



Social Pedagogy at the University



Profile

Impressum

Grundkonzept der Abteilung Sozialpädagogik

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Greeting

Hello and welcome to our web pages!

Thank you for your interest in the concepts of Social Pedagogy at the University of Tübingen. Below we provide an overview of our philosophy, our teaching and research profile and future perspectives. The information below is detailed and comprehensive because we believe the subject merits in-depth treatment.

We hope this brochure will give you a good impression of this many-faceted, fascinating science.

Best regards,

Prof. Dr. Petra Bauer/ Prof. Dr. Barbara Stauber/ Prof. Dr. Rainer Treptow





Basic principle: professional support across the course of life

“Research, Relevance, Responsibility” is the title of the University of Tübingen’s institutional strategy, to which the profession of social work is also committed. It links the tasks of research with important issues in society and with relevant questions of ethic responsibility.

Social Pedagogy in Tübingen consistently pursues the (higher) education and training of academic professionals within the various fields of social work, social services and education. Research and teaching are geared towards the lifetime development, social environment and the social realities of those in the focus of social pedagogy.

The **overall development** of children, adolescents and adults forms the basic theoretical and practical framework of our research and teaching. Human biographies are socially and individually outlined by **high expectations**, by **risks**, by **inconsistencies and by transitional stages**. Social pedagogy research explores the development of appropriate forms of support in order to support and enhance the opportunities of its subjects as well as their individual and social life skills in general. Human biographies face **cultural and social expectations of conformity**. These social norms and standards exploit and strain the resources of individuals, especially in stressful situations and in combination with difficult circumstances. The normative framework for institutions as well as for recipients of the services provided by social pedagogy aims to make social and individual resources accessible. This frame-

work also includes legal and ethical questions of how to live one’s life. Yet the question of how to organize social support includes problems and inconsistencies, which we reflect upon critically in our research and in practice.

Social Pedagogy at the University of Tübingen mediates between the concepts of life course and individual biographies. We do this by developing evidence-based forms of social services and of other forms of education and social support. As an academic subject, Social Pedagogy has its own individual profile. It differs from other types of academia by its distinct character of research and development. Thus, Social Pedagogy proves to be **compatible** with tasks and challenges across the fields and systems of social welfare, education and health, in particular for services and institutions linked to other disciplines and schools (psychiatry, school social work, cultural education). The services and institutions of social work have become increasingly dependent on **empirical and knowledge-based competencies** and actively demand their insights. By educating and training future **professionals**, Tübingen’s Social Pedagogy makes valuable and formative contributions in this area. Graduates have to be able to tackle important questions and wider issues of understanding and providing social services, of social planning and interpreting cases. Further issues concern social interventions as well as effective forms of evaluation.

At the same time, Tübingen’s Social Pedagogy offers programs and courses for keen researchers and scientific careers within the scope of the entire academic system. Many of Germany’s and the region’s professors and academic staff in this field trained at Tübingen’s Department of Social Pedagogy.

1. Sustainability in Research and Innovation

Unlike programs provided by other schools and academic institutions, the profile of Tübingen's Social Pedagogy follows a culture of sustainable research and innovation. From this starting point, questions of research and practice can be raised independently in order to contribute to the development of international welfare systems. Other, more practice-oriented profiles, cannot describe nor tackle such issues. A combination of **basic and application-based research** is essential for a solid theoretical and evidence-based organization of support systems. This also applies to the development of group- and case-orientated interventions within the social welfare system.

basic research

application-based
research

innovation

Tübingen's Social Pedagogy has a long tradition of pedagogical , philosophy, which has evolved over decades and which is still developing. The future task of Tübingen's Social Pedagogy is to align its own tradition with the scientific and methodological progress in social science. A globalized and knowledge-based society relies on empirical insights and evaluation which are supplied by methods and approaches of empirical research. With regards to its mission statement "**Professional Support across the Life Course**". Tübingen's Social Pedagogy pursues profound research concerning questions of all life stages.

