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Publication date:
2022

Document Version
Peer reviewed version

[Link to publication](#)

Citation for pulished version (APA):

Iskov, T., & Tange, N. B. (2022). A 'didaktik' for bildung in school and teacher education. . ?. Abstract from Nera 2022, Reykjavik.

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A didaktik for Bildung in school and teacher education?

Abstract

This presentation addresses the revival of Bildung in the discourse about education, and asks about the implications for the practical pedagogy and teaching both in the public school and teacher education and how it is intertwined.

The school must contribute to the formation of the pupils, and thus the student teachers must be educated to carry out this task. The teacher education must also contribute to the formation of the students. It appears i.a. of the proposal for a new teacher education reform in Denmark, where the students' personal development is (re)enrolled as part of the purpose of the education, and the students' professional formation appears to be a central progression track through the study.

Thus, it becomes clear that both school and teacher education can be said to have a dual purpose: formation and education (Tange, 2021; Biesta, 2011). This is consistent with the brief description of the symposium, which states that: "...teacher education must pursue two goals: it must contribute to the formation of professionals, human beings and citizens through an educational approach to the world; and thereby enabling future teachers to stimulate and sensitize pupils for their educational process."

This raises some practical pedagogical questions on several levels: How contribute to pupils' formation? And to the formation of student teachers? And what must characterize the teaching in order for it to contribute to the formation of student teachers and enable them to contribute to the formation of pupils in school?

Based on general pedagogy (Oettingen, 2010; Komischke-Konnerup, L., 2018) and on the basis of so-called empirical formation research on teachers' understanding of formation (Oettingen, 2018; Iskov, Tange and Duedahl, 2010; Iskov and Tange, 2021) and research in teacher education's second-order didactics, the presentation revolves around these issues.

Empirical studies of teachers' utterances on formation form the basis for some suggestions on how to talk about formation without defining, predicting and instrumentalizing the work with it. A Didaktik for formation is presented, based on a pedagogical reconsideration about teaching being experimental and intentional but not causal, and it is argued that the Didaktik for formation is general and current in both school and teacher education.

Related to teacher education, the Didaktik is unfolded as second order teaching (Goodwin, et al., 2014; Loughran, 1996, 2011; Loughran & Berry, 2005; Lunenberg et al. 2007; White, 2011; Iskov, 2020). In this perspective, it is not only a matter of teaching someone who must learn to teach themselves. Also, it is about the education and formation of students who have to educate and form pupils, and it is put into discussion how to carry out this task.

Despite research and theory development, it seems that the field raises several questions, and the presentation will seek to formulate such key questions and discussion points in order to open up for further dialogue and continued research.

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Indhold (25 minutters oplæg):

- Kontekstualiser med ny dansk læreruddannelse, hvor dannelse er på vej tilbage.
- Udfold at uddannelsen har et dobbelt formål med reference til Niels' arbejde
- Men er det en dannelsesinstitution eller en lærerfaglig dannelse? Stil dette spørgsmål... (det pædagogiske er målet om myndighed og selvbestemmelse, så det er vel målet med uddannelsen... ja jf. formålsparagraf og skøn, dømmekraft.)
- Udfold hvordan man kan tale om dannelse uden at instrumentalisere arbejdet med den – sensibiliserende sprog
- Udfold karakteristika ved dannelsesdidaktik, som jeg mener er almen og som bygger på en pædagogisk besindelse (pedagogical reconsideration) (fra artiklen i Nordic..)
- Udfold hvordan lærere i skolen forstår dannelse og arbejder med den...
- Vis niveauerne: Læreruddanneres dannelse → Studerendes dannelse → eleveres dannelse (Illustrer med Birgittes model som bokse indlejret i hinanden). Pilene illustrerer vel så undervisning og relationsarbejde/opdragelse.
- Fortæl om andenordensdidaktikken – og vis min dobbelte trekant (oplægget fra NAFA-seminaret)
- Lav eventuelt den didaktiske trekant (som Birgitte tegnede på NAFA) for skolen og en tilsvarende for læreruddannere og studerende – og stil spørgsmål ved, hvad det er for indhold, de lærerstuderende skal arbejde med, der bidrager til deres dannelse.

Jeg skal drøfte, diskutere, rejse spørgsmål, og der er meget at spørge til:

- Skal læreruddannelsen bidrage til de studerendes dannelse? (Ja). Hvordan gør den det? Og er det det samme, som at gøre dem i stand til at bidrage til eleveres dannelse? (Nej. De skal lære om dannelse og om pædagogik og almen didaktik)
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