Teacher Education at the University of Tübingen

The Tübingen School of Education
Dear Readers,

Teachers are of central importance for the future of our society: they convey knowledge and competences – and their actions serve as role models for young people. This is why, with the reorientation of the Tübingen School of Education, the University of Tübingen assumes societal responsibility and advocates for the education of teachers on the highest level.

The Tübingen School of Education stands for new developments in teacher education at an outstanding university with a long tradition of qualifying teachers for teaching at upper-level secondary schools (Gymnasium).

By introducing our new structures, new approaches, and the research-based environment which shapes teacher education in Tübingen, we aim to demonstrate how we fulfil our motto:

‘Advancing Teacher Education – based on research, relevance and responsibility’.

The directorate
Thorsten Bohl
Tübingen has been a place of research and learning since 1477. As one of Germany’s top universities, the University of Tübingen provides excellent research and teaching aimed at finding solutions to future challenges in a globalized society. Its dynamic and high-profile research makes the University a desirable partner for collaboration within Germany and abroad. This is reflected in Tübingen’s placement in both domestic and international rankings.

Collaborative research projects are of vital importance – particularly while the nature of higher education is changing. Tübingen, with its first-class research, is fit to compete for the finest minds and the most exciting research projects.

At the University of Tübingen, research is not regarded as an end in itself. Serving people, the environment, and society is seen as the most important task.

Baden-Württemberg

The University of Tübingen is located in the middle of the federal state of Baden-Württemberg. Baden-Württemberg is a leading economic region in Germany and in the European Union. The vibrant and innovative environment of Baden-Württemberg supports research at the University of Tübingen with ideas and third-party funding, as well as by providing cooperation and networks.

FAMOUS ALUMNI

**Johannes Kepler**
Astronomer
1571 – 1630
Discovered laws of planetary motion

**Georg W. F. Hegel**
Philosopher
1770 – 1831
Influential philosopher of German Idealism

**Alois Alzheimer**
Psychiatrist, neuropathologist
1864 – 1915
Identified Alzheimer’s Disease in Tübingen in 1906

**Georg Wittig**
Chemist
1897 – 1987
Received a Nobel prize for his discoveries in organic chemistry

**Eduard Spranger**
Educational philosopher
1882 – 1963
His work in educational philosophy influenced teacher education in Germany

**Joseph Ratzinger**
Theologian
*1927
Served as Pope Benedict XVI of the Catholic Church from 2005 to 2013

FACTS AND FIGURES IN 2017
28,000 STUDENTS IN SEVEN FACULTIES
4,000 INTERNATIONAL STUDENTS
55 HABILITATIONS
730 DOCTORATES
Matariki Network of Universities (MNU)

The Matariki Network of Universities (MNU) connects research universities on several continents under the motto “Partnering for a Better World”. Founded in February 2010, its members aim to establish closer ties via student and academic exchanges, to develop joint projects in research and teaching, and introduce joint degrees at the postgraduate level.

The Tübingen School of Education...

... builds on and extends the University’s worldwide and long term partnerships.

The TüSE especially aims at strengthening partnerships with research institutions in the field of subject specific teaching theory, school, learning and education.

INTERNATIONAL BRANCHES

- European Center for Chinese Studies at Peking University (ECCS)
- Tübingen Center for Korean Studies at Korea University (TUCKU)
- Tübingen Center for Japanese Studies (TCJS) in Kyôto
- Albert Schweitzer Hospital and Centre de Recherches Médicales de Lambaréné (CERMEL)

THE MATARIKI RESEARCH NETWORK

- Dartmouth College
  Hanover, New Hampshire, USA
- Durham University
  Durham, UK
- Queen’s University
  Kingston, Ontario, Canada
- University of Tübingen
  Tübingen, Germany
- University of Otago
  Dunedin, New Zealand
- Uppsala Universitet
  Uppsala, Sweden
- University of Western Australia
  Perth, Australia

Kyôto
Seoul
Peking
Uppsala
Durham
Dunedin
Kingston
Durham, New Hampshire
Lambaréné
Latin America
116 partners in Argentina, Brazil, Chile, Colombia, Ecuador, Mexico, Peru, Uruguay and Venezuela

Europe
336 partners in almost all European countries

Africa
13 partners in Botswana, Egypt, Gabon, Rwanda, Senegal, South Africa, Togo and Uganda

Asia
41 partners in various Asian countries, including China, India, Japan, Korea, Thailand and Taiwan

Oceania
10 partners in Australia and New Zealand

North America
116 partners in Canada and the USA

The University of Tübingen – International Partnerships
The University of Tübingen is a comprehensive university and its course offering reflects the wide and interdisciplinary research spectrum. Our students benefit from this diversity and can create different combinations of study by selecting from 25 subjects. The Secondary Teaching Degree Program requires students to study two teachable subjects as well as educational sciences. In addition to popular subjects like Mathematics, English, History, German, Sports Science, and Philosophy, students can also study less common subjects such as Latin, Greek, Islamic Theology, Chinese Studies, Computer Science or Astronomy.

