



NEW TOPICS
TEACHER
EDUCATION

SEPT 2017 TO MAY 2018

TüSE

TüSE Newsletter
September 2017

5

GEFÖRDERT VOM

we look back on the first half of 2017 with joy. The Tübingen School of Education clearly pushed boundaries in many areas. Here are just a few examples of our accomplishments:

In the field of teaching degrees, the Master of Education is in its final stages of conception. While the teaching staff has already developed the fundamental structure of the Master's program, the faculty is currently working on examination regulations and the subject-specific arrangements of the module handbooks. These will be agreed upon by the different faculties in the second half of the year.

Many subjects finalized their regulations on how to study an additional third subject, which is a requirement by the Ministry of Culture, Youth and Sports. However, there is still a need for clarification in this area. The admission of external students for the Master of Education is a further open field, on which we work with urgency.

The number of graduate students has also developed significantly: we currently have approximately 50 doctoral and postdoctoral students. During their qualification phase, our students have access to a wide range of support – methodological expertise, seminars, financial support, etc. – in cooperation with other university institutions, such as the LEAD Graduate School and Research Network, the Graduate Academy, QualiNet WiSo, and other programs. We also see an increase of thesis work – be it didactic, scientific, or educational – in the fields of Teacher Education, school, and teaching. In order to offer the future young researchers of TüSE an adequate learning environment for the future, we are currently working on the concept of a doctorate congress. In November of this year, this will take place for the first time.

Beginning in 2017, TüSE started awarding an annual prize for outstanding qualification work. These awards were presented for the first time in July 2017 after the evaluation by designated members of the school board. We look forward to spreading the word about the award process to future suitable candidates who possess the appropriate final papers (state examination, Masters, Doctorate). The application deadline for the next round of awards is May 1, 2018. Further information can be found on our homepage <http://www.uni-tuebingen.de/en/97617>.

In addition to structural and internal developments, such as the appointment of new professorships and the creation of mission statement, external networking is also a primary focus of TüSE. A great example of this was a symposium held at the University of Tübingen on May 19 called "Teacher Education in Baden-Württemberg," which received statewide attention. Over the past half-year, we welcomed many important guests, such as the Minister of Science, Research and the Arts, the Minister of Education, Youth, and Sports, and the Rector of the University of Tübingen. In addition, we hosted representatives from universities in the federal state, members of various regional councils, and representatives from State Seminars for Didactics and Teacher Training. With these guests, we discussed the changing structure of Teacher Education and new issues in the field.

We are particularly excited about the initiatives of the numerous departments of subject didactics, which promote the exchange of ideas in a variety of contexts, such as the Tübingen Windows for Research (TüFFF), didactic conferences and workshops. The start of the conference series „Didaskalika” of the Department of Philology is a great example of these opportunities.

In the coming year we will increase interaction between scientists and teachers with a series of public events, such as the eight-part event series "New Topics Teacher Education" and the two-semester general studies lecture series "Teacher Education for Schools of the Future."

We look forward to your participation, collaboration, and interest in the work of the TüSE!

The board

Thorsten Bohl

Frank Loose

Uwe Küchler

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ProfiL: A Professional Counseling Program for Education Students

On May 8, 2017, individualized collegiate counseling groups sat down for their first meeting through TüSE's ProfiL program. The goal of this program is to achieve professionalization through consultation in the School of Education.

With ProfiL, a new type of professional counseling service has emerged, offering small groups of teaching students from different disciplines a judgment-free space to discuss their future as teachers. In addition to questions of professional identity, the reflection activities also focus on aspects like career choices, pre-

vious life experiences, stress management, establishing positive relationships with pupils, and so on. The progress of each group is empirically evaluated using a mixed methods approach.

36 second-semester students are taking part in the recently launched program, which started at the beginning of May. Split up into nine groups, they work with highly qualified external Counsellors, who guide them on the basis of theory and research. Counsellors tailor the meetings to their advisees' individual needs so that each student is prepared to confront the

challenges of teaching. Students receive additional reflection materials to complete before and after meetings to enrich their individual development.

An initial evaluation interview between ProfiL participants and the three advisors on May 15, 2017 at the Institute for Medical Psychology in Heidelberg shows promise for the program. The advisers' enthusiasm for this project is evident and the participating students are clearly committed to their own professionalization process.

Kathrin Kniep



ProfiL project participants meet with the three advisors

From the left:

ProfiL Participants: Marc Weinhardt, Kathrin Kniep, Marie Thomas

ProfiL Advisors: Susanne Weber, Heidelberg, Andreas Steimer, University of Heidelberg, Rebecca Hilzinger, University Medical Center Heidelberg

Portfolio Work in Teacher Education

According to research, portfolio work in Teacher Education facilitates innovation in the field. Since our switch to a Bachelor-Master system, portfolio work has become a key component of all Teacher Education programs in Baden-Württemberg according to a ministerial specification.

Our "Portfolio" project goes hand in hand with the development of "Tübinger Portfolios," which is designed in cooperation with the State Seminar for Didactics and Teacher Training in

Tübingen. The goals of portfolio work are to facilitate student reflection and strengthen the relationship between theory and practice in Teacher Education. Though the portfolio is a crucial part of the curriculum, it is more than a performance check – it is a chance for real student reflection. The Portfolio project is closely integrated with the Education Science Studies (BWS) program. In the future, we aim to integrate it in other areas, especially the field of subject didactics. We are also working on a switch to an electronic portfolio, which will be integra-

ted into the existing learning platform ILIAS. Special technical developments will be required to make this comprehensive portfolio concept possible. The implementation of "Portfolio" will be monitored scientifically. The benefits of portfolio work will be researched in order to inspire Tübingen's portfolio work in the future.

Updates on the portfolio project can be found at <http://www.uni-tuebingen.de/en/93381>

Lina Feder and Colin Cramer

The Lehr:werkstatt Program in Tübingen

The first year of the Lehr:werkstatt program, which began at the beginning of the school year in September 2016, is reaching its end.

