



# TüSE-Newsletter

March 2018

6

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und Forschung

## Dear Readers,

The past winter semester 2017/2018 was incredibly successful and intensive for the Tübingen School of Education. We implemented a large sum of events and strategic measures in the field of teacher education:

In the field of academic affairs, we hosted multiple information sessions on the teaching degree program, which were well-received by students and those interested in teaching.

For the first time, we organized our own General Studies Series, which focused on the theme of “Teacher Education for Schools of the Future.” In thematically diverse lectures, internal and external experts discussed societal, theoretical, and philosophical concepts that are relevant to the future design of teacher education. We intend the continuation of this series into the summer semester 2018, which will feature the perspectives within the field of subject-specific teaching theory and teaching methodology (German Didaktik). Interested individuals are warmly invited to the lecture series (Wednesdays, 6-8 PM, Kupferbau, Room 25).

The New Topics workshop and lectures series, which examines many areas within teacher education, led to the development of an innovative format that promotes exchange between various projects within the Tübingen School of Education. Through this series, professionals involved with academics, school, administration, and education policy can come together to discuss critical topics.

The field of promotion of research and junior researchers has seen many new developments. Last autumn, TüSE’s first conference for doctoral candidates offered PhD students the chance to meet one another and learn about their various research projects. In response to the growing demand for Open Science within research, we have designed a three-part lecture series on this topic, to which we warmly invite interested academics (more information can be found within this newsletter).

In the field of internationalization, there are also many developments worth noting: in addition to our budding relationships with education programs in Uppsala (Sweden) and Ljubljana (Slovenia), we are strengthening the internationalization of our home program. This is exemplified by the increasing number of English-language courses, the use of videoconferencing systems among professors and working groups, and the DAAD-sponsored International Education Week, which will take place for the first time in August 2018. Through the additional qualification “China Competence”, teacher education students have the opportunity to learn about Chinese language, culture, and identity while improving their linguistic and cultural competence.

Since autumn 2017, the director, board, and management of TüSE have worked intensively on the application process of the second funding phase of the national Quality Initiative Teacher Education. The application is prepared using an integrative approach, which systematically promotes the combination of subject-specific teaching theory with educational science. Several meetings have already taken place, working towards the goal of improving the structure, content, and development of teacher education in Tübingen.

We are thrilled about our recent move to a centralized workplace, the newly renovated building at Wilhelmstraße 31. This change considerably facilitates cooperation and collaboration within TüSE. We thank the Rectorate for supporting this important decision!

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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## Report on the Lehr:werkstatt Program 2017/2018

The second year of the Lehr:werkstatt program started in September for the 2017/2018 school year. This alternative internship form allows Tübingen students in the Bachelor of Education program to work closely together with teachers at schools in Tübingen and Stuttgart for an entire academic year. While five students participated in the program during the 2016/2017 school year, the numbers jumped to 13 participants this year.

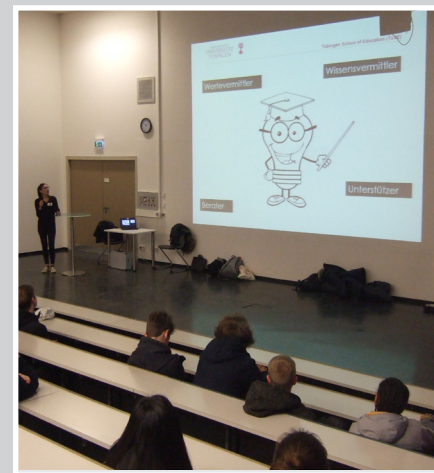
Professor Dr. Karin Reiber and Dipl.-Päd. Michaela Gerds of the Esslingen Hochschule led the program's first competence workshop on the topic of team-teaching. Another workshop on classroom management took place in February and further workshops will take place in the summer semester.

The Lehr:werkstatt program is partnered with a scientific research project that studies the mentor-mentee relationship. The research

project was presented at the 82nd conference of the Working Group for Empirical Educational Research (Arbeitsgruppe für Empirische Pädagogische Forschung) in Tübingen.

Registration for the upcoming 2018/2019 school year began in February. Interested students and teachers can apply online via the Matching Tool at <http://www.lehrwerkstatt.org/das-matching/>.

*Kathrin Wenz*



## Service Learning Through the Lehr:Transfer and Lehrer\*innenzimmer 2.0 Projects

Since the 2017/2018 winter semester, the Tübingen School of Education (TüSE) has offered a Service Learning and Community Engagement certificate to teacher education students. The project offers students an opportunity to reflect on their social responsibility and combine their academic education with hands-on experience. The central element of service learning is the combination of social needs with research. Through service learning, students work towards goals that improve society while critically reflecting on their engagement. This strengthens their academic and practical skills. Many teacher education students at the University of Tübingen have engaged in volunteer work for years and are interested in the Service Learning and Community Engagement certificate. Roughly a dozen students involved in the projects Lehr:Transfer and Lehrer\*innenzimmer 2.0 will receive the first certificates at the end of the 2017/2018 winter semester.

### Lehr:Transfer

Teacher education students involved in the Lehr:Transfer project assist with homework

help, group work, individual support, supervision, and other tasks at regional schools. In October, the first certificate workshop occurred, attended by students involved with Lehr:Transfer, Rock Your Life!, and other projects. The students began to reflect more on their responsibilities in the schools. They also made connections between their work and education, and developed their own service – learning project, such as cooking and theatre projects with refugee students.

### Lehrer\*innenzimmer 2.0

The Lehrer\*innenzimmer 2.0 project allows teacher education students to present the teacher education program at the University of Tübingen to students at regional schools. The goal of this new project is to promote the teacher education program to those who have not yet begun their university education. This allows prospective students to discover opportunities and paths in the field of education.

