

„Effects of the practical phase on the subject matter content knowledge and the pedagogical content knowledge of prospective German teachers in regard to writing class“ by Henning Stockmann

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During the practical phase prospective teachers gather long-term school experience for the first time. It offers them the possibility to exercise their newly acquired knowledge from university. However, it is unknown which transformational processes affect that theoretical knowledge. In order to analyze this desideratum, the possible effects of the practical phase on the subject matter content knowledge (CK) and the pedagogical content knowledge (PCK) of the prospective German teachers will be researched. The main interest lies on the changes of the content knowledge and the pedagogical knowledge caused by the practical phase.

This thesis focuses on writing class, since writing is a key skill of modern society and there is a lack of research in that area in Germany. Students of German literature und language will be interviewed before and after their practical phase. Additionally, their experiences during the practical phase are documented. Possible changes in their relevant knowledge will be used to analyze which specific skills are fostered by the practical phase.

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