



TüSE-Newsletter

June 2018

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Dear Reader,

Our last newsletter was written only two months ago, but we already have many events and topics related to teacher education to inform you about before the summer break.

During the last several months, we have devoted ourselves particularly to the second-period funding application within the Quality Initiative: Teacher Education by the federal and state government, which the Tübingen School of Education worked on in close cooperation with professors of teaching theory and the rectorate. We will submit the application in June, and we look forward to the decision of the selection committee in autumn of this year. In addition to this application process, we have made progress in our individual fields of work, which is briefly outlined here:

In the area of professional research, our projects Portfolio, ProfiL, Lehr:werkstatt, Lehr:Transfer, and Lehrerzimmer 2.0 continued to develop in conception and research. The first results of the Competence Modeling and Development project are already available in this newsletter.

The Internationalization department has strengthened relationships with international contacts and offers diverse programs that are becoming increasingly popular. For example, an increasing number of foreign teacher education students spend their semester abroad at the University of Tübingen and the Summer School European Teacher Education in August will be well-attended. We were thrilled to deliver LogiTech videoconferencing systems to professors and working groups who successfully applied for them. These developments will help us strengthen internationalization of teacher education “at home” in Tübingen.

The realm of subject-specific teaching theory also demonstrated a commitment to internationalization. In addition to great contributions to the ongoing lecture series, “Teacher Education for a School of the Future: Perspectives from Subject-Specific Teaching Theory,” which is streamable via the university’s TIMMS server, a Staff Training Week on Philosophy- Education-School took place for the first time in Tübingen will take place for the first time in Tübingen. A group of experts involved in this event will meet in various countries in the upcoming years.


In May, the Otilie Wildermuth-Chair for Teaching English as a Foreign Language was inaugurated. Professor Amos Paran from the University College in London is the first person to hold this guest professorship. His keynote lecture covered the subject “Engaging Learners with Foreign Language Literature: Five Principles.” Education students in the fields of English and American studies particularly benefit from Professor Paran’s foreign-language teaching expertise in the current summer semester. Through Paran’s opening lecture, a number of collaborative relationships were strengthened with organizations like Tübingen’s State Seminar for Didactics and Teacher Training (Gymnasium) and the Regional Council of Tübingen.

Our Doctoral Program is committed to strengthening the concept of “Open Science.” We are working to qualitatively improve the future of research data management and we are also holding a three-part lecture series called “Open (your) Science,” which addresses relevant questions in the field and the cultural shift within academia. This year we were thrilled to receive a multitude of theses on subject-specific teaching theory and education sciences as submissions for our awards for qualification works. The judging process is ongoing and winners will be announced in July.

Many more projects and activities are described in this newsletter – read on to learn more!

We thank everyone involved with TüSE for their continued engagement with teacher education at the University of Tübingen!

The board



Thorsten Bohl

Frank Loose

Uwe Küchler

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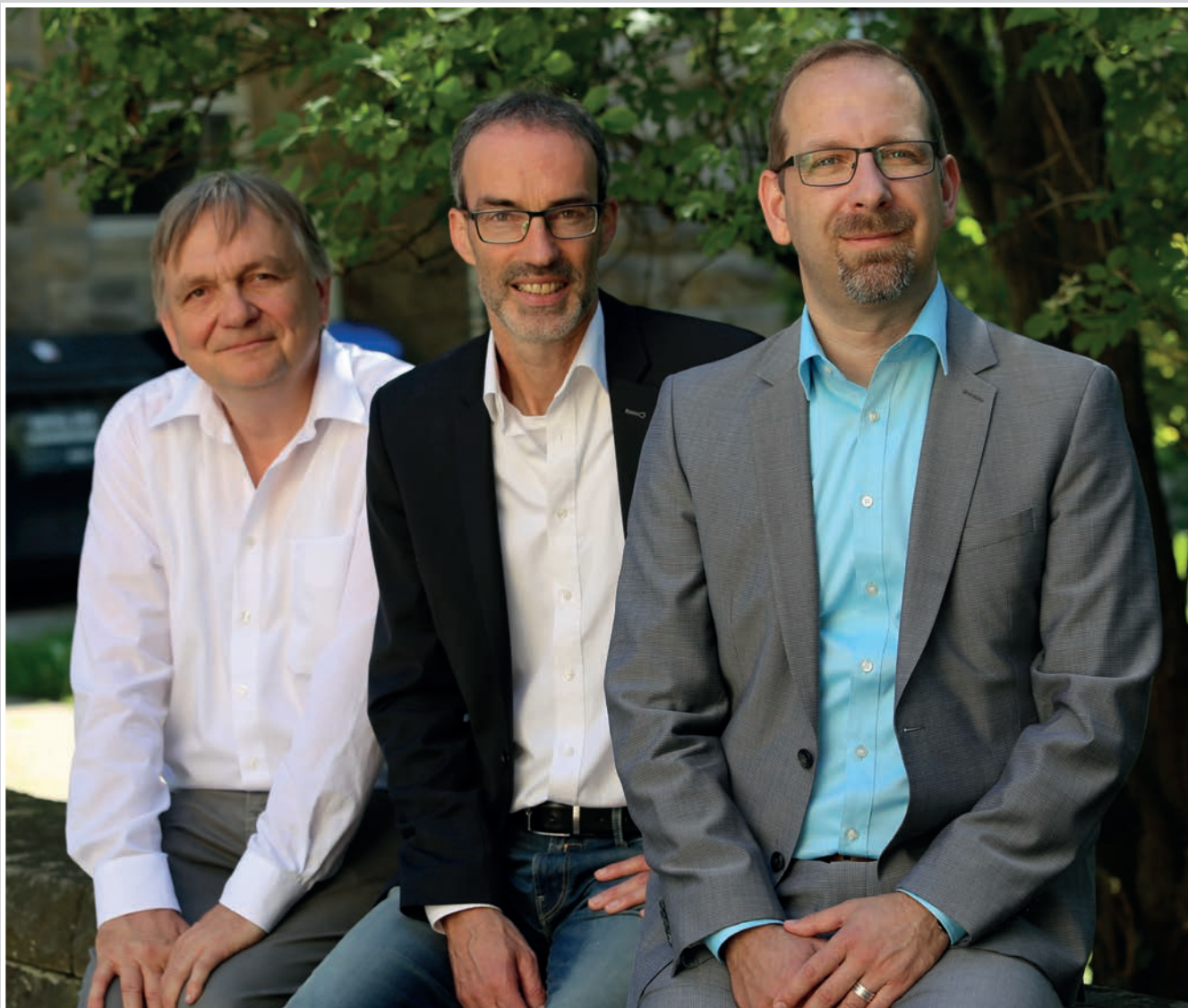
Board of the Tübingen School of Education Re-Elected

Shortly before the end of the three-year term, it was time for the general assembly of the Tübingen School of Education to elect the board. In accordance with the statute, the rector of the university consulted the deans of faculties involved with teacher education to submit a proposal for a group of candidates, who will be put to vote in a general meeting. Professor Dr. Thorsten Bohl (Faculty of Economics and Social Sciences) was selected as director, while Professor Dr. Frank Loose (Faculty of Science) and Professor Dr. Uwe Küchler (Faculty of Humanities) were selected as vice-chairmen. 139 voters participated in the board election, which was led by Dr. Friedrich Schweitzer (Faculty of Theological Theology) as well as Sandra Kauenhowen (TüSE Ma-

nagement). Each participant was allowed to cast three separate votes that could not be cumulated. From the 85 votes cast, Professor Thorsten Bohl received 100% of the votes. The vice-chairs each received 80 votes (94%).