The project, which began in the 2017/2018 winter semester, is offered each semester. Last semester, Tübingen students prepared a presentation on study paths, counseling and

support services, and the teaching profession. They also worked on subject-specific small group activities in a preparatory workshop. After these preparatory activities, the first school visits took place at the beginning of the year. The visits were received very positively by teachers and principals, as there are few courses at community schools that prepare students to think about higher education. The school students enjoyed the authenticity of the presentations, which were enhanced by the personal experiences of the Tübingen students. The teacher education students enjoyed the opportunity to share personal stories with the school students and work on a creative group presentation in a relaxed atmosphere. They also found the preparation workshop for the school visits very rewarding.

*Kathrin Wenz*



## The China Competence Project for Teacher Education Students: A Supplementary Qualification in Chinese Language, History, and Culture

The China Competence Project, which started in the Winter Semester of 2016/2017, gives teacher education students the opportunity to continue their education through a supplementary degree on the vast and complex topic of China.

### Topics

The degree offers courses in Chinese language, the basics of Chinese history and culture, Chinese film, Chinese calligraphy, and so on. The knowledge gained through these courses is useful to future teachers of language, social science, interdisciplinary subjects, and those who wish to coordinate exchange projects.

### Levels

The China Competence can be obtained at different levels:

- As a basic qualification (12 ECTS)
- As an advanced qualification (18 ECTS)
- As an intensive qualification (33 ECTS)

The project allows students to discover new perspectives and methodological approaches, which helps them build their knowledge in familiar fields and make interdisciplinary connections.

### Are you interested?

It is still possible to participate in the 2018/2019 winter semester.

### Information

Application details and further information on the degree can be found at:

<https://www.uni-tuebingen.de/en/110501>.

Or send an email to: [international@tuese.uni-tuebingen.de](mailto:international@tuese.uni-tuebingen.de).

*Elisabeth Hofmann*



## Teacher Education in Uppsala

Elisabeth Hofmann, TüSE staff member in the field of Internationalization, visited the Department of Education at Uppsala University via the Erasmus+ Staff Mobility Program to learn more about Swedish Teacher Education.

The Department of Education in Uppsala is located on the Blåsenhus Campus: a modern building with large glass facades just behind Uppsala Castle. The Department of Education covers topics within teacher education programs such as inclusive teaching and offers further educational courses, such as the masters program "Sociology of Education."

Teacher education at Uppsala University shows some parallels to teacher education at the University of Tübingen. Teachers for higher secondary schools (Gymnasieskolan) study two subjects, however, unlike in Germany, students usually begin with one subject and start their second subject after two or three semesters. The study program for teaching in higher secondary education

is called subject teaching degree (Ämneslärarexamen) and it also involves the study of education science. The students complete three school internships (VFU).

Teacher education at Uppsala University includes the compulsory module in inclusion. Inclusion has also been defined a compulsory part in the new Master of Education (M.Ed.) at Tübingen University. During the visited lecture on inclusive teaching, coping strategies for behavioural difficulties in secondary school were discussed.

Swedish secondary teacher education takes eleven semesters. After graduating, students directly apply for teaching positions at schools.

E. Hofmann visited the Center for Professional Development and Internationalization at Schools, which works on a variety of projects to support pupils with migrant backgrounds and to promote inclusion and equality. She also visited the University Library Carolina Rediviva, which is the oldest library building in Sweden.

Swedish students interested in student exchange with Tübingen received information and advice on paths of study at the University of Tübingen. In Uppsala, students visit classes 'en bloc' for 2 to 5 weeks and then begin new classes whereas in Tübingen, students choose 6 to 8 classes, which they visit weekly for up to 15 weeks until the end of the semester.

Blåsenhus Campus has an impressive digital classroom: a circular room located in the middle of the large entry hall, which allows staff to try out various digital teaching methods in class or in training sessions.

The Tübingen School of Education received many new ideas for teacher education and learned a lot about Swedish teacher education and the national educational system. The Tübingen School of Education welcomes visits from Uppsala's Institutionen för pedagogik, didaktik och utbildningsstudier.

*Elisabeth Hofmann*



## Summer School: European Teacher Education

The International Education Week 2018, which takes place from July 29 to August 05, 2018, offers students from Tübingen the opportunity to visit block courses in English language together with students from other European countries.

The following courses are offered:

- Education Science
- Biology Education
- Teaching English as a Foreign Language
- Ethics and Sustainable Development

Students from Tübingen enrol via the Campus System. All further information can be found on the website: <https://www.uni-tuebingen.de/en/95235>.

*Elisabeth Hofmann*



TÜS

european  
teacher education  
summer school  
jul 29 – aug 05 2018

EBERHARD KARLS  
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TÜBINGEN SCHOOL OF EDUCATION  
(TÜSE)



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## TüSE Visits the Center for Teacher Education at the University of Cologne

Which innovative concepts and projects does the University of Cologne pursue in the field of teacher education? What can Tübingen learn from them? During a two-day visit, Professor Thorsten Bohl and PD Dr. Philipp Thomas discovered the important work being done at the Center for Teacher Education at the University of Cologne. From 2010 to 2017, the center has expanded from 2 locations to 55, including an examination office and a student guidance office. Under the direction of Myrle Dziak-Mahler and Dr. Daniel Kramp, our colleagues in Cologne have set standards nationwide by including new socially relevant topics in their teacher education program. Examples of these topics include digitalisation and diversity. The

innovative program also offers staff at the Center for Teacher Education further training to become career coaches. These career coaches, regardless of their field of work, offer three professional coaching appointments per month, where they offer vocational advice to teacher education students.

Internationalization is a point of focus at the University of Cologne. A multitude of teacher education students complete their school internship abroad, which facilitates the development of international partnerships. Several projects in Cologne aim to make teacher education more visible in society. Such projects include a program in

which teacher education students teach German in refugee accommodations or a school prize for tolerance.

During the two-day visit, the Tübingen School of Education was presented to the University of Cologne and collaboration between the two organizations was discussed. The differences between the programs were also considered. For example, the University of Cologne offers all the North – Rhine – Westphalia (NW) types of teaching, while the Tübingen School of Education is more focused on research.

