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# The Professional Habitus in Religious Education

## Theory and Practice of Competence-Based Teacher Training – including Professional Simulation

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# 5. Case studies

## *(Manfred Riegger & Stefan Heil)*

In this chapter we explain the phases of "Professional Simulation (ProfiS)" (5.1) and apply it to several cases derived from teacher education (5.2), teacher training (5.3) and empirical research on Catholic schools (5.4).

## 5.1 Phases of Professional Simulation (Manfred Riegger)

*Introduction*

In teacher education most real-world classroom systems are too complex to allow realistic simulations by computers. But at some point, there is a need to study a classroom system to try to gain some insight into the relationship among various components or to predict performance under some new conditions being considered. In such a case we could do an experiment with the current classroom system. For example, a pupil may be placed out of the classroom to reduce interruptions. Testing something like this could lead to long delays and alienation, not to mention the ethical problems. For such reasons, it is usually necessary to create a model as a representation of the system and study it as a surrogate for the current classroom system. For this purpose we create a specific simulation, a simulation to increase professionalization. When using a model in Professional Simulation, there is always the question of whether it accurately reflects the part of the classroom system for the purpose of the decisions to be made. To improve the model validity, ex-

pert teachers can be very helpful. This section of the chapter explains the sequence of actions of Professional Simulation (ProfiS) by means of teacher education.

*Sequence of actions: phases and sections of Professional Simulation (ProfiS)*
A look at the sequence of actions of Professional Simulation implies two steps: firstly the one hand there is a structure, a form. After planning there are five phases and several sections (see Figure 16). Secondly the structure has to be filled with content.

| *Phases* | *Sections* |
|---|---|
| *0. Planning* | *Planning the process of teaching and learning* |
| *1. Preparation* | *1.1 Scheduling etc.*<br>*1.2 Content-related preparation* |
| *2. Working alliance* | *2.1 Relationship of the participants*<br>*2.2 Willingness to acquire competences*<br>*2.3 Clarify the aim* |
| *3. Simulation* | *3.1 Design of the scene*<br>*3.2 Attunement*<br>*3.3 Impulse*<br>*3.4 Carrying out the action*<br>*3.5 Sharing of personal experiences*<br>*3.6 Change of perspective: Sharing the experiences of others*<br>*3.7 Finishing off the simulation* |
| *4. Reflection on habitus formation* | *4.1 Pragmatic-reflective reflection*<br>*4.2 Reflective-scientific reflection*<br>*4.3 Biographical-reflective knowledge if necessary for professionalization* |
| *5. Evaluation* | *5.1 Assessments (e.g. review at the next meeting supported by questions; written self-assessment of the impacts after a defined time)*<br>*5.2 Empirical measurement of the effect (e.g. questionnaire)*<br>*5.3 Emotional closure (e.g. acknowledging positive feelings, handing over of afflicting emotions)* |

Fig. 16: Phases and sections of Professional Simulation

*Description of actions: phases and sections of Professional Simulation (ProfiS)*
Here I will describe in detail the phases outlined above.

0. Planning the simulation process
Like every learning process, you have to plan Professional Simulation

1. Preparation of the learning setting

*Characteristic*: During preparation the following aspects are important: scheduling, provided room etc. (1.1), content-related preparation (1.2).

1.1 The decisions might be based on the following questions:

How much time is given (more than 45 minutes)?

- Can the seating arrangement be changed?
- Are technical tools needed (simulator, software, hardware etc.)?

1.2 Content-related preparation

This part of preparation can include a theoretical analysis of the topic. It might be necessary to discuss specific information concerning the simulation, like preconditions of a specific learning situation or school type.

2. Working alliance between leadership and participants

*Characteristic*: The working alliance is important because Professional Simulation is a specific way to learn. Three aspects are specific: the relationship of the participants (2.1), the willingness to acquire competences (2.2) and clarifying the aim (2.3).

This phase is about the clarification of the foundations of the "working alliance" between leadership and participants. The phrase "working alliance" originates from the theory of professionalism (Oevermann 1996) and specifies the relationship between professional and client. The phrase was chosen due to the professional nature of the course, but could (on a meta-reflection level) also become the object of the simulation itself. On a foundational level, the "working alliance" defines the communicative relationship of all participants as well as discussing the participants' openness. This can happen in a number of different ways, e. g. in a conversation, through a questionnaire or in a stimulus. It is essential to clarify the preconditions and the participants' willingness to grow in their expertise. An emphasis on competence is also part of this phase. After clarifying the openness and relationships of the participants, the objectification follows. This is achieved by focusing in on the aim. In this way, the objectively verifiable criteria of the simulation are made visible.

It is essential to clarify the nature of the seminar. Simulation is not simply an abstract, cognitive way of learning, but based on and leading towards experiences. Thus, getting personally involved in the learning processes is a key precondition. Nobody can be forced to be an active part of a simulation! But compared to a mainly cognitive way of learning, knowledge acquisition through specific actions in a simulation can make a difference. The simulation of actions makes it possible to test these on probation without the fear of making non-reversible mistakes. More precisely: trying out without the fear of making non-reversible mistakes and even experiencing less successful actions offers opportunities for growth and the development of competences.

## 3. Simulation

### 3.1 Design of the scene

*Characteristic*: Search for a distinguishing situation or scene and a reduction on a few simulation parameters (if applicable: common) (=model). The scene is built up with real-life props and the help of imagination.