Lehr:werkstatt is an alternative internship program that Bachelor of Education students at the University of Tübingen can complete instead of a regular orientation internship. In this internship, education students shadow an experienced teacher and experience school life on one day a week for a whole school year. This experience is accompanied by several competence workshops for all participants as well as a university seminar on the subjects of team teaching, classroom management, communication, scientific observation, and feedback.

The following interview between a mentor and an education student gives insight into the program.

Daphne Freygang – Mentor

Katharina Riefler – Student

Albert-Einstein-Gymnasium Reutlingen

Teaching subject: English

TüSE: What do you gain from the Lehr:werkstatt Program?

F: I benefit by having an extra teacher to deliver attention to my 27 students. I am also able to plan my lessons more precisely because we discuss them together in advance. It is overall more time efficient.

R: I have gained practical experience, tips, and suggestions from Lehr:werkstatt. I have learned many things that I can implement directly into my practical semester. The experience has also confirmed my passion for my career choice.

TüSE: What did your work together look like during the school day?

F: We had a routine preparation meeting, where we discussed everything necessary for the lessons of the coming week. At school, Ms. Riefler took individual initiative, which was very important to me during the school day.

R: In the first half of the school year, we taught as a team. For this, we met weekly to prepare the lessons together. In the second half, I often taught alone and received helpful feedback during follow-up discussions.

TüSE: Which interactions with students stick out in your memory?

R: I particularly remember that the students would always ask why I was not in class when I was absent. I will also remember their happy faces and the times that they had fun during class.

F: Every time Ms. Riefler was not in class, as a part of our ritual at the start of the lesson, I would ask who was not there, and the reaction was always: “Mrs. Riefler is ill or missing today.”

TüSE: What tips do you have for future Lehr:werkstatt mentors?

F: Communication, taking account of students’ other commitments, planning lessons together, taking the opportunity to receive feedback on lessons, and approaching the program with a fun and open mindset.

R: I recommend that future mentors employ a good mix of team teaching, and independent teaching. It is also an interesting experience to allow participants to attend parent-teacher conferences, parent evenings, and so on.

TüSE: What tips do you have for future Lehr:werkstatt participating students?

F: Being open, bringing in ideas, and always being honest. Accurate agreements are important in joint preparation and evaluation. If you’re overwhelmed by university work, take a break, but arrange it early.

R: Definitely allow enough time for projects, so that they are thorough and effective.

TüSE: What will you miss the most next school year?

F: The extra support in my classroom and the extra feedback on lesson plans.

R: I will definitely miss the regular opportunity to teach and access to a teacher’s insight into school life.

*Discussion facilitated by
Kathrin Wenz*

TÜBINGEN SCHOOL OF EDUCATION (TÜSE)

TüSE

WIR BRINGEN LEHRER*INNEBILDUNG – FORSCHUNGSBASIERT,
ANWENDUNGSBEZOGEN UND VERANTWORTUNGSBEWUSST – VORAN

Informationen zur Lehr:werkstatt unter:
www.lehrwerkstatt.org · www.uni-tuebingen.de/de/72453
Ansprechpartnerin bei der TüSE: Dr. Kathrin Wenz
Kathrin.wenz@uni-tuebingen.de

Die Lehr:werkstatt ist ein Projekt der BMW-Stiftung Herbert Quandt. In Baden-Württemberg in Kooperation mit der Amanda und Erich Neumayer-Stiftung und ihren Partnern.

Universität Tübingen · Tübingen School of Education (TüSE)
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Lehr:werkstatt
für Schulen, Lehrkräfte und Lehramtsstudierende

... für Lehramtsstudierende
arbeiten intensiv mit einer Lehrkraft zusammen-
Tiefe Einblicke in den Lehrerberuf gewinnen
sich in die Lehrrolle einfinden
Schulische Strukturen und Themen
aus Lehrersicht über ein ganzes Schuljahr
hinweg kennenlernen
Soziale Kompetenzen im Umgang mit den
Schüler*innen erproben und erweitern

win-u!m

... für Lehrkräfte und Schulen

Unterstützung durch einen ambitionierten
Lehramtsstudierenden als Lehrwerker
Kontinuität über das gesamte Schuljahr
hinweg
Regelmäßige Mitarbeit des Lehrwerkers
im Unterricht
Mehr Spielräume durch Aufgabenverteilung
Mehr Optionen für heterogene Aufgaben-
stellungen und einen differenzierten
Unterricht – gerade auch in großen Klassen

Lehr:werkstatt
für Schulen, Lehrkräfte und Lehramtsstudierende

The Lehr:Transfer Project Celebrates Ten Years

This year, TÜSE's Lehr:Transfer project celebrates its ten-year anniversary. The numbers speak for themselves: at the moment, 95 different schools in 41 different places are registered on our online platform with a total of 659 education students registered.

Since 2007, the project has aimed to connect schools with teaching students to facilitate knowledge and growth. Both students and schools benefit from this experience: education students gain experience in different areas of school life and build on their practical experience using their acquired skills and knowledge. This promotes the rather difficult transfer between theory and practice. On the other hand, students at our partner schools benefit from homework help, one-on-one work, group work, and

other forms of extra attention. Through contact with motivated education students, they can discover new perspectives and gain insight into our education program.