We sincerely congratulate the re-elected board and look forward to working together in the coming years!

Sibylle Meissner



From left to right: Prof. Dr. Frank Loose, Prof. Dr. Thorsten Bohl, Prof. Dr. Uwe Küchler

Workshop: “Practical Orientation in Teacher Education – Innovation and Discoveries of Quality Initiative Teacher Education”

On April 12th and 13th, BMBF’s support program “Quality Initiative: Teacher Training” held a workshop at the Free University of Berlin that focused on the topic of “Practical orientation in Teacher Education – Innovation and Discoveries of the Quality Initiative Teacher Education.”

The first day started with several lectures. Topics included the relationship between theory and practice, the integration of practical phases into teacher education, and the history of the teaching-learning laboratory at the University of Mainz. These lectures demonstrated a diversity of projects and new concepts within the field of teacher education. The presentation of many subprojects and initiatives opened up the question of which concepts are actually appropriate for teacher education, as evaluations and research results of individual projects are still pending.

A poster session subsequently took place, during which Kathrin Wenz presented the project Lehrer*innenzimmer 2.0, which will be conducted by Evamaria Werner and Christina Baust. The following keynote address from Dr. Timo Leuders (PH Freiburg) focused on dealing with diversity using the subject of mathematics as an example. This lecture highlighted the consequences of this topic on the professionalization of teachers.

On the second day, seven simultaneous workshops were offered. The Tübingen School of Education sent four representatives from the field of professionalization to participate in these workshops.

Professor Dr. Thorsten Bohl (University of Tübingen) presented the structure of the Tübingen School of Education and the field of professionalization, while Kathrin Kniep (University of Tübingen) presented the ProfIL project, a specifically individualized form of professional advising and assistance for teacher education students. Lina Feder (University of Tübingen) spoke about the concept of Tübinger Portfolio and its place in the context of empirical research findings. Dr. Kathrin Wenz presented the Lehr:Transfer and Lehr:werkstatt projects, which enable teacher education students to gain specific practical experience in school classrooms.

The event ended with a consolidation of the workshops led by Dr. Ilka Parchmann (Leibniz Institute for the Pedagogy of Natural Sciences and Mathematics, University of Kiel) and a moderated discussion with representatives of the individual workshops. This discussion focused particularly on definitions of terminology, and the extent to which these concepts can be systematized and used for teacher education.

Kathrin Wenz



Dr. Kathrin Wenz



From left to right: Prof. Dr. Thorsten Bohl, Lina Feder, Kathrin Kniep, Dr. Kathrin Wenz

New Topics Teacher Education

Portfolio Work in Teacher Education: A review within the New Topics Workshop

“Portfolio” is one of the central terms related to the reform of teacher education. Portfolio work has been attributed with high innovative potential, and ministerial guidelines specify the nationwide use of portfolios in various federal states. In the context of the “New Topics in Teacher Education” lecture series, the Tübingen School of Education held a workshop in collaboration with the department of school pedagogy on the opportunities and frontiers of portfolio work led by Lina Feder and Professor Dr. Colin Cramer. 35 educators from universities, state seminars, and University teaching programs participated in the half-day workshop.

The event began with an opening speech from Professor Cramer (Tübingen School of Education), greeting participants and briefly introducing the structure of the workshop. Professor Dr. Thorsten Bohl (Tübingen School of Education) explained the workshop's role in the greater context of the event series “New Topics in Teacher Education.”

Professor Dr. Michaela Gläser-Zikuda (University Erlangen-Nürnberg), an expert in the

area of portfolio work, gave a keynote speech about opportunities and frontiers in the field. She presented different forms of portfolio work and explained its role in professionalization of young teachers, emphasizing the importance of self-regulated learning. Gläser-Zikuda reflected on the concept of portfolio work as innovation and the fact that students are not always thrilled to do it. She connected these topics to a pedagogical acceptance model and presented her recent research findings. In her conclusion, she discussed fields in which changes to teaching and learning environments are necessary to improve the innovation potential of portfolio work. She also named fields where there are particular needs for more research.

Afterwards, six different universities (Lina Feder, University of Tübingen; Svenja Jaster, University of Cologne; Dr. Dalibor Cesak, Heidelberg University of Education; Prof. Dr. Silke Traub, Karlsruhe University of Education; Christian Burkhart, University of Freiburg und Dr. Gerd Bräuer, Freiburg University of Education) presented the portfolio conceptions within their teacher education programs.

During a discussion group, participants discussed these different conceptions, particularly focusing on the limitations and opportunities of portfolio work as well as its implementation. In her lecture, Lina Feder (University of Tübingen) shared the findings of a literature review on the potential of portfolio work and discussed corresponding empirical evidence for possible ways that we can unlock these potentials. It became clear that portfolio work has a wide range of potential, but there is little empirical evidence to back up this claim. Several different studies demonstrated a rather low acceptance of portfolio work by students.

In a closing discussion, participants talked about further networking opportunities and network-oriented research. The event built the foundation for an informal portfolio network, which will be developed further in future meetings.

Lina Feder



Prof. Gläser-Zikuda presenting chances and limitations of portfolio work in teacher education.

New Topics Workshop on Profession-Based Counseling

On February 22, 2018, the TüSE subproject ProfiL held a workshop on profession-based counseling. Advisors of different projects, individuals involved with all phases of teacher education, interested academics, teachers, and students were all invited to the workshop. After a short introduction to the subject from Professor Dr. Petra Bauer and Professor Dr. Marc Weinhardt (Project leaders of ProfiL) and some opening words from Professor Dr. Thorsten Bohl (Director of the Tübingen School of Education), the three guests of the workshop presented their projects: Senior Teacher Christine Preuß MINTplus (systematic and networked competence-building in teacher education, Technical University of Darmstadt), Professor Dr. Daniela Sauer BERA (Counseling in the context of schools, University of Bamberg) and Dr. Lilian Streblov BI:Train (Counseling. Information. Training. University of Bielefeld). Kathrin Kniep and Markus Urban presented the TüSE subproject ProfiL. A following discussion handled counseling in the context of teacher education. Participants agreed that counseling is an essential tool for professionalization. Counseling gives students the opportunity for the reflection that they need to become competent teachers.



Prof. Dr. Daniela Sauer

It also gives them the opportunity to explore future teaching scenarios and potential pedagogical situations. Participants struggled to come up with an all-encompassing definition of counseling, as their individual projects were too different structurally. Participants reflected on the potential for subject-oriented professionalization in counseling as well as the role of counseling within the broader context of teacher education.