The scene, which ought to be as close to reality (real life) as possible, forms the initial point of the simulation. The set-up of that scene is fundamental, as the informative value depends significantly on the considered conditions. The gathered information is summed up fundamentally focusing on the issue. A reduction of reality on the essential factors is necessary: unchangeable or at least only minimally changeable preconditional and contextual variables, as well as process and product variables (cf. Dunkin et al. 1974).

Requirement variables are:

- Previous experiences of the teacher (milieu of origin, age, gender etc.)
- Experiences gained during teacher training (university, subjects studied, practical experiences)
- Characteristics of the teacher (skills, abilities, competences, attitude, motivation, expected self-efficiency etc.)

Context variables could be:

- Previous experiences of the learner (milieu of origin, age, gender etc.)

- Experiences of previous lessons (bored in Religious Education lessons etc.)
- Characteristics of the learners (skills, abilities, competences, attitude, motivation, expected self-efficiency etc.)
- Context (ethnical formation of the learning group, working climate etc.)

Both kinds of variables have an impact on the way teachers and students act in a lesson. The outcome of the lesson is made visible in "product variables" (skills, abilities, competences, attitude etc.). The scene comprises a specific situation, for example a female student, a male student and the role of a teacher in a specific situation, which can be casted variably during the simulation.

The set-up of the "simulation scene" is crucial. The context of the simulated scenario has to be constructed in a way that the participants can easily put themselves in the position of their appointed persons. During the scenario, one has to empathize with the role played. The way of their thinking and acting ought to be experienced. If someone distances himself from the reality of the scene, corrections to the simulation should be made.

### 3.2 Attunement

*Characteristic*: Information concerning the context of the simulation is given in order to point out the similarities between the model and the reality outside.

In this stage, the task is to activate the attention of all participants and their willingness to engage, and to awaken their interest in the simulation. The necessity of subjects to engage with the content requires an individual form of "setting the scene". Information concerning the context of the simulation is needed in order to point out the similarities between the model and the reality outside in a comprehensive way. The language should neither be too elaborate nor too brief. Terminology is to be translated into everyday language.

### 3.3 Leader releases an impulse

*Characteristic*: The leader sets the simulation in motion.

When everything has been prepared for the simulation, the leader has to release an impulse, an incentive (Latin *pellere*, English *push*) in order to set the simulation in motion and to activate the thinking and acting of the participants. This could generally be any action by the leader in charge of the simulation: differentiated body language, the use of objects and media etc. Verbal actions are of particular importance, especially when looking at the instructions of participants. The call to action has to be clear and distinct.

3.4 Carrying out the action in five steps

*Characteristic*: Actions and alternatives are simulated.

Now the actual simulation takes place in the five steps: perception – categorization – empirical assessment – decision – intervention (see 4.5.1). This constitutes the actual core of the simulation. Alongside the specified roles rooted in real-life behaviour patterns, the role of the teacher is roughly outlined but individually cast and therefore also individually acted out. At least two, preferably more, different sets of actions should be simulated. This enables new and different approaches to the scene. Based on the information given (sticking to unchangeable variables) concerning their role, participants are free to act out their roles independently. It can be helpful to act in the opposite way to your natural inclination instead of following ideal behaviour.

When *acting* in the simulation, consequences of particular actions can be experienced, repeated, corrected and modified due to close to reality circumstances but without fearing the risk of serious consequences. In all of this, there can never be only one correct or optimal solution. Some actions may however be more successful than others. Modifying your own actions is possible at nearly every stage. The intensity of the action with which problems are solved impacts the formation of a habitus.

Various actions are simulated. Multiple scenarios with different participants taking over the teacher's role are simulated one after another.

3.5 Sharing of personal experiences

*Characteristic*: The participants share their experiences.

"Sharing of personal experiences" can be interpreted in a number of ways: it can be about one's own perception of how one performed, the dis-

closure of one's own intention in the simulation, or the achieved intention, the impact of the performance.

- What did I achieve?
- What was communicated to the other participants?

This perspective on the simulation allows the person being simulated to express his or her perceptions on the simulation and to bring the experienced situation to the mind of everyone present including oneself. An important medium in this case is the simple narrative. When storytelling, the experience is put into context and freely interpreted without referencing theoretical knowledge. The subjective experience, which is not available to the external observer, is thereby made visible and, to some extent, even comprehensible to others.

The leader of the class might say the following: "Let us sit in a circle and talk about the simulated alternative actions starting with alternative 1 and the following scenes. There are questions to structure the conversation. Each time we will start with the simulated teacher, followed by the simulated student."

- Finding the role: "How did you approach your role?"
- Expectations of the role of the teacher: "What did you intend with your actions?" (e. g. "I wanted ..."). "Could you achieve what you intended?"
- Experience of the role of the pupils: "What was your perception?", "Could you achieve what you intended?"

The leader of the simulation is responsible for ensuring that the experiences are shared one after another and that no evaluation happens in between.

### 3.6 Change of perspective: Sharing the experiences of others using one's own experiences, taking into account the perception of the experience of others

*Characteristic*: Observers tell of their own experiences which they were reminded of by the experiences of others.

The communication about the experience of the other participants is in the centre of attention. It can be useful to put rules into place for

giving feedback in order to prevent inappropriate comments. The observers contribute by sharing their perspective from the context of their role.

It is not about assessment, but about the contribution of one's own perspective based on one's own experience in light of the simulation. The starting point is "alternative 1", followed by the later scenes. A possible question could be introduced by the leader, including the beginnings of possible answers.