Since Summer Semester 2017, interested education students have had the opportunity to combine practical experiences with academic learning. After completion of the program, TÜSE offers students the certificate of „Service Learning and Social Commitment,” which signifies theoretical knowledge combined with research-oriented learning. Further information can be found on the TÜSE website at:

<http://www.uni-tuebingen.de/en/101974>

Kathrin Wenz

win-win

... für Lehramtsstudierende

Wertvolle Praxiserfahrung sammeln

Kontakte im zukünftigen Arbeitsbereich knüpfen

Schulalltag hautnah erleben und in die Lehrerrolle hineinwachsen

Sinnvoll wirken (Bildungsgerechtigkeit und individuelle Förderung)

Zusatzoption: Zertifikat „Service Learning und gesellschaftliches Engagement für Lehramtsstudierende“ erwerben

Lehr:Transfer

für Schulen und Lehramtsstudierende

... für Schulen

Motivierte Lehramtsstudierende gezielt einsetzen

Planungsspielräume für differenzierte Betreuung, Arbeitsgemeinschaften und Projekte erweitern

Schüler*innen ein für sie kostenloses Angebot bieten, von dem alle profitieren

Lehramtsstudierenden wertvolle Praxiserfahrung ermöglichen

Künftige Lehrkräfte der Region kennenlernen

Lehr:Transfer

für Schulen und Lehramtsstudierende

TÜBINGEN SCHOOL OF EDUCATION (TÜSE)

TüSE

WIR BRINGEN LEHRER*INNENBILDUNG – FORSCHUNGSBASIERT,
ANWENDUNGSBEZOGEN UND VERANTWORTUNGSBEWUSST – VORAN

Informationen zu Lehr:Transfer unter:
www.uni-tuebingen.de/de/76024

Ansprechpartner bei der Tübingen School of Education (TÜSE):
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Lehr:Transfer ist ein von der Tübingen School of Education (TÜSE) initiiertes Projekt für Schulen und Lehramtsstudierende.

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A Closer Look at Internationalization

International perspectives, international experience and cultural responsibility turn today's education students into future competent teachers.

This is achieved through collaboration with international teacher-education institutions, a gradual internationalization of curricula, and the establishment of international projects at our home institution.

Examination of Education Students' Semester Abroad

What is the study abroad experience like? When does successful learning take place? How does a stay abroad enrich one's studies? In order to answer these questions and learn more about progress that students make during their semester abroad, a study in the field of internationalization will be conducted. The goal of this study is to understand needs and to obtain an empirical basis for measuring internationalization.

Elisabeth Hofmann

International Education Week in Tübingen: Summer School for Education Students (July 29 - August 5, 2018)

Where can international education students reflect together on didactics and education? How can international students get to know the Tübingen education program? Where can Europe's future teachers share their experiences and observations from practice in the field of education?

The „International Education Week in Tübingen“ enables English-speaking students from partner universities to participate in education

classes taught in English in Tübingen. Specialized educational events are offered for Tübingen students and for students from other countries. The summer school is scheduled to start in 2018.

The program

The program includes subject-specific and methodological topics, educational science, and interdisciplinary issues - depending on the

chosen focus. There will also be expert lectures, excursions, and an accompanying cultural program.

Application information can be found on the TüSE website:

<http://www.uni-tuebingen.de/en/95235>

Elisabeth Hofmann

Tübingen International Education Week, Summer School 2018

Day 1

Arrival

Welcome Activities
Informal Gatherings

Day 2

Introductory Session

English Mathematics
Biology
Educational Theory and Practice

Day 3

Guest Speakers from Educational Institutions

English Mathematics
Biology
Educational Theory and Practice

Day 4

English Mathematics
Biology
Educational Theory and Practice

Excursion / Field Trip

Day 5

Trans-disciplinary Workgroups

English Mathematics
Biology
Educational Theory and Practice

Day 6

English Mathematics
Biology
Educational Theory and Practice

Closing Event

Day 7-8

Cultural Programme:
Guided Tours, Excursions, Sightseeing.

Internships in France: A Student's Story

Why an internship abroad?

I strongly recommend that students of French spend some time in a French-speaking country, as I greatly profited from this experience. One learns a language in a completely different way through immersion. It is highly advantageous that the Pedagogical Exchange Program (PAD) allows students to go abroad for a full six months.

Erasmus did not appeal to me because of its costs and short duration, but by a lucky coincidence I heard from the Lycée Louis Majorelle, who was still looking for a foreign language assistant, and I spontaneously decided to seize this chance.

Geographical location was fairly unimportant to me – I did not worry about my journey's destination. I was happy in the small, charming town of Toul - and when I was longing for the city, I could drive to Nancy.

The Country and People

My colleagues and mentors at the school were friendly and helpful from the start. Luckily, I felt a sense of belonging very quickly. I was invited to soirées (evening get-togethers with amazing conversation and food), enjoyed the delicious menu at the school cafeteria, and met with friends at a café in Nancy. I have to say, my taste buds love to remember my stay in France.

I also had many pleasant interactions with people unaffiliated with the school. I had multiple conversations with people about my background, whether I was at the supermarket or the hairdresser. There was always potential for wonderful conversations, which was definitely due to the fact that Toul is so tiny and practically everyone knows each other.

It didn't seem to me that French teenagers were very different from those in Germany. Maybe French girls wear less makeup than German girls, but that was it.

School and Study

I was at a "Lycée," which roughly corresponds to high school. At the age of 16 and 17 students complete their "Bac" (an examination required to attend university), which is younger than when German students complete their "Abitur." Before "Lycée," where students can specialize in different disciplines, all students attend "Collège" together. Significant differences in performance can be seen between students. Of course, I see this from a German point of view. The level of the students in the entrance class moved between A1 („just started") and B2 („almost finished"). I was surprised by the "European Section," a bilingual track in each year in which math, history, and geography are taught in a foreign language. The students in this track spoke German at a substantially higher level than the others.

I also thought it was great that students could do homework in a room with a supervisor during their free time. I found the concept of these su-

pervisors, or "surveillants," to be interesting. It reduced the amount of one-on-one contact between teachers and students, but relieved them in some areas of duty.

Experience as a Teaching Assistant

In retrospect, I have to say that it would have been good to have knowledge about teaching German as a second language beforehand. Instead, my experience was like jumping into cold water. I had no experience teaching German language to non-German students. According to a fixed schedule, I taught groups of four to twelve people in the introductory class. The lesson plans, the choice of topics, the teaching methods, and everything else was up to me. Some things went very well, others only worked in certain situations, and others did not work at all.

