The Tübingen School of Education
The Central Scientific Institution for Teacher Education in Tübingen
2017
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1 Tübingen – At the heart of Europe
Key data

**Population:** approx. 85,000 from 130 countries

**Elevation:** 320 m above sea level
**Average temperature:** 10.6 °C
**Monthly precipitation:** 57.4 mm
**Monthly hours of sunshine:** 139.3

**Tübingen first recorded** as a place in 1078 A.D., as a town approx. 1230 A.D.
2 The University: Facts and figures

- **Approx. 28,500 students in total (winter term 2016-17)**
  - 12,573 in Bachelor’s programs
  - 4,597 in Master’s programs
  - 1,995 in doctoral programs
  - Other degrees (e.g. state examination)

- **Approx. 6,600 employees (excluding hospitals)**
  - including 4,400 academic staff and 450 professors

- **750 doctorates conferred annually / 60 habilitations annually**

- **Budget: € 508 m, including € 166 m third-party funding**

- **Students in the Teacher Training Programme** (winter term 16/17: total: 4,100)
## Historical figures at the University of Tübingen

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
<th>Contributions</th>
</tr>
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<tbody>
<tr>
<td>Johannes Kepler</td>
<td>(1571 – 1630)</td>
<td>Astronomer; discovered planetary motion</td>
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<td>Wilhelm Schickard</td>
<td>(1592 – 1635)</td>
<td>Inventor of the first mechanical calculator; astronomer and oriental studies expert</td>
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<td>Georg Friedrich Wilhelm Hegel, Friedrich Wilhelm Joseph Schelling, Friedrich Hölderlin</td>
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<td>Founders of German Idealism; all studied Protestant Theology together.</td>
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Historical figures at the University of Tübingen

**Lothar Meyer**  
(1830 – 1895)  
Chemist,  
co-discoverer of the periodic system

**Friedrich Miescher**  
(1844 – 1895)  
Medical researcher,  
isolated nucleic acid (DNA) in Tübingen in 1869.

**Alois Alzheimer**  
(1864 – 1915)  
Medical researcher, wrote his doctoral thesis and identified the form of dementia now known as Alzheimer’s Disease in Tübingen in 1906.
Some key research partners

- Max Planck Institute for Developmental Biology
- Max Planck Institute for Biological Cybernetics
- Max Planck Institute for Intelligent Systems
- Knowledge Media Research Center (Leibniz Association)
- Helmholtz Center for Environmental Research (UFZ), Leipzig
- German Center for Neurodegenerative Diseases (DZNE; Helmholtz Association HGF)
- Helmholtz Association: German Center for Diabetes Research (DZD; HGF)
- German Center for Infection Research (DZIF; HGF)
- Helmholtz Association: German Consortium for Translational Cancer Research (DKTK; HGF)
- Senckenberg Nature Research Society
- Fraunhofer Institute for Interfacial Engineering and Biotechnology (IGB, Stuttgart)
- Dr. Margarete Fischer-Bosch Institute for Clinical Pharmacology (Stuttgart)
- Heidelberger Academy of Sciences and Humanities
International Rankings

Tübingen ranks well among the world’s top institutions.

- QS World University Ranking 2016/2017\(^1\)
  ranked no. 167 worldwide, no. 10 in Germany

- THE World University Rankings 2017\(^2\)
  ranked no. 89 worldwide

- Shanghai Ranking 2016\(^3\)
  ranked no. 151 – 200 worldwide, no. 9 – 14 in Germany
University-wide international cooperations

More than 150 university partnerships and around 80 faculty partnerships with institutions of higher education in 62 countries.

