The Tübingen School of Education

The Central Scientific Institution for Teacher Education
Contents

1 Tübingen – The City
2 Eberhard Karls University of Tübingen
3 The Tübingen School of Education (TüSE)
4 Bachelor and Master of Education
Tübingen – The city
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 Teaching Degree Programs (winter term 16/17: 4,100)**
# Historical figures at the University of Tübingen

<table>
<thead>
<tr>
<th>Figure</th>
<th>Name</th>
<th>Years</th>
<th>Profession</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Kepler" /></td>
<td>Johannes Kepler</td>
<td>1571–1630</td>
<td>Astronomer</td>
<td>Discovered planetary motion</td>
</tr>
<tr>
<td><img src="image" alt="Schickard" /></td>
<td>Wilhelm Schickard</td>
<td>1592–1635</td>
<td>Inventor of the first mechanical calculator; astronomer and oriental studies expert</td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Hegel" /></td>
<td>Georg Friedrich Wilhelm Hegel, Friedrich Wilhelm Joseph Schelling, Friedrich Hölderlin</td>
<td></td>
<td>Founders of German Idealism; all studied Protestant Theology together.</td>
<td></td>
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</tbody>
</table>
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.
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
3 The Tübingen School of Education

Mission Statement:
„Advancing Teacher Education – based on Research, Relevance and Responsibility!“

The Tübingen School of Education (TüSE) is a central scientific institution.

The TüSE is responsible for teacher education at the University of Tübingen and connects institutes and activities involved with teacher education.

In Tübingen, there are 4,000 teacher candidates studying more than 25 teachable subjects.

Since 2016, 18 additional chairs for teacher education could be created.

The Tübingen School of Education is supported by the national ‚Quality Initiative Teacher Education‘.
Teacher candidates at the University of Tübingen study to be teachers at the 'Gymnasium', a school type covering grades 5-12.

To become a teacher at a 'Gymnasium', the Bachelor of Education and the Master of Education must be completed.
The Structure of the Tübingen School of Education

INSTITUTIONS INVOLVED
- President’s Office
- 25 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)
- Governmental Institute for Teacher Training (Upper Secondary), Tübingen
- Schools in Tübingen Region

ORGANISATION
- Executive Board, Managing Board and Head Office
- Heads of BMBF projects, Professors and Academics
- School Board
- General Assembly
- Workgroups
- Advisory Board
- Double membership at the TüSE and the respective faculty.

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 In-Service Training
5. Systematic and teaching-specific activities of internationalization
# Six Fields of Work

<table>
<thead>
<tr>
<th>Academic Affairs Advising and Assistance</th>
<th>The Teaching Profession</th>
<th>Research</th>
<th>Graduate Program</th>
<th>Inclusion and Diversity</th>
<th>Internationalization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projects</td>
<td>Projects</td>
<td>Projects</td>
<td>Projects</td>
<td>Projects</td>
<td>Projects</td>
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</tbody>
</table>
# 4 Bachelor and Master of Education

<table>
<thead>
<tr>
<th>Bachelor’s Program</th>
<th>Six semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree: Bachelor of Education (B.Ed.)</td>
<td></td>
</tr>
<tr>
<td>Qualification to enroll in a Master’s program or for working in the general educational sector.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Master’s Program</th>
<th>Four semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree: Master of Education (M.Ed.)</td>
<td></td>
</tr>
<tr>
<td>Qualification to begin 1.5 years of Teacher Training. Teacher Training is a school-based training phase and a requirement for professional teachers in Germany.</td>
<td></td>
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</tbody>
</table>
## Bachelor‘s Program

### Education Science Module 1

<table>
<thead>
<tr>
<th><strong>Introduction to educational sciences.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enables students to reflect on their first teaching practice experience from a teacher’s perspective.</td>
</tr>
<tr>
<td>Basic theories and topics: teaching theory and didactics, educational theories, tasks of professional teaching, professionalization theories, class, school and school system.</td>
</tr>
<tr>
<td>Preparation for the introductory internship.</td>
</tr>
</tbody>
</table>
**Bachelor’s Program**

<table>
<thead>
<tr>
<th>Education Science Module 2</th>
<th>Profession and Professionalism.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Preparation for professional and science-based work at school.</td>
</tr>
<tr>
<td></td>
<td>Planning lessons, characteristics and conditions of the teaching profession, professional biographies of teachers, teachers’ actions, classroom management, communication and interaction in the classroom.</td>
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<tr>
<td></td>
<td>Reflecting experiences from the introductory internship.</td>
</tr>
<tr>
<td></td>
<td>Preparation for the internship semester.</td>
</tr>
</tbody>
</table>
# Bachelor’s Program

<table>
<thead>
<tr>
<th>Teachable Subjects</th>
<th>Students choose two out of 25 teachable subjects.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Subject matter depending on the fields of the respective subject.</td>
</tr>
<tr>
<td></td>
<td>Subject-specific didactics and teaching methodology.</td>
</tr>
</tbody>
</table>
**Bachelor’s Program**

<table>
<thead>
<tr>
<th>Introductory School Internship</th>
<th><em>Internship for three weeks in semester 2 or 3.</em></th>
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<tbody>
<tr>
<td></td>
<td><em>Shadowing and observing: students follow the teaching process led by a professional teacher in class.</em></td>
</tr>
</tbody>
</table>
## Master‘s Program

<table>
<thead>
<tr>
<th>Education Science Module 1</th>
<th>Micro-level (class), meso-level (school) and macro-level (education and society) and their interrelation with a teacher’s profession.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Science Module 2</td>
<td>Inclusion, diversity, heterogeneity and language-sensitive teaching.</td>
</tr>
<tr>
<td>Education Science Module 3</td>
<td>Empirical educational research and approaches in pedagogical psychology.</td>
</tr>
<tr>
<td><strong>Education Science Module</strong></td>
<td>Elective Module: choice according to individual needs and interests.</td>
</tr>
<tr>
<td>Education Science Module 5</td>
<td>Preparation and follow-up of the internship semester.</td>
</tr>
</tbody>
</table>
Master’s Program

Teachable Subjects

| Students continue their two chosen subjects. |
| Subject matter depending on the fields of the respective subject. |
| Subject-specific didactics and teaching methodology. |
Master’s Program

Internship Semester

12-week-internship during the first Master’s semester.

Teaching classes with support of a mentor.

Observing and documenting events in class.

Participation in school life and school events.
Images of Tübingen
Images of Tübingen

Photos: Friedhelm Albrecht / University of Tübingen
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