*Philipp Thomas*



Top: From the left: Philipp Thomas (TüSE), Myrle Dziak-Mahler, (ZfL Cologne) Daniel Kramp (ZfL Cologne), Thorsten Bohl (TüSE)  
Bottom: Area for Coaching and Counselling



## DAAD Supports International Education Week

The Internationalization Department of the Tübingen School of Education has successfully applied for funding from the German Academic Exchange Office (DAAD) in order to host a "Summer School in Germany." Through the support of DAAD, TüSE will host a summer school on the theme "European Teacher Education" as a part of the International Education Week.

The one-week program is designed for teacher education students from European countries. The goal of the program is to facilitate exchange between teacher education students from different countries as they learn together in the same environment. Because teacher education programs are

always divided into different specializations and paths of study, the Summer School 2018 courses are offered in four different fields: Education Science, subject-oriented teaching of Biology, Didactics of English, and Ethics and Sustainable Development. Students at the University of Tübingen are welcome to take the classes as block courses and profit from exchange with students from diverse backgrounds.

All who are interested in participating can find information on this website:

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

*Elisabeth Hofmann*

# DAAD



## The Bosch Foundation Supports TüSE's Doctoral Program TüNaPro

An €8,000 donation from the Bosch Foundation to TüNaPro, TüSE's doctoral program, will support a project called "Advancing Teacher Education: Awards for Outstanding Qualification Work."

Within the next five years, the funding will make it possible to award prize money for outstanding qualification works, which are prepared by Master's students and doctoral candidates within the field of teacher education. A four-member jury from the School Board will examine and evaluate the submitted works and determine the award winners. The goal of this project is to promote educational

research and to increase its visibility in order to support the quality of teacher education and to finally improve teaching and learning processes at schools.

**Have you prepared a qualification work that you are interested in submitting for a reward?**

You can submit your work until May 1, 2018. Further details on application and participation can be found on our homepage: <http://www.uni-tuebingen.de/en/97617>.

*Sibylle Meissner*



**Robert Bosch  
Stiftung**

## Professors



### Prof. Dr. Kathleen Stürmer

Professorship for Teaching and Learning Arrangements in Core Subjects

Since 2017, Professor Dr. Kathleen Stürmer has held the chair for „Teaching and Learning Arrangements in Core Subjects.“ The professorship is affiliated with the Hector Institute as well as the Tübingen School of Education and will be funded by the BMBF Quality Initiative Teacher Education Program by mid-2019.

Dr. Stürmer's research projects, which are funded by the German Research Foundation (DFG), link teaching effectiveness research with teacher research. As a Steering Board member, she coordinates the research network between the Hector Institute and the Leibniz Institute for Educational Media. These organizations are currently involved in a project that examines the effectiveness of tablets in the classroom, which is based on the trial of tabletBW in schools in the state of Baden-Württemberg. Dr. Stürmer is also a member of the interdisciplinary research group Cosima (Promotion of Diagnostic Competences in Simulation-based Learning Environments).

Dr. Stürmer has authored numerous journal articles and book contributions on the topics of conceptualization and the promotion of practice-oriented competence building in the context of teacher education. Her research focuses on learning - effective

teacher-student interactions in the classroom, which is measured with reactive survey methods such as eye-tracking. She also studies effective teaching and learning management in the classroom through the use of digital media. Her work examines how effective teaching practice can be leveraged through media- and simulation-based approaches. This allows aspiring teachers to map professional knowledge and can help teacher education students translate professional knowledge into lesson-based action. Dr. Stürmer studied pedagogy at Friedrich-Schiller University in Jena. She completed her dissertation on the acquisition of professional vision among teacher education students in 2008 at the School of Education at the Technical University of Munich. There, she continued her research focus on the design of evidence-based teacher education. From 2011 to 2014, as Managing Director, she helped establish the Graduate Center for Promoting Young Academics at the TUM School of Education. She was also a visiting scholar at the Stanford University of Education in 2013. In April 2016, she accepted a position at the Hector Institute of the University of Tübingen on the W2 Professor Educational Effectiveness/Educational trajectories.

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### Prof. Dr. Bernd-Stefan Grewe

Professor for Teaching History, Department of History

Since April 1, 2017, Bernd-Stefan Grewe has held a professorship for teaching history in the department of history and is building the new Institute for Teaching History and for Public History. He studied history, romance languages, and philosophy at the Universities of Trier and Paris X-Nanterre and finished with a doctorate in environmental history. After completing his teacher training in Freiburg and teaching in Switzerland and Germany for two years, he led the junior research group „Dynamics of transnational action“ at the University of Konstanz. Since 2010, he has taught and researched as a professor of history education at the Freiburg University of Education as well as Stetson University (USA).

In his research, Dr. Grewe focused on the environmental, economic, and social history of European colonialism as well as the material and cultural heritage of colonialism. In the field of history education, the new Institute for Teaching History and Public History focuses its theoretical work on

the foundations of historical learning, on questions of historical visibility and imagination, and the potential and limits of global-historical approaches to learning. The institute's empirical research focuses on the issue of normativity in interactions between students and teachers. In the field of teaching pragmatics, the institute focuses on diversity, heterogeneity, action-oriented approaches, and the potential of digital media in history lessons. The field of public history is dedicated to all forms of public representation of and engagement with history. In this area, the history of remembrance policies will be explored. For example, the local history of National Socialism or colonial history will be examined. In teaching-learning projects, the use of new media in the teaching of history will be tested, analytically reflected, and assessed. The most recent example of this is the seminar „Smartphone and Historical Learning“ (Winter semester 2017/2018). Other examples can be found at [www.histo-media.de](http://www.histo-media.de).