- "With which roles and behaviours can you empathize? Please start your description with 'As a ...', e.g. 'As pupil X, as teacher Y, I felt ... when I did ...'".
- "With whom did you interact in your role?" "How did you, in your role, experience the other person in his or her role?"
- "When hearing the report of the other person, which experiences did you remember?" "Caused by participant 1's report, I remembered a similar experience I had ...".

3.7 Finishing off the simulation

*Characteristic*: individual letting go of roles, de-setting of the scene

Nobody takes on pupil or teacher roles any more. The scene is to be deset and all props are put away. The circle of chairs is restored. Now, a conversation about the whole simulation takes place.

4. Reflection on habitus formation

According to the famous French sociologist Pierre Bourdieu, "habitus" is "a system of internalized patterns" (Bourdieu 1974, 143) which enable people to act almost automatically. To professionalize the action in teacher education, we have to reflect these patterns. There are three forms of reflection.

4.1 Pragmatic-reflective reflection

*Characteristic*: discovery of new action based insights

In light of the simulation thematic correlations, special contributions or strongly differentiating experiences are discussed, bearing in mind the possible practical application. Often the present "expert teacher" plays an

important role as he or she is able to connect the experiences of the simulation with his or her real-life experiences with reality by introducing similar situations.

Of further use can be questions which allow another reflective and pragmatic understanding of the simulation. Possible questions for the whole group are:

- "Which alternative actions could be applied to your reality?"
- "What did you learn for yourself in this simulation?"

While this step focuses on increasing the competency of actions in a school setting, the purely pragmatic reasoning is supported by scientific theories.

4.2 Reflective-scientific reflection

*Characteristic*: discovery of new scientific insights

The experiences made within the simulation which so far have been reviewed by the above steps – as a result of which at least some of which have been added to new insights – are now used for scientific theories. This enables a thought through personal opinion including theories based on scientific criteria.

In light of pedagogical, content, pedagogical content, technological pedagogical content theory (cf. 2.2) – in comparison to the preparation – deeper reasons and sources are discovered.

4.3 Biographical-reflective knowledge if necessary for professionalization

*Characteristic*: discovery of new professional and biographical insights

Last but not least, a reflection of the biographical elements, depending on the profession, can follow, although in theatre formation at the university probably individually.

5. Evaluation

*Characteristic*: verifiable gathering of information and review at the next meeting (5.1); empirical measurement of the effect (e.g. questionnaire from Riegger, M./Negele, M./Lehmann-Grube, S. 2019) (5.2), emotional closure (5.3).

5.1 Assessments (e. g. review at the next meeting supported by questions; written self-assessment of the impacts after a defined time)

At the very end, the impact of the simulation is to be looked at. This step can only be standardized to some extent, although it should be as standardized as possible in the way information about planning, process and results of the whole simulation are gathered. The gathering of information should be as verifiable as possible.

5.2 Empirical measurement of the effects (e. g. questionnaire, interviews)

Important too is the testing of acquired competencies. By means of a standardized test the longevity of the competencies is eroded. This test can serve the purpose of discovering the actually acquired competencies. After the effect of the addressed topics has been defined, the "felt" effect can be looked at.

5.3 Emotional closure (e. g. acknowledging positive feelings, handing over of afflicting emotions)

Because of the experience-orientated learning done in the simulation, a conclusion including the emotional side is required. Nobody should leave the classroom with unresolved emotional baggage. *For the "emotional conclusion"* the following questions could be helpful:

- "Which responses did the simulation trigger in you?"
- "The simulation went really deep (was really intense?). What are you going to take with you? What are you leaving here?"
- "Which responses were triggered by the context?"
- "How do you feel now? Everyone should answer this question."
- "What did the simulation trigger in me?"
- "What baggage are you still carrying with you?"
- "Which emotions did you feel throughout the simulation?"

Content can be talked about before addressing emotional aspects connected to the experience or in reverse order.

*Conclusion*

This sequence of actions of Professional Simulation is well proven. Professional Simulation may also work in other types of training. You can use it

if you need to train the following aspects: context (German *Kontext*), skills (German *Fertigkeiten*), cognitive abilities (German *Fähigkeiten*), competences as a cognitive system of rules (German *Kompetenzen*) and habitus. In the next part I give a case study.

## 5.2 Classroom interruptions and Professional Simulation (Manfred Riegger)

In this chapter I'll give an example of the above-mentioned phases in the context of teacher education.

In Germany we have 16 federal states and each state has different political guidelines for teacher education. In general, students have to study four or five years at a university and after graduation there is a one- or two-year-long internship in schools. After this preparation the person can teach as a teacher on their own. In studies at university there are at least two phases of practice in schools (German *Schulpraktika*). Typically phases of practice are prepared with a preparatory or accompanied class. Sometimes the practice at school is followed up by a review class.

According to the teacher training curriculum in Germany, the primary goal of the whole process is the realization of a quasi-scientific study, an inquiry, which has been prepared during the preparatory or accompanied class. Therefore the whole process is called teaching practice in schools (German *Schulpraktische Studien*). There are findings on longitudinal studies that the students do not conceive the teaching practice phase according to the concept behind the teacher training curriculum. For them, the practice period means first and foremost the chance to get in contact with the field of their future job, to learn about the duties and responsibilities of teachers, and experience everyday life at school. In particular, the students had the feeling that they could test their qualifications as a teacher. However, the positive experiences during the practice period did not change the negative general assessment of pre-service teacher training.