It was stressful to teach "Bac" classes as a substitute, which I did for two weeks due to an emergency. For these students, the subject was not very relevant to their final examinations, so they were uninterested and somehow ignorant..

It was cool to work with the European section. With one section I assisted students and taught lessons, and with another I was even able to do an oral exam with the students and grade their performance, which was not so easy!

I think it would have been an advantage to me to bring more specialized didactic knowledge to my internship and to stay longer in the town after the actual school semester.

I also wish I had had more knowledge in the field of learning psychology. Though I was prepared for my responsibilities in France, sometimes it felt like a big experiment. I would like to learn more about the psychology of children and adolescents in our time – how they tick, what they need, and so on. Above all, my background knowledge in subject didactics helped me a lot. For example, it came in handy when I had to choose a method for the content I wanted to teach.

My Advice

My internship was definitely worth it. I had the opportunity to try out teaching in a fairly informal setting. I lived among French people for half a year, I had an American roommate, and occasionally spent time with other assistants of different backgrounds. I earned money, which allowed me to travel and discover new places and people.

My final advice is to complete a full-time school practice semester at school and to take as much as possible from it.

Desiree, an education student in Tübingen, spent six months as a language teaching assistant in a French high school.



TüSE Visits University College Cork (UCC)

How do you say “School of Education” in Gaelic, the language of Ireland, which is one of the 24 official languages of the EU? Dr. Martin Harant and Dr. Philipp Thomas learned this and much more while visiting Dr. Fiachra Long, the head of the School of Education at University College Cork (UCC). To facilitate collaboration with international education programs, these two representatives from TüSE visited UCC from March 19-25 thanks to an Erasmus+ teacher-mobility program.

Teaching philosophy lectures, participating in a lecture seminar, and exploring the education program – these were their tasks during their visit at the School of Education and the De-

partment of Philosophy at UCC. Harant and Thomas used the new TüSE English-language information brochure to invite students and lecturers at UCC to TüSE’s International Education Week (Summer 2018). Two aspects of the visit to UCC are particularly important. Firstly, philosophy is currently becoming a more prevalent school subject in Ireland, which means that courses on teaching philosophy need to be developed. Secondly, under certain conditions, aspiring teachers in Ireland can work in schools for a salary directly after finishing their bachelor degree.

Philipp Thomas



Martin Harant, Philipp Thomas

TüSE Representatives Visit the ZLSB of the Dresden Technical University

Professor Thorsten Bohl and Dr. Philipp Thomas spent a two-day visit at the Center for Teacher Education and Education Research (ZLSB) at the Dresden Technical University. The visit was driven by TüSE’s goal to learn new problem-solving skills and gain inspiration through new ideas and experiences at other universities. This goal is achieved through visits to locations with similar structures to Tübingen, such as research orientation and a secondary teaching-degree program. Dresden is a particularly wonderful match, as it is a university of excellence with a quality teacher-education program. Furthermore, the university has a junior staff funding structure and prioritizes internal and external networking. From conversations with figures such as

Professor Axel Gehrmann (Management Director) and Dr. Andrea Reinert (Manager), several goals became clear that are also worth considering for the Tübingen School of Education. For example, the Dresden Technical University aims to keep the compulsory Teacher Education courses free of overlaps, create a regional Teacher Education report, develop a significantly different board structure and international networking structures.

The visit opened future possibilities for cooperation between the two institutions. It was extremely valuable, and visits to other locations will surely follow.

Thorsten Bohl and Philipp Thomas



Thorsten Bohl (right), Philipp Thomas (middle), Axel Gehrmann (left)

The Baden-Württemberg Schools of Education Meet

On March 2, 2017, the Baden-Württemberg Schools of Education met with the PSE Stuttgart-Ludwigsburg. The goal of these regular meetings between the management departments of regional schools of education is to build and expand rich, collaborative relationships between the locations of Freiburg, Heidel-

berg, Konstanz, Stuttgart, and Tübingen. The participants discussed current developments at their respective locations and the quality-driven Teacher Education of the BMBF.

These organizations met again at the regional Center for Teacher Education in Freiburg on the 27th and 28th of July, 2017. This meeting

focused on the structure of the Bachelor/Master program and the questions that this topic raises. The University of Tübingen was represented by Dr. Nina Beck and Sibylle Meissner (both managing directors of TüSE).

Nina Beck

ENGLISH: SHARED FUTURES

A MAJOR CONFERENCE ACROSS THE DISCIPLINE

NEWCASTLE CIVIC CENTRE

WEDNESDAY 5th — FRIDAY 7th JULY 2017

“English: Shared Futures” – Conference in Newcastle Upon Tyne

Leonie Kirchhoff and Nicole Poppe, doctoral candidates working on the project “Competence Modelling/Skill Development,” gave a lecture on “Competence Modelling and English Literature” on July 6, 2017 as a part of the “English: Shared Futures” conference in Newcastle upon Tyne. The goal of the lecture was to present their competence modelling project in an international context. The interdisciplinary combination of literary studies and psy-

chometrics is one of the many positive aspects of the project. This was representative of the conference theme, which was the intellectual strength, diversity, and creativity that can be found within the discipline of English. The lecture fit well in the interdisciplinary context of the conference, which featured lectures in the areas of literature, language, creative writing, and education. The conference enabled the TüSE project to be presented internationally.

The lecture focused particularly on past surveys of text comprehension and reading comprehension in the field of English.

The project abstract can be found here: <http://www.englishsharedfutures.uk/programme-2/competence-modelling/>

Nicole Poppe



Otilie Wildermuth-Chair for Teaching English as a Second Language

TÜSE is thrilled to establish a position for an internationally-oriented guest lecturer through the German Academic Exchange service (DAAD).

The Otilie Wildermuth-Chair was created to establish Teaching English as a Foreign Language seminars at the University of Tübingen. These seminars allow international professors of Anglophone literature, culture, and linguistic science to combine current issues in the field of teaching English as a second language with international expertise. These Experts focus on diversity, inclusivity, identity, language-learning, and foreign language teaching. These stimulating discussions bolster Tübingen's research-oriented Teacher Education program with international perspectives, thus meeting the changing demands of the professional teaching world.