Participants aim to establish a long term discourse in the field of counseling, in which the

findings of the workshop can be further developed and future discoveries can be exchanged. To work towards this goal, they agreed on theoretical, research, and application-oriented continuations of the workshop, which will promote the success of a nationwide network. The integration of reflection and professionalization into the curricular structure of teacher education proves to be a complex and difficult task.

The workshop successfully highlighted the importance of this subject, the need for clarification formats, and challenges that will be concurred in the future.

Kathrin Kniep



Workshop Participants

“Studium Oecologicum”: Learning and Teaching Sustainability

Education for Sustainable Development (ESD) is firmly anchored in the Baden-Württemberg curriculum as a central guiding perspective. But what is ESD exactly? What is hidden behind the term “sustainable development” and how can such development be concretely shaped? “Studium Oecologicum” deals with these questions and others. The multifaceted program targets students of all subjects. Participants tackle the complex challenges of our time, such as:

- Social injustice
- Climate Change
- Dwindling resources
- Economic systems in times of crisis



This program will bring individuals from different fields of study together with partners and teachers from institutions outside the university. The goal of “Studium Oecologicum” is to support analysis-based, reflective, and responsible action. Students can choose their own emphases within the program. At the end, they acquire a “Studium Oecologicum” certificate with detailed information on the topics they discovered

How to acquire the certificate

To acquire the certificate, 12 ECTS credits must be earned. These are divided into two parts and can be weighted according to the students' preferred emphases:

1. At least one foundation course

The foundation course introduces the subject of sustainable development. These courses are marked by the abbreviation 1SOG in the Studium Professionale.

2. At least two theme-based courses

Practice-oriented solutions are developed and certain aspects are deepened (1SOT).

An overview of all courses can be found in the Campus course catalog under:

- Außerfakultäre Veranstaltungen
- Career Service
- I. Cross-curricular topics: society, sustainability, responsibility, justice
- 1SO Studium Oecologicum

Courses from other universities that are relevant to the subject can also be considered for credit towards the program.

Any further questions?

Are you looking for a class about sustainable development that we do not offer yet? Then contact the program coordinator of Studium Oecologicum:

International Center for Ethics in the Sciences and Humanities

Carla Herth

Telephone: +49 7071 29-77986

carla.herth@izew.uni-tuebingen.de

Further information about Studium Oecologicum and the certificate (course offerings, registration process) can be found at our homepage

www.uni-tuebingen.de/de/52324 and

www.youtube.com/watch?v=ahWBGB5giOI

Carla Herth

Tübingen School of Education visits the University of Ljubljana

In the context of the Research World Tour of the University of Tübingen Rectorate, Professor Dr. Thorsten Bohl (Director of TüSE) and Professor Dr. Christoph Randler (Biology Didactics) participated in a delegations visit to the University of Ljubljana. They met with representatives of school pedagogy, biology didactics, and other teacher education subjects in order to present the structure and content of the teacher education programs in Ljubljana and Tübingen and to discuss opportunities to intensify collaboration between the institutions.

TüSE emphasized the intensive foundation work of teacher education in Tübingen that has been our focus since 2015 and the hiring of new professors in the fields of teaching theory and methodology and education sciences. TüSE also presented our newly implemented fields of work, which are supported by the federal and state governments. Professor Randler was able to initiate and intensify cooperation with colleagues in Ljubljana.

At the University of Ljubljana, teacher education takes place at the Faculty of Education

(Secondary Level I, Primary Level) as well as many other education-related programs (Upper Secondary Level).

The exchange between Ljubljana and Tübingen opened up the possibility to create new contacts and strengthen existing relationships for various international collaborations and projects, such as the International Education Week 2018. The strengthening of the student exchange program between Ljubljana and Tübingen was the central focus point when the two institutions met.

Thorsten Bohl and Elisabeth Hofmann



*From left to right:
Prof. Dr. Bernd Engler,
Head of the University of Tübingen
Prof. Dr. Igor Papic,
Head of the University of Ljubljana
Prof. Dr. Thorsten Bohl,
University of Tübingen
Prof. Dr. Christoph Randler,
University of Tübingen*

International Education Week 2018: Participants from Seven Different Countries

Up to 30 international teacher education students from seven different European countries will participate in the International Education Week in Tübingen from July 29th to August 5th, 2018. Together with Tübingen's teaching degree students, they will take block seminars in various teaching subjects and attend lectures from national and international experts in the field of education.

Elisabeth Hofmann



Erasmus+ Staff Training Week, “Philosophy-Education-School”

Internationalization of teacher education – this was the goal of the Erasmus+ Staff Training Week “Philosophy-Education-School,” which took place from March 5th to 8th, 2018. With the support of Erasmus+ partner institutions, the execution and financing of a Staff Training Week is relatively easy. Colleagues from different countries who work in the field of education come together in one location, their travel costs covered by the European Union, in order to learn from one another in the fields of research, teaching, methodology, and organization. However, it was not so easy during the one-year preparation period to find individuals who research and teach in the field that we hoped to focus on: philosophy education and teaching methodology. This complication came from the fact that, in some countries, teacher training courses are offered at the bachelor level, while in other countries, a career in education can only be pursued at the graduate level. Furthermore, professionals in the field of philosophy and education sometimes work in philosophical institutions, others work in educational institutions.

The year-long organization of the program by the departments of School Pedagogy (PD Dr. Harant) and Teaching Philosophy (Prof. Dr. Thomas) was worth all the work. When colleagues from Poland, Finland, Denmark, Ireland, France, and Germany came together in the Alte Aula to discuss the topic “Philosophy-Education-School,” they immediately understood one another—from the subjects of their conceptual work to their positions and functions in their respective teacher education systems. The event focused on current research topics in the fields of teacher education, the school system, and philosophy as a school subject. Participants exchanged questions of philosophy of education with one another and discussed the differences between the teacher education programs in their respective countries. In Denmark, the central goal of philosophy lessons is to strengthen the rational communication skills of young students, which they apply to the topics of integration and the strengthening of democracy. In Ireland, there is a debate as to how much the state require-

ments of teachers should guide the academic and scholarly nature of teacher training. In France, philosophy plays an enormous role in the national education system in a very classical and traditional sense, which poses problems in the face of increasing student diversity and educational mobility. In Finland, the understanding of philosophical education is more emancipatory, although philosophy as a school subject faces many problems related to education policy.

This event showed how well this internationalizing format works and how it can be applied to many other school subjects in the future. TüSE is happy to share the experiences of the Staff Training Week “Philosophy-Education-School” with anyone who is interested (Contact: Elisabeth Hofmann, TüSE, Field of Internationalization, elisabeth.hofmann@uni-tuebingen.de). This very personally tailored internationalization of teacher education will continue in 2019, when the next Erasmus+ Staff Training Week for Philosophy and Education will most likely take place in Krakow.