The integration of practical phases into a general concept which links practical and theoretical elements too is left to the universities. For inter-

relation we have to avoid disconnectedness. Therefore we have to create "third spaces". Third spaces in teacher education are spaces where academic knowledge, practitioner knowledge and the knowledge that exists in communities come together in new, less hierarchical ways, in the service of teacher learning. In this case study I will create such a third space by means of Professional Simulation.

0. Planning the simulation process: "I don't want to go to heaven."
This case study is part of the teacher preparation programme in the subject Religious Education at the University of Augsburg in Bavaria, Germany, Catholic-Theological Faculty, in Summer 2018, from 12 April to 12 July.

1. The learning setting

1.1 Scheduling etc.
The case took place in the class "Planning and Analysing Religious Education" at the University of Augsburg, 3.45–5.15 p. m. under the leadership of Manfred Riegger. The 12 students (11 female, 1 male) wanted to become teachers in secondary schools (German *Mittelschule*). On Thursday morning they are in different schools to observe lessons in Religious Education and give lessons in Religious Education. In the afternoon they learn scientifically how to teach. In the 9th session the described example took place.

1.2 Content-related preparation
In the case of disruptive classroom behaviour (cf. Riegger 2019b) in a lesson with the topic heaven, looking at empiric research on the causes, alternative actions and evaluation would be a part of the preparation.

For the habitus formation through simulation, the topic of heaven was chosen. If no previous knowledge in systematic theology exists, students may self-educate themselves with a reading list. This is the basis for fundamental considerations (German *Elementarisierung*) (cf. Schweitzer et al. 2019; Riegger 2019a, 88-96), in the "basic structures" of the content and in the "basic approach" of students in their ways of thinking (cf. Büttner/Dieterich 2016) about heaven: archaic, physical, physiological and psychological, post-mortal conceptions of heaven (religious and theologic-

al) and hybrid conceptions of heaven (cf. Riegger 2019a, 93) are discussed. In addition "basic experiences" and "basic truths" are shaping the content-related work process which has to proceed the planning of the "basic learning process" incorporated in the simulation.

2. Cooperation contract between the professor and students

2.1 Relationship of the students

Most students think: there is way too much theory at university. Therefore all students of the class were happy to participate in simulated practice. Nobody was forced to simulate something or someone.

2.2 Willingness to acquire competences

The students want to grow in competences, because they want to become professional teachers.

2.3 Clarify the aim

The students want to observe and react professionally in the conflicting situation in which a pupil says: "I don't want to go to heaven."

3. Simulation

3.1 Design of the scene

Participants are sitting in a semicircle. At the front, a desk and two chairs for a sketched outline of the scene; Religious Education lesson in year 9 (secondary school, German *Mittelschule*); the lesson has already started; the spelled-out role of a pupil is played by a student (if possible by an expert teacher); other roles may be outlined in a given case. The role of the teacher is going to be played by one student at a time.

3.2 Attunement

Except for the teacher, every role has been cast. At this point the leader is introducing the scene, e. g. "This is the part of the classroom that's important to us. We are currently in the middle of a Religious Education lesson in year 9. The topic is heaven. Peter is listening but seems to be bored."

3.3 Leader releases an impulse

Explanation by the leader: "The different meaning of sky and heaven is being explained to the students by Mr. Maier. Whoever wants to take over the role of the teacher (Mr. Maier) can come forward and do so. Two of the students are sitting over here." At this point the leader is stepping down from the simulated scene. "You can take over the role of Mr. Maier one at a time. Step in his scene and simulate what you would do in his case. Once you are done, please return to your seat."

Photo 1: Classroom simulation at university

3.4 Carrying out the action in five steps

A participant takes on the role of the teacher and steps in front of the students explaining: "In German there is only one word for heaven and sky, but the English language has two words. Can someone offer an explanation of the different meanings?" As a pupil wants to answer the question, another pupil shouts out: "I don't want to go to heaven! It is way too boring there! I would rather go to hell!" The interaction between "pupil" and "teacher" continues until someone else takes on the role of the teacher.

Multiple alternative actions are being simulated one after another, but the interruption by the pupil remains the same. The leader of the class decides on the optimal time to continue with the next point on the agenda.

3.5 Sharing of personal experiences

The simulated teacher said: "I was shocked. I couldn't say anything." The simulated pupil said: "I felt good, because I won the battle."

3.6 Change of perspective: Sharing the experiences of others using one's own experiences, taking into account the perception of the experience of others

"It was easy for me to empathize with the teacher in scene 1. If I had been Mr. Maier, I couldn't have said anything at first either. I think: every Christian wants to go to heaven. I would have had to think about the pupil's answer."

3.7 Finishing off the simulation

The table and chairs used in the simulation are carried away. Nobody sits on those chairs or uses that table. The leader of the simulation could say: "We are back to our classroom at the university. If you are still in the role of simulation, please let it go."

4. Reflection on habitus formation

There are three forms of reflections.

4.1 Pragmatic-reflective reflection

After the simulation a student says: "I never thought that I wouldn't have a response to a pupil's interjection. Now I have few responses."

While this step focuses on increasing the competency of actions in a school setting, the purely pragmatic reasoning is supported by scientific theories.

4.2 Reflective-scientific reflection

"Though I did know that the biblical heaven could be understood as 'seeing God' (1 Cor 13,12), I was unaware of the possibility of experiencing this abstract as boring and therefore undesirable."

4.3 Biographical-reflective knowledge if necessary for professionalization
A reflection with explicit biographical references could show that some participants have never thought about 'heaven' up to this point. Is this not necessary to inspire action in the processes of education?