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## Professors



### Prof. Dr. Julia Hapke

Junior Professor for Teaching Physical Education

Since October 2017, Professor Julia Hapke has been a junior professor for teaching physical education at the Institute for Sports Science at the University of Tübingen. She studied Teaching Sports and high-school level German at the Johannes Gutenberg-University in Mainz. After her first state examination in 2010, she started as a research associate in the field of sports education and sports didactics at the Friedrich Schiller University in Jena. In 2011, she assumed the same position at the Friedrich Alexander University in Erlangen-Nürnberg. At both universities, she was involved in a variety of research projects in the field of normative and empirical school physical education. Her work focused on the supervision, conception, and development of teacher education courses in the field of sports. She also designed and implemented various courses in the fields of sports pedagogy, didactics, and the theory and practice of volleyball and alpine skiing. In addition to her position at the university, she was active as a sports teacher in school. From 2011 to 2016 she did her PhD on „Demand and Re-

ality in Physical Education – A Differential Analytical Study on the Implementation of Educational Perspectives.” The project focused on the identification and analysis of differences between the didactic demands and implementation of physical education. In the Winter Semester of 2017/2018, Julia Hapke became a junior professor for teaching physical education. In close cooperation with other disciplines of sports science, she devotes herself to the questions of teaching theory and methodology in physical education. Her current work focuses on the professionalization of physical education teachers. Professor Hapke focuses on teaching physical education (such as multiple-perspective physical education) and sport-pedagogical perspectives (such as health and social coexistence). She is particularly interested in applying empirical educational research to the goals of physical education. This requires an examination of the conception, implementation, and evaluation of physical education and the implications of this process for teachers.

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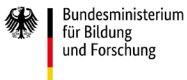


# Digital Media Symposium: Interdisciplinary Approaches to the Effective Design of Media-Based Teaching

As a part of the “New Topics in Teacher Education” lecture series, a symposium on “Interdisciplinary Approaches to the Effective Design of Media-Based Teaching” took place on November 24, 2017. Those invited to attend included teachers, researchers, students, and individuals involved with higher education. The goal of the workshop was to gain an integrative perspective on the potentials of digital media in teaching. Three experts were invited to speak on this topic. Professor Tina Seufert (Empirical Educational Research, University of Ulm) explained which cognitive and motivational processes should be taken into account when learning with digital media and how these learning processes can be supported by digital media. Professor Kathleen Stürmer (Empirical Teaching Research, University of Tübingen) discussed a potential model for the integration of digital media in the classroom, paying particular attention to quality educational features. Lastly, Professor Sascha Schanze (Teaching Chemistry, University of Hannover) presented fields of application within subject-specific teaching theory. Overall, the three speakers provided fascinating insight into their respective research areas. In a podium discussion led by Professor Taiga Brahm (Economic Education, University of Tübingen), the three presentations were extensively discussed in relation to one another with the audience. The discussion built the framework for the development and empirical examination of integrative models for the use of digital media in subject-specific classes.

*Anita Pachner, Patrick Fleck,  
Bernhard Schmidt-Hertha*

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**NEW TOPICS**  
LEHRER\*INNEN  
BILDUNG

**DIGITALE MEDIEN.**  
INTERDISZIPLINÄRE ANSÄTZE ZUR EFFEKTIVEN  
GESTALTUNG MEDIENBASIERTEN UNTERRICHTS

SYMPOSIUM  
**FR, 24. 11. 17, 14 – 18 UHR**  
LEIBNIZ-INSTITUT FÜR WISSENSMEDIEN (IWM),  
SCHLEICHSTR. 6, R 6.334

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## Professional Ethics: Values in the Professional Lives of Teachers

As a result of current socio-political developments, such as the increase of refugee populations in Europe or increased secularization, the discussion of ethics, values, and attitudes in school has come into focus. Although the ethics of teachers has often played a role in national and international discourse, questions of ethics in the teaching profession and the value orientations of teachers have barely been scientifically addressed.

On February 1, 2018, the lecture “Professional Ethics: Values in the Professional Lives of Teachers” by Professor Colin Cramer tackled these issues. The lecture, which was a part of the New Topics lecture series, addressed the topic of ethics in the teaching profession from different disciplinary perspectives and encouraged discussion on the value orientations of teachers.

National and international experts attended the discussion – such as Professor Fritz Oser (University of Fribourg), Professor Claus Dierksmeier (University of Tübingen, Global Ethics Institute), Professor Thomas Potthast (University of Tübingen, International Center for Ethics in Academics), Eveline Gutzwiller-Helfenfinger (University of Duisburg-Essen, Interdisciplinary Center for Integration and Migration Research) Professor Friedrich Schweitzer (University of Tübingen, Protestant Theological Faculty), Professor Fahimah Ulfat (University of Tübingen, Center for Islamic Religious Teaching), Professor Rainer Treptow (University of Tübingen, Social Pedagogy) and Professor Marcus Emmerich (University of Tübingen, General Pedagogy).

Following the keynote speech by Dr. Martin Drahmman on the subject of “Professional Ethics in the Teaching Profession,” the invited experts gave input from their respective disciplinary perspectives on ethical values in the professional lives of teachers.

Overall, there was a great amount of consensus on the fundamental

importance of ethics in the professional behavior of teachers. However, disciplinary differences were noted and different priorities were highlighted. The discussion examined the concept of ethics in terms of global ethics and world citizenship and emphasized professionalism in the context of teaching-specific ethics. The discussion also identified a need for a basic clarification between ethical concepts (such as teacher ethics, job ethics, professional ethics, school ethics, and so on). These topics were examined in depth in a subsequent discussion between experts and participants.

The second part of the event was a public lecture by Professor Oser on the “Transformation of Professional Ethics in the Teaching Profession,” in which he emphasized the particular significance of ethics and the different forms of ethics in the educational work of teachers. Furthermore, Professor Oser presented a model of realistic discourse and clarified that ethics cannot simply be equated to morals. This topic was further handled in a concluding discussion with lecture participants.

The discoveries and new professional relationships that resulted from this event will contribute to the habilitation project “Professional Ethics and Responsibility in the Teaching Profession” by Dr. Martin Drahmman and form a valuable basis for further research in this area. The event inspired the future development of a tool that will empirically measure the ethical values and orientations of teachers. An anthology of different disciplinary perspectives on ethics in the teaching profession is also in preparation.

