that could

The Role and Position of Pedagogical Knowledge in the
Theory and Practice of Teacher Training

be used during theoretical and practical pedagogical training.

- Furthermore, it would be useful to examine whether or not due to the effect of basic school practice a superior pedagogical way of thinking develops.
- It would be instructive to carry out the research presented in this thesis with an experimental group that has no sense of vocation and thus to monitor the effect of basic school practice on such a group.
- It would be useful as well to observe which group performs better in the actual teaching process. It would be interesting to determine the attitude of student teachers towards the different factors through the questioning of students and then compare these results with the student teachers' own opinions.
- The elaboration of such means and aspects of evaluation that, on one hand, can measure the changes in student teachers' opinions and, on the other hand, can determine how the same opinions develop during teaching practice and whether or not students build on the knowledge attained during basic school practice during their future teaching practice.
- We suggest as further research possibility the investigation of attitude formation in similar context by making teaching competences conscious in a way that would allow student teachers to work

(PhD) THESIS ABSTRACT

with these competences, pay attention and reflect on them and monitor their development.

The Role and Position of Pedagogical Knowledge in the
Theory and Practice of Teacher Training

5. Publications Related to the Theme of the Thesis

1. Székely Noémi (1999), A kolozsvári Babeş-Bolyai Tudományegyetemen folyó tanárképzésről, In: *Erdélyi Múzeum*, 3-4, Kolozsvár, Erdélyi Múzeum-Egyesület, 269-274
2. Székely Noémi (2000), A tanárképzés egyes kérdései a kolozsvári Babeş-Bolyai Tudományegyetemen, In: *Jegyzetek az intézményes oktatás reformjáról*, Kolozsvár, Educatio Kiadó, 55-60
3. Székely Noémi (2003) 21. századi elvárások a tanári hivatással szemben, In. *Magiszter*, Csikszereda, I. Evf. 1. sz, 12-25
4. Birta-Székely Noémi, Fórizs Ferenczi Rita (2003), A tanárképzés reformjának szükségességéről, In. *A romániai magyar oktatási hálózat jövőképe*, Iskola Alapítvány, Kolozsvár, 73-81
5. Birta-Székely Noémi (2005). Tanárképzés és reform?, In. *Civil Fórum*, Kolozsvár, 152-164
6. Birta-Székely Noémi (2005), Szemelvények az erdélyi magyar tanárképzés múltjából és jelenéből, In. *Pedagógusképzés*, 93-109
7. Birta-Székely Noémi (2005), Tanárok felkészítése az inkluzív oktatásra Romániában, *Erdélyi Pszichológia Szemle*, VI. évf., 2. sz., 163-183
8. Birta-Székely Noémi (2005), *Training Teachers for Inclusive Education in Romania*, In-clues, www.inclues.org

(PhD) THESIS ABSTRACT

9. Birta-Székely Noémi (2005), Az erdélyi tanárképzés fejlesztésének lehetőségei, In. *VI. RODOSZ Tudományos Konferencia kötet*, Kolozsvár, 56-68
10. N.Birta-Székely, L.Tebar, P.Moliterni, G.Villanella, S.De Pauw (2006), "Inclusive teacher training based on competencies - report of a working group" in Lebeer, J. (Ed.) *In-clues: clues to inclusive and cognitive education*, Antwerpen/Apeldoorn: Garant Publishers, pp. 57-64

Other significant publications

11. Székely Noémi (2002), Környezet és nevelés, In. *Közoktatás*, 8. sz., Bukarest, 15
12. Székely Noémi (2003), Nevelési célok és emberkép a posztmodern pedagógiában, In. *Közoktatás*, November, 8-9
13. Székely Noémi (2004), Nevelési célok és emberkép a posztmodern pedagógiában, In. *Magiszter*, Május, 7-21
14. Birta-Székely Noémi (2006), *Tanárok pedagógiai műveltsége*, Kolozsvár, Ábel kiadó
15. Birta-Székely Noémi (2006), A hatékony iskolai tanítás-tanulás feltételei, In. *Magiszter*, Kolozsvár, 15-28
16. Birta-Székely Noémi (2007), Iskolai tanulás, Fóris-Ferenczi Rita, Birta-Székely Noémi (szerk.) *Pedagógiai kézikönyv*, Ábel kiadó, Kolozsvár, 110-135
17. Birta-Székely Noémi (2007), Tanulásszervezés, Fóris-Ferenczi Rita, Birta-Székely Noémi (szerk.) *Pedagógiai kézikönyv*, Ábel kiadó, Kolozsvár, 160-166

The Role and Position of Pedagogical Knowledge in the
Theory and Practice of Teacher Training

7. Academic Curriculum Vitae

Education: **2001/2002** Master's degree (Integrated Education, Faculty of Psychology and Pedagogy, Babeş-Bolyai University)
Thesis: Preparing Teachers for the Integration

1997/2001 university studies, Babeş-Bolyai University, Faculty of Psychology and Pedagogy, Pedagogy - Hungarian Language and Literature specialization.
Dissertation: Suggestions for the Elaboration of Alternative Teacher Training Programmes on National Level

Other qualifications: **2005**, Sindelar training (The Identification and Therapy of Partial Disabilities that Cause Learning Disorder at Kindergarten Age and at Children Who Start School-Zsoldos Márta)

Competences: „C” level intermediate language certificate in Romanian and English languages

Occupation: Babes-Bolyai University, Faculty of Psychology and Pedagogy, Department of Applied Psychology in Education

Academic appointments:

2001 – Assistant lecturer

2005 – Lecturer

(PhD) THESIS ABSTRACT

Teaching experience: The Basis of Pedagogy + Theory of Curriculum – teacher training specialization, postgraduate teacher training
Theory of Education + Theory of Assessment – teacher training specialization, postgraduate teacher training
History of Education- pedagogical specialization
Guidance of professional practice - pedagogical specialization

Other tasks, teaching: **2002**- open university tutor – psychology specialization
2003- teaching tasks in the Master's Postgraduate Programme of the Teacher Training Institute

Awards:

Fellowships: Magyarországi Tanárképzők Szövetsége
[*Association of Teacher Trainers from Hungary*] (member)
Erdélyi Gyógypedagógusok Szövetsége
[*Association of Special Needs Teachers from Transylvania*] (member)

Contact: bszekelynoemi@pszichologia.ro