

# Global Primary School Education Giessen

## What is GloPEG?

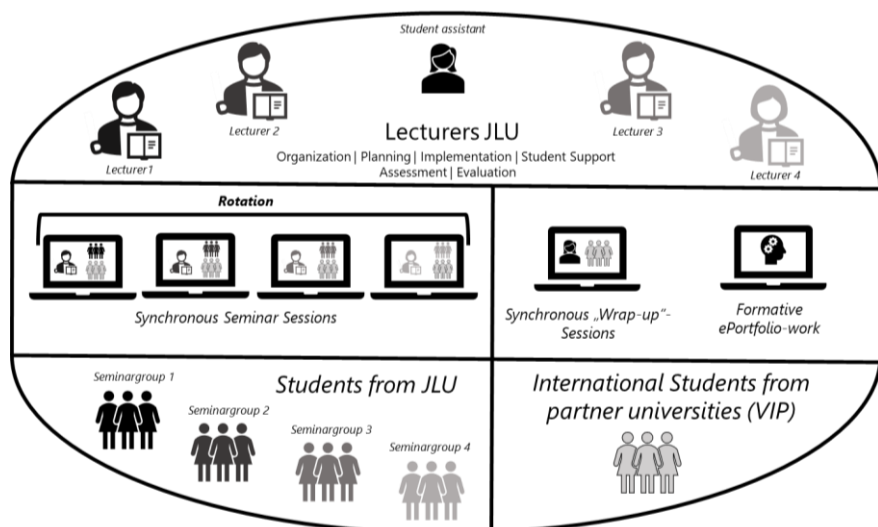
In regards of increasing migration and globalization processes, a central challenge of primary school teacher education is dealing with (cultural) heterogeneity and the preparation of future teachers. We regard intercultural perspectives and international experiences as essential for the professionalization of future primary school teachers.

The GloPEG project has the goal to internationalize primary school teacher education at Justus Liebig University Giessen in order to qualify primary school teacher students for "global citizenship". Our international teaching program aims at the sustainable development of intercultural competencies of primary school teacher education students.

## Seminar Concepts

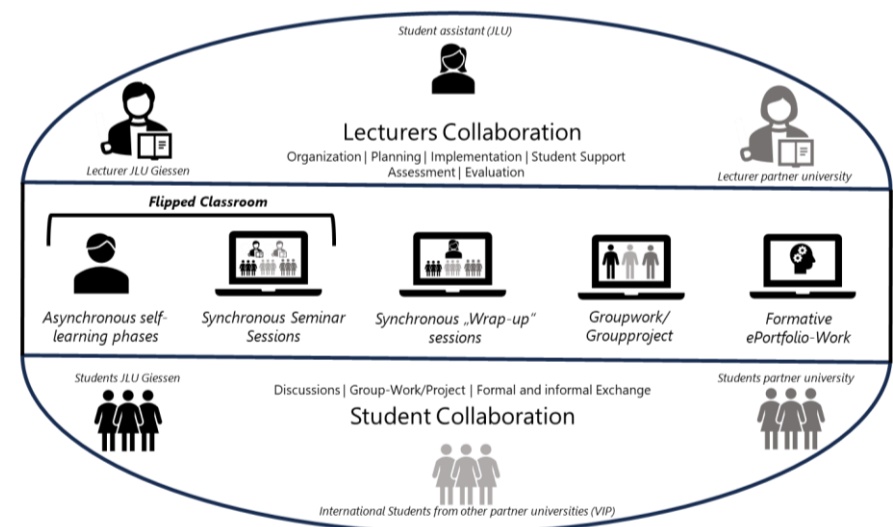
### VIP: Selected Aspects of Pedagogy and Didactics in Primary Schools

A fixed group of international students (5-10 per semester), attend various regular primary school pedagogy seminar sessions with German students over the course of a semester on a rotation basis. These seminar sessions are conducted in English. In addition to the regular seminar sessions, there are wrap-up sessions led by a student assistant, which promote mutual acquaintance and informal exchange. To earn the 3 credit points, international students are required to participate actively and regularly, give an oral presentation on the (primary) school and education system in their home country, prepare a formative ePortfolio and submit an essay.