Both German and international Teacher Education programs face challenges related to

inclusive education and the refugee situation, which affect all schools and Teacher Education institutions. The new program allows students to work with visiting professors who have expertise in these areas as well as knowledge of other education systems, which paves the way for future qualifications, research, and research-oriented foreign language didactics in the future.

The research fields of visiting professors combine educational science and subject didactics in work that goes beyond English and American Studies, which opens up possibilities for applications for third-party funding in the fields of internationalization, diversity, immigration, school, and Teacher Education.

The interdisciplinary approach to these seminars as well as the academic work within the university is ensured by close cooperation between the Tübingen School of Education and our young talent development program, the

State Seminar for Didactics and Teacher Education, and the English Department of the Tübingen Regional Council. This gives students and teachers an opportunity to expand, diversify, and internationalize their methodological approaches. The guest professors establish global networks, facilitate stimulating discussions, and lead research projects that internationalize our Teacher Education program, especially in the fields of English and American studies.

The first guest professor will begin his work in April 2018 at Eberhard Karls Universität Tübingen

Uwe Küchler

New Qualification Program: Subject-Specific Language Coaching for all Teaching Students

Donors' Association *Stifterverband* supports Testing Phase of Teaching Concepts

60,000 Euros from the *Stifterverband*, a donors's association for the promotion of humanities and sciences in Germany will support a practice-oriented training program called "Integration through Education," developed by professors Doreen Bryant and Kristina Peuschel

Background Information

To support students from refugee and migrant backgrounds, 60 schools in Baden Württemberg have set up preparatory classes (called VKL) that prepare students for the linguistic requirements of regular lessons within one school year. Although many of these students bring a high level of education to Germany, it is very difficult to perform at the required level after only one year of language lessons. Therefore, most schools employ a system of partial integration in order to equip students with the subject-specific language knowledge that they need. The path of partial integration allows students to attend regular lessons in one or more subjects of their choice during the

VKL year. Due to the students' complex linguistic backgrounds, they require competent support in order to successfully participate in class and bring together their linguistic and subject-specific knowledge.

The program "Integration through Learning" gives teaching students the opportunity to become qualified in subject-specific language-learning coaching in order to support students as they transition from VKL into regular classes.

Benefits

The program prepares teaching students for their future professional lives in linguistically and culturally diverse schools. They gain insight into teaching preparatory classes and working with refugee students. As they combine theory with practice, they acquire specific knowledge in the field of teaching German as a second language as well as subject-specific language coaching. This qualifies them to design individual student transitions from preparatory classes to regular classes. Teaching students will learn how to teach concepts in a

constructive environment that is culture-sensitive and language-sensitive.

Almost all schools have a need for teachers with multidisciplinary expertise in subject-related language education. The qualification thus makes graduates very appealing to future employers.

The qualification is worth 16 ECTS points and can be completed after three semesters accompanied with a certificate.

The program will begin October 2017. Students of all subjects (social sciences, natural sciences, mathematics, computer science) are welcome to apply.

More information can be found at:

<http://www.uni-tuebingen.de/en/96262>

Kristina Peuschel and Doreen Bryant

Professors



Prof. Dr. Marcus Emmerich

Education Science with a Focus on Inclusion, Heterogeneity and Diversity.

Professor Marcus Emmerich started his work in the Department of General Education and at the Tübingen School of Education on January 1, 2017 as a professor of pedagogy with a focus on inclusion, heterogeneity and diversity. After studying social pedagogy, sociology, and politics at the University of Kassel and completing a doctorate in sociology at Albert-Ludwigs-Universität Freiburg, he worked at various educational institutions such as the University of Education Freiburg, the University of Zurich, as well as a professorship in secondary school education at the School of Education at the University of Applied Sciences and Arts in Northwestern Switzerland.

In his interdisciplinary teaching and research, he focuses on problems related to difference, inequality, and education. He examines the complex institutional mechanisms of inclusion and exclusion within the education system and society.

At the Tübingen School of Education he is responsible for the field of inclusion, heterogeneity, and diversity. He will use his analytical perspective to deal with research questions fields like educational inequality.

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Prof. Dr. Kristina Peuschel

Junior Professor for Language-Sensitive Teaching in High School Education

Dr. Kristina Peuschel started a Junior Professorship for language-sensitive instruction in High School Education at the Philosophical Faculty, German Seminar, and Tübingen School of Education. She studied German as a Foreign Language (DaF), hispanic studies, and East and Southeast European history at the University of Leipzig and the University of Sevilla (Spain). Next, on a scholarship from DAAD, she attended the German institute of the University of Havana in Cuba. Afterwards, she began teaching and researching at the Department of Didactics of German as a Foreign Language at the University of Leipzig. In this position, she was responsible for the didactic-methodical training of Bachelor and Master students in the field of German as a foreign language in addition to leading the internship office. In 2011 she received her doctorate at the University of Leipzig with a dissertation on linguistic behavior and social participation in project-oriented language learning in Radio and Podcasts. Her work focuses

on German students' oral and written learning processes in the field of foreign language, using mixed-media and participation-focused methods. After completing her doctorate, Dr. Peuschel moved continents and worked as a DAAD foreign language assistant in the German Department at the University of São Paulo in Brazil. In the wintersemester of 2014, she went to the Free University of Berlin, where she helped evolve the training of German as a foreign language teaching students as a part of the restructuring of the Teacher Education program in the state of Berlin.

Linguistic resources, language education, and language support are currently important topics in the fields of inclusion, diversity, and educational equality. Dr. Peuschel's research interests lie in language-forming teaching methods in multilingual immigrant populations. In addition, she examines the role that gender plays in the study of German as a foreign language.