Philipp Thomas



Left: Malgorzata Przanowska, University of Warsaw

TüSE Internal Awarding of Video Conference Systems

Seven teaching subjects in Tübingen’s education program successfully applied for and obtained Logitech Group Video Conference Systems to use for international communication, research, and teaching. The awarding ceremony for this new technology took place on May 7, 2018. The Tübingen School of Education regards the use of digital media in teaching and research as a central pillar of modern and international teacher education. The implementation of Logitech Group Video Conference Systems in various departments will support the use of digital media at an individual and university-wide level.



From the left to the right: Serkan Ince, Jennah Sari und Almedina Fakovic from the Center for Islamic Theory

The awarding of the technology is accompanied by a technical and didactic introductory lecture, in which participants learn how to install the Logitech Group Hardware and use Adobe Connect for a variety of digital teaching and learning settings. Dr. Jürgen Schneider from the Department of School Pedagogy explained and demonstrated the different possibilities that the hardware offers. He also showed how Adobe Connect can be used for group work, online courses, training courses, or interviews. He clarified the advantages of different camera adjustments, and introduced how to use the presentation function. At the end, Dr. Andrea Fausel from the University of Tübingen’s teaching center gave important tips on didactic features in the digital settings, such as the recommended amount of audio communication, video communication, and chat. She also discussed the different roles of the course leader in an online course: from technical organization, to social motivation, to the imparting of didactics, to content expertise. She gave practical tips for hosting an online event and highlighted aspects of data protection and event archiving.

The Tübingen School of Education hopes that the new equipment and skills will help educate teachers and lead them to more modern and versatile teaching and learning environments. In particular, the conference system should facilitate communication and collaboration between international colleagues on existing and future international projects. Due to high demand, another training session will be held, the details of which will be announced shortly.

Elisabeth Hofmann

TüNaPro – Tübingen’s Graduate Program for Junior Researchers

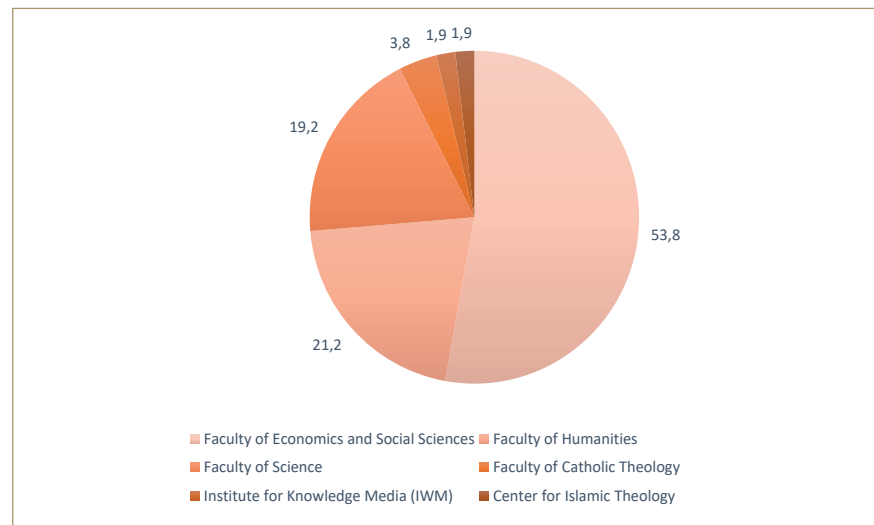
In 2016, the Tübingen School of Education’s cross-faculty graduate program for junior researchers achieved its goal to increase the quality and quantity of research works in the fields of education, school, and lessons. In addition to education science qualification works, there is a special focus on research projects in the field of subject-specific teaching theory. In particular, the doctoral students in the program are supported through their research process in a variety of ways. Currently, 52 doctoral students are participating in TüNaPro. The graphics to the right demonstrate which faculties and institutions these students come from and show the evolution of numbers over time.

Who can participate in the TüNaPro program?

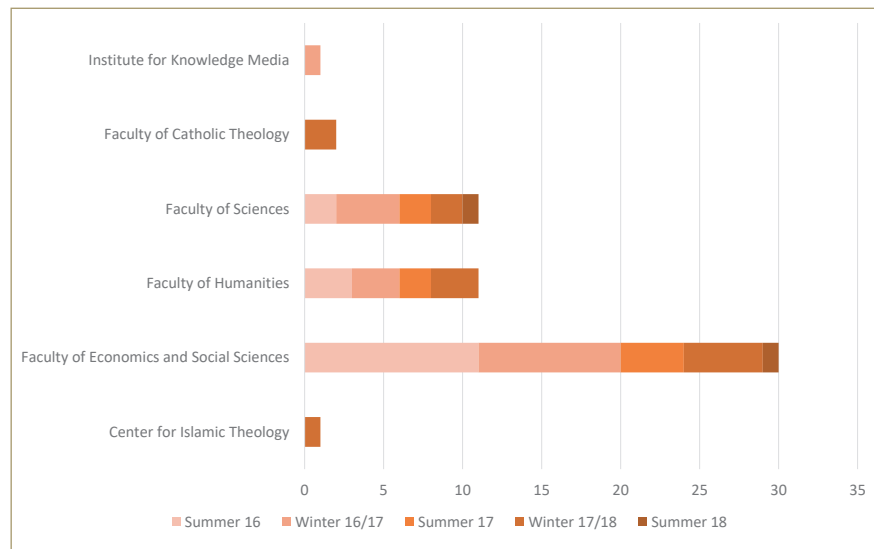
All early-stage researchers who are writing qualification works in the field of teacher education, school, and lessons are welcome to participate in TüNaPro. These works may examine education science, subject-specific teaching theory and methodology, or content knowledge.

The doctoral students should also be associated with a faculty or institute at the University of Tübingen and be a member of the Tübingen School of Education. Interested junior researchers should submit an application for TüSE membership and confirmation that their faculty has accepted their qualification work. The TüSE board is responsible for deciding admission.

Number of Doctoral Candidates in the Faculties, in Percent



Development of Doctoral Candidates since Summer 16



Which Forms of Support does TüNaPro Offer?

First meeting	Presentation of research topic, identification of individual support needs
Research-methodological support and counseling	Various methodology seminars, workshops, and methods-on-demand offers
Financial support	Up to 500 € for a research project
Doctoral convention	Yearly networking and research event on interdisciplinary subjects
Award for outstanding qualification work	Yearly prize for outstanding dissertations, state examinations, and Master theses
Conferences / Events	Periodic information via Email

Additional Information as well as an entry form can be found at: www.uni-tuebingen.de/en/92203.

Sibylle Meissner

Competence Modeling and Competence Development Project

How students acquire competence is the central focus of curriculum planning. This is demonstrated well by an excerpt from the introduction to the Baden-Württemberg education plan for grammar schools in 2016: „The central innovation [compared to the last education plan of 2004] is an integration of competence orientation in almost every field.” This raises the question of how competence skills can be taught and acquired. The competences of teachers are at the center of interest in the project “Competence Modeling and Competence Development,” which the Tübingen School of Education is executing as scientific accompanying research. This article presents the discoveries this project has made in two fields: English and Mathematics.

English

Research in the field of English focuses on modeling of reading comprehension.

