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JUSTUS-LIEBIG-
UNIVERSITÄT
GIESSEN



GOL GIESSENER OFFENSIVE
LEHRERBILDUNG

THE GIESSEN CAMPAIGN: TEACHER EDUCATION 2.0 (GOL)

EDUCATIONAL PARTICIPATION – REFLEXIVITY – NETWORKING

GOL: AN INTRODUCTION

TEACHER EDUCATION MADE IN GIESSEN

EDUCATIONAL PARTICIPATION, REFLEXIVITY, AND NETWORKING

One of the main challenges confronting schools today is how to increase the educational participation of children and young people, regardless of their gender or social background. Teachers will only be able to achieve such a goal, if they have the requisite knowledge, preparation, and skills, especially reflexive ones. Such qualifications enable teachers to continue to build their professional competence in their everyday work life, long after they have completed

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their studies and training in university seminars. Such an approach to teacher education makes it possible for schools, teachers, and students to adapt to changing social conditions. Professionalization is, therefore, not merely an individual concern but an institutional one that involves cooperation and networking within schools themselves and between institutions. **Educational participation, reflexivity,** and **networking** are synonymous with the challenges inherent to

GOL – Profile:

The Giessen Teacher Education Campaign (Giessener Offensive Lehrerbildung/GOL) is a project initiated by the Justus Liebig University Giessen (JLU), which works to ensure and develop the quality of teacher education. It is part of the Teacher Training Quality Campaign established by the Federal Ministry of Education and Research (BMBF), which is supported by a line of funding totaling nearly 11 million euros from 2016 to 2023.

working at schools and universities, which is why the Giessen Teacher Education Campaign (GOL) has made two guiding principles the basis of its work: **»It's the teacher that matters«** and **»It's the university that matters.«**

A STRUCTURAL DEVELOPMENT PROJECT IN THE FIELD OF TEACHER EDUCATION

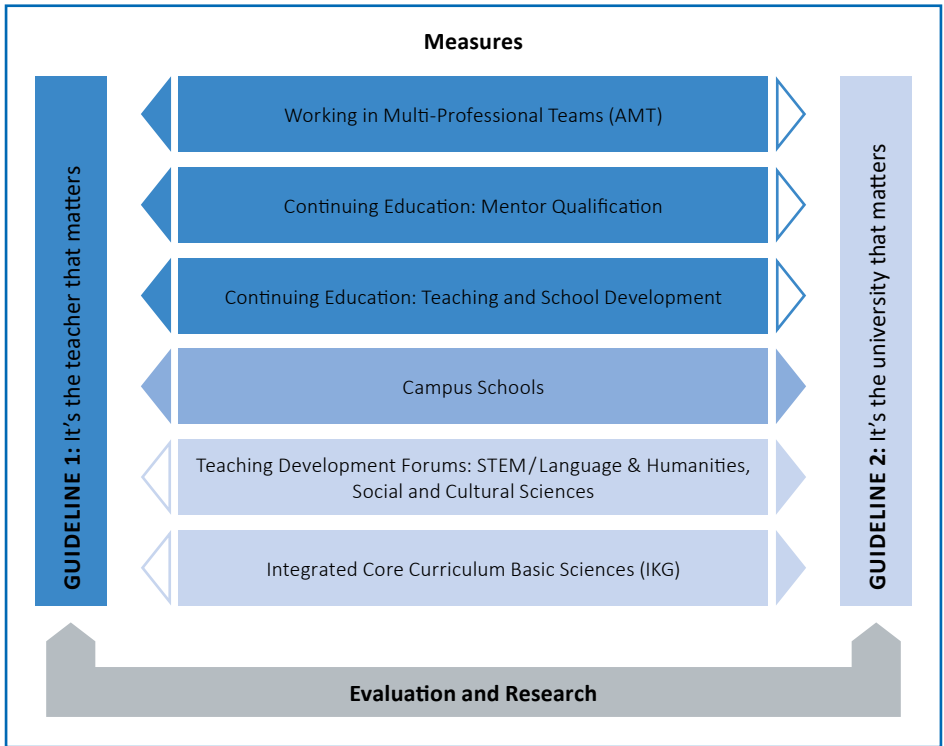
»GOL« is a project developed to improve the quality of teacher education at Justus Liebig University Giessen (JLU). It works to find ways to improve teacher education in terms of study requirements, course offerings, teaching and learning culture, and communication and cooperation with people outside of academia. The ultimate goal is to integrate innovation in teaching into existing courses,