Our various research areas reflect the particular expertise of professors. The fields of interest include forms of support which are necessary in precarious biographical transitions as well as the challenges inherent in the **development and professionalization** of social services. The latter is characterized by its compatibility with the latest insights in the social and educational structures of life phases and trajectories. Research and development have progressed enormously in these areas, differentiating and to fine-tuning the subject. In life course-oriented research, we **collaborate** with other sub-disciplines of education (school pedagogy, education science and research, education psychology) and with the psychology of childhood and adolescence.

With our clearly distinguished expertise, we have been able to increase **collaboration internationally** and on a broad scope. This applies in particular to international research on the change of childhood in intergenerational relations, on the changes wrought by an aging society, on educational pathways, on international policy in educational and social welfare systems as well as to research on the interventions in social work (e.g. counselling, career guidance).

With this distinct profile, Tübingen's Social Pedagogy has a special role in the scientific foundation of education and qualification for a socially relevant field. The **multi-professional** system of social services and support in which it is embedded is oriented towards the individual life courses of individuals. By working with subsystems such as law, health, economy, education and culture, the system of social support becomes itself a subject of research for Tübingen's Social Pedagogy.

Graduates of our programs are involved in the research-based development of casework as well as of institutional and of social forms of support. Thus, the students are made familiar with the actuality and with the necessity of multi-professional collaboration from the very outset.

Tübingen's Social Pedagogy generates quality socio-pedagogical work by developing solid methodological skills and critical reflection. These are fixed elements in the Bachelor's and Master's programs and are an outstanding feature of academic-based research, helping Tübingen's Social Pedagogy to assume responsibility for the development of strategies to successfully overcome life challenges, in line with contemporary standards in the field.

A further feature of Tübingen's Social Pedagogy is providing **quality assurance** for social services, based on practical knowledge as well as research and theory.



2. Three study programs: Bachelor's and Master's Degrees, Staatsexamen

The academic profiles of the Bachelor's and Master's and Staatsexamen programs (higher teaching degree for vocational schools) are designed in line with the principles of Tübingen's Social Pedagogy.



a) In the *Bachelor of Education* program, the focus on Social Pedagogy and Social Work is embedded in a broader context of education science. The consideration of biographies serves here as a theoretical and practical entry point. Socio-pedagogical issues are placed in the context of the human life course, considering their temporal and critical potentials in its development. The life course, as a structuring frame of reference, reveals for students the **multitude of social pedagogical issues**. It allows them to systematically embark upon new tasks which are characterized by the interplay of the individual's needs and the conditions set by the welfare system.

This goes hand in hand with the acquisition of **personal and institutional skills** in the basic patterns of aid, support and education, and in fact in its interplay with the organizational conditions of social work. Hence, the Bachelor's program aims at a scientifically-based, general qualification for all fields of social pedagogy. In addition to systematic scientific competencies, this broad **qualification** in education science provides the **foundation** for a Master's program.

b) The **Master's program** "Research and Development in Social Pedagogy/Social Work" offers a **scientifically-based profile** in close collaboration with Tübingen's subject of General Education. The course of study includes unique features in comparison to other Master of Social Work degrees.

The candidate's existing academic skills are developed via comprehensive training in quantitative and qualitative **research methods**, providing the foundation for further academic work. The life span-oriented profile enables Master's candidates to elaborate on practical, structural and research questions in order to develop practice-related theories in social pedagogy.

This **research-oriented** Master's program takes up new developments in the theory of social work and involves students actively in ongoing research projects. Further distinct features of the Master's program: collaboration with General Education focuses on education science which furthermore emphasizes on the international comparison of social welfare and education systems. Collaboration with Lehigh University, Pennsylvania, offers students the unique opportunity to gain international experience of an **exchange semester** abroad.