Basic Assumptions:

1. Reading comprehension is central for all linguistic subjects.
2. In order to understand a text, particular competences are important.
3. The complexity of a text and its comprehension-related challenges can be divided into particular sub-aspects.

In order to demonstrate comprehension, students answer open questions about certain characteristics of a text, such as irony or ambiguity.

First Results

In order to examine reading comprehension, researchers administered surveys to different groups (school students, teacher education students, and teachers) at a Tübingen school and the University of Tübingen. The teacher education students primarily received literary texts. This exercise showed that knowledge and comprehension of stylistic devices (like irony) in individual passages contributed to a better understanding of the overall text. School students performed better if they had frequent contact with English-language texts outside their studies.

135 school students in the 10th grade read a journalistic text for a survey on text comprehension. This text was used several years earlier in the Abitur (exam at the end of German high school); however, in order to meet project objectives effectively, the team developed new text comprehension tasks. It was important that the survey created a school-practical connection, thus creating a network between the university research field and the school.

Researchers from the project administered another survey to teachers already involved in the teaching profession. The goal of this survey was to boost constructive exchange and improve data collection within the project based on their expert evaluation.

In the field of English, studies have so far only been conducted on academic conceptualization of text comprehension so far. The next part of the project will attempt to understand how subject-specific academic competence is utilized in lessons and which theories and methodologies are relevant.

Mathematics

For mathematics, a model has been designed that shows which sub-competences belong to subject-specific competences and how they relate to one another. The following graphic demonstrates that teachers have control over their students' competences. After reflecting on input from students, teachers can identify gaps in understanding and devise solutions to fill these gaps. It is therefore a cyclical process composed of a dialog between teachers and students.

In order to improve these subject-specific competences, educators employ newly developed exercises in addition to exercises supported by educational research. The next page shows an example of a newly developed exercise that improves competence.

In studies already carried out by mathematics teaching students, it has become clear that the distinction between explanatory and diagnostic competence actually makes sense, and that these two types of competences can be distinguished from subject-specific competence.

It seems that a similar structure could also be relevant in the field of English, although these subjects of course possess different contents.



Implications for Teacher Education

It is too early in the process to draw final conclusions on how to develop teaching degree programs. However, some thoughts are presented here:

- The structure of subject-specific competences in teaching theory and methodology is a knowledge of inquiry, even though some aspects can be generalized. Regarding the development of teacher education, each subject must be treated individually.
- Competences in content knowledge and competence in pedagogical content knowledge (Fachdidaktik) are closely connected. Content knowledge is a prerequisite for pedagogical content knowledge.

- The close connection between competences in content knowledge and in pedagogical content knowledge appears not only in our investigations, but is also acknowledged by experienced teachers as well as further experts in teacher education.

Further information on the project's activities and publications can be found here: <https://uni-tuebingen.de/en/106426>

Judith Glaesser

Graduate Program – Short and Sweet

The doctoral students of the Tübingen School of Education belong to different teacher education faculties. The dissertation works discussed below cover a diverse range of topics using a wide

spectrum of methodology. This “short and sweet” section of the newsletter offers the reader a look into the research projects of our graduate students.

Patrizia Breil



What do you research?

I study the concept of the body, which plays a central role in the field of philosophy. In contrast to a dualistic theory, which understands the body and spirit as separate substances, the body is an inseparable entity of physical and psychological components. Nevertheless, one encounters experiences again and again in which man is objectified and treated as mere materiality—even in the pedagogical context. An extreme example is violence. The field of body philosophy examines these phenomena inadequately. My work examines the extent to which body philosophy can be expanded to ensure theoretical understanding of such experiences of materiality.

What fascinates you about this topic?

I am particularly fascinated by the lack of consensus between the empirical world and academic discussion when it comes to matters of the body. Human materiality maintains an overarching presence in everyday life—just think of media coverage of violence, sexuality, and illness in mediums like film and advertising—but discourse within body philosophy completely neglects to examine human flesh in this context. I find this discrepancy very interesting.

What insight do you expect to gain?

I hope that my work will make a small but important contribution towards bringing philosophical and pedagogical dis-

course of the body closer to everyday life. In the context of teacher education, I hope to develop reflection competence on bodily existence that promotes a nuanced approach to the world and provides general insight into the subject constitution in the field of education.

How are you executing the study?

My work is a theoretical study. Through philosophy, pedagogy, and subject-specific teaching theories I seek to examine conceptualizations of body and flesh.

Have you already discovered results or tendencies?

Yes, it is already evident that the materiality of the body plays almost no role in recent philosophical discussion. The same is true for the pedagogical discussion, which developed on the basis of body philosophy. I was astonished to discover that the late philosophy of Merleau-Ponty receives little attention, even though his concept of flesh makes it possible to think about pedagogical processes in completely new ways. I have already written an essay about the extent to which philosophical and educational discourse could benefit from this innovation. Now my central challenge is to connect the material body to the clearly non-dualistic debate about human physicality.

Progress

30%

Subject

Education, identity, body. Philosophy teaching theory and methodology and education scientific foundational work filling a theory gap and thematic conception in the field of teacher education.

Advisors

Prof. Dr. Philipp Thomas
Prof. Dr. Markus Rieger-Ladich

Graduate Program – Short and Sweet

Lisa Hilken



Subject:

Hands-On Differential Geometry

Advisors:

JProf. Dr. Carla Cederbaum

Prof. Dr. Taiga Brahm

What do you research?

Mathematics is a process. It constantly develops as open questions are answered and new ones are posed. But this receives little attention in school or the field of mathematics. In school, there is a heavy focus on the mere execution of algorithms. At the university level, one learns previously solved mathematical theories without learning how they originated. This raises the question: how can mathematics education students learn that their field is so much more than calculations and complicated theories? After they become teachers, how can they share certain experience with their students when they have never had it themselves? My doctoral project develops a mathematics seminar called “Hands-On Elementary Differential Geometry,” in which students develop mathematics themselves. I am examining whether or not this seminar changes the way these students view mathematics.

Furthermore, many students find it difficult to make connections between the math that they learned in school (that they will later teach) and the math that they learn at university. There are many connections between the “Hands-On Elementary Differential Geometry” seminar and school mathematics. I would like to discover which connections the students appreciate and value.

What fascinates you about this subject?

I am excited that this project gives me the opportunity not only to gain experience in teaching, but to examine the question from several perspectives. I also find it enriching to see the enthusiasm of my students in the seminar.

What insight do you expect to gain?

Various studies (such as the COACTIV Study) have shown that teachers’ convictions and the way they conceptualize their subjects influence their lessons and the way they interact with students.

Constructive convictions have a positive effect. This includes the idea that mathematics is a process that one can develop independently and that there are many different solutions to one problem. The seminar should lead students to believe that mathematics is a process. The research will show whether or not this goal is fulfilled.

Insight into the connections between the seminar and school mathematics will make such information more accessible to the students in the future. When they become teachers, they will be motivated and make better use of the mathematical knowledge they gained in university.

In addition, the results of the seminar and the research can inspire mathematics teachers to use alternative learning formats instead of classic techniques.

How are you executing the study?

