Internationalization of Teacher Education
Tübingen School of Education

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Uppsala
## AGENDA

1. The University of Tübingen  
2. The Tübingen School of Education  
3. International Projects
AGENDA

1 The University of Tübingen
2 The Tübingen School of Education
3 International Projects
The University of Tübingen
since 1477.

28,000 students
3,800 international students

“Responsible research at the highest level, as well as a research-based education of its students, doctoral candidates, and postdocs that enables them to become world citizens.”
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<th>The University of Tübingen</th>
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<td>The Tübingen School of Education</td>
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<td>International Projects</td>
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The Tübingen School of Education since 2015.

„Advancing Teacher Education – based on Research, Relevance and Responsibility!“
The Tübingen School of Education
founded in 2015

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| Central scientific institution, responsible for Teacher Education |
| Connects all Teacher Education activities within the university and its various departments |
| 4,000 students studying more than 25 teachable subjects |
| 18 additional chairs for teacher education since 2015 |
| Supported by the national ‚Quality Initiative Teacher Education‘ |
Teaching Degree Programs for Upper Secondary Schools

Grades 5-12, Gymnasium

Since 2015:
Bachelor of Education and Master of Education (former Staatsexamen)
**Bachelor (B.Ed.)**

- **Subject 1**: CK, PCK
- **Subject 2**: CK, PCK

**Master (M.Ed.)**

- **Subject 1**: CK, PCK
- **Subject 2**: CK, PCK

**Master’s Thesis**

- **Education Science**
  - (e.g. Inclusion, German as a Second Language, Digital Media, Diversity, Empirical Educational Research, Pedagogical Psychology)

**Bachelor’s Thesis**

- **Education Science**
  - (Education Science, Profession and Professionalism)

**Introductory Internship**

**Teacher Training**

- 1.5 years
- 2 years
- 3 years
Tübingen School of Education (TüSE)

Tübingen School of Education: Six Fields of Work

- Academic Affairs, Advising
  - Strategy
  - Projects

- The Teaching Profession
  - Strategy
  - Projects

- Research
  - Strategy
  - Projects

- Graduate Program
  - Strategy
  - Projects

- Inclusion and Diversity
  - Strategy
  - Projects

- Internationalization
  - Strategy
  - Projects
Tübingen School of Education: Six Fields of Work

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  - Strategy
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Internationalization of Teacher Education

“International perspectives, international experiences and cultural reflexivity”
• cross-sectional elements
• growing demand for skills and expertise regarding heterogeneity and diverse cultures of origin at schools and in classrooms.

“Universities as international players”
• international centers of science and knowledge
• reflected in international elements within our teaching degree programs.
Perspectives on Internationalization

Internationalization as a process and an attitude.

Internationalization often serves various goals: personal, social, economical, political…

Awareness for the different aims of Internationalization and the different spheres/levels influencing it or benefitting from it.
Barriers of Internationalization

Teaching degree students study in up to three different faculties and must consider their faculties’ requirements.

Classes on subject knowledge and on didactic knowledge at a specific extend and order.

Compulsory and supervised school internships are included in the Bachelor’s and in the Master’s program.
Internationalization
Abroad and at home

Mobility:
Teaching degree students in Tübingen are almost as mobile as other groups.
• Numbers differ strongly according to subjects.
• Challenged by a curriculum consisting of three subjects + school internships.

Increasing the output of mobility experiences:
• support, reflection, communication, connection, evaluation.

Internationalization at home:
• International activities and experiences via different projects and opportunities at home.
1 The University of Tübingen
2 The Tübingen School of Education
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International Education Week

Internationalization at home:

The International Education Week: 1-week summer program for Tübingen students and students from abroad!

Joint program for visiting and home students. Regular ECTS.

- Education in Theory and Practice.
- Teaching English to Speakers of other Languages.
- Biology Education.
- Ethics and Sustainable Development.
International Education Week

Teacher candidates meet and learn together. They connect their knowledge and perspectives to those from colleagues from other countries. They discuss commonalities and differences.

**Application** still open for some subjects:
- Ethics and Sustainable Development.
- Biology Education.

Participants receive:
- Free housing
- Travel grant

**Link to Project Website:**
Train and equip staff for video-conferencing

Internal call: departments of teacher education apply for Video Conference Hardware.

To support international communication in teaching and research.

Combined with compulsory training session:
• technical introduction
• didactical introduction.
School Internships for Internationals

School Internships for visiting students:
• Students visit a school one day a week during the whole semester.

Internship Journal:
• Journal tasks consist of observation and reflection tasks

Students take part by
• Supporting activities in class
• Teaching: Student and teacher clarify if and how much the student can already teach him/herself.
Additional Language and Culture Qualification: Focus ‘China’

Additional qualification: Language and culture studies in cooperation with other institutions of Tübingen University (China Centre Tübingen).

Focus ‘China’: Language, Culture and History, Politics or Arts.

Structured, but flexible program, including an elective summer school program in Beijing.
Erasmus Plus Staff Weeks and Staff Visits

Erasmus Plus Staff Weeks and Staff Visits as a great opportunity for learning and exchange.

Recent joint staff week with a strong research-focus by the Department of Philosophy and the Department of School Pedagogy:

**Philosophy – Education – School.**

**Contact:** Dr. Philipp Thomas  
Dr. Dr. Martin Harant
“Meeting people (at home or abroad) from diverse backgrounds enables students and staff to encounter diverse values and to develop understanding of foreign traditions and customs. By understanding different perspectives, learners may perceive their own construction of subject knowledge, their own values and perspectives from a new angle and reflect on them in order to change them or to become more aware of them.”  
(Schelle 2017, pp.316)
Thank You.

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