The Master's program qualifies graduates for demanding jobs and challenging tasks in the fields of social work as well as in the re-



lated systems of welfare, education and health. This also applies to the whole variety of life span-related forms of support. Students are trained and educated to fill leading positions in social institutions responsibly and also to apply empirical methodology. The Master's program also provides a great foundation for a subsequent **PhD qualification** in education science.

c) The study program "**State Examination in Social Pedagogy/Pedagogy - Higher Teaching Qualification for Vocational Schools**" qualifies future teachers in vocational schools for the teaching of professionals in the field of early learning (preschool and nursery school). This program is only offered at 5 universities in Germany. In the state of Baden-Württemberg, it has been provided by the University of Tübingen since 2009 with the explicit support of the Ministry of Education and Cultural Affairs. This program plays a significant role in the qualification of future teachers for the subject of Pedagogy at about 45 secondary schools in Baden-Württemberg, and is an important addition to our spectrum of degrees. Graduates acquire basic teaching-related skills for the **subject of Social Pedagogy and Social Work** and for **an additional school subject**. A professional exchange with the 4 other universities that offer comparable programs is accompanied by interdisciplinary associations in state and nationwide networks (e.g. research association in early childhood education by the state of Baden-Württemberg / Baden-Württembergischer Forschungsverband Frühpädagogik).



Profiles of the Study Programs:

Bachelor's Program

Focus area
Social Pedagogy and Social Work

Master's Program

Research and Development in Social
Pedagogy and Social Work

Staatsexamen

Social Pedagogy and Pedagogy plus
general school subject - higher teaching
qualification for vocational schools

Bachelor's Program:

- Start: **winter semester**
- Standard period of study: **6 semesters**
- Scope of studies: **180 ECTS credit points**
- Closing date for applications: **15 July**

Master's Program:

- Start: **winter semester**
- Standard period of study: **4 semesters**
- Scope of studies: **120 ECTS credit points**
- Closing date for applications: **15 July**

Staatsexamen:

- Start: **winter semester**
- Standard period of study: **10 semesters**
- Scope of studies: **300 ECTS credit points**
- Closing date for applications: **15 July**

3. Research on life course-related forms of support

Guided by the basic concept of "Professional Support across the Life Course," research at Tübingen's Social Pedagogy focuses on a variety of issues; namely on the relations of social services corresponding to particular life phases, on empirical knowledge as well as on ethical and legal issues that serve as the foundation for further decisions.

a) Research on support forms addressing different life phases (childhood, adolescence, early and middle adulthood) and living environments (families etc.)

Following the course of life's logic, Tübingen's Social Pedagogy staff pursues research on early childhood education and families (Treptow), on school social work (Bolay), on adolescence (Stauber) which extends to early adulthood, and on adults in difficult life circumstances or in need of family support (Bauer).



Research Center for Childhood and Family Pedagogy Research(KipF)

The research here focuses on processes in the qualification of personnel in the field of early learning as well as educational training for the improvement of parenting skills, for the involvement of families and for cooperation between youth welfare services and various educational institutions.

www.erziehungswissenschaft.uni-tuebingen.de

- **Units**
- **Social Pedagogy**
- **Arbeitsstelle Kindheits- und familienpädagogische Forschung**

Focus Area: Cooperative research (school social work)

This research focuses on the effects of Germany's evolving all-day schools on the youth welfare system, its role in the establishment of comprehensive schools as well as forms of collaboration between families, social networks and in multi-professional settings.

<http://tobias-lib.uni-tuebingen.de/portal/jus/>



Focus Area: Research in biographical transitions

The research here focuses on the challenges, coping strategies and forms of support in transitional stages across the life span, especially of adolescents and young adults and the differentiation of youth culture.

www.erziehungswissenschaft.uni-tuebingen.de

→ Units → Social Pedagogy → Staff → Prof. Dr. Barbara Stauber → Research



Center for Counseling Research and Training

This research focuses on the development of counseling skills and continuous field research into the evaluation of regional counseling centers, the implementation of online counseling, and studies in the efficiency of the district's educational and family support programs.

www.erziehungswissenschaft.uni-tuebingen.de

→ Units → Social Pedagogy → Center for Counseling Research and Training



Close cooperation is being maintained with the *center for interdisciplinary research into the lives of people with disabilities, known by its German acronym, Z.I.E.L..*

We are currently involved in two German Research Foundation projects, an EU project and various other projects financed by the regional government or private foundations. The projects each focus on different aspects of the professionalization of forms of support and education addressing different life phases. In order to detect similarities and differences in the effectiveness of institutional services, the perspective on how institutional services are designed is combined with the evaluation of individuals' needs. Special attention is paid to gender and diversity-related questions of social exclusion and discrimination.