The expert discussion about ethics in the teaching profession opens up the possibility for future collaboration and further work and research in this field.

*Martin Drahmman*



*Top: Colin Cramer, Martin Drahmman (left), Marcus Emmerich, Rainer Treptow, (center), Fritz Oser (right), Center: Thomas Potthast (left),*

*Workshop participants*

*Bottom: Marcus Emmerich, Colin Cramer, Thorsten Bohl (right)*



## “Teacher Education for Schools of the Future” Lecture Series is Well-Attended

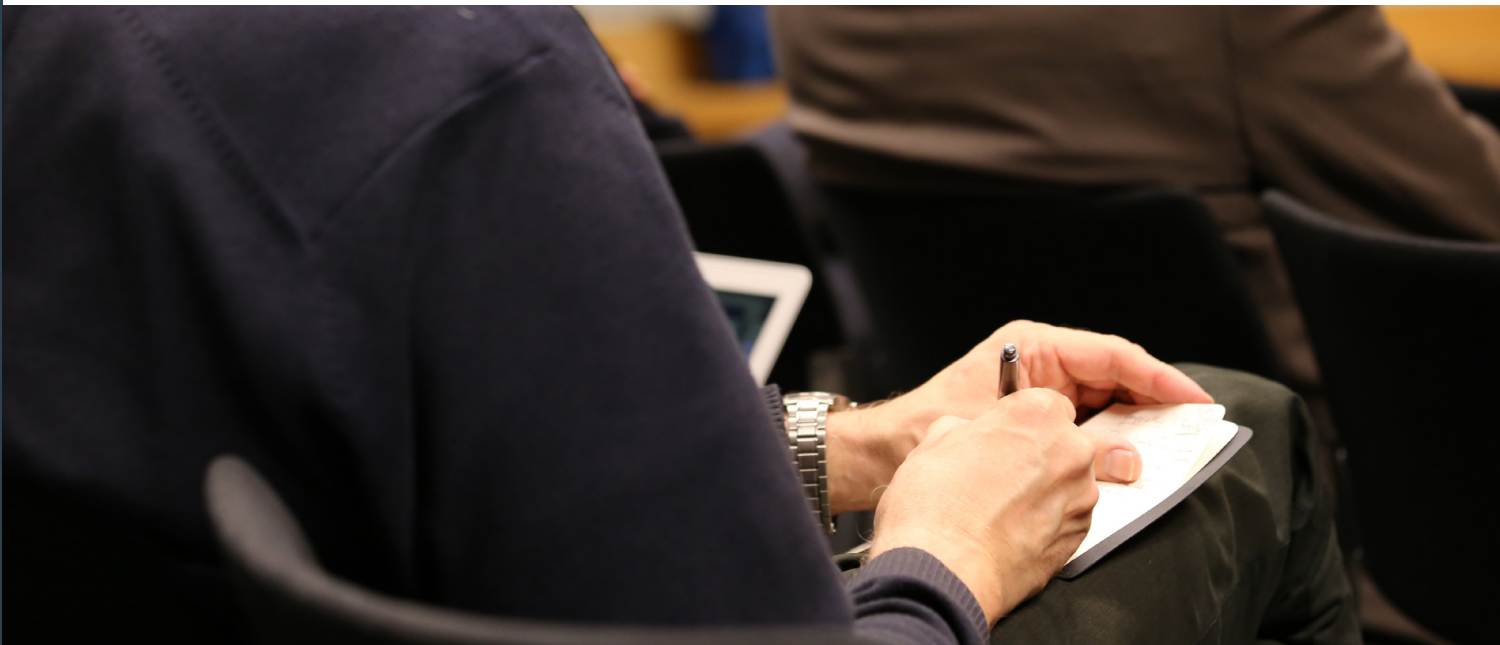
The first part of a two-semester lecture series called “Teacher Education for Schools of the Future” focused on the analysis of current and innovative social contexts. The lecture examined the connections between these social contexts, teacher education, and schools. After twelve lectures that covered a diverse range of subjects, the director of the Tübingen School of Education came to a positive and important conclusion: the lectures demonstrate the direction in which teacher education should develop.

It was interesting, given the abundance and variety of topics within the series, that the foundations of good teaching and the basic aspects of educational relationships were not the primary focus of any of the lectures. Instead, the lectures focused on a well-founded balance across the three phases of teacher education and the systematization and hierarchization of the requirements for teacher education.

The series is published on the Tübingen Multimedia Server (timms) at: [http://timms-](http://timms-rc.uni-tuebingen.de)

[rc.uni-tuebingen.de](http://timms-rc.uni-tuebingen.de). If you missed the lectures or would like to listen again, you can stream them individually on this webpage. The series will continue into the Summer Semester 2018, offering current perspectives in the field of didactic research for schools of the future. This series will also be available online on timms.

*Nina Beck*



## Didaskalika – Classical Philologies

### Didaskalika 2:

### Fachdidaktische Tagung im Philologischen Seminar

### Pädagogik der Ethik – Ethik der Pädagogik – und der altsprachliche Unterricht

eine Veranstaltung in Kooperation zwischen  
dem Internationalen Zentrum für Ethik in den Wissenschaften und dem Philologischen Seminar

**Dienstag, 29. Mai 2018, GÜR, Hegelbau,  
Wilhelmstr. 36, 72074 Tübingen**

The moral turn in classical studies began in 1995, when Martha Nussbaum released her book “Poetic Justice.” The ethical questions that we pose in the classroom and their answers have always played a big role in curricula. How can literary theory contribute practically and theoretically to these questions? And how did ancient authors examine ethics in the study of literature? An upcoming lecture aims to answer these questions from the perspective of classical philology.