5. Evaluation
It wasn't possible to do assessments (5.1) and empirical measurement of the effects (5.2) in this class, but at the end of the session all students were happy (5.3). Two weeks later, a student said: "In class a similar interjection came up – with a smile – and I was prepared."

*Conclusion*
This case study of Professional Simulation is well done. But we need much more empirical evidence.

## 5.3 Teacher training – Professional Simulation of communication strategies in classroom interaction as a contribution to professional habitus formation (Stefan Heil)

To gain a deeper insight into the process of habitus formation, two case studies situated in different contexts are presented. Both case studies take a closer look at how the theory of professional habitus formation in Religious Education can be used in professional and scientific practice.

The first case gives an example of how the professional habitus can be formed intentionally by means of teacher training at university. The application of the new method Professional Simulation (ProfiS ) delivers a vivid example of students' habitus formation.

*Context*
An example of the implementation of Professional Simulation in teacher training emerges from a seminar at the University of Würzburg, Chair of Religious Education. The seminar is entitled "Successful Communication in Religious Education". It is placed in the modules "Concepts and Topics

of Religious Education" as well as "Research on Teaching and Learning" – it thus combines didactic and empirical approaches with the topic of communication in Religious Education processes.

Communicating is one of the central competences of teachers. Religious Education is not possible without successful communication. But communication is preconditional and works according to certain rules. The seminar presents a concept of successful communication in Religious Education based on communication theories and empirical cases from teacher-student interaction. Subsequently, the seminar uses the method of Professional Simulation to clarify which communicative competences belong to a professional habitus of teachers in Religious Education – on the basis of communication theories and empirical cases, Professional Simulations of communication in Religious Education are carried out. The seminar has the following structure in which the simulation is integrated:

| |
|---|
| ***Organization and introduction to the topic*** |
| ***A. Theoretical frame***<br>***Classics of communication theory: Peirce, Wittgenstein, Austin, Habermas.Successful communication in Religious Education I: a structural model in Religious Education.Successful communication in Religious Education II: dealing with students' religiosity in classroom interaction.*** |
| ***B. Interpretation of empirical cases***<br>***Communication in everyday Religious Education: empirical participation.Reference to the theoretical basis for empirical participation.Interpretation of empirical typescripts of interactions in Religious Education.*** |
| ***C. Professional Simulation of selected communication situations***<br>***A theoretical model of Professional Simulation.Professional Simulation of selected communication situations in Religious Education.Reflection of Professional Simulation.*** |
| ***D. Communication as part of the professionalism of teachers***<br>***Professionalism and competence of teachers in Religious Education.Communication in the professional habitus in Religious Education.Portfolio of the seminar.*** |

Fig. 17: Structure of the seminar

Having clarified the organizational frame, the seminar begins with an introduction to basic communication theories (A), followed by the interpretation of empirical cases in order to train the students' reflexive and empirical competence (B). Afterwards Professional Simulation is theoretically introduced and pragmatically performed to combine students'

reflexive with pragmatic competences (C). Finally, the different competence dimensions are linked back to the model of the professionalized habitus (D).

*Professional Simulation*

The process of Professional Simulation follows the phases presented in chapter 5.1:

(0) Planning the simulation process: As seen, the simulation process takes place in phase C of the seminar.

(1) Preparation of the learning setting: The simulation of habitus formation begins with a theoretical reflection. Students summarize the importance of the simulation for competence development, as well as the course model of Professional Simulation by means of mind maps in two groups:

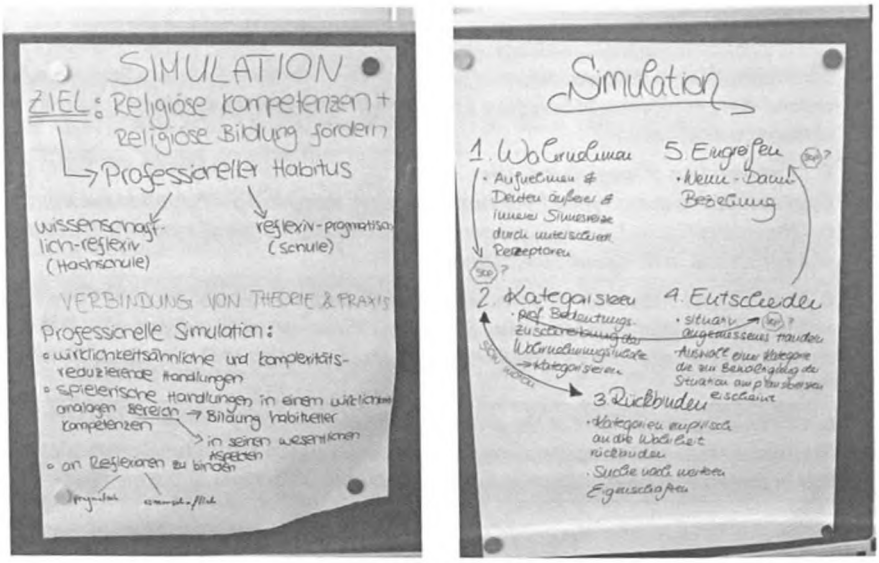


Fig. 18: Mind maps defining the term "simulation"

These two mind maps remain present during the following simulation and provide guidance through the simulation process.

(2) Working alliance: By combining theory and practice on different levels, the seminar intends to develop both reflexive and pragmatic competences. On the one hand, theoretical knowledge, theoretical reference to practical cases and interpretation of practical cases by means of theoretical reference are aimed at. On the other hand, habitual-practical basic skills by simulating alternative interactions in Religious Education are targeted. Due to this dual competence orientation, the seminar was consistently perceived positively and evaluated as a high-level seminar. The willingness to acquire new competences is given through the transparency of the seminar's aim and the clarified relationship between the participants.