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Professors



Prof. Dr. Fahimah Ulfat

Junior Professor for Islamic Religion
Pedagogy

Dr. Fahimah Ulfat started her junior professorship in Islamic religion pedagogy at the Center for Islamic Theology at the University of Tübingen in January of 2017.

She completed a teaching degree in primary education at the University of Duisburg-Essen with a thesis entitled "Intercultural Pedagogy" and completed her teaching traineeship in Essen. After working several years as a school teacher in Essen, she began her Master's degree in "Islamic Religion Pedagogy" at the University of Osnabrück and was responsible for the "Magazine for Islamic Theology and Religion Pedagogy (HIKMA)." She developed textbooks and teaching materials for Islamic religious education and coauthored the workbook "Bismillah" for Islamic religious education.

From 2011 to 2016 she studied at Friedrich-Alexander-University Erlangen-Nürnberg with a scholarship from the "Graduate College of Islamic Theology" and worked on a dissertation entitled "The Self-Alignment of Muslim Child-

ren to God – An Empirical Study on the Divine Relations of Muslim Children as a Reflective Contribution to the Didactics of Islamic Religious Education" (published in 2017 by Schöningh Verlag). During this time, she developed a series of interfaith seminars in collaboration with a protestant religious educator.

After finishing her dissertation, she was a research assistant at the Center for Islamic Theology at the University of Tübingen. At this time, she taught a semester as a guest lecturer at the Institute for Didactics (Islamic religious pedagogy) at the Leopold Franzens University Innsbruck.

Since the wintersemester of 2016/2017, where she has worked in the field of Islamic Religious Education at the Center for Islamic Theology. Her main research interests are the knowledge and beliefs of Muslim children with in Islamic religious education as well as migration in the German education system.

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Chair for Economic Education

A ceremonial event in the Alte Aula (Old Auditorium) marked the inauguration of the Chair for Economic Education and its Teaching Theory at the University of Tübingen. The event was attended by Ministerial Director Gerda Windey and Mr. Dieter von Holtzbrinck, the benefactor of the professorship. Prof. Bernd Engler, the rector of the University of Tübingen, opened the ceremony with a speech that underscored the importance of economics as a school subject, which prepares students for future societal challenges. Prof. Engler thanked the Dieter von Holtzbrinck Foundation for their generous support and emphasized that the University of Tübingen is the appropriate location for this chair, given its distinguished economics program and innovative environment. The existence of the chair will allow education students to grow professionally while examining critical ethical questions within the field of economics.

On behalf of the Baden-Württemberg Ministry of Culture, Youth, and Sports, Ministerial Director Windey conveyed her great joy for the establishment of the chair. She thanked the Dieter von Holtzbrinck Foundation for its commitment and emphasized the importance of viewing economics from a societal lens in schools and universities. Prof. Taiga Brahm, who will fill this new chair, presented her curricular and research-related work and her future responsibilities. Mr. Dieter von Holtzbrinck thanked everyone involved for their engagement. The funding of this chair for ten years will enable a thorough examination of economic issues. This topic is crucial in schools, as children and adolescents are already actively involved with the economy and confront economic and ethical issues on

a daily basis. All speakers noted the dedication of Dr. Haberfellner, who has persistently and knowledgeably advanced the development of the chair from its conception.

A lecture was also given by Prof. Friedrich Hesse, Chair of Applied Cognitive and Media Psychology at the University of Tübingen. He spoke about digitization and the need for further development of cognitive interfaces between humans and digital technology. The event was enhanced by top-class musical contributions from musicians in the "Studienstiftung des Deutschen Volkes" program.

In October 2016, Prof. Taiga Brahm began working as the Professor of Economic Education at the University of Tübingen. One focus of her research is the competence development of students and the transition from school to university or vocational training.

Further information about Prof. Brahm's research can be found at: <http://www.uni-tuebingen.de/en/87413>

Thorsten Bohl



Top left: Taiga Brahm

Bottom left: Scholars from the Studienstiftung des Deutschen Volkes"

Right: Dieter von Holtzbrinck

Specialist Didactic Conference: Literature and Cultural Theories in the Teaching of Classical Languages

On the afternoon of May 29, 2017, students, teachers, and lecturers met in Brechtbau for a half-day conference that addressed the following question: how do advanced high school students gain knowledge in the fields of literature and cultural theory?

The event was organized by Dr. Wolfgang Polleichtner of the University of Tübingen. In his opening words, he explained the abundance of literary and cultural theoretical approaches and emphasized the benefit of basic knowled-

ge of literary and cultural theory for students in all fields. This speech was followed by four lectures that examined how literary or cultural theoretical perspectives can be incorporated into the teaching of classical languages. Two of the lectures were based on Ovid's *Metamorphoses*. While Prof. Robert Kirstein (University of Tübingen) focused on the spatial constructions in this work, Dr. Hans Peter Nill (University of Tübingen) examined power in the work. Jacqueline Anderl's (University of Heidelberg)

lecture dealt with the cultural memory of the *Aeneid*. She spoke about memory and the dynamics of tradition in epic narratives. Dr. Wolfgang Polleichtner concluded the conference with a lecture that applied game theory and probability to the actions of heroic figures in the *Ilias* and the *Odyssey*.

Sibylle Meissner



Top left: Robert Kirstein, University of Tübingen

Top right: Wolfgang Polleichtner, University of Tübingen

Middle left: Hans-Peter Nill, University of Tübingen

Middle right: Members of the conference

New Topics in Teacher Education – TüSE Lecture Series and Workshops ¹⁶

TüSE's lecture series on new topics in Teacher Education started in September of 2017. The series consists of eight subprojects that discuss innovation within Teacher Education in the forms of expert discussions, workshops, and symposiums. The series offers a platform for exchange and critical discussion between

scientists, teachers, education researchers, and others who are interested. The events allow professionals within the field of education to discuss new approaches and build their networks. They will take place between September 2017 and June 2018 at the University of Tübingen.

