



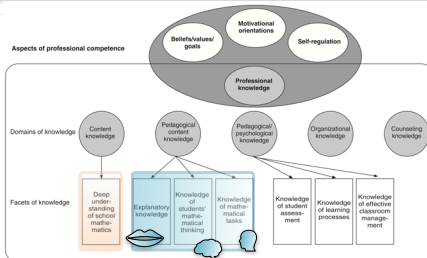
# Assessing Teacher Competencies in History Education. Development of a domain-specific CK/PCK-test instrument „FALKO-Geschichte“

„FALKO - Fachspezifische Lehrerkompetenzen“ / Domain-specific Teacher Competencies  
A transdisciplinary research group at the universities of Regensburg - Augsburg - Erfurt - Klagenfurt

FALKO is based on the conceptual framework of the research project **COACTIV** (Max Planck Institute for Human Development Berlin, 2003-2011). Using Shulman's knowledge taxonomy, COACTIV developed a model of professional competencies for mathematics teachers. FALKO utilizes the **conceptual framework from COACTIV for other subjects** (German language & literature, Mathematics, English as a foreign language, Latin, Physics, Music and Religious Education, cf. Krauss et al. 2017). In 2018, **FALKO-Geschichte (History)** will follow.

## Theory

- COACTIV findings: Mathematics teachers' pedagogical content knowledge (PCK) significantly predicts pupils' learning outcomes and motivation. (Kunter, Klusmann et al. 2013)
- History is conceived of being a low structured cognitive domain embedded in socio-cultural contexts. (Vansledright 2014, Pandel 2017)
- Content knowledge (CK) for history teaching requires in-depth background knowledge of curricular content (Krauss et al. 2017)



(COACTIV model, Kunter 2013, 29. Colouring added by J.K.)

## Research questions

- Is it possible to operationalize a two-dimensional model of professional knowledge for the teaching of history? (Shulman 1986, 1987, Bromme 1992, 1998, Kunter 2013)
- Does the newly developed test FALKO-Geschichte (History) meet psychometric criteria? (Furr 2018)
- How do history teachers' CK and PCK relate to each other? What is the impact of gender, job status and type of school? (Krauss et al. 2017)

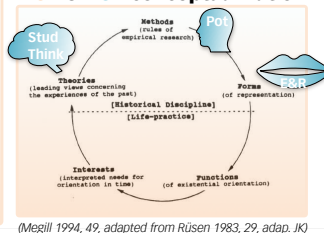
**Theories:** *Knowing that*, i.e. declarative knowledge of first-order concepts („Reformation“, „Shoah“) and second-order concepts („perspective“, „causation in history“)

**Methods:** *Knowing how*, i.e. strategic knowledge of procedural means and ways of asking questions about the past, of analyzing sources, of making sense of manifestations of the past and of evaluating the results of historical enquiry (doing history)

**Forms:** Master narratives and interpretations of the past in all their manifestations: in culture, in academia, in family accounts, or in popular media

**Functions & Interests:** *Knowing why*, i.e. epistemic beliefs about the use of history and memory in society and personal lives (Körber, Schreiber et al. 2007, Bernhardt, Mayer & Gautschi 2012)

## CK & PCK conceptualization



(Megill 1994, 49, adapted from Rüsen 1983, 29, adap. JK)

**E&R Explanatory knowledge & typical forms of representing history** e.g. scaffolding students' analysis of sources, discussing validity of historical claims, contextualizing first-order concepts, presenting multiple perspectives, framing history to an elementary scale, visualizing historical developments, narrating history

**Stud Think Knowledge of students' historical thinking** e.g. knowledge about learners' progression in historical thinking and its impediments; personifying historical developments, intentionalism, presentism, lacking epistemic consciousness, shortcomings in chronological referencing

**Pot Knowledge of task potential and learning materials** e.g. asking challenging questions, stimulating problem-based enquiry, estimating the quality of sources for achieving specific learning goals in history, adapting learning materials pupils' capabilities (van Drie & van Bostel 2003, 2013, Gautschi 2015, Seixas & Morton 2013, Fogo 2014, Günther-Arndt 2016, Monte-Sano & Budano 2013)

## Test instrument example items CK, PCK E&R, PCK StudThink, PCK Pot

Paper-pencil, open answer format, 10 CK items & 15 PCK items (5 E&R, 5 StudThink, 5 Pot), population: experienced history teachers (high school), N=200 (goal)  
Pilot study during summer 2018 in Bavaria, fall 2018 in Thuringia, validation study in winter 2018/19

Fill in the years that are commonly quoted for indicating the beginning and end of the following periods!

Nr.	Beginning	End
1	Thirty Years' War	
2	Hellenistic period	
3	Faschism	
4	Roman Republic	
5	Neolithic Age in Central Europe	
6	Industrialization (in German countries)	
7	Second World War	
8	Investiture Controversy	
9	German Democratic Republic (GDR)	
10	Middle Ages	

CK

In his „Jes gestesse Saverice“ Dives of the Savonarola Willard of Corvey gives an account of King Ottob's coronation in 924 A.D.:

...Then the dukes and the earliest of the counts gathered ... in the portico ... and they placed the new ruler upon a throne built here. Here they put their hands in his hands and v...

Give as many substantially different explanations as possible to make the highlighted section comprehensible for students!

Students are assigned to draw their ideas about labor comparing medieval times to nowadays. A fifteen year old returns the following two drawings: the left one representing his idea of labor in medieval times, the right one representing his idea of labor in present times.

Student drawing of „Labor in medieval times“

Student drawing of „Labor nowadays“



Explain the student's misconceptions! (Source: Günther-Arndt 2003, 30)

Stud Think

Define as many learning objectives as possible the map „Germany around 1378 A.D.“ offers to stimulate students' perception of historical change!

