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# **The Professional Habitus in Religious Education**

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

**echter**

## 6. Conclusions and perspectives for the future

*(Manfred Riegger & Stefan Heil)*

This book highlights the professional habitus formation of teachers and gives an example of how the habitus can be built by means of the new concept Professional Simulation in Religious Education. Consequently the emphasis is on what additional insights this type of formation has to offer concerning the understanding of formation in Religious Education. Professional Simulation approaches can indeed provide insights which are not available from other approaches, and these insights are of interest in terms of their potential to change the professional and professionalized habitus as well as in terms of additional possibilities for simulation in formation.

We can see that Professional Simulation is used in different pedagogical areas: teacher training (e.g. chapter 5) and coaching (cf. Silance 2019), as well as catechesis (cf. Riegger 2018, Häutle 2018) and kindergarten (cf. Grimm 2018). There are insights from participants of Professional Simulation (e.g. chapter 5.1, Volk/Weghaus 2018) and some research was done (e.g. chapter 5.2, Silance 2019). However, we are aware of the fact that these results are only built on case studies. These results are a beginning for more detailed research on the effects of Professional Simulation. This would allow a clearer and more comprehensive understanding of the effectiveness of Professional Simulation and the predictors of individual changes.

Some new projects have emerged from the concept of professional habitus and Professional Simulation:

More different educational influences will be identified in the project "Get ReliProfi". It is part of LeHet (= Förderung der Lehrerprofessionalität im Umgang mit Heterogenität) at the University of Augsburg, funded by

the German teaching reform initiative (German *Qualitätsoffensive Lehrerbildung*) (cf. Riegger/Negele 2019). We are developing a specific questionnaire (cf. Riegger/Negele/Lehmann-Grube 2019) and all simulations are video recorded.

The effect of digital media on the formation of a medial-habitus is explored in the project “Professionalization through digitalization? An empirical study on the effect of the ActivPanel on the professional habitus formation of students in Religious Education” (Grunden/Heil 2019). The empirical religious-pedagogical project examines how digital teaching and the competence formation of students in teacher training at university are connected. For this purpose, competence-oriented learning processes are qualitatively taken into consideration. The ActivPanel as a digital medium is selected for the study, on the one hand, because it is suitable to specifically promote digital competences such as hypertextuality and interactivity and, on the other hand, to increase motivation among students and teachers. The project intends to reconstruct how the use of digital media in university seminars promotes the technical and interdisciplinary competence development of students by building their medial-habitus.

At the end it must be said that there are numerous challenges which Professional Simulation in Religious Education has to master. Is it worth it? We think so, because the case studies promise to contribute qualitatively to professionalization and habitus formation in Religious Education.