Z.I.E.L.: Zentrum zur interdisziplinären Erforschung der Lebenswelten behinderter Menschen, Uni Tübingen:

www.erziehungswissenschaft.uni-tuebingen.de

→ Units → Social Pedagogy → Staff → Prof. Dr. Rainer Treptow → Research

b) Collaboration: Regional, national and international

Tübingen's Social Pedagogy is engaged in active cooperation with childhood and youth psychology, with Tübingen's school psychology center (**Kompetenzzentrum für Schulpsychologie**) and with the University's International Center for Ethics in the Sciences and Humanities (**IZEW**).

Moreover, Tübingen's Social Pedagogy constitutes a core element in the regional research project into early learning, (**BaWüFF**). Further forms of cooperation are being maintained with Tübingen's Institute for Social Research on Feminist Politics (**TIFS**) and the Socio-Pedagogic Research Unit "Bildung und Bewältigung im Lebenslauf" (**SPF**) at the University of Frankfurt. Further cooperative research projects exist with various state and federal ministries, with the region's communal association of youth and social affairs (**KVJS**), with the social welfare organization of Germany's protestant churches "Diakonisches Werk Württemberg" as well as with many district and municipal administrations. International cooperation is being maintained within the research network European Group for Integrated Social Research (**EGRIS**) and with **Lehigh University's Department of Education in Pennsylvania (USA)** in Comparative & International Education and Counseling Psychology. We also have links to universities in Spain

(Las Palmas) and Japan (Sapporo).).

Kompetenzzentrum für Schulpsychologie der Universität Tübingen:

http://www.schulpsychologie-bw.de/lswb_kompetenzzentrum.html

Diakonisches Werk Württemberg:

<http://www.diakonie-wuerttemberg.de/>

Lehigh University, College of Education, Pennsylvania, USA:

<http://coe.lehigh.edu/faculty>

TIFS: Tübinger Institut für Frauenpolitische Forschung:

www.tifs.de

EGRIS: Forschungsnetzwerk European Group for International Research:

<http://www.iris-egris.de/egris/>

BaWüff: Baden-Württembergischer Forschungsverbund Frühpädagogik:

<http://www.bawueff.de/>

KVJS: Kommunalverband Jugend und Soziales des Landes Baden-Württemberg:

<http://www.kvjs.de/>

IZEW: Internationales Zentrum für Ethik in den Wissenschaften, Universität Tübingen:

<http://www.uni-tuebingen.de/einrichtungen/zentrale-einrichtungen/internationales-zentrum-fuer-ethik-in-den-wissenschaften.html>

SPF: Sozialpädagogische Forschungsstelle „Bildung und Bewältigung im Lebenslauf“ Goethe-Universität Frankfurt:

<http://www.spf.uni-frankfurt.de/>

QualiNet: Network for Qualitative Methods in the Teaching and Research of Social and Economic Sciences.

<http://www.uni-tuebingen.de/fakultaeten/wirtschafts-und-sozialwissenschaftliche-fakultaet/forschung/methoden-netzwerk/quali-net.html>

c) Methods: Quality assurance in the training of qualitative research methods

By the integration of comprehensive research modules focusing on the techniques of research analysis, Tübingen's Social Pedagogy study programs provide solid training in research methodology. In the field of qualitative research methods, this is ensured by the expertise of the academic staff in their corresponding research methods (biographical method, documentary method of interpretation, qualitative content analysis, ethnography, objective hermeneutics). Regular sessions in a research workshop represent a special feature in the context of the study project. These sessions accompany the development of independent research projects as well as subsequent projects for Master's degrees. Thus, possibilities for continuous methodological reflection and for mutual evaluation are given. Cooperation on the faculty level (**ESIT program**) as well as regular participation in **QualiNet** (Network for qualitative teaching and research methods in social and economic sciences) is in this aspect of great importance. The latter allows interdisciplinary quality assurance of methodological training as well as continuous exchange on new developments in the field of qualitative research methods. The training of quantitative research methods is jointly provided by Social Pedagogy, the faculty's lectureship in methodology and by the excellent services of Empirical Educational Research and Education Psychology.



d) Promoting junior researchers: Doctoral and post-doctoral degrees (Habilitations).