curricula reforms, and modified educational structures. GOL aims to introduce topics into the discussion, i.e. into the seminars and continuing education programs, such as educational participation, reflexivity and networking, and new approaches to improving teaching during the second and third phases of teacher education. Such approaches to teacher education include: the pre-study phase; the study phase, in which students build their teaching skills (new teaching strategies and teacher networking); and the training phase (in cooperation with teachers' seminars); the in-service phase (the qualification of mentors at the interface of university/school; specialist and didactical continuing education; networking with »campus schools« on the basis of »research-based learning«). In addition, they establish opportunities for systematic and continuous cooperation with the state school authorities, the school boards, and the Hessian Teachers' Academy.

CONTENT OF THE STRUCTURAL DEVELOPMENT PROJECT

Based on GOL's two guiding principles and the three concepts of **educational participation**, **reflexivity**, and **networking**, GOL has designed, piloted, and evaluated a number of innovative measures. During the first phase of funding, 2016-2019, such measures aimed to improve the quality of the study requirements, the course offerings, and the teaching and learning culture that are part of teacher education at the university.

Fig. 1. An Overview of GOL^{2.0} Measures and Sets of Measures



After successfully participating in the first phase of funding for the nationwide »Teacher Training Quality Campaign,« which the Federal Ministry of Education and Research (BMBF) initiated and funded, in 2018 GOL was approved for continued funding based on a positive evaluation of its program. This means that GOL^{2.0} will be able to continue its work until the end of 2023. In the first phase of funding the focus was on establishing GOL's basic structures, designing the planned measures conceptually and then implementing and evaluating them in pilot projects.

The second funding phase focuses on work aimed at optimizing and further developing the measures tested in the first phase (Fig. 1). In addition, research on the effects of the individual measures will be given greater emphasis than before, as will the continuation of effective measures beyond the project funding phase (Fig. 2, see next page). In this context, concepts and projects are being developed that could be used at JLU specifically (for teaching in undergraduate bachelor's and also in master's programs), but that may also have an impact that goes beyond JLU.

AN OVERVIEW OF THE MAIN POINTS OF DEVELOPMENT IN THE SECOND PHASE OF FUNDING

Working in Multi-Professional Teams (AMT)

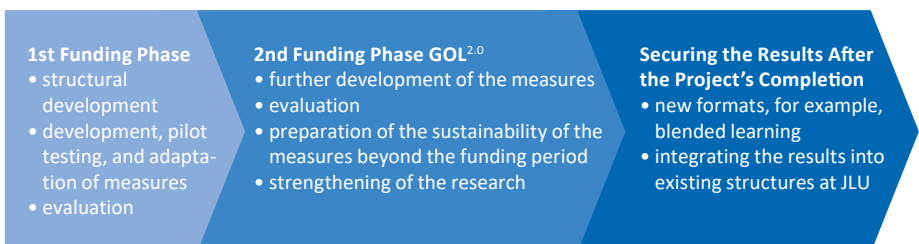
The AMT is a program that brings together different study programs in one type of teaching course, e.g. students training to become teachers and undergraduate students in the extracurricular education program. It aims to achieve a research-based, critical examination of issues related to working together in multi-professional settings. At the same time, the program gives students direct insights and encourages critical reflection that is based on their different educational paths. Students are also exposed to real issues that emerge in relation to working in multi-professional teams, such as dealing with sexual violence, developing competence in intercultural relations, organizing and designing programs for teaching and learning in all day and inclusive schools. The AMT is also a building block for continuing education and training. It provides students with the opportunity to put into practice and make real the university's efforts to

build networks between stakeholders outside the university and those enrolled in the teacher education program.