- **North America**: 159 exchanges with Canada and the United States
- **Latin America**: 37 exchanges with Argentina, Brazil, Chile, Colombia, Ecuador, Mexico, Peru, and Venezuela
- **Africa**: 17 exchanges with Botswana, Egypt, Senegal, South Africa, Togo, and Uganda
- **Europe**: 457 partners in nearly all European countries
- **Asia**: 133 exchanges in various countries, particularly China, India, Japan, Korea, Thailand, and Taiwan
- **Oceania**: 28 exchanges with Australia and New Zealand
Selected international partnerships

- Matariki Network
  The Matariki Network links the following institutions under the motto “Partnering for a better world”:
  - Dartmouth University (Hanover, New Hampshire, USA)
  - Durham University (Durham, UK)
  - Queen's University (Kingston, Canada)
  - University of Otago (Dunedin, New Zealand)
  - University of Western Australia (Perth, Australia)
  - Uppsala University (Uppsala, Sweden)
- University branches in Kyoto, Beijing and Seoul
- RIKEN Institute, Japan
- Chinese Academy of Sciences, Beijing, China
- Indian Institute of Technology, Mumbai, India
The University of Tübingen educates teachers for higher secondary schools (German: Gymnasium). Since October 2015, the Tübingen School of Education (TüSE) has been set up gradually. The TüSE is in charge of contents and structures of teacher education programs. The former Center for Teacher Education has been dissolved and its tasks are taken over by the TüSE.
The Structure of the Tübingen School of Education

**INSTITUTIONS INVOLVED**
- President’s Office
- 23 Subjects for Teaching Degrees (5 faculties)
- Central Administration
- LEAD Graduate School
- Knowledge Media Research Center
- Central Institutions and Centers of the University (e.g. IZEW)
- Center for Teacher Education (Higher Secondary) Tübingen
- Schools in Tübingen Region

**AIMS AND OBJECTIVES**
1. Establishing and setting-up the TüSE (funded by the university)
2. Establishing a specific structure to promote research and young academics that is focused on teacher training
3. Including and structuring the thematic field Inclusion/Heterogeneity/Diversity
4. Strengthening the connection of academic studies and the teaching profession, e.g. Counselling, Lehr:werkstatt, Portfolio and Further Education
5. Systematic and teaching-specific activities of internationalization

**ORGANISATION**
- Executive Board, Managing Board and Head Office
- Heads of BMBF projects, Professors and Academics
- School Board
- General Assembly
- Advisory Board
- Workgroups

Each with a double membership at the TüSE and the respective faculty
Professorships in Didactics and Teaching Methodology

The first Professorships in Didactics and Teaching Methodology have been established by the Tübingen School of Education.

15 NEW PROFESSORSHIPS

9 newly-created und internally financed professorships in didactics and teaching methodology

Professor (W3) of Effective Settings of Teaching and Learning in Didactics and Methodology*
Professor (W3) of Research on Teachers and Teacher Education with a special emphasis on Subject Didactics*
Professor (W3) of Inclusion/Heterogeneity/Diversity*
Professor (W1) of Teaching and Learning with Digital Media*
Professor (W1) of Language-sensitive Subject Teaching in Higher Secondary Schools*
Professor (W2) of School Pedagogy (as substitute for the director of the TüSE)

6 newly-created professorships in education sciences (5 funded by the BMBF**/QLB***).

* Fully or partly funded by the BMBF
** Federal Ministry of Education and Research
*** Quality Campaign Teacher Education
## Main Fields of Activities

### Teaching Profession
- Systematic enhancement of the connection of academic studies and the teaching profession
- Profession-related Counselling
- Profession-related Portfolio work
- Development of specific Further Education structures
- Lehr:werkstatt (Teaching Workshop)
- Lehr:Transfer (Teaching Transfer)
- WILLE and further projects

### Research
- Setting up a structure for the promotion of teaching-related research
- Promotion of an interdisciplinary research culture with a focus on didactics and teaching methodology in a broad range of subjects
- Tübingen Digital Teaching Lab (TüDiLab)
- Concomitant research: Competence Modelling and Competence Development

### Young Academics
- Setting up a structure for the promotion of young academics in the field of teaching, cooperating intensively with LEAD Graduate School
- Establishing the programme TüNaPro (Promotion of Young Academics)
- Counselling
- Support in research methodology
- Financial support
- Networking

### Diversity
- Development of the thematic field and of a teaching-related diversity concept and strategy
- Projects and courses in the areas Inclusion, Heterogeneity und Language-sensitive Teaching
- Establishing the programme TüNaPro (Promotion of Young Academics)
- Counselling
- Support in research methodology
- Financial support
- Networking