Tübingen's Social Pedagogy is committed to the support of graduate students and has continuously improved its program. It maintains a junior research group on mobility and equal opportunity in the education system. Tübingen's Social Pedagogy maintains well-established collaboration with the states' academies and ensures that Master's graduates can pursue a quality doctoral degree. It is worth noting that many of the younger professors in our field in the region and across Germany did their PhDs in Tübingen.

The explicit demand for graduates with the "Tübingen Profile" – the distinct mix between theoretic knowledge and empirical research expertise – is telling. On the level of habilitations (postdoctoral lecture qualifications), very swift and successful transitions to W3-professorships can also be recorded.



4. International: Connections and contributions

Tübingen's life course approach ties in with international research debates and puts forth its own perspective. Tübingen's Social Pedagogy contributes to the European discourse on lifelong learning, on research on transitions and governance, on research in social work in general, on counseling in particular, on gender and diversity studies as well as on Art Education. Additionally, Tübingen's Social Pedagogy contributes to research on support and capability which relies on international comparative knowledge in childhood, adolescence and late adulthood. Accordingly, the individual research areas are internationally orientated. Tübingen's Social Pedagogy is member of various international research associations (e.g. European Group for Integrated Social Research (EGRIS), disciplinary associations and journals (Social Work and Society). It pursues international comparative research projects (GOETE), and is represented at international events and conferences (e.g. World Congress for Comparative Education, World Conference of Humanitarian Studies) and publishes more and more for an international audience.

The international orientation of Tübingen's Social Pedagogy is a constituent component of the Master's program "Research and Development in Social Pedagogy and Social Work." The

comparison of social and education systems and international governance are integral parts of the third level of the Master's program which is structured in micro-, meso- and macro levels. Students acquire knowledge of macro-structural, national and international conditions of social work which are essential for research and practice in a globalized context. This particular



module is being offered in close cooperation with the University of Lehigh (Prof. Alex Wiseman and team, see above). An annual exchange offered to 5 students at each University began with the introduction of the new Master's program, in the winter semester 2013-14. The reading of texts in English has long been standard in the Bachelor's and Master's programs.

5. Continuing education

The annual Sozialpädagogiktag (**Social Pedagogy day**) – a conference of former and current students of Tübingen, top-class academics and experienced practitioners – enjoys nationwide recognition and has been held in Tübingen for almost four decades. The two-day symposium, which is recognized as further training, serves to gather the latest observations and to give a new practical and scientific impetus for research and teaching. Tübingen's Social Pedagogy offers further training for experienced social workers in collaboration with the University Hospitals' continuing education center, the **WBZ**. This part-time course takes 3 years.

Training in Mediation and conflict management is offered in cooperation with the University of Applied Sciences in Esslingen. A special emphasis of this training is on cross-sectional approaches to case assessment and conflict diagnosis. Intensive coaching and case supervision accompany the training. This course of studies qualifies for professional conflict management and mediation in various fields of social work.

Our staff give lectures on continuing education for professionals in federal, state and communal occupations as well as in welfare and charity organizations.



6. Outlook

Tübingen's Social Pedagogy aspires to establish and to further develop its basic principle of pursuing research for the benefit of professional support across the life course. This requires a consistently critical debate of the welfare conditions by which social realities and standards are being shaped. In this respect and as a unique feature, we aim to follow a closer thematic orientation towards related research areas in political science as well as in sociology in the future. Future prospects for development include continued research into the resources and conditions under which successful coping strategies and the development of life skills and competencies can be achieved, as well as the professionalization and qualification of cooperative professionals in research and social services as well as in a sustainable internationalization of academic relations. Tübingen's Social Pedagogy is seeking to continue along its successful path in developing a distinct profile of social work as an institution of academic research and teaching. Particular importance will continue to be placed on successful cooperation with relevant institutions in order to benefit from potential synergies. These effects will be important for the further professionalization of social work in the social realities and under the conditions of a rapidly changing society.

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