The Tübingen School of Education is supported by the Federal Ministry of Education and Research’s ‘Teacher education quality initiative’ and by further programs.

**Teachable Subjects**

**Faculty of Science**
- Astronomy
- Biology
- Chemistry
- Computer Science
- Geography
- Mathematics
- Natural Sciences and Technology (NWT)
- Physics

**Faculty of Humanities**
- Chinese
- English
- French
- German
- Greek
- History
- Italian
- Latin
- Philosophy/Relics
- Russian
- Spanish
- Turkish

**Faculty of Catholic Theology**
- Catholic Theology

**Faculty of Protestant Theology**
- Protestant Theology

**Faculty of Economics and Social Sciences**
- Economics
- Political Science
- Sports
- Educational Sciences*

*Compulsory element in the teaching degree program

---

**Scientific Institutes involved with Teacher Education**

Knowledge Media Research Center (iwm)

Hector Research Institute of Education Sciences and Psychology (HIB)

Graduate School & Research Network Lead

Institute of Education

International Center for Ethics in the Sciences and Humanities (IZEW)

China Centre Tübingen (CCT)

---

**Tübingen School of Education – Teacher Education at the University of Tübingen**

The Tübingen School of Education (TüSE) is a central scientific institution for teacher education at the University. It coordinates, organises and implements the teaching degree program in close cooperation with all faculties offering teachable subjects.

---

**In Collaboration With**

Schools

School Administration

Governmental Institute for Teacher Training

---

**Tübingen School of Education (TüSE)**

In close cooperation with all faculties offering teachable subjects.
Tübingen School of Education – Developments, Facts and Figures

- 4,000 pre-service teachers
- 50 doctoral candidates in the fields of teaching and education
- 18 professors and 10 tenured lecturers for subject-specific teaching theory and educational sciences
- 25 teachable subjects

Hosting 4,000 pre-service teachers, the University of Tübingen is the largest provider of secondary teacher education in Baden-Württemberg.

The Secondary Teaching Degree Program requires students to study two teachable subjects as well as educational sciences.

The TüSE cooperates intensively with five faculties and with scientific institutes such as the Leibniz-Institute (Knowledge Media Research Center), the Hector Institute of Education Sciences and Psychology, the Methods Center, the Graduate School LEAD, the Institute of Education, the International Center for Ethics in the Sciences and Humanities, and the China Centre Tübingen.

Schools in the Tübingen region, the Governmental Institute for Teacher Training and departments of school administration are also essential and valuable partners.

The Tübingen School of Education combines relevant content with excellent structures to provide prospective teachers with the best possible environment for learning and development.

Advancing teacher education – based on research, relevance and responsibility.

1. Strengthening awareness of the importance of teachers for the future of our society.
2. Conducting research on an international level and promoting knowledge transfer.
3. Providing versatile paths and tailored support for junior academics in the various fields of educational research.
4. Connecting scientific research and practical experiences of pre-service and in-service teachers.
5. Supporting the development of professional competences and a nuanced scientific judgement.
6. Guiding and supporting pre-service teachers, both systematically and individually.
<table>
<thead>
<tr>
<th>Academic Affairs and Advising</th>
<th>The Teaching Profession</th>
<th>Research</th>
<th>Doctoral Program</th>
<th>Inclusion</th>
<th>Internationalization</th>
<th>Digitalization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students receive relevant information on academic affairs during all stages of their studies. Advisory services offer tailored support for the organization of individual study.</td>
<td>The connection of theory and practice is systematically included in the teaching degree program. Students gain practical teaching experiences in various compulsory and optional settings in order to initiate and support professionalization processes throughout their entire program of study. Reflective, analytical and conceptual approaches to practical experiences are applied and evaluated in numerous research projects.</td>
<td>Students gain practical teaching experiences in various compulsory and optional settings in order to initiate and support professionalization processes throughout their entire program of study. Reflective, analytical and conceptual approaches to practical experiences are applied and evaluated in numerous research projects.</td>
<td>The doctoral program ‘TüNaPro’ aims to support emerging researchers in all fields of educational research. The program is characterized by its broad methodological orientation. It offers individualized advice, a broad spectrum of methodological courses, funding support, yearly awards for outstanding theses and networking opportunities.</td>
<td>The Tübingen School of Education – Fields of Work</td>
<td>The connection of theory and practice is systematically included in the teaching degree program. Students gain practical teaching experiences in various compulsory and optional settings in order to initiate and support professionalization processes throughout their entire program of study. Reflective, analytical and conceptual approaches to practical experiences are applied and evaluated in numerous research projects.</td>
<td>The Tübingen School of Education – Fields of Work</td>
</tr>
</tbody>
</table>

Inclusion
The field of research, diversity, heterogeneity conducts research on the topics Inclusion and Diversity, Migration and Refugees, and Language-Sensitive Teaching. The topics are systematically included in the educational sciences section of the new Master of Education program, and workshops for in-service teachers are held regularly.

Internationalization
International experiences for pre-service teachers – student exchange and school internships – are systematically evaluated and supported. New projects of internationalization of teacher education – abroad and at home – are being developed. Research is conducted on approaches to teacher education in different countries.