### International
- Development of the thematic field and of a teaching-related internationalization concept and strategy
- Establishing and supporting exchange programmes for students studying in teaching degrees
- Developing an E-Teaching Classroom
- Development of international cooperations
4 Bachelor and Master of Education

Bachelor’s program

- 6 semesters, degree: Bachelor of Education (B.Ed.)
- This degree qualifies for starting a Master’s degree or for working in the educational sector; however it does not qualify for working at public teaching positions in Germany

Master’s program

- approx. 2 years, degree: Master of Education (M.Ed.)
- This degree leads to the entry qualification for Teacher Training, it allows the transition into professional teaching in Baden-Württemberg or another Federal state (if interested: consult the Federal State of destination with regard to regulations, for example, possible combination of subjects, etc.)
The Route into Teaching at Secondary Schools

State Examination

Teacher Training = Student teaching phase

Master of Education (M.Ed.)
- Master thesis
- Sciences and subject didactics
  - Main subject 1
- Sciences and subject didactics
  - Main subject 2

Internship Semester
- 12 weeks

Studies in Education
- i.e. School Pedagogy, Empirical Education Science / Educational Psychology, Inclusion / Diversity, Electives (Wahlpflichtbereich)

Bachelor of Education (B.Ed.)
- Bachelor thesis
- Sciences and subject didactics
  - Main subject 1
- Sciences and subject didactics
  - Main subject 2

Studies in Education
- Introduction to Education Sciences, Profession and Professionalism

Introductory internship
- (3 weeks)

1.5 y.

approx. 2 y.

approx. 3 y.

Bachelor of Education Components
- Main subject 1 and 2
- Sciences and subject didactics

Teacher Training Components
- Sciences and subject didactics
- Main subject 1 and 2
Studies in Education Science

Bachelor’s program

- Module 1: Introduction to Educational Science
  - Scientific basis for the introductory internship and its follow-up
  - Enabling the students to reflect on their first teaching practice experience from a teacher’s perspective
  - Basic concepts and theories: teaching theory and didactics, educational theories, educational inequality, socialization, anthropology.
  - Selected topics and tasks: tasks of professional teaching, workplace school, professionalization theories, micro, meso and macro-levels such as classes, schools and school systems.
Studies in Education Science

Bachelor‘s program

- Module 2: Profession and Professionalism
  - Preparation for professional and science-based work at school
  - Contents: lesson planning and teaching concepts, characteristics and conditions of the teaching profession, professional biographies of teachers, research on teacher’s actions, classroom management, communication and interaction in the classroom
  - Reflection of the introductory internship and preparation for the internship semester during the Master‘s program
Studies in Education Science

Master’s program (beginning winter term 2018/2019)

- Module 1: A core curriculum in education sciences: the micro-level (classes), the meso-level (school) and the macro-level (education and society) and its interrelation with the teacher’s profession
- Module 2: Inclusion, diversity, heterogeneity and language-sensitive teaching
- Module 3: Basic issues of empirical educational research and pedagogical-psychological approaches are introduced within the subjects education and psychology
- Elective Module in Education Science (BWS): students may choose topics according to their individual interests and needs and thus strengthen their personal profile
- Preparation for the internship semester and its follow-up
Teaching Practice

Bachelor’s program: Introductory Internship

- Compulsory during the Bachelor’s program: 3 weeks in semester 2 or 3
- Shadowing and observation: Students follow the teaching process led by professional teachers in class.

Master’s program: Internship Semester

- Compulsory during the Master’s program: 12 weeks in the first master’s semester
- Students teach classes themselves
- Students observe classes and take part in school life with professional support
- Students participate in further school events such as conferences or parents’ meetings, and participate in extra-curricular activities such as school parties, sports days, school trips)
- Orientation und qualification for professional teaching
Tübingen in pictures

Photos: Friedhelm Albrecht / University of Tübingen
Tübingen in pictures

Photos: Friedhelm Albrecht / University of Tübingen
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