(3) Simulation: The simulation itself consists of the following sub-phases: design of the scene, attunement, leader releases an impulse, carrying out the action in five steps, sharing of personal experiences, change of perspective and finishing off the simulation. The simulation is prepared by the students themselves and carried out together with the seminar group. It can serve as an example of how the seminar module can be implemented with active participation of the students on a voluntary basis. For this purpose, communication situations in Religious Education are designed and performed. The students are responsible for the design of the scene. They have written their own "script" referring to the simulation scene. This script has been discussed with other volunteer students beforehand and roles have been taken on. A communication situation "disturbance while viewing an image" is documented here (cf. Volk/Weghaus 2018):

Sarah

is a pretentious student who finds school uncool. She often behaves disrespectfully towards teachers and constantly speaks unsolicitedly.

Lisa

is an average student. She thinks school is OK, but the lessons are mostly boring.

Nora

would rather not be in the class. She rarely follows the lessons and usually finds her mobile phone more interesting. She even uses it during the lessons although this is forbidden.

Fig. 19: Script of students' characters in the simulation class

Maja

is a shy student who is always attentive but does not dare to speak in front of others.

Max

always wants to prove himself in front of the girls, because he is the only boy in the class. His best friend is Sarah, but they are no longer allowed to sit together, otherwise they would constantly disrupt the lessons.

Petra

is also an average student. She is always friendly to the teachers and to her classmates. She is very popular in the class.

Mary

is an inconspicuous student. She never forgets her homework and is therefore good at school. She always follows the lessons attentively.

Tanja

is the well-behaved girl from the front row. She is always attentive and works diligently. She is rather unpopular in the class, as she likes to smear her classmates in order to "sneak in" with the teacher.

Rosa

arrives at the earliest one minute before the beginning of the lesson, strolling into the classroom. Rosa does not greet and is generally unkind to the teachers.

*Setting*

*The setting of the simulation is a lesson of Religious Education. The teacher asks Lisa to describe what she sees on a picture the teacher presents. A conversation between the teacher and Lisa is going on while the other students are requested to listen to what Lisa finds out. While Lisa describes the picture, Max secretly writes a note and wants to give it to Sarah, who sits on the other side of the classroom. So other students have to pass the note on. The teacher notices the note.*

*Performers*

Teacher: holds the lesson.
Lisa: describes a picture.
Max: author and sender of the note.
Others: passing on the note or watching the scene, reacting spontaneously according to their character.
Sarah: recipient of the note.

*Action*

Teacher: What can you see in the picture?
Lisa: Describes what she sees on the picture.
*Max is writing a note on a sheet of paper. He looks at Maja.*
Lisa: Continues to describe the picture.
*Max passes the note on to Maja*
Lisa: Still continues to describe the picture.
*Maja passes the note to other students; at last the note reaches Sarah.*
*The teacher perceives this process from the corner of his eye.*

*Re-Action A: Teacher intervenes without interrupting the flow of the lesson*
*A.1: Teacher takes the note out of Sarah's hands and puts it on the teacher's desk while continuing the picture description.*

*Expected response: Sarah complains that the teacher took her private note away from her. Another possibility would be that she is embarrassed at being caught.*

*A.2: Teacher takes the note and simultaneously points his fingers silently to the class rules. While Lisa continues to describe the image, the teacher makes eye contact with Sarah, looks strictly at the note and points his finger at the class rule poster.*

*Expected response: Either Sarah laughs and doesn't take the teacher seriously or gets upset about the teacher's reaction. Maybe Sarah could also be embarrassed, depending on the situation.*

*Re-Action B: Teacher interrupts the flow of the lesson and admonishes Sarah*

*B.1: Teacher interrupts Lisa's remarks in order to admonish Sarah.*

Teacher: Lisa, wait a little moment. Sarah, we had made it clear that you don't disrupt the lessons. By writing or reading a piece of paper, you interrupt me and your classmates when we work concentrated. I therefore ask you to put away the note and listen to what Lisa explains to us.

*Expected response: Sarah puts the note away and seems to follow the lesson again or she feels annoyed and is groaning.*

Teacher: Then we can continue, thank you for waiting a short time.

*B.2: Teacher takes the letter with admonition and reads it out loud.*

*Teacher breaks off the flow of lessons by stopping Lisa's remarks and focusing only on Sarah and going to Sarah.*

Teacher: Lisa, wait a moment. Sarah! Put away this note immediately or I will read it out loud in front of the whole class! Why do you think you can write and send notes during my lessons? I can see what you are doing.

Teacher: I'm sorry for the interruption, you can carry on now.

Lisa: Erm … I can't remember where I had got up to.

*Sarah retrieves the note from her pocket, opens it, and starts reading*

Teacher: Give me the note immediately, Sarah! I warned you, now I will read the note out.

*Teacher takes the note, opens it, and reads it out loud.*

*Expected response: Students will be upset by the actions of the teacher and will regard it as unjustified and unfair. Sarah, in particular, will be pointing out her personal rights.*

The four communicational situations are performed by the students. Stopping and reflection interrupts Professional Simulation. Afterwards, the students have the opportunity to talk about their experiences during the simulation and to receive feedback from the others. After that, the simulation is stopped.

