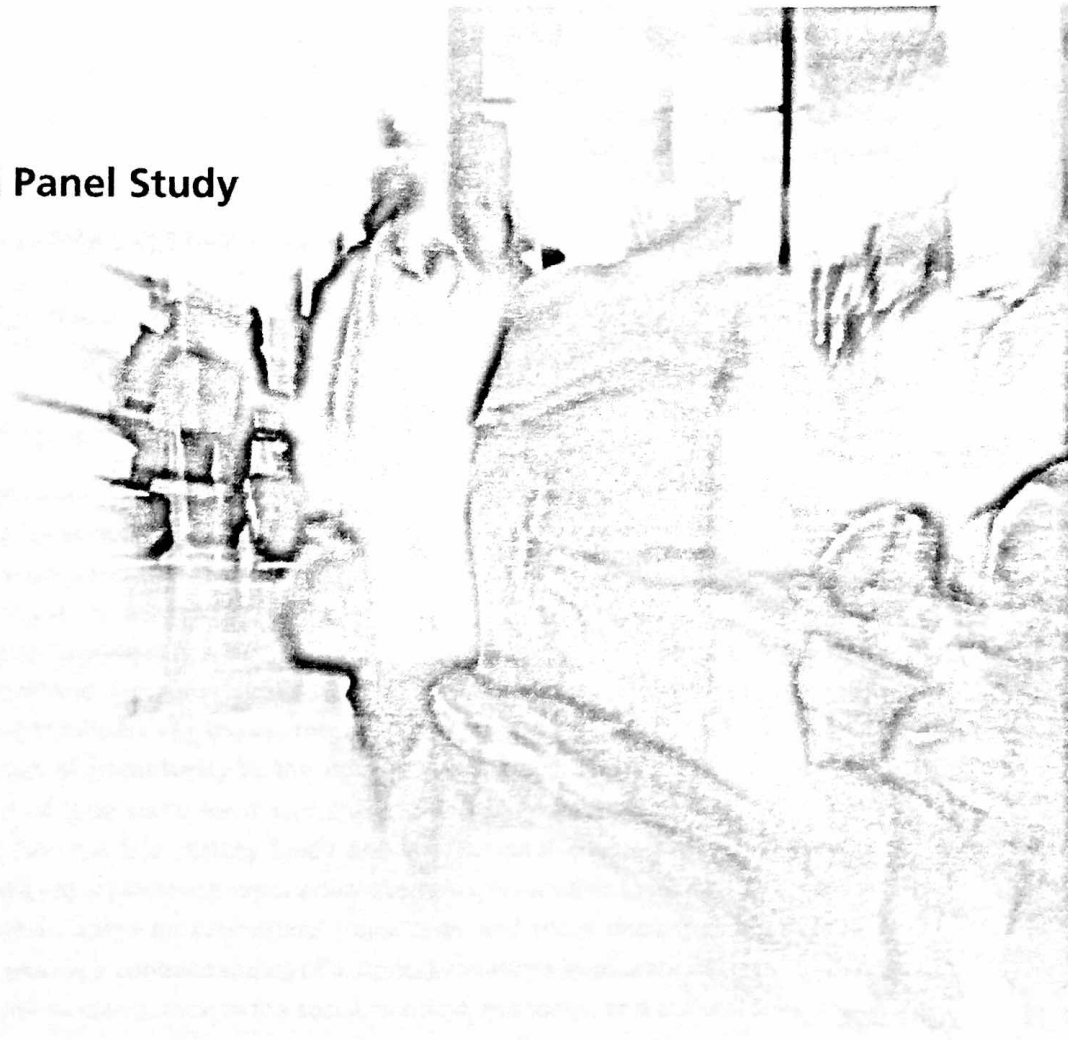


**NEPS**

**National Educational Panel Study**



# BOOK OF ABSTRACTS

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LEIBNIZ INSTITUTE FOR  
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## How to develop the professional competence of teachers? Research of the school-oriented model

*Svitlana Ivashnova (Borys Grinchenko Kyiv University, Ukraine)*

The reform of the education system in Ukraine, including implementation of a New Ukrainian school, significantly changed approaches to professional development of teachers. Leading tasks of Ukrainian education system are providing equal access to the high quality school education for all students, regardless of whether they study in a local school, in suburbs, or in a private school in the city, requiring special learning conditions or not. Evidently, the importance of modeling competence acquisition for teachers is fundamental to student's development. The new model centers on the notion of adaptive learning environments that are designed based on the student population.

The leading objective was to create science-based technology design and implement the program for development of professional competence of the teaching staff of the educational institutions. Such design requires that the educational tools are implemented directly in the institution of education, which provides mechanisms for monitoring and evaluating the quality of its implementation.

The design was based on scientifically-proven research methodology of triangulation, described in detail in a number of scientific publications (labor Campbell, 1959; Boyd, 1979; Morse, 1991; Caracelli, Greene, 1993; Breitmayer, 1993; Robson, 1998]. According to B. J. Breitmayer, "triangulation is used for understanding and contextual representation of the results of research of a phenomenon (Breitmayer, 1993, p. 195). She combines independent methods that complete each other with the goal of improving process descriptions or the process itself as well as identifying the chronology of events, justifying internal validity, confirming or validating research results." (Boyd, 1979, p. 237).

Triangulation in Humanities involves the use of data from different sources, incorporation of different methods of data collection, development of procedures by different researchers, and all possible triangulation techniques with the necessary reliability" (Robson, 1998, p. 404). Components of triangulation method are the alternative sources; the work of the study groups, and a set of methods, which are used for data collection. Based on the theoretical-methodological analysis of the subject area, the following three methods of collecting empirical data were chosen— methods of focus groups, questionnaires, and in-depth interviews.

Application of the in-depth interviews and subsequent computer analysis using the program ATLAS.ti helped to identify additional conditions that have a significant impact on the effectiveness of the experimental design of the technology program for the development of professional competence. This has also allowed to look into possible cause/effect relationship between the variables to draft and later approve/deny our hypothesis.

The experiment involved 1782 subjects, namely teachers from 22 schools in Kyiv, with varying data such as location, school, socioeconomic background, education level, etc. The unexpected discovery after the study was a significant number of teachers with negative external motivation in prevalent number of educational institutions. In addition, we have discovered the choice-making processes (dependence, isolation, denial) and how teacher's methodology is affected in the environment of their institution.