I will answer the above-mentioned questions using a survey that the students fill out at the beginning and end of the semester. This will demonstrate how their conceptions of mathematics have changed over the course of the semester. As a point of comparison, students who did not participate in the seminar will also answer the survey. The participants of seminar must also write texts that I will analyze: Which connections between the seminar and school lessons are described? Which perceptions of mathematics are expressed?

Have you already discovered results or tendencies?

A preliminary evaluation of initial data suggests a tendency for participants’ conception of “mathematics as a process” to shift from light agreement to strong agreement through the course of the seminar.

Progress

40%

Selected current publications of professors and subprojects funded by the Quality Initiative Teacher Education program

Cramer, C. (2018). Erziehungswissenschaft und Lehrerbildung in der Forschung zum Lehrerinnen- und Lehrerberuf.[Education Sciences and Teacher Education in Research on Teacher Education] In J. Böhme, C. Cramer, & C. Bressler (Hrsg.), *Erziehungswissenschaft und Lehrerbildung im Widerstreit!? Verhältnisbestimmungen, Herausforderungen und Perspektiven.[Education Sciences and Teacher Education in Conflict!?!]* Bad Heilbrunn: Klinkhardt.

Rothland, M., **Cramer, C.**, & Terhart, E. (2018). Forschung zum Lehrerberuf und zur Lehrerbildung.[Research on the Teaching Profession and on Teacher Education.] In R. Tippelt, & B. Schmidt-Hertha (Hrsg.), *Handbuch Bildungsforschung [Education Research Handbook]* (4. Aufl., S. 1011–1034). Wiesbaden: Springer VS.

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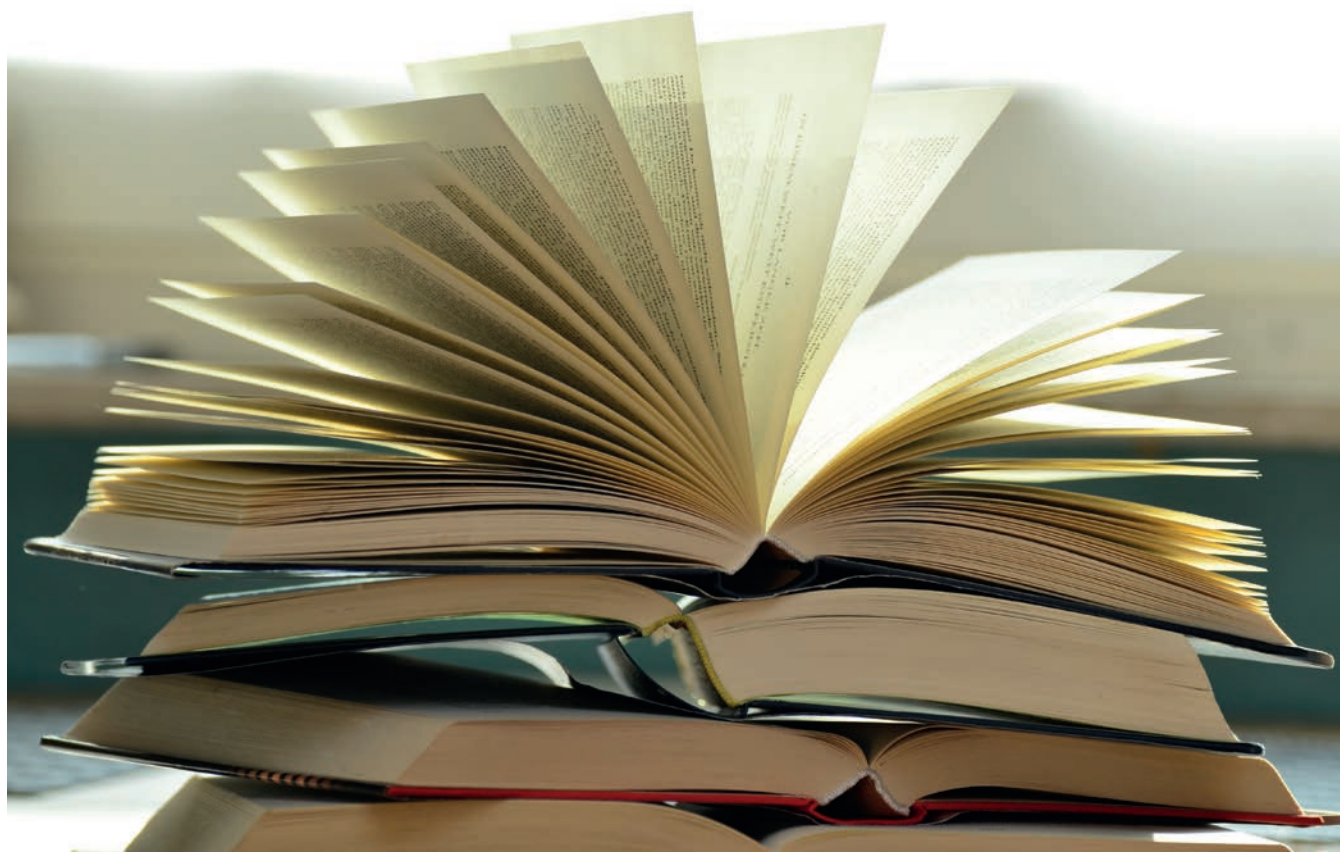
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Stürmer, K., & Lachner, A. (2017). Unterrichten mit digitalen Medien. [Teaching with Digital Media]. In K. Scheiter, & T. Riecke-Baulecke (Hrsg.), *Lehren und Lernen mit digitalen Medien [Teaching and Learning with Digital Media]*, (Schulmanagement-Handbuch, Bd. 164, S. 82–95). München: Oldenbourg.

Peuschel, K., & Maiberger, E. (angenommen). Sprachgebrauch und Unterrichtsinteraktion – Empirische Herangehensweisen an das mündliche Handeln von Lehrpersonen [Language Use and Teaching Interaction - Empirical Approaches to the Oral Behavior of Teachers]. In L. Heine, M. Mainzer-Murrenhofer, & S. Zahlten (Hrsg.), *Sprachtheorien in der Zweit- und Fremdsprachenforschung: Basis für empirisches Arbeiten zwischen Fach- und Sprachlernen. [Linguistic Theories in the Research of Second and Foreign Languages: Basis for Empirical Work between Subject and Language Learning]*. DeGruyter.



Selected current publications of professors and subprojects funded by the Quality Initiative Teacher Education program

Peuschel, K. (angenommen). Paraphrasieren als Lehrkompetenz [Paraphrasing as Teaching Competence]. In C. Falkenhagen (Hrsg.), *Kongresspublikation des 27. DGFF-Kongress [Congress publication of the 27th DGFF Congress]*, Universität Jena.

Peuschel, K. (i. Dr.). Aspekte von Gender in der Sprach(aus)Bildung Deutsch (als zweite, dritte und Folgesprache) [Aspects of Gender in German Language Education (as a second, third, and following language)]. In I. Dirim & A. Wegner (Hrsg.): *Normative Grundlagen und reflexive Verortungen im Feld DaF und DaZ [Normative foundations and reflexive locations in the field DaF and DaZ]*. Leverkusen: Budrich UniPress.

