2017 public evaluation report on the initiative,

“Giessen Campaign for Teacher Education”

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The “Giessen Campaign for Teacher Education” (Gießener Offensive Lehrerbildung – GOL: "www.uni-giessen.de/gol") is a structural development project which aims to improve teacher education at the Justus Liebig University Giessen (JLU). Two guiding principles are at its core: “It depends on the teachers” and “It depends on the university.” The central aims of the GOL are the increase in educational participation, the improvement of profession-related reflexivity and the strengthened networking over all areas and phases of teacher education.

At the center of the first funding phase (2016 to 2019) is the conception, the structural development, the design, and the evaluation of individual measures, or rather the measures packages of the project. In line with a think-tank for the entire teacher education program at the JLU, the GOL is imparted with the task of communicating innovation, both inwards and outwards, in teacher education, teacher-education related services as well as in teaching, to pilot and to identify possibilities for implementation into existing JLU structures, and to improve collaboration with university actors. Developments from 2017 are described in the following passages.

Guiding Principle 1: It depends on the teachers

Measure 1.1: Specific Information Series with Interactive Components

The goal of the 2017 piloted information series, GOL@School, is to spark the interest of young people for teacher education and to support them during their decision-making process to enter into such a course of studies. An integral part of this measure is “peer learning,” where university and school students come into contact with each other and work together on an occupational biography. A further part of the project is the so-called Excellence Day at the JLU, where students can establish a more concrete image of teacher education in, for example, workshops and special lectures. The participant feedback on the activities of the information series shows that they are very positively received and encourage processes of more intensive examination of teacher education and the profession of teaching.

Measure 1.2: Online-Self-Assessment (OSA)

Through the OSA, developed specifically for the teaching profession, prospective students can compare their own skills, knowledge, and beliefs with the (actual) demands of teacher education and the teacher profession, and even subsequently obtain an individualized counselling service (see measure 2.2). The questionnaire, developed for the OSA in 2017, is based on the “general decision-making process of course of studies," motives and interests," “previous pedagogical experiences" as well as on "personality traits and their correlation to different success criteria.” This instrument was tested on approximately 300 university students.
Measure 2.1: Orientation Phase #Selfie

The goal of this measure is to initiate reflective processes in students of teacher education before they begin, or in the early phase of, their studies so they can critically examine their decision and their own conceptions of becoming a teacher. Due to irreconcilable questions of fittingness between the offer and the individual resources of the target group, the original idea of a "pre-semester" was rejected and the concept was changed into shorter, more time-attractive formats at the beginning of the course of studies. In cooperation with the central student advising office (ZSB), group coaching (selfie-workshop), individual coaching and cross-subject training (e.g., resilience training, inner-team training as well as rhetoric and speech training), among others, was tested. This concept will be extended to the second phase of teacher training in 2018. A respective piloting has already taken place.

Measure 2.2: Stabilizing Consultation Service

In addition to the information series (1.1), the OSA (1.2), and the #Selfie (2.1), (prospective) students will receive a specific and customized consultation service ("studies coaching"), to be determined individually whether a course of studies in teacher education offers the best option to meet their own professional expectations. In 2017, corresponding advisory services were carried out in agreement with the ZSB and were extended to include elements which students identify as particularly challenging (for instance classroom management, solutions through dialogue, etc.). For 2018, training on professionalism and performance competence in the classroom, as well as on the self-concept of prospective teachers, is already conceptually developed and planned.

Measure 3.1: Integrated Core Curriculum of Basic Sciences (Integriertes Kerncurriculum Grundwissenschaften – IKG)

Central to this measure is the development of a concept, born out of educational sciences, political science, psychology, and sociology, which covers the goals, content as well as teaching and evaluation formats in the basic-science studies of the teaching post. In the framework of a teaching forum (cf. Measure 4.1), the representatives of these four basic sciences exchange instructional approaches and their experiences about central questions concerning the shared responsibility of teacher education. In addition, the interdisciplinary module "migration and school development," which dealt with the topic from different perspectives from the basic sciences, was designed and launched with a lecture and an advanced seminar in the winter semester of 2017/18.

Measure 3.2: Advanced Module Working in Multi-Professional Teams (Arbeiten in multiprofessionellen Teams – AMT)

With the expansion of all-day schools and the growing relevance of inclusion, the collaboration between teachers with different pedagogical careers is becoming increasingly important ("multi-professional school"). The AMT would like to initiate these necessary cooperative skills of future school personnel with a seminar offer which is based on the higher education concept of research-oriented learning and which requires the cooperation of participants. The goal is to support critical engagement with the requirements in schools. This seminar concept was tested in the domain of all-day school in the summer semester of 2017. After revisions were made, the concept was transferred to further thematic-fields in which multi-professional cooperation is also essential (sexualized violence and intercultural competence). The adaptation of further topic-fields is planned in order to make the AMT, among others as part of the IKG (3.1), more attractive for the four basic sciences beyond disciplinary boundaries and to open up new options for curricular development.
**Measure 3.3: Campus Schools as Place of Practice for Research-Oriented Learning**

For a stronger networking of phases and actors of teacher education, the GOL has developed the concept of the campus school. Participating schools serve as an interface between school and scientific practice and offer – for example through research-oriented practical encounters – on both sides the prerequisites for the development and the (further) progression of professional competence. For continuing education and advanced training, campus schools serve as a platform for the exchange of current research findings. Concrete topics of cooperation between school and science are, for example, working in multi-professional teams, dealing with heterogeneity as well as experiences of university tutors and school mentors in the framework of school internships. At the moment, several schools are in the process of completing campus school contracts. A joint website for exchanging ideas and wishes for collaboration is currently being built.