Further information can be found on the TüSE website at:

<http://www.uni-tuebingen.de/en/90219>

Nina Beck



New Topics in Teacher Education



Further Education of Teachers at the University



Competence Modeling



Digital Media



Teacher Ethics



Inclusion and Linguistic Heterogeneity



Portfolio



Professional Counselling



Theatre – History – Language

Teacher Education for Schools of the Future: General Studies Lecture Series: *Studium Generale*

EBERHARD KARLS
UNIVERSITÄT
TÜBINGEN

STUDIUM GENERALE

Wintersemester 2017/18

Lehrer*innenbildung für eine Schule der Zukunft

Organisation:

Tübingen School of Education (TÜSE)

Dr. Nina Beck, Geschäftsführung TÜSE

Prof. Dr. Thorsten Bohl, Direktor TÜSE, Erziehungswissenschaft, Schulpädagogik
Prof. Dr. Uwe Küchler, stellvertr. Direktor TÜSE, Didaktik des Englischen

- | | |
|------------|---|
| 18.10.2017 | Prof. Dr. Axel Zweck, Universität Aachen, VDI Technologiezentrum Düsseldorf, Innovationsforschung und -beratung, Zukunftsforschung Mit „Foresight“ gesellschaftliche Trends erfassen: Einsichten für Lehrerbildung und Schule? |
| 25.10.2017 | Prof. Dr. Marcus Emmerich, TÜSE, Erziehungswissenschaft, Inklusion, Diversität und Heterogenität Inklusion als zukünftige institutionelle, professionelle und wissenschaftliche Aufgabe im Kontext von Lehrerbildung und Schule |
| 08.11.2017 | Prof. Dr. Thorsten Bohl, TÜSE, Erziehungswissenschaft, Schulpädagogik Umgang mit Heterogenität: Zukunftsweisende Konzepte für Schule und Unterricht |
| 15.11.2017 | Prof. Dr. Ulrich Trautwein, Hector-Institut für Empirische Bildungsforschung Zukunft der Lehrerbildung aus Sicht der Empirischen Bildungsforschung |
| 22.11.2017 | Prof. Dr. Andreas Lachner, TÜSE, Leibniz-Institut für Wissensmedien, Lehren und Lernen mit digitalen Medien (in den Fachdidaktiken) Lehren und Lernen in der digitalen Schule der Zukunft: Chancen und Risiken |
| 06.12.2017 | Dr. Mirjana Zipperle, Erziehungswissenschaft, Sozialpädagogik Kooperation von Schule und Sozialer Arbeit und ihre Bedeutung für zukünftige Schule und Lehrerbildung |
| 13.12.2017 | Prof. Dr. Petra Bauer, Erziehungswissenschaft, Sozialpädagogik Prof. Dr. Marc Weinhardt, Ev. Hochschule Darmstadt, Psychosoziale Beratung Kathrin Kniep, TÜSE, Projekt Profil Chancen für die Zukunft: Professionalisierung durch Beratung im Lehramtsstudium |
| 20.12.2017 | Prof. Dr. Thomas Häcker, Universität Rostock, Erziehungswissenschaft, Schulpädagogik Deutscher Schulpreis: Was kann man von „ausgezeichneten Schulen“ für zukünftige Schulen und Lehrerbildung lernen? |
| 10.01.2018 | Dr. Thomas Nielebock, Politikwissenschaft, Friedensforschung / Internationale Beziehungen Die Zukunft der Lehrerbildung im Zeichen „der großen Regression“: (Wie) Frieden und Demokratien lehren lernen? |
| 17.01.2018 | Prof. Dr. em. Frank-Olaf Radtke, Universität Frankfurt, Erziehungswissenschaft Pädagogische Führungskräfte im Unternehmen Schule: Wie Betriebswirte sich die Zukunft der Lehrerbildung vorstellen |
| 24.01.2018 | Prof. Dr. Hans Anand Pant, Humboldt-Universität zu Berlin, Erziehungswissenschaftliche Methodenlehre, Geschäftsführer Deutsche Schulakademie Schulleistungsvergleichsstudien: Was folgt daraus für die Zukunft von Lehrerbildung und Schule? |
| 31.01.2018 | Prof. Dr. Thorsten Bohl, Direktor TÜSE Abschluss: Folgerungen aus der Vortragsreihe für die Tübingen School of Education |

jeweils Mittwoch, 18 Uhr c. t., Hörsaal 21, Kupferbau



In the coming winter semester 2017/2018 and the summer semester 2018, the Tübingen School of Education will organize a series of lectures on the future of education and Teacher Education. The first part of the series focuses on social involvement in schools, future challenges, and educational research. Eleven experts from different fields will speak on these topics.

The second part of the series in the summer semester 2018 will focus on current and future developments in didactic research. "Teacher Education for Schools of the Future" will bring experts together with the broader public to critically discuss the future of Teacher Education.