*Wolfgang Polleichtner*



## TüSE Project “Additional Qualification in Teaching German as a Second Language” Successfully Kicks Off

On November 9, 2017, a TüSE project led by Professor Bryant and Junior Professor Peuschel was launched with a public kickoff event. The project, which is sponsored by the Stifterverband a donors' association for the promotion of humanities and sciences in Germany, allows teaching students of all subjects to complete a supplementary degree in language-sensitive instruction and teaching German as a second language.

Over the course of three semesters, 40 teacher candidates from the University of Tübingen will participate in this program, which combines practical work with theoretical knowledge. These teacher candidates will learn how to linguistically, technically, and culturally support young high-school students as they transition from preparatory language-learning classes to regular lessons.

The kickoff event was attended by the teacher candidates as well as guests from a network called “German as a Second Language and Language-sensitive Teaching as an Interdisciplinary Issue in Teacher Education.” Other guests included representatives from the SSDL (National Seminar for Didactics and Teacher Education) Stuttgart, Esslingen and Tübingen, teachers from cooperative schools in Tübingen, Reutlingen and Rottenburg, and TüSE representatives.

The event started with an introductory greeting from Professor Jürgen Leonhardt, Dean of the Faculty of Arts, and Professor Thorsten Bohl, the Executive Director of the Tübingen School of Education. Then, Professor Doreen Bryant and Professor Kristina Peuschel presented the conception, content, and planned course of the supplementary degree (<http://www.uni-tuebingen.de/de/106492>).

Afterwards, guest speaker Dr. Erkan Gürsoy impressed the audience with an academic lecture on “Subject-Oriented Language Education: Research Results and Concrete Practical Examples.” Dr. Gürsoy successfully leads the ProDaZ center at the University of Duisburg-Essen.

The questions that the lecture raised are directly connected to the central objectives of the supplementary degree. How can teachers support children and adolescents in the best way possible as they acquire German as a second language? What role does the understanding of prepositions play in everyday German and mathematics? Who is responsible for the language education of students? What

abilities and knowledge do teachers need in order to integrate learners of German as a second language into regular classes in a culturally sensitive manner? These questions and others will be handled in detail in group-specific block seminars in March 2018. These seminars, which will be led by lecturers from ProDaZ and co-operation teachers, will aim to create concrete materials that can be used in co-operation schools.

After the fascinating speeches and lectures, there was a small reception in the foyer of the Neuphilologie. This allowed program participants and those interested in the project to meet and hold deeper conversations.

The supplementary qualification and its accompanying research is a part of a new network called “Strong through Diversity – Promotion of Intercultural Competence in Teacher Education,” which connects other projects funded by the Stifterverband. Over the next two years, the potential of supplementary qualifications in German as a second language and cultural-sensitive teaching will be further explored in working groups and network meetings. The first network meeting took place at the beginning of December.

Facts on the supplementary qualification:

- 42 students from 22 different fields of study within teacher education
- Collaborating teachers from 8 different co-operative schools with preparatory classes and integrative models (secondary school, Gymnasium, and community school)
- Support funding: € 60,000 from the Stifterverband in the context of the program „Strengthening Language Acquisition - Gaining Student Teachers.” (<https://www.stifterverband.org/spracherwerb-staerken>).
- Other than the University of Education in Schwäbisch Gmünd, the University of Tübingen is the only Baden-Württemberg university in the Stifterverband program.

*Slavica Stevanovic, Kristina Peuschel, Doreen Bryant*

Top:

*Kristina Peuschel  
Workshop participants  
(left)*

*Erkan Gürsoy University  
of Duisburg-Essen, Pro-  
ject ProDaZ, Doreen  
Bryant (right)*



Center:

*Slavica Stevanovic  
Workshop participants*



Bottom:

*Amelie Eisinger, Eva-  
Larissa Maiberger (left)  
Workshop participants  
(right)*



## We Welcome Professor Amos Paran, the First Otilie-Wildermuth Chair Guest Lecturer

We are thrilled to welcome Professor Amos Paran from the University College London as the first guest lecturer for the Otilie-Wildermuth Chair for Teaching English as a Foreign Language in the coming semester. Professor Paran's presence contributes to the internationalization of teacher education at the University of Tübingen. His lectures will provide students with culturally diverse perspectives on education.

Professor Paran worked as a teacher in an Israeli school before moving to Great Britain in 1987. He finished his Masters at the University of Reading and subsequently completed a doctorate in applied linguistics. Since 2001, he has held a position at the University College London as a senior lecturer and the director of the Masters program, Teaching English to Speakers of other Languages (TESOL).

To facilitate the practical and academic professionalization of teaching students, Professor Paran combines intensive teaching experience with scientific issues. His research interests lie in the field of literary didactics,

with a focus on the reading process and the educational value of literary works. Within these domains, one finds his most noteworthy published works, such as *Literature - Into the Classroom* (with Pauline Robinson, 2016), *Testing the Untestable in Language Education* (with Lies Sercu, *Multilingual Matters*, 2010) and *Literature in Language Teaching and Learning* (2006, TESOL).

Professor Paran speaks English, Hebrew, German, Spanish, and French. He has gained research and teaching experience in Israel, France, Chile, Spain, Vietnam, India, and Uzbekistan. At the University of Tübingen, he will offer three seminars on the teaching of literature, art, and reading skills in English as a foreign language. Thanks to the support of the DAAD guest lecturer program, additional events with Professor Paran will be planned in collaboration with TüSE, the Governmental Institute of Didactics and Teacher Education (Gymnasium), and the Regional Council of Tübingen.

*Mario Seidel*



## “Open (your) Science!” – Three-Part Events Series

“Open Science” has become an important topic within academic discourse. The term summarizes efforts to make academic research more transparent and accessible to society as a whole.

Open Science is achieved through the use of Open-Access-Format publication strategies, Open Source Software, Open Data (=accessibility of data sets), and Open Educational Resources (= online availability of teaching materials). Some disciplines even require pre-registered hypotheses and reproducible analyses.

