

ANALYSIS OF TEACHER'S SUBJECTIVE THEORIES ABOUT BIOPHILED ORIENTATION OF EDUCATION

Petra Marková
Masaryk University
Brno, Czech Republic

25. - 28.10.2012, Brussels

INTRODUCTION

- ◉ To present the main part of dissertation thesis
- ◉ Interest in a teacher's thinking in a specific situation (biophilic orientation of education)
- ◉ Investigated through subjective theories

SUBJECTIVE THEORIES OF TEACHER (STT)

- ◉ Spontaneous, under the pressure, without self-control (Schlee and Wahl, 1987, p. 5-7)
- ◉ Argumentative structure is implicit (Schlee and Wahl, 1987, p. 5-7)
- ◉ Build on the teacher's own experiences (Janík, 2005, p. 479)
- ◉ Content the elements of knowledge (content concepts) which are in relations - formal relations, so we can draw the results (Dann 2000, p. 87)

OUR CONCEPTION OF STT

- ◉ To describe them as a network of teacher's opinions and imaginations
- ◉ To understand them as an argumentative structure (verdicts in relations)
- ◉ If we find in teacher's opinions an argumentative structure, we can draw the STT

BIOPHILED ORIENTATION OF EDUCATION

- To educate such a society who will be in a harmony with nature (Šmajš, 2008, p. 50-55)
- Respect of the interests of mine, society and the world as the whole
- The main characteristic (Horká, 2012, p. 3-4):
 - The value of nature
 - Understanding of complex value of nature without man
 - Thinking in context
 - Level of ecological thinking
 - Understanding of evolution

METHODOLOGY

◎ The aim

- To describe how teacher thematizes his subjective theories to biophilic orientation of education

◎ The research question

- How does teacher think about relations between man and nature?

◎ Methodology

- Semistructured interview
- Technique of structuring concepts

SEMISTRUCTURED INTERVIEW

- In the questions we tried to reflect all areas of biohiled orientation of education:
 - 1. Profession of teacher
 - 2. Cognition of the world
 - 3. Conflict between nature and culture
 - 4. Value education

- Examples of questions:
 - 1. What brought you to your profession?
 - 2. What do you consider as the most important about cognition of the world?
 - 3. How do you perceive relations between nature, culture and man?
 - 4. How do you understand the task of value education?

TECHNIQUE OF STRUCTURING CONCEPTS (TSC)

- Its main goal is in graphic representation of structure of subjective theories of teacher
- This technique allows us to analyze the content of subjective theories also with the argumentative structure

DISCUSSION AND CONCLUSION

- Is necessary to find STT in his educational reality - by observation
- To investigate teachers with high or low degree of inclination to biophilic orientation of education

REFERENCES

- Dann, H. D. (2000). Lehrerkognition und Handlungsentscheidungen. In K. K. W. Schweer (Ed.), *Lehrer-Schüler-Interaktion* (s. 79-108). Opladen: Leske + Bundrich.
- Horká, H. (2012). *Učitelovo pojetí přírody a kultury jako spontánní předpoklad biofilní orientace vzdělávání* (v tisku).
- Janík, T. (2005). Zkoumání subjektivních teorií pomocí techniky strukturování konceptů (SLT). *Pedagogická revue*, 57(5), 477-496.
- Schlee, J., & Wahl, D. (Eds.). (1987). *Veränderung subjektiver Theorien von Lehrern*. Oldenburg: Universität Oldenburg.
- Šmajš, J. (2008). *Potřebujeme filosofii přežití?* Brno: Doplněk.

Thank you for your attention.

Petra Marková

319967@mail.muni.cz