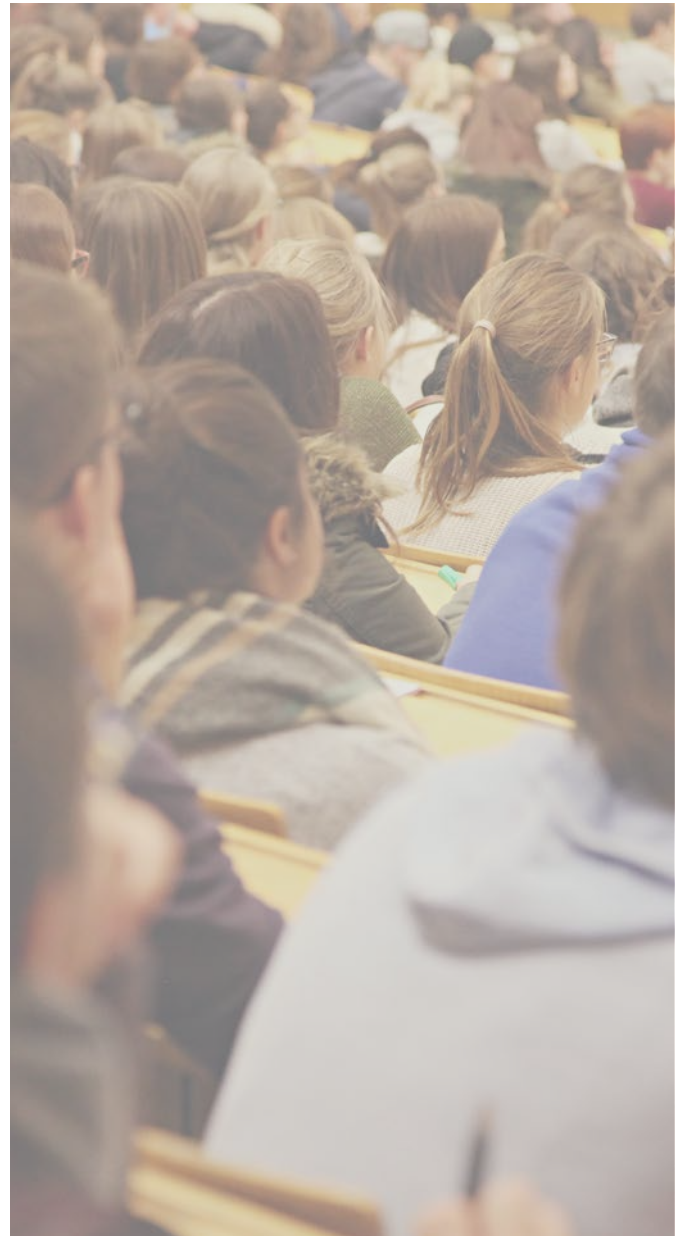
The program for the series will soon be available through the following link:

<http://www.uni-tuebingen.de/en/63>

Information can also be found on the TÜSE website under the "Lectures and Events" section:

<https://www.uni-tuebingen.de/en/119904>

Nina Beck



Important Dates

School Board: 06.11.2017 and 22.01.2018

Advisory Board: 09. and 10.11.2017

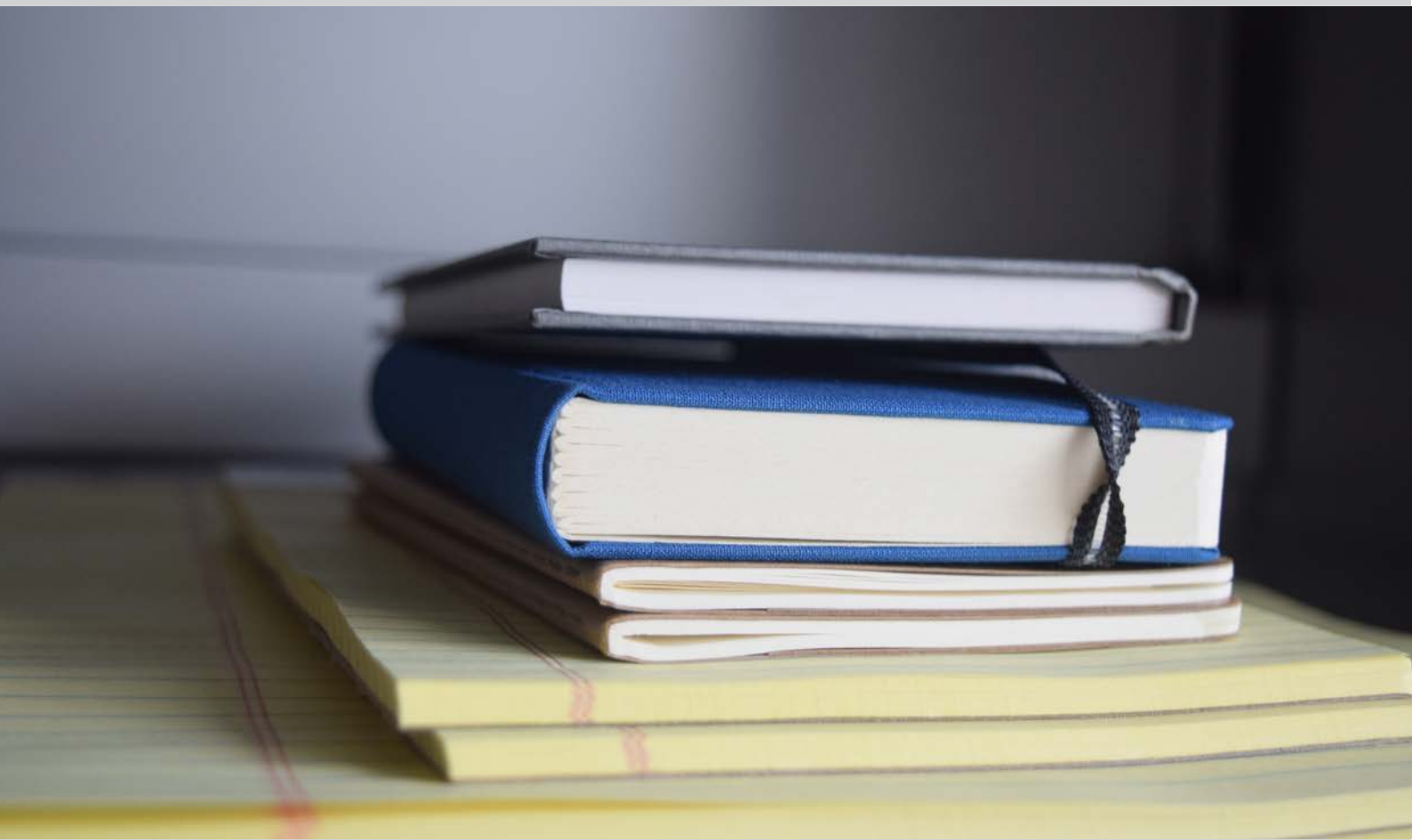
International Education Week: July 29 – August 5, 2018

Informational Events on Academic Advising

Internship: April 2018

Teacher Training (Referendariat): May 2018

Exam Scheduling: June 2018



About Us

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