The Tübingen School of Education wants to provide academics and junior research

groups with insight into these developments towards a new academic culture, which is where the three-part event series “Open (your) Science!” comes into play.

The series will cover the ways that Open Science can improve the quality of academic research. The events are free and individually visitable. Prior registration is requested and members of the Tübingen School of Education will be given priority. <http://www.uni-tuebingen.de/en/119909>.

*Sibylle Meissner*

TÜSE

Eine dreiteilige Veranstaltungsreihe  
der Tübingen School of Education

# Open Science!

Wie man mit offenen Materialien,  
Präregistrierung und Design Analysis  
Qualität und Reichweite  
von Forschung steigern kann.



# The “Studium Generale” Series at the University of Tübingen

## Teacher Education for Schools of the Future: Subject-Specific Perspectives

EBERHARD KARLS  
UNIVERSITÄT  
TÜBINGEN

### STUDIUM GENERALE

Sommersemester 2018

#### Lehrer\*innenbildung für eine Schule der Zukunft. Perspektiven aus der fachdidaktischen Forschung

Organisation:

Sibylle Meissner, Geschäftsführung TüSE; Prof. Dr. Thorsten Bohl,  
Direktor TüSE, Erziehungswissenschaft, Schulpädagogik;  
Dr. Nina Beck, Geschäftsführung TüSE

18.04.2018	Dr. Judith Glaesser, Prof. Dr. Augustin Kelava <b>Kompetenzentwicklung von Lehrkräften und ihre Erforschung am Beispiel der Fächer Mathematik und Englisch: Überlegungen zur Lehrer*innenbildung in den Fachdidaktiken</b>
25.04.2018	Prof. Dr. Claudia Bohrmann-Linde, Prof. Dr. Christoph Randler <b>Forschungstrends und Entwicklungsperspektiven in der Naturwissenschaftsdidaktik. Implikationen für die Lehrer*innenbildung</b>
02.05.2018	Prof. Dr. Kathleen Stürmer <b>Lehr- und Lernforschung in den Fachdidaktiken. Wie interdisziplinäre Bildungsforschung einen Beitrag zur Lehrer*innenbildung leisten kann.</b>
09.05.2018	Prof. Dr. Bernd-Stefan Grewe <b>Historisches Lernen im 21. Jahrhundert: Geschichtsdidaktische Herausforderungen und Potentiale</b>
16.05.2018	Prof. Dr. Uwe Küchler <b>Didaktik des Englischen: Perspektiven, Aufgaben und Entwicklungslinien in der Lehrer*innenbildung für eine Schule der Zukunft</b>
30.05.2018	Prof. Dr. Kristina Peuschel <b>Die Zukunft der Sprache(n) in Schule und Unterricht: mehrsprachige Bildung auf den Weg bringen</b>
06.06.2018	Dr. Wolfgang Polleichtner <b>Wie sieht die Didaktik des Griechisch- und Lateinunterrichts in einer Schule der Zukunft aus? Befunde aus der Forschung</b>
13.06.2018	Prof. Dr. Julia Hapke <b>Normative und empirische Betrachtungen des Sportunterrichts in der Schule – Implikationen für die Sportlehrer*innenbildung</b> <i>Bitte beachten Sie: Diese Veranstaltung findet im Audimax, Neue Aula, statt.</i>
20.06.2018	Prof. Dr. Taiga Brahm, Michelle Rudeloff <b>Ökonomische Bildung in der Schule der Zukunft – Herausforderungen für die wirtschaftsdidaktische Forschung und Entwicklung</b>
27.06.2018	Dr. Tanja Rinker <b>Didaktik des Deutschen in der Schule der Zukunft. Perspektiven aus der fachdidaktischen Forschung</b>
04.07.2018	PD Dr. Philipp Thomas <b>Durch welche fachdidaktische Forschung können Ethikunterricht und philosophische Bildung besser werden?</b>
11.07.2018	Prof. Dr. Dr. Friedrich Schweitzer, Prof. Dr. Reinhold Boschki, Prof. Dr. Fahimah Ulfat <b>Interreligiöse Bildung in christlicher und muslimischer Sicht</b>
18.07.2018	Prof. Dr. Thomas Potthast, Marius Albiez, Andri König, Dr. Uta Müller <b>Bildung für nachhaltige Entwicklung – Wie lässt sie sich lehren und lernen? Konsequenzen für die universitäre Lehrer*innenbildung und den schulischen Unterricht</b>
25.07.2018	Prof. Dr. Colin Cramer <b>Fachdidaktik als Element universitärer Lehrer*innenbildung aus Sicht der Professionsforschung</b>

jeweils **Mittwoch**, 18 Uhr c. t., Hörsaal 25, Kupferbau



TüSE's lecture series, “Teacher Education for Schools of the Future,” began last winter semester and will continue into the coming summer semester with an emphasis on Teaching Theory and Teaching Methodology. The series demonstrates the impressive scope of Teaching Theory and Teaching Methodology research at the University of Tübingen.

Anyone interested in teacher education – whether they are affiliated with the university or other organizations and institutions – is invited to take part in the series. Admission is free.

Students can earn up to 2 ECTS credits with regular attendances of the events (more information will be announced during the lecture on April 18, 2018).

A preview of the program is available at <https://www.uni-tuebingen.de/en/119904>.

**Date and location:** Every Wednesday at 6:15PM, Hörsaal 25 in Kupferbau

In the face of societal challenges, schools must always be ready to adapt. Individual schools must exhibit this adaptability at an institutional level by pursuing organizational and educational innovations. However, teachers must also adapt by developing their teaching styles at a curricular and didactic level.

Through “Teacher Education for Schools of the Future: Perspectives from Subject-Specific Perspectives,” the Tübingen School of Education will continue the productive discourse that the lecture series initiated in the winter semester.

Academics from a wide array of disciplines are working on Teaching Theory and Teaching Methodology questions and research needs regarding schools of the future, and are examining the implications for the future design of teacher education.