**Guiding Principle 2: It depends on the university**

**Measure 4.1: Teaching Development Forum**

The Teaching Development Forum offers a platform for internal discussions in higher education concerning the quality of teaching. This series began with the STEM-Forum which took place four times by the end of 2017. Also the subject-specific forums of languages as well as humanities, social sciences, and cultural studies (GSK) have taken up this work. Desiderata for teacher education are derived twice a semester in experience exchanges, organized by individual subject areas, for professors and full-time teaching employees, for instance on the heterogeneous initial conditions of students. The active participation in forum meetings shows that the desire for collegial exchange and networking exists and that results from the forum can be directly implemented into individual teaching. Since many teachers lack time to develop networked teaching projects, a future challenge will be to develop flexibly useful teaching concepts initiated by the GOL.

**Measure 5.1: Continuing Education and Advanced Training Contemporary Aspects of School and Classroom Development**

The goal of this measure is to develop research-based, continuing education services for teachers and to promote the network of all phases of teacher education. To achieve this, existing structures inside and outside of the JLU should be used. Content-wise the measure is oriented, among others, on the AMT module as well as on the in-service professionalization of teachers by the Hessian Ministry of Education (HKM). The measure started in 2017 with two modules of a multi-day continuing education course for teachers on the topic, “Orientation for School Career and Educational Studies.” Further modules (excursion to an institution of school career orientation and development of a teaching unit as well as a reflection of experiences) follow in the first half of 2018. Furthermore, the measure participated in the Teacher Training Day (Fach-Tag Lehrerbildung) at the JLU with presentations and workshops on the topic, “sexualized violence at schools.” For 2018, a regional needs assessment on continuing education and advanced training is planned with a subsequent needs-based conception of teacher continuing education.

**Measure 5.2: Multipliers Program Teachers researching school and classroom**

The multiplier program networks school practice, scientific practice, and advanced training by having teachers carry out practice-oriented research projects on data-based school and classroom development, accompanied by scientists, in their own classrooms. The program was presented and discussed at symposia in the scientific community and at events with
schools. Also the Cooperation Council, the State School Office as well as the Hessian Teacher Academy were included. The program was piloted in 2017; the first multipliers began their work on a classroom development project for history under subject-didactic perspective. In 2018, further potential participants were gained.

Measure 5.3: Cooperation with Internship Schools and Study Seminars (Studienseminaren)

Measure 5.3 can be understood as an interface of all institutions involved in teacher education. Accordingly, joint structures should be established with whose assistance content-based decisions as well as possibilities for networking can be explored and scientific findings from classroom research and learning research can be transferred. In communication with representatives from the university, State School Office, study seminars, and schools from the region, questions crystallized, like “What is good teaching?” and “What makes a good teacher?” as overarching questions and thus as a foundation for discussions. An additional focus of this measure is the qualification of mentors. On this point, the workshop, “Mentoring – Feedback Discussions: Competence Oriented and Empowering” was piloted and evaluated. Based on the results of the evaluation, the service was expanded for 2018.

Evaluation and Research

Since many of the measures described above are recently developed and innovative for the JLU, particular attention in the GOL will be provided to the accompanying evaluation which serves the continual improvement of the measures. One of the major tasks of the evaluation team lies in the construction and further development of measuring instruments (e.g., for the central construct of reflection competence or the attitude for multi-professional cooperation and research orientation). Inspired by the service-use models, an evaluation model has emerged which offers a reference framework for all measures of the GOL and, additionally, has a high transfer-potential into other projects of the Campaign for Teacher Education. In 2017, 19 measure-services of the GOL were evaluated via an entry and/or an exit survey. The results show a high satisfaction level with the services. As an additional scope of duties of the evaluation team, a GOL-internal methodological consultation and support has been implemented for needs assessments and statistical analyses.

The establishment of two professorships, which flank both guiding ideas in research and teaching, belongs to the essential structural features of the GOL: one W3-professorship with a focus on teacher education research as well as one W2-professorship for the Didactics of Higher Education Teaching with a Focus on Teacher Education. Respective calls were sent out for both professorships. Prof. Edith Braun accepted the call for the W2-professorship, effective on 03.01.2018. In the framework of the substitution of the professors, teacher education-related research projects were initiated which aim at, for example, the design of functionalities in teaching courses and, thus, deliver findings for the Teaching Development Forum. A further research project investigates how students without a higher education entrance qualification (Allgemeine Hochschulreife) experience their course of studies and which challenges they see. Such findings feed into, for example, the measures packages M2 (Stabilization) and M1 (production). A third research project deals with teachers in university service, their working contexts, profession-related expectations and professional goals; here connection points result for measures packages 4 and 5.

Scientific Exchange and Public Image

Through its measures the GOL is networked in a diverse way internally in the university and with external actors in teacher education (for example with the ZSB, with the Cooperation
Council school-university and with the State School Office). The GOL has appointed an in-service teacher trainer to ensure the cooperation between the university, the internship schools, and the study seminars. In order to make the results of the GOL known also trans-regionally and to contribute to the improved network, the work of the GOL has been supported in addition by the position of a transfer-representative since 2017. From this, a comprehensive informational brochure on the entire project as well as countless advertising materials and press-reports have resulted.

For the scientific exchange, the GOL additionally works together with a scientific advisory board (https://www.uni-giessen.de/fbz/zentren/zfl/projekte/gol/beirat) which meets once a year with all staff members and advises the project content-wise. Beyond this exchange, the GOL is present at many conferences and continually publishes project-related approaches and results (www.uni-giessen.de/gol/veroeffentlichungen).