Teaching Development Forum

The Teaching Development Forum provides lecturers involved in teacher education a space where they can exchange ideas about issues related to pedagogy in higher education and where they can further develop the content and methodology of their academic teaching practices. The program includes peer-learning forums (STEM/languages & humanities, social and cultural sciences) organized by subject that function as professional learning communities. They provide a platform for the development of the quality of the academic teaching and learning cultures and for the discussion and development of interdisciplinary work. A professorship (see below) is appointed to oversee research on higher education. This bolsters the development of the program's teaching and learning culture. The Teaching Development Forum is also linked to the core curriculum of the basic sciences (IKG). The four basic sciences – education, political science,

Fig. 2. Project Phases



psychology, and sociology – share responsibility for IKG. Their aim is to oversee the goals, content, teaching, and examination formats related to learning how to teach the basic sciences at all types of schools.

Multi-Phase Networking

The program includes measures that establish networks between teaching education's various phases and institutions. These networks, which continue throughout the pro-

tion of teachers. Meeting these challenges requires interaction, discussion, coordination, and cooperation. The concept of networking is directed internally at developing cooperation at JLU between the disciplines, their different pedagogies, and the basic sciences. It is also directed externally at building diverse connections in the organization, such as the conception and design of teacher education as part of the course of study at the university, the training phase, and further and continuing education. In so doing, it can rely on diverse frameworks of cooperation that were previously established between the university and schools in the broadest sense. GOL^{2.0} ensures that teachers become highly qualified professionals by taking advantage of its pre-existing ties and building new long-term ones with various partners, such as the campus schools, the seminars, the state education authorities, the Hessian Teacher's Academy or school authorities. The goal is to contribute to the development of teaching and of schools that are scientifically sound. With this purpose in mind, JLU has already developed various projects that will be combined into one continuing education program during the second phase of funding. One of the cornerstones of the program is the continued qualification of mentors, which includes supporting the continued development of reflexivity. This constitutes one of the main building blocks of the program. JLU also offers modules that enable teachers to develop their own teaching and to devise ideas and methods for teaching and school

AN OVERVIEW: TEACHER EDUCATION AT JLU

- about one quarter of the students are enrolled in the teacher education program
- nine out of eleven university departments are involved in the teacher education program
- the range of courses includes all levels of teaching (primary school, secondary school, junior high school, elementary school, special school, vocational school)
- student satisfaction with the program is high and continues to grow

gram, are based on the assumption that although participants have different tasks and responsibilities, they share similar challenges and issues related to the professionaliza-

development. The continuing education program is also connected to the campus schools in which relevant projects are implemented in cooperation with the university.

Evaluation and Research

The evaluation of these measures is an essential part of GOL^{2.0}'s work; it assists in verifying its objectives empirically and in ensuring that its procedures and results are achieved. Most important is the assessment of the measures' impact and returns. In addition, research – specifically, the examination of the professionalization processes, the conditions under which they take place and their consequences – plays a central role in establishing on a scientific basis one of JLU's main areas of responsibility: teacher education. One focus of GOL^{2.0}'s work is investigating the concept of reflexivity, which is fundamental to a teacher's professionalization. As part of its commitment to research on higher education pedagogy and teacher education, JLU has established two new professorships: a ***professorship for teaching and learning in higher education, with an emphasis on teacher education*** and a ***professorship for research on teacher education***. Research in both fields will provide deeper insights into the professionalization processes, including the different phases and institutions of teacher education, from the perspective of both delivery and application.

CONTACT

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