Digitalization: Leibniz-Institute and the Tübingen Digital Teaching Lab
The Tübingen School of Education closely cooperates with the Leibniz-Institute, the Knowledge Media Research Center (IWM) in Tübingen. The Leibniz-Institute strengthens teacher education with its internationally renowned research in Teaching and Learning with Digital Media and numerous other fields. The facilities of the Tübingen Digital Teaching Laboratory (TüDiLab) enable staff to teach, support and analyze media competences of pre-service teachers in Tübingen.
The great importance of teachers’ pedagogical content knowledge competencies for effective learning processes of their students has been frequently proven. The expansion of research-oriented pedagogical content knowledge is one of the main tasks of the Tübingen School of Education.

18 New Chairs
The University of Tübingen has gone to much effort and undertaken sustainable structural changes in order to implement these goals: most prominently, the establishment of 18 new professorships for teacher education, 12 of which in subject-specific teaching theory. Three of the five new professorships in educational sciences were appointed with special focus on subject-specific teaching theory, in order to ensure a strong connection between these two fields.

Educational Sciences
Schools and the teaching profession are multi-faceted. Educational Sciences (pedagogical knowledge) have taken on an increasingly large role within teaching degree programs, next to content knowledge, pedagogical content knowledge and school internships. Educational sciences (education, empirical educational research, and pedagogical psychology) give rise to frameworks to better explain and understand various concepts, generate and interpret data and, by doing so, challenge the students’ own assumptions and beliefs formed during the socialization process at school. This encourages the development of a nuanced ability to reflect and analyze, based on professional expertise.

New Topics
A broad variety of new topics in teacher education is being developed, systematically included, and assessed. Topics include competence modeling, portfolio work, profession-related counseling, further education, inclusion, teacher ethos, and language-sensitive teaching. Projects are funded by the “Teacher education quality initiative”.

Additional Chairs and New Topics since 2015

**Subject-Specific Teaching Theory**

The great importance of teachers’ pedagogical content knowledge competencies for effective learning processes of their students has been frequently proven. The expansion of research-oriented pedagogical content knowledge is one of the main tasks of the Tübingen School of Education.

**18 New Chairs**

The University of Tübingen has gone to much effort and undertaken sustainable structural changes in order to implement these goals: most prominently, the establishment of 18 new professorships for teacher education, 12 of which in subject-specific teaching theory. Three of the five new professorships in educational sciences were appointed with special focus on subject-specific teaching theory, in order to ensure a strong connection between these two fields.

**Educational Sciences**

Schools and the teaching profession are multi-faceted. Educational Sciences (pedagogical knowledge) have taken on an increasingly large role within teaching degree programs, next to content knowledge, pedagogical content knowledge and school internships. Educational sciences (education, empirical educational research, and pedagogical psychology) give rise to frameworks to better explain and understand various concepts, generate and interpret data and, by doing so, challenge the students’ own assumptions and beliefs formed during the socialization process at school. This encourages the development of a nuanced ability to reflect and analyze, based on professional expertise.

**New Topics**

A broad variety of new topics in teacher education is being developed, systematically included, and assessed. Topics include competence modeling, portfolio work, profession-related counseling, further education, inclusion, teacher ethos, and language-sensitive teaching. Projects are funded by the “Teacher education quality initiative”.

**NEW PROFESSORSHIPS**

1. German Philology and Teaching German Literature
2. Teaching English as a foreign language (TEFL)
3. Teaching Romance Languages
4. Teaching History and Public History
5. Teaching Biology
6. Teaching Chemistry
7. Teaching Mathematics
8. Teaching Physics
9. Language-sensitive teaching in upper-level secondary schools
10. Sports Education
11. Business Education
12. Teaching Islamic Theology
13. School Pedagogy
14. Teaching and Learning Arrangements
15. Research on Teachers and Teacher Education
16. Teaching and Learning with Digital Media
17. Inclusion, Diversity, and Heterogeneity
The Degree Program 'Teaching at Upper-Level Secondary Schools' consists of the three-year Bachelor of Education and the two-year Master of Education.

Both Bachelor and Master require students to study two teachable subjects as well as educational sciences. A thesis is written at the end of both the Bachelor’s and the Master’s program. The educational sciences section ensures that the students develop theoretical knowledge of educational sciences, learning, teaching and school management in connection with the ability to reflect on their own practical experiences.

The Bachelor of Education includes a three-week introductory school internship. The Master of Education includes a 12-week school internship semester during the first master semester. Practical experiences serve as a reference point for research-based analysis of teaching processes and for processes of reflection and professionalization.

The University of Tübingen offers teaching degree programs for upper-level secondary schools. Graduates work at the Gymnasium (school leading straight to A-Levels) or the Gemeinschaftsschule (community school).

The school type Gymnasium leads to A-Levels after eight years, covering grades 5 – 12. The school type Gemeinschaftsschule leads to A-Levels after nine years, covering grades 5 – 13.
Tübingen has a young population: one third of its 90,000 inhabitants are university students. Tübingen’s historic district is an attraction for academics and tourists alike.