Peuschel, K., & Sieberkrob, M. (2017). Der erweiterte Blick: Studentische Perspektiven auf fachlich-sprachliches Lernen in den gesellschaftswissenschaftlichen Fächern [The Extended View: Student Perspectives on Technical and Linguistic Learning in the Social Sciences]. In B. Jostes, D. Caspari, & B. Lütke (Hrsg.), *Sprachen – Bilden – Chancen: Sprachbildung in Didaktik und Lehrkräftebildung [Language – Education – Chances: Language Education in Didactics and Teacher Education]*, (S. 89–102). Münster & New York: Waxmann.

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Zirker, A., Glaesser, J., Kelava, A., & Bauer, M. (in Druck). Kompetenzmodellierung im Fach Englisch: Literaturwissenschaft meets Psychometrie [Competence Modeling in English: Literary Science meets Psychometry]. In M. Willand, A. Albrecht, S. Richter, & T. Bernhart (Hrsg.), *Quantitative Ansätze in den Literatur- und Geisteswissenschaften. Systematische und historische Perspektiven [Quantitative Approaches in the Literary and Humanities. Systematic and Historical Perspectives]*. Berlin: De Gruyter.

Kelava, A., Kohler, M., Krzyzak, A., & Schaffland, D. (2017). Nonparametric estimation of a latent variable model. *Journal of Multivariate Analysis*, 154, 112–134. doi.org/10.1016/j.jmva.2016.10.006

Goldmann, D. (i.E.). Unter Lehrkräften. Zum Verhältnis von Kollegialität und Professionalität [On the Relationship Between Collegiality and Professionalism]. *Zeitschrift für interpretative Schul- und Unterrichtsforschung [Journal of Interpretive School and Teaching Research]*, H. 7.



Workshop Series: “New Topics INCLUSION”

Since the United Nations Convention on the Rights of Persons with Disabilities came into effect in Germany, the country’s school system has been supported in the development and implementation of forms of inclusive education. At the same time, structural improvement of inclusive education is still an urgent task, especially when it comes to the refugee and migrant situation. This task requires action at the political level, at institutions of teacher education, the school management level, as well as the individual level of every single teacher.

In the Winter Semester 2017/2018, the “Inclusion, Diversity, Heterogeneity” branch of the Tübingen School of Education hosted a three-part workshop series on the public debate about possibilities and difficulties in the realm of inclusion and the societal importance of successful educational processes. The series offered a platform for professional exchange among academics, teachers, individuals involved in teacher education, representatives of school administrations, and other interested individuals. “New Topics INCLUSION” was a part of a greater lecture series called “New Topics Teacher Education,” which was held between September 2017 and May 2018 at the Tübingen School of Education. The goal of the inclusion-focused workshops was to stimulate a critical and reflective examination of key issues raised by the implementation of inclusion at academic high schools, vocational high schools, and community schools. The workshops focused on inclusion strategies at academic high schools, how to handle linguistic diversity, the challenges that inclusion presents in the context of subject-specific



Workshop Participants

teaching theory. Each workshop had very different priorities and attempted to connect individuals involved in very different aspects of education. The workshops thus clarified the breadth of the tasks required to obtain an inclusive education system and a collaborative educational network.

The first workshop of the series, “Diversity and Inclusion in the context of academic high school education: Challenges and Perspectives,” focused on the level of individual development and explored the specific role high schools play in the context of inclusion. Prof. Dr. Beate Wischer, an education researcher from Bielefeld, gave the first lecture, which approached the workshop theme from an organizational-theoretical perspective. She criticized the “pedagogical goal” that dominates academic literature, which argues that an inclusive education system can be achieved by changing the attitude of teachers. Instead of focusing on this “black box” (which puts all the responsibility of inclusion onto the shoulders of teachers), Dr. Wischer made the case for diversity and school development, which deal more closely with the school’s own dynamic as an organization, as well as the formal and informal freedom of interpretation of this meso-level teaching practice. Organizational measures made it possible to initiate



Prof. Dr. Beate Wischer, Professor for Teacher Education with Focus on Profession and Organization in Context of Inclusion at the University of Bielefeld.

and establish action-oriented (instead of attitude-oriented) changes for all teachers through individual school development processes, such as the solidification of school promotion concepts, the distribution of responsibilities, and development of formal competence requirements. In this way, she identified the action of teachers as the central factor in the pedagogical discourse about inclusion, in contrast to the dominant focus on attitude and values in the field. This change of perspective relieves individual teachers of completely unreasonable expectations and indicates the potential for developments at the individual school level, which aim to integrate

inclusive structures into educational institutions. Two school headmasters from Stuttgart, Norbert Edel (Elly-Heuss-Knapp-Gymnasium) and Thomas Mästle (Helene-Schoettle-Schule, SBBZ spiritual development), gave the following lecture. They presented their cooperative inclusion project at a high school in Bad Canstatt. The concrete organization of their pedagogical-professional cooperation exemplified the school-analytical approach that Dr. Wischer promoted in her lecture. Visitors of the workshop demonstrated great interest during the discussion that followed the lecture. They used the following coffee break as an opportunity to network and learn more about the lectures.

The afternoon ended with an interactive workshop led by expert Ramona Lau, who is a teacher at Oberstufen-Kolleg in Bielefeld. The workshop explored the ways that compensation for students with special needs (impairments, chronic illnesses, etc.) can promote inclusion. The audience had a multitude of questions for Ms. Lau, which demonstrates a large information deficit on this topic and the possibilities for educational justice. This problem calls for the state ministries to better communicate and spread information about compensation for students with special needs and create more consistent administrative regulations, which currently differ from one federal state to another. This is due to an inadequate information policy that argues that compensation is rarely needed and that it could be abused by students. Ms. Lau countered these prejudiced assumptions with examples from her practice in Bielefeld.



Headmasters from Stuttgart: Thomas Mästle, Helene-Schoettle-School, SBBZ Special Needs School (left) and Norbert Edel, Elly-Heuss-Knapp-Highschool (right)

The second workshop in the series, “Inclusion and Linguistic Diversity - A Topic for High School Teacher Education?” focused on the way that linguistic diversity is currently handled and discussed refugee and migrant issues in the context of high school education. The third workshop, “Inclusion – a Subject-Specific Research Topic?” created an opportunity for exchange between education sciences and subject-specific teaching theory in order to encourage research and perspective development in Tübingen. All three workshops in the “New Topics Inclusion” series were well-attended, with educational administration institutions showing particu-

lar interest. The workshops reached their goal of intensifying research-oriented networking and identifying needs at different schools. A future inclusion-focused workshop series is already being planned for the future.

The New Module: “Inclusion, Diversity, Heterogeneity”

Along with the start of the BWS Master Program, the module “Inclusion, Diversity, Heterogeneity” will kick off in the Winter Semester 2018/2019. This module of the Master of Education reflects the important role that questions of difference, inequality, and participation play at the University of Tübingen.



