

## Call for Papers:

Special Issue

# Assessment and Development of Reflective Competence in Teacher Education

Number 1/2022 of 'Teacher Education under Review'

*Editors of the special issue:*

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### (1) Focus of the special issue

The ability and willingness to reflect, both for coping with current challenges and for shaping one's own professional development, are regarded as central elements of professional competence in teacher education. They are therefore promoted and addressed in different study programs and all phases of teacher education. In this issue we address reflective competence from two perspectives: reflective competence as dispositions in the form of reflection-related knowledge, skills, beliefs and attitudes as well as reflective competence as reflection-related thought processes by means of which one's own behaviour can be changed. Despite the far-reaching importance of this competence for the professional development of future teachers and the coping with challenges in everyday school life, there are only few findings from (empirical) research on this construct due to challenges in conceptualising, modelling, assessing and developing reflective competence.

First of all, with regard to the understanding of reflective competence, there is a considerable diversity of definitions, which makes a clear understanding of the construct difficult. Although there are various methodological approaches of assessing reflective competence (e.g. based on the evaluation of portfolio texts or the use of reflection vignettes), some of them are only insufficiently theoretically and methodologically founded. This is also due to the fact that few empirically based models of reflective competence have been developed so far. Furthermore, there is a great need for empirical clarification of components and processes as well as quality characteristics of reflection processes. This concerns, for example, the interplay of motivational and cognitive dispositions as well as the empirical consideration of prerequisites and conditions for the development of reflective abilities. Last but not least, despite a large number of newly developed interventions and teaching formats in recent years, there are few empirically verified approaches to the advancement of reflective competence or studies on the effect of specific learning opportunities, so, there is considerable ambiguity and uncertainty with regard to the effective development of this competence in the practice of teacher education.

The special issue 1/2022 of 'Teacher Education under Review' focus on this challenges, in which empirical research will be published that deals with the conceptualisation and investigation of components and processes as well as the prerequisites and conditions of reflective competence in teacher education. In addition, the planned special issue will also focus on empirical research that deals with the modelling, assessment and advancement of reflective competence. The editors therefore invite all researchers to present and discuss their studies dealing with relevant research approaches and projects in teacher education for this scope.

Research on reflective competence in teacher education is not only to be understood in connection with field experiences during the first phase of teacher education at universities or only related to teaching or has not only to be assessed on the basis of portfolio analyses or

comparable written reflection products. It also includes other phases of teacher education, the context of other learning opportunities (e.g. subject-specific courses), other thematic references (e.g. one's own professional learning processes) or other methodological approaches (e.g. work with video-based reflection scenarios, analysis of reflection conversations in the field). Studies with a focus on reflection processes in connection with field experiences or related to teaching requirements and the assessment of reflective abilities on the basis of written reflection products are of course also welcome as a continuing central area of research on reflective competence.

Relevant research aspects and questions that could be addressed in the planned special issue include:

- Studies on empirically based analysis of specific components or mechanisms in reflection processes in teacher education; e.g. how motivational and cognitive components interact,
- Approaches to empirically supported modelling (e.g. as a structural or grade model) of reflective competence in teacher education,
- Empirically based analyses of how theory and practice in teacher education (can) be related to each other in reflection processes,
- Instruments and methodological approaches for assessing reflective competence in teacher education as well as their empirical validation,
- Studies on conditions and antecedents for the acquisition of reflective competence in different phases of teacher education,
- studies on the development of reflective competence in the course of professionalisation
- empirically based studies on intervention approaches to promote reflective competence or on the effect of corresponding learning opportunities in different phases of teacher education.

The above-mentioned topics are examples and by no means exhaustive of research perspectives that can be taken up in the manuscripts to the special issue 1 (2022) of Teacher Education under Review.

Manuscripts that present empirical findings of qualitative and quantitative research in original papers are primarily desired. Contributions to discuss specific aspects and challenges of the topic are also possible after consultation with the editors.

## **(2) Notes on the Journal**

The Journal Teacher Education under Review (Lehrerbildung auf dem Prüfstand) sees itself as an organ that accompanies and evaluates teacher education in the entire German-speaking world with the help of empirical studies, critical discourse and discussion. The aim is to help teacher education reach a high level. This goal is pursued both with special issues devoted to a specific topic and with issues containing empirical studies, historical discourses, overview articles or meta-analyses, position papers, e.g. on perspectives for teacher education, workshop reports, book reviews, etc. The Teacher Education under Review also publishes contributions in English.

## **(3) Submission and deadlines for Issue 1 (2021)**

The editors kindly invite you to submit contributions for issue 1 (2021). The manuscripts must be submitted to the editors of the LbP (e-mail: [lbp@vep-landau.de](mailto:lbp@vep-landau.de)) by **01.10.2021**. Please feel free to contact us in advance about planned submissions.

#### **(4) Review procedure of the LbP**

Each submission will be reviewed in a double-blind process. Based on these reviews, the editors decide whether to accept or reject the contribution or give instructions how it needs to be revised. If the reviewers consider the article to be worthy of publication, but cannot be included in the issue for reasons of space, the article can be published in one of the following issues of the journal.