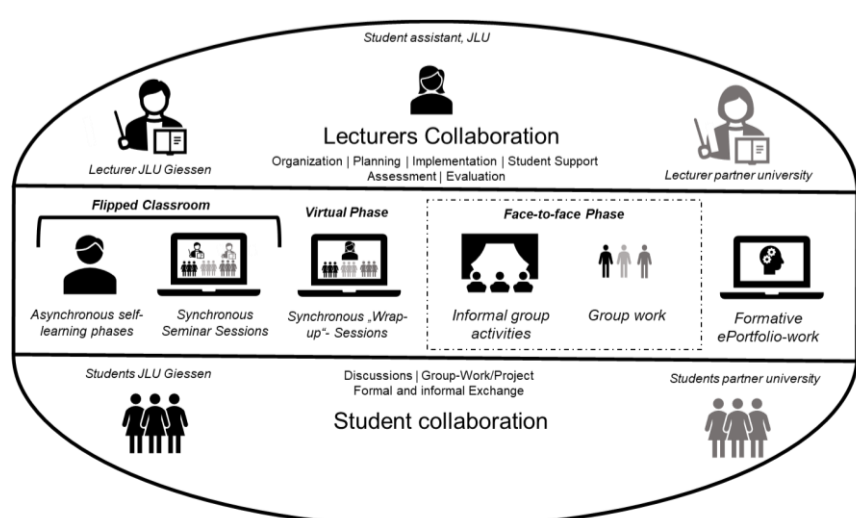
### VIEW: Virtual Intercultural Exchange Worldwide

The VIEW seminar is based on the COIL concept and is planned jointly by lecturers from JLU Giessen and an international partner university. Participants are students from both universities; additional places are available for international students from other partner universities via the VIP program. All students can earn 3 credit points. The seminar uses the "flipped classroom" model, in which students work on content in asynchronous self-learning phases in order to use the synchronous seminar time for discussions and exchange. Regular wrap-up sessions led by a student tutor are used for informal exchange. Intensive exchange is encouraged through intercultural project work. Students also keep an ePortfolio to document and reflect on their learning outcomes and intercultural experiences.



### BIE: Blended Intercultural Exchange

The BIE seminar is based on the VIEW concept, but in addition to the virtual seminar phase, there is a face-to-face meeting of the students in Germany. The virtual phase starts with a joint kick-off, followed by 3-4 seminar sessions with different thematic focuses, designed according to the flipped classroom principle, as well as 3-4 wrap-up sessions focusing on informal exchange and team building, led by a student assistant. During the face-to-face phase, group work is carried out. There are also opportunities for informal exchange. The face-to-face exchange is followed by a joint online session in which the results of the group work are presented, and the final reflection of the seminar takes place. The seminar content as well as the experiences and processes of intercultural exchange and cooperation are reflected by the students in a formative ePortfolio.



### Project Management



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### Further persons involved:

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### Selected publications:

Brück-Hübner, A., Müller, U., Joseph, T., Tuul, M., & Licht, F. (2024). VIEW: Virtual Intercultural Exchange Worldwide – A Seminar Concept for Intercultural Learning in Teacher Education. In: Brück-Hübner, A., Müller, U. & Seifert, A. (Eds.). Internationalization of Teacher Education in Higher Education. Theories, Concepts and Practical Approaches of Virtual, Blended and Physical Mobility (p. 135-150). wbv. <https://doi.org/10.3278/I77352W013>

Kopp, M., Seifert, A., & Müller, U. B. (2024). A step-by-step model for internationalization of elementary school teacher education Pedagogical university development using the example of the Giessen GloPEG project. In: Brück-Hübner, A., Müller, U. & Seifert, A. (Eds.). Internationalization of Teacher Education in Higher Education. Theories, Concepts and Practical Approaches of Virtual, Blended and Physical Mobility (p. 95-100). wbv. <https://doi.org/10.3278/I77352W009>

Brück-Hübner, A. & Müller, U. B. (2024). Virtuelle Mobilität als Schlüssel zur „Internationalisierung für alle“? Chancen und Grenzen virtueller internationaler Lehrveranstaltungen am Beispiel des Projekts GloPEG. In: Witt, T., Herrmann, C., Mrohs, L. Brodel, H., Lindner, K. & Maidanjuk, I. (Eds.). Diversität und Digitalität in der Hochschullehre. Innovative Formate in digitalen Bildungskulturen (p. 151-165). Transkript. <https://doi.org/10.14361/9783839469385>