Persons responsible for the third workshop. From the left: Dr. Daniel Goldmann and Prof. Dr. Marcus Emmerich.



Ramona Lau, Upper Secondary Teaching at the University of Bielefeld



Prof. Dr. Ulrike Hormel, Sociologist at the University of Education Ludwigsburg



left: Prof. Dr. Thorsten Bohl, Director Tübingen School of Education
right: Persons responsible for the second workshop JProf. Dr. Kristina Peuschel (front) and Prof. Dr. Marcus Emmerich (back).



Isabel Platz, Teacher at the Paul-Klee-Highschool Rottenburg am Neckar



Prof. Dr. Oliver Musenberg, Professor for Inclusion and Education, University of Hildesheim



Prof. Dr. Katharina Brizić, Linguist and Multilingualism Studies, Albert-Ludwigs-University Freiburg

2nd Doctoral Students' Council by TüSE

Save the Date:

On November 12, 2018, the second Doctoral Students Council by TüSE takes place from 1:30 PM – 6:00 PM at the Festsaal Alta Aula (Münzgasse 30).

We welcome all doctoral candidates from TüSE as well as their doctoral advisors! Besides interesting interdisciplinary inputs, doctoral candidates will be given the opportunity to exchange details about their PhD thesis with other candidates. Please hand in a poster for these purposes. Additional information will be available before summer break.

Sibylle Meissner



Participants at the 1st Doctoral Students' Council



*Top: Juliana Kugler (left), Prof. Dr. Colin Cramer (right),
Bottom: JProf. Dr. Samuel Merk (left), Juliana Kugler (right)*

Upcoming Publication:

„Theorien! Horizonte für die Lehrerinnen- und Lehrerbildung“

Improving teacher education usually comes with the wish for more practical experiences, for more focus on the teaching profession and more evidence through empirical educational research.

These areas are indeed fundamental for progress in teacher education. However, this has led to the neglect of another very important topic: discussing theories within teacher education, in content knowledge classes (Fachwissenschaft), in pedagogical content knowledge classes (Fachdidaktik) and in pedagogical knowledge classes (Bildungswissenschaften).

Tübingen School of Education's book project 'Theories! Prospects for Teacher Education' aims to highlight theories in teacher education. The book is edited by PD Dr. Dr. Martin Harant, Institut of Education, Department of School Pedagogy, Educational Theory; Prof. Dr. Uwe Kuchler, English Department, Teaching English as a Foreign Language / Didaktik des Englischen and Prof. Dr. Philipp Thomas, Department of Philosophy, Teaching Philosophy.

The edited volume collects contributions of well-known researchers in the fields of educational sciences and subject-specific teaching theory, many of whom come from the University of Tübingen. Various presentations of theories are included: in the educational sciences, the scope ranges from learning and motivational theories, school development and profession theories, ethos theories and inclusion theories up to theories of sustainable development education – to name a few. In the pedagogical content knowledge classes, the presentation of theories of teaching as a linguistic event encapsulates both theories of interculturalism and theories of multilingualism.

Theoretical approaches from numerous fields will be discussed: from Maths to Geography, Philosophy to Religion, Sports, History, Music or Art -- once again, just to name a few. Why are theories important enough for it to be worthwhile for our pre-service teachers, in-service teachers and professionals in many fields to promote them?

Doesn't Immanuel Kant's argument, from the foreword of his „Critique of Pure Reason,“ that metaphysics is a „battlefield of endless quarrels,“ also apply to theories? Doesn't that make the study of theories pointless, since we will never be able to stop debating them? We don't think so. On the contrary, we see at least three reasons why it's not only worthwhile to study theories in teacher education, but why it is vital.

First, we have to assume that in a time of political, societal, and cultural upheaval in the field of education, the necessity for theoretical reflection is higher than ever. Our society needs a new discussion about the general orientation of its educational objectives, as well as the productive debate within Educational Science and the disciplines of school subjects about the most important educational goals of these fields and the best ways to achieve them. Our society orients itself through theoretical discussions. And our challenges and social upheaval are prominent – for example, heterogeneity and lacking educational mobility, fairness of education and internationalization, digitization and knowledge that is becoming more and more out of date.

Theories of pedagogical knowledge classes (Bildungswissenschaften) and pedagogical content knowledge classes (Fachdidaktik) incorporate such fundamental issues and impart them with criteria and standards of their own fields.

Secondly, the students of education must be put in a position to think in multiple perspectives. This can be best learned by working with theories, since it is precisely theoretical reasoning and every single theory which constantly threaten to colonise other perspectives through clarity and explanatory power and thus to inhibit pluralism, not foster it. The individual contributions of the book „Theorien! Horizonte für die Lehrerinnen- und Lehrerbildung“ specifically make this point. They explain what theories can help newly formulate – and what, on the other hand, they can occlude, when they are one-sidedly or totalizingly used. The encompassing general view of the book presents the possibility, not just to learn how to look at issues from multiple perspectives, but also to understand that the simple transfer of terminology between varying theories (Inkommensurabilitäten) is often impossible, such as when the formation of differing theories in Sciences and Humanities can be traced back to different theoretical understandings. When practiced, such a theoretical handling of theories enhances the depth and differentiation of the understanding of the underpinnings of education, learning, school, and classes.

Thirdly, we must consider the genuine heuristic power of theories. Theories uncover, they open doors, they allow teachers to understand. To make the case for theories, we ask you to think of examples of „aha moments“ or sudden realizations of a broader context, which were only made possible by theoretical understanding. What do we see brand new in the world, in our lives, and as a phenomenon, when we understand a theory? On the other hand, what kind of seductive powers do theories exhibit in our own fields? When we use theories to construct for ourselves a broad image? When we forget the fact that our understanding of the world is itself a theory? The heuristic power of theories is even more extensive than this. Imagine a group of teaching staff. What is gained by the different subjects (and their representatives), when combined in the classroom?

What is gained by the students? How will they be influenced if they, over many years of schooling, are exposed to the completely differing perspectives of a physicist or a political scientist – both well educated and able to masterfully handle theories of educational sciences? It is certain, that the theoretical socialization will specifically shape the view of all of the teachers and determine the mindset, styles of thought, and the question of what relevant phenomena even are. The heuristic power of theories shapes and influences people.

The book „Theorien! Horizonte für die Lehrerinnen- und Lehrerbildung“ will be published by Tübingen University Press in 2018.

Philipp Thomas

Important Dates

School Board: July 9, 2018 and November 5, 2018

Advisory Board: November 29 + 30, 2018

International Education Week: July 30 – August 5, 2018

General Studies: April 18 to July 25, 2018 every Wednesday, 6:15 PM, Hörsaal 25, Kupferbau

Doctoral Students Council: November 12, 2018, 1:30 PM - 6:00 PM, Festsaal at Alte Aula, Münzgasse 30

Informational Events on Academic Advising

Introduction to the Teacher Education Program: Oktober 12, 2018

Student Day (University visit for high school students): November 21, 2018

Introductory Internship: February 2019

Internship Semester: February 2019

Teacher Training (Referendariat): May 2019

Exam Scheduling: June 2019

Additional Information

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