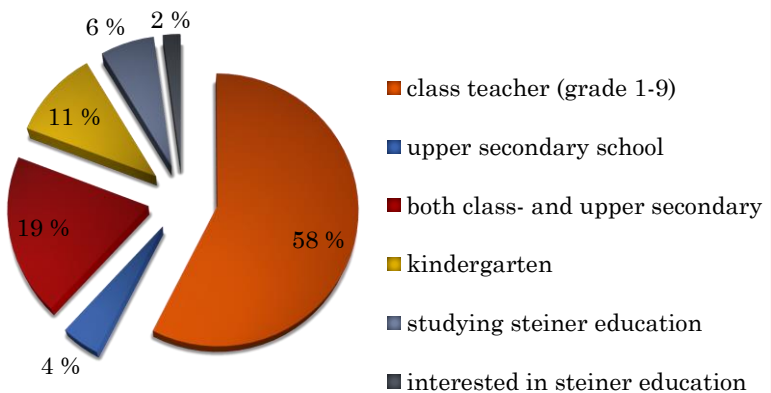


RESEARCH THEMES WITHIN STEINER EDUCATION

A survey with Steiner Education
teachers in Finland, n=49

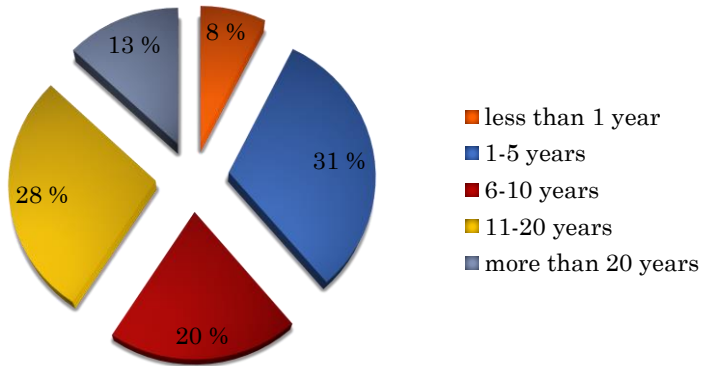
08.04.2017 NORENSE / Snellman-Korkeakoulu
Jan-Erik Mansikka, University of Helsinki

WORKING IN/AS ...



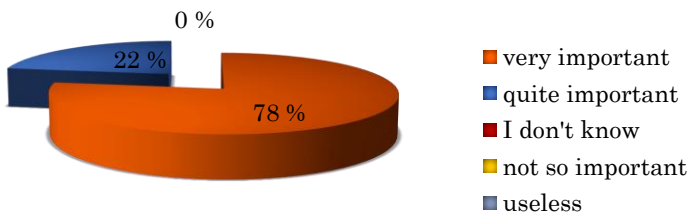
WORKING EXPERIENCE

n = 49

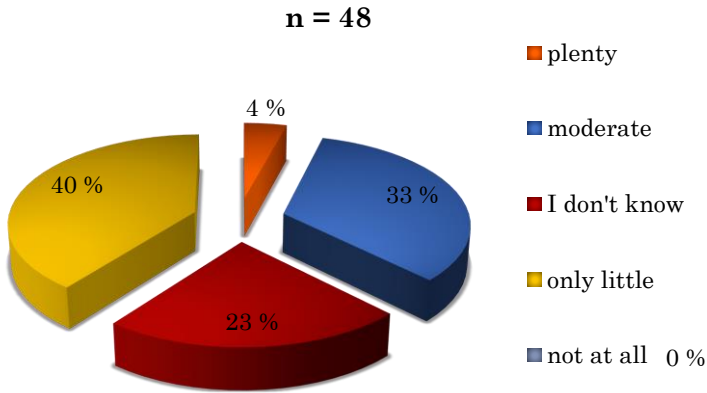


IMPORTANCE OF RESEARCH WITHIN SE

n = 49



AVAILABILITY OF INTERESTING RESEARCH ON STEINER EDUCATION?




OPEN QUESTIONS IN THE QUESTIONNAIRE


- What are the large themes that should be studied?
- What kind of concrete and practical phenomenon should be studied?
- What comparative studies should be conducted?
- Give an example of a research idea




PRELIMINARY SKETCH OF CATEGORIZATIONS

- Impact (effectiveness) on societal level
 - The impact of didactic and educational activity
 - More general didactic-pedagogic questions
 - Philosophy and values
 - Organisation and leadership
 - Diagnosis of our society
- 


IMPACT ON SOCIETAL LEVEL

- How does pupils from Steiner schools integrate into society? Also from a health and well-being perspective
 - How does pupils from Steiner schools find employment?
 - The significance of Art, especially eurythmy, in modern world
- 


THE IMPACT OF DIDACTIC AND EDUCATIONAL ACTIVITY

- The influence of teaching methods and educational activity in SE on the child?
 - How are learning results related to teaching methods in SE? What is qualitative learning in SE?
 - The impact of the Arts in learning, in well-being, in developing social skills, in expanding the horizons within school?
- 


GENERAL DIDACTIC-REFLECTIVE QUESTIONS (IN RELATION TO SE)

- The second round of teaching: what do you do different?
 - Evaluation methods in SE
 - How to apply digital tools in SE
 - Methodics of natural science in SE
 - The development of upper secondary (lukio) stage in SE
 - Social skills learning in SE teacher studies
- 


NON-DIRECTED GENERAL DIDACTIC- REFLECTIVE QUESTIONS

- Special education and therapy
 - Team teaching
 - Gender sensitivity
 - How to develop teacher authority in classroom
 - Studies on classroom size and form
- 


PHILOSOPHY AND VALUES

- Teacher's commitment/relation to anthroposophy
 - Philosophy of freedom and its relation to SE
 - The tension between freedom and constraint
 - Epistemology, ethics and conceptions of freedom
- 

ORGANISATION AND LEADERSHIP

- Working in Collegium
 - Well-being of teachers
 - Teacher's sense of community, working together creatively
 - The German tradition in Steiner schools – what is left and why do we keep to it? Is it well-grounded?
 - Difference between teachers (SE degree ↔ university degree)
- 

DIAGNOSIS OF OUR TIME

- Difficulties in committing parents
 - The negative implications of some TV-programs. Computers and gameworld in the life-world of very young children.
 - The growth of anxiety in children, and behaviour disorders
 - How can we get children and parents to do more things together? How can we secure a non-aroused [*herättelemtön*] childhood?.
- 

COMPARATIVE RESEARCH TO BE CONDUCTED

- Schools/Kindergarten, first on a national level and the internationally => to develop the practice
- Learning from experience ⇔ Learning in theory
- Bullying, comparing Steiner schools ⇔ State schools
- Eurythmy/social behaviour ⇔ Football/social behaviour

