

Educational reconstruction model

How to obtain pedagogical content knowledge

- Bring out the teacher's views
- Informational possession of the subject
- Getting acquainted with research knowledge
- Bringing out the thinking and action of the pupils
- Analysing study material
- Planning and realizing an intervention
- Planning and realizing evaluation

Realization of one's own thinking

Personal knowledge and critical attitude towards the sources

- What kind of knowledge do I have on the subject?
- What kind of personal experiences do I have?
- How are my personal attitudes?
- From what kind of personal points of view can one look at the matter?
- How are these themes related to a greater whole?

Educational occupation of the subject

Meaningful knowing

- What is the necessary basic knowledge?
- How has the theory developed and altered?
- How has the matter been studied?
- Release of the scratch pad memory

Familiarizing with research knowledge

What do we already know about teaching the subject?

- How do we make the thinking of the pupils visible?
- How is the pupils' action made visible?
- What kinds of interventions have been used?

Bringing out thinking and action of pupils

To obtain thoughts

- Coming up with stupid questions
- Planning arrangements
- Planning and realization of an interview or a questioning
- Alternative opinions
- A teacher understands the thinking of the pupils

Analysing study material

Inner and outer frame of reference of the text

- Is the text consequent?
- Is essential information missing?
- What other points of view are there on the subject?
- What is the information structure of the study material like?
- What does the text tell you? What doesn't it tell?

Planning and realizing an intervention

The teacher understands the pupils' thinking

- No answer is incorrect
- Pupils present their thoughts and give reasons for them
- The teacher presents new information for the pupils
- Creating a conflict
- The pupils disprove their previous views themselves

Planning and realizing evaluation

The teacher and the pupils realize the alter and development of thinking

- Why was the original information reasonable and believable?
- Based on which factors the previous views no longer are reasonable and believable?
- How has my thinking altered and developed?
- How will the alter of the thinking be followed in the future?