(4) Reflection on habitus formation: The reflection of the simulation contains the three levels of habitus formation: pragmatic-reflective, reflective-scientific and biographical-reflective. With regard to the previous simulation, the following questions can be thematized:

- Reflection A.1: Shouldn't we address the breaking of the rule? Does it make sense to interrupt the lesson for such a disturbance?
- Reflection A.2: Does the student understand what is meant?
- Reflection B.1: Does the self-message make sense here? Was it necessary to interrupt? Would the students have reacted differently?
- Reflection B.2: What went wrong here? Why does the teacher get so angry in this situation?
- Reflection in general: What option would be best in your opinion? Would there have been other or better ways to respond? How does the teacher work in the various possibilities?

(5) Evaluation: The evaluation concentrates on the obtained new competences via the simulation referring to the professional habitus model and the reference to the theories and cases discussed at the beginning of the seminar. It is new for the students that the simulation demands spontaneous reaction – in contrast to role-playing, the simulation is therefore not about filling the role, but developing personal competences in the communicative situation. At the end of the seminar, after the simulation, the competences worked out so far are linked back to the theory of the professional habitus.

*Conclusion*

Professional Simulation enables students to work on the development of their habitus by building new competences. The four structures of the habitus model serve as a diagnostic tool to classify these competences. Furthermore, the students understand that they have to form competences

within these structures in order to enable successful communication in Religious Education. A communication model based on the concept of professional habitus shows strategies for action for religious teachers on how they can communicate quickly and professionally in such complex situations as religious instruction.

## 5.4 Empirical research – reconstructing teachers' habitus in Catholic schools (Stefan Heil)

The second case study presents empirical research results concerning the impact of Catholic schools on the habitus formation of teachers. The Grounded Theory approach reconstructs how teachers' habitus is constituted when teaching and working in the professional field of Catholic schools (cf. Heil 2019).

*Theoretical frame*

The main thesis of the research project is that teachers in Catholic schools have a certain professional habitus with specific competences. The form of their habitus is comparable to teachers' professionalism in general, but has some characteristic properties due to this special religious field.

According to the 2nd Vatican document "Gravissimum educationis" (GE), teachers have a pivotal role in the system of Catholic schools: "But let teachers recognize that the Catholic school depends upon them almost entirely for the accomplishment of its goals and programs" (GE 8). Teachers are therefore of great importance in order to achieve the goals of Catholic schools. Conversely, this means that teachers must also internalize these goals in their habitus and are specifically shaped by them. The habitus of teachers in Catholic schools thus acquires a special form that needs to be reconstructed by empirical research.

Empirical research on this phenomenon confirms the outstanding role of teachers in general for learning processes (cf. Hattie 2014) and in Catholic schools in particular (Galetto 2000, 124), especially with regard to the understanding of the roles of teachers between normativity and pro-

fessionalism (cf. van der Zee 2010; Elshof 2015) and the development of an identity in Catholic schools (Convey 2013, 194). Elshof resumes as a result of his research on teachers in Catholic schools, "that the relation between Catholic schools and the Catholic Church is stronger than is often assumed. In their implicit curriculum, Catholic schools embody a coherent value orientation rooted in the Catholic Social Teaching" (Elshof 2015, 159). Following these results, the research project reconstructs the specific shape of the professional habitus of teachers in Catholic schools.

*Empirical design*

The empirical design includes the conceptualization and operationalization of the empirical research (cf. Heil 2019). To reconstruct teachers' habitus in Catholic schools empirically, a conceptual and an operational

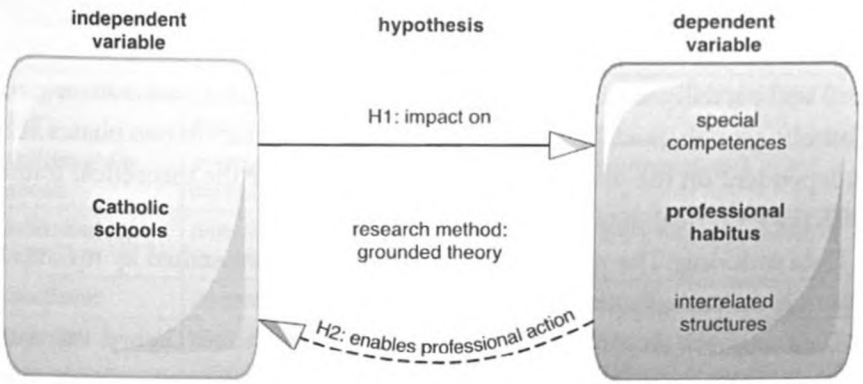


Fig. 20: Conceptualization

The independent variable is the special field of Catholic schools, the dependent variable the professional habitus of teachers in these schools. Two hypotheses explain the relationship between the independent and the dependent variable:

H1: The first hypothesis is that Catholic schools have an impact on the constitution of the professional habitus. Therefore the habitus develops special competences which can be reconstructed empirically.

H2: The second hypothesis follows from the first: To fulfil the daily routine in Catholic schools, teachers have to interrelate the four structures from the habitus model to balance them out. Without integrating the structures harmoniously in the habitus formation, professional action

is not possible. Therefore the interrelated structures of the habitus formation enable professional action in the field of Catholic schools.

The independent variable refers to the habitus model discussed above. The model serves as an operational model preparing the following empirical phase. The operational model is the well-known habitus model (see chapter 1). Empirical research reconstructs the individual properties of teachers in Catholic schools within the four structures of the model. It also shows how they are balanced by means of the centre of the habitus. This makes clear that the interdependence of structures is necessary in order to be able to work professionally in Catholic schools.