*Sibylle Meissner*

Organization:

Sibylle Meissner, TüSE Management, Dr. Thorsten Bohl, TüSE Director, Education, School Pedagogy; Dr. Nina Beck, TüSE Management





## A Class Organized by Students – Twelve Days. Six Schools. One Question: What is “a good school”?

From September 17th to 28th, we will visit fascinating schools on an independently-organized road trip through the “Student Educational Travel Seminars” program. While visiting schools in Germany, Austria, and/or Switzerland, we will discover extraordinary school concepts, observe innovative pedagogical practice, and speak with inspiring people.

The educational trip consists of six preparatory seminars that will meet on Wednesdays, a preparatory internship at a school in the Tübingen-Reutlingen region, a two-week trip, and a one-day follow-up event. The preparatory seminars will occur during the summer semester once every two weeks from 2:00-6:15PM. During these se-

minars, we will plan the content and logistics of our journey. Up to 6 ECTS points can be earned through participation.

### Important Dates:

Info-session:

Wednesday, April 25, 2018, 6:15-7:15PM

Preparation Seminars:

Six Wednesdays from 2:00-6:15PM

(May 2, May 16, May 30, June 27, July 11 2018)

Job Shadowing:

Wednesday, June 20, 2018

Trip:

September 17-28, 2018

Follow-up event:

October 20, 2018

We are glad to answer questions via email at [lernreise.tuebingen@gmail.com](mailto:lernreise.tuebingen@gmail.com); Lernreise on Facebook: <https://www.facebook.com/LernreiseTuebingen2017>.

*Benedict Kurz, Masters in School Research and School Development*



# First Graduate Student Conference of the Tübingen School of Education



On the afternoon of November 5, 2017, the first graduate student conference of the Tübingen School of Education took place. All members of the Tübingen School of Education who were accepted as PhD students in the five teacher education faculties were

invited along with their supervisors. In the celebration hall of the old auditorium, PhD students who are researching various aspects of teacher education, school, and teaching, met for the first time to introduce their research to one another in small groups. An astonishing variety of topics emerged at this event, from educational science, to subject specific teaching theory, to scientific work in the field of education. The doctoral candidates approached these topics from a wide array of teaching subject perspectives.

After words of introduction from Sibylle Meissner (TüSE Management), Professor Thorsten Bohl (Director of TüSE) gave an informational speech about different types of support that TüSE offers through TüNaPro, the program for the promotion of young academics. Due to illness, Professor Andreas Breiter (Officer at UniWiND) was unfortunately unable to give his lecture on the subject "Career in Academics?! Perspectives. Chances. Career Options." However, Professor Colin Cramer gave a short-notice replacement lecture of equal relevance on the topic "What University-based Teacher Education Makes Possible." In this speech, Cramer presented his newly developed professional-theoretical approach to meta-reflexivity.

After the speech, a ceremony announced awards for the two outstanding theses, which particularly impressed the panel of judges this year. Junior Professor Samuel

Merk was honored for his dissertation on "Epistemic Beliefs of Teacher Education Students." Ms. Juliana Kugler received an award for her State examination thesis on "Tempus and Aspect in Spanish School Grammar." Both winners gave short overviews of their works and received their award certificates from the director of TüSE. At the closing champagne reception, guests of the event were able to network and make connections with one another.

Evaluative feedback from the guests demonstrated that the desire for networking and interdisciplinary exchange is strong among doctoral students. The Tübingen School of Education would like to cater to this need for future graduate student conventions.



Sibylle Meissner

## Awards for Qualification Works in the Fields of Teacher Education and-School – Related Research

TüNaPro, TüSE's program for the promotion of young academics, will give awards for the second time this year. The goal of the call for applications is to give visibility to doctoral theses, state examinations, and Master's theses in the fields of teacher education and school research. This is why TüSE annually honors theses of particular quality and relevance. Authors of award-winning theses will receive prize money (Doctoral theses receive € 1,000; Master's theses and state examinations receive € 250).

Who can apply?

Graduates of the University of Tübingen who have prepared one of the following

works:

- Doctoral theses with a clear focus on education or subject-specific teaching theory
- Master's theses with a clear focus on education or subject-specific teaching theory
- State examinations with a clear focus on education or subject-specific teaching theory

Application deadline: May 1, 2018

(Following application deadline: May 1, 2019)

Application documents are available on the homepage:

<https://www.uni-tuebingen.de/en/97617>.

Sibylle Meissner



**Robert Bosch  
Stiftung**



# Important Dates

**School Board:** May 7, 2018 + July 9, 2018

**Advisory Board:** November 29 + 30, 2018

**International Education Week:** July 30 – August 5, 2018

**Open Science:** Open (your) Science! Needs and Possibilities in Open Empirical Social Science

March 26, 2018; 3:00-5:00 PM, Festsaal, Alte Aula (Münzgasse 30, 72070 Tübingen)

Preregistration for Research Works

April 9, 2018; 2:00-5:00 PM, Room 606; Alte Aula (Münzgasse 30, 72070 Tübingen)

Absence of Evidence or Evidence of Absence? An Introduction to the Bayes Factor Design Analysis

April 26, 2018, Workshop: 10:30 AM – 1:00 PM, Lecture: 4:00 - 5:30 PM

Festsaal, Alte Aula (Münzgasse 30, 72070 Tübingen)

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

**Application Deadline for Qualification Work Awards:** May 1, 2018

## Informational Events on Academic Advising

**Introduction to the Teacher Education Program:** April 11, 2018, 10-12 AM, HS 25 Kupferbau

**Student Day (University visit for high school students):** November 21, 2018, 11:00 – 11:45 AM and 12:00 – 12:45 PM, HS 25 Kupferbau

**Introductory Internship:** February 2019

**Internship Semester:** February 2019

**Teacher Training (Referendariat):** May 7, 2018, 18 - 20 Uhr, HS 25 Kupferbau

**Exam Scheduling:** June 4, 2018, 18-20 Uhr, HS 25 Kupferbau

## About Us

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