*Empirical results*

Data collection: The data collection is fulfilled by means of participant observation in Catholic schools (lessons, conferences, professional talks etc.) and partially structured expert interviews with teachers from several Catholic schools (n=10). The data collection takes place in two phases and is dependent on the process of data analysis to relate the theoretical frame with the empirical data (theoretical sampling).

Data ordering: The participant observation is documented by means of memos; the expert interviews are transcribed.

Data analysis: According to the method of Grounded Theory, the data analysis consists of three steps of interpretation: open, axial and selective coding. Each step contributes to developing an empirically grounded theory of the habitus formation of teachers in Catholic schools (cf. Heil 2019).

*Open coding*

Open coding can be subdivided into open coding I (labelling raw data with concepts or conceptual labels) and open coding II (putting concepts together to more abstract categories and propositions). The interpretation processes of open coding I and II deliver categories and their associated raw data within the order of the habitus model. By means of this data interpretation, the four structures of the model are filled with properties which characterize teachers' habitus in Catholic schools. The following table shows the results of the open coding analysis:

**expert repertoire (proposition)**

| *categories* | *concepts (raw data)* |
|---|---|
| ***professional competences*** | *theology – didactics – pedagogy – psychology* |
| ***lesson planning*** | *structuring of the lesson* |
| ***performing*** | *student-oriented didactic methodical design, classroom management* |
| ***reflecting*** | *ability to think about personal actions ("Why I do something and why not").* |

**empirical case relation (proposition)**

| *categories* | *concepts (raw data)* |
|---|---|
| ***application of the Christian image of man*** | *accepting students as they are, loved by God, not necessarily give them up right from the beginning, respect them and their dignity* |
| ***cooperative education*** | *social and Religious Education, in consultation with the parents* |
| ***religious stimulation*** | *stimulating students to participate in the religious life of religious and liturgical participation* |
| ***individual diagnosis*** | *investigation of the learning situation of the individual student, as well as the study group* |
| ***individual support*** | *promoting and advising on the development of the respective talents of students and their ability to reflect* |
| ***feedback*** | *integrating feedback of the students in the teaching design* |
| ***interest*** | *conscious perception of subjective settings of the students ("find out what moves students")* |
| ***relationship*** | *establishing a relationship with the students as creatures of God* |

**individual (proposition)**

| *categories* | *concepts (raw data)* |
|---|---|
| ***authentic religiosity*** | *living the Christian image of man* |
| ***spirituality*** | *basic spirituality in the orientation of the Gospel (for all subjects)* |
| ***development*** | *self-development through teacher training, show presence* |
| ***pedagogical ethos*** | *ethical orientation in the educational action* |
| ***empathy*** | *feel the needs of others* |

**institution (proposition)**

| *categories* | *concepts (raw data)* |
|---|---|
| ***pastoral care at schools*** | *application of the Church's four basic functions (leiturgia, diakonia, martyria, communio)* |
| ***cooperative interaction*** | *good atmosphere, respecting each other, also by the school administration to promote and to insist upon* |
| ***collegial cooperation*** | *agreements and conferences with specific reference to learning groups and students* |
| ***external cooperation*** | *cooperation with external partners, especially with parents, transparency for the parents* |
| ***loyal habit*** | *openness and loyalty to the Church and the Christian faith* |
| ***school development*** | *Christian values and educational goals in the school profile* |
| ***appreciation*** | *appreciation of one's own work and the work of others* |

Fig. 21: Open coding I and II

*Axial coding*

Axial coding puts the concepts and categories in a fixed paradigm model to find out to what extent the reconstructed categories have an impact on the core category (habitus formation). The categories can be arranged in axial coding referring to the paradigm model as follows:

| *paradigm model* | *subcategories* |
|---|---|
| ***causal conditions*** | *qualitative and standard-orientated teacher training at university and in school* |
| ***phenomenon*** | *professional habitus* |
| ***context*** | *Catholic schools* |
| ***intervening conditions*** | *orientation on the Gospel and the Christian image of man* |
| ***action / interaction strategies*** | *integrating competences to cope with the demands of the context (Catholic schools) by means of balancing the professional habitus*<br>*interrelating the four structures of the habitus* |
| ***consequences*** | *goal-orientated teacher training in association with state and Church. Individual mentoring in the social field of Catholic schools* |

Fig. 22: Axial coding

*Selective coding*

What are the consequences resulting from the data analysis of open and axial coding? Selective coding finally puts the coding process together in a formulated grounded theory. According to the two hypotheses formulated above, the following inferences can be made:

As H1 shows, Catholic schools have a strong impact on the habitus formation of teachers. Teachers develop special competences in Catholic schools within the four structures of their habitus: expert repertoire, empirical case relation, institution and individual. All structures are shaped with properties which are necessary to cope with the special field of Catholic schools.

According to H2, the four structures must be brought together harmoniously; the habitus is therefore integrally constructed. The Christian view of man is in the centre of the habitus orientation, which balances the four structures. Without the integration of the structures in the centre of the habitus, professional action is not possible. This must be trained in combination by state and Church training programmes. Therefore special training of the competences are a professional task of teachers in Catholic schools (Krump 2013, Nothaft 2015), e.g. by means of the method of Professional Simulation explained above.

*Conclusion*

As both case studies have shown, the habitus model can serve as a reference model both in teacher training and in empirical research as an operating model. The case studies should illustrate that the model can be used in educational and scientific practice. The practical examples intend to encourage the use of the model in other practical contexts and thus contribute to a professionalization of teachers in Religious Education.