



**TECHNISCHE  
UNIVERSITÄT  
DRESDEN**

Technische Universität Dresden



# **TEACHER EDUCATION IN (TRANS)FORMATION: GLOBAL TRENDS, NATIONAL PROCESSES AND LOCAL FACTORS**

**12th to 16th November 2018**

**Hosted by Centre for Teacher Education and  
Educational Research (ZLSB)**

**Technische Universität Dresden**







# **TEACHER EDUCATION IN (TRANS)FORMATION: GLOBAL TRENDS, NATIONAL PROCESSES AND LOCAL FACTORS**

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**Technische Universität Dresden**

**DFG** Deutsche  
Forschungsgemeinschaft

**Funded by the Excellence Initiative of the German Federal and State Governments**

**DAAD**

**Funded by the German Academic Exchange Service**





# PROGRAMME | TEACHER PROGRAMME

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## MONDAY, NOVEMBER 12th

9.00 a.m. – 10.00 a.m.

**Registration and financial issues** (signing of funding agreements, cash payment of funding, part 1)

*Venue: Conference hall in SLUB (university library), Zellescher Weg 18, 01069 Dresden*

10.00 a.m. – 12.00 a.m.

**Welcoming remarks by Axel Gehrmann**, Director of Center for Teacher Education and Educational Research (ZLSB)

**Presentation of the ZLSB**

**Presentation of the conference programme**

*Venue: Conference hall in SLUB (university library), Zellescher Weg 18, 01069 Dresden*

12.00 a.m. – 12.30 a.m.

**Group photo shooting**

12.30 a.m. – 2.00 p.m.

**Lunch break**

**Optional: financial issues, part 2** (time slots will be announced during registration)

*Venue: Willersbau, Wing C, Room 207, Zellescher Weg 12-14*

2.00 p.m. – 3.00 p.m.

**Welcoming by the TU Dresden-Vice Rector of Education and International Affairs** Hans Georg Krauthäuser

**Welcoming by the State Secretary of the Saxon Ministry of Science and Art** Uwe Gaul

**Presentation of the TU Dresden Staff**

**Unit Internationalisation** by Andrea Büschel

*Venue: Conference hall in SLUB (university library), Zellescher Weg 18, 01069 Dresden*

3.00 p.m. – 5.30 p.m.

**Optional: city tour on foot**

*Start at the venue, Conference hall in SLUB (university library), Zellescher Weg 18, 01069 Dresden*

5.30 p.m. – open end

**Dinner in the restaurant „Italienisches Dörfchen“**

*Theaterplatz 3, 01067 Dresden*

## TUESDAY, NOVEMBER 13TH

- 9.30 a.m. – 12.00 a.m.      **Opening panel: “Global Views on Teacher Education”**
- Keynotes      **“Comparing Teacher Education Systems”**  
Gerald LeTendre, USA
- “Cross-national Studies on Teacher Knowledge. Challenges and Perspectives”**  
Mourat Tchoshanov, USA
- “Teacher Education and Student Performance. International Evidence”**  
Maciej Jakubowski, Poland  
*Venue: Willersbau, Wing C, Room 207, Zellescher Weg 12–14*
- 12.00 a.m. – 1.30 p.m.      **Lunch break**  
*Venue: Willersbau, Wing C, Room 207, Zellescher Weg 12–14*
- 1.30 p.m. – 3.30 p.m.      **Work in four parallel scientific groups, Part 1**  
*Venue: Seminargebäude (the building of ZLSB office), Zellescher Weg 20, Workshop A: room 02, Workshop B: room 206, Workshop C: room 207, workshop D: room 123*
- 1.00 p.m. – 3.30 p.m.  
*Teacher Programme*      **Visiting Ernst Tschirnhaus Gymnasium Dresden**  
*Venue: Bernhardstraße 18, 01069 Dresden*  
*Meeting Point: 1.00 pm bus stop Fritz Förster Platz*
- 3.30 p.m. – 4.30 p.m.      **Coffee break**  
**Optional: campus tour**  
**Optional: financial issues, part 3** (time slots will be announced during registration)  
*Venue: Willersbau, Wing C, Room 207, Zellescher Weg 12–14*
- 5.00 p.m. – open end      **Optional: cocktailbar „Sonderbar“**  
*Würzburger Str. 40, 01187 Dresden (individual payment)*
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## WEDNESDAY, NOVEMBER 14TH

- 9.30 a.m. – 12.00 a.m.      **Work in four parallel scientific groups, part 2**  
*Venue: Seminargebäude (the building of ZLSB office), Zellescher Weg 20, Workshop A: room 02, Workshop B: room 206, Workshop C: room 207, workshop D: room 123*
- 12.00 a.m. – 1.30 p.m.      **Lunch break**  
*Venue: Willersbau, Wing C, Room 207, Zellescher Weg 12–14*

- 1.30 p.m. – 3.30 p.m. **Work in four parallel scientific groups, part 3**  
*Venue: Seminargebäude (the building of ZLSB office), Zellescher Weg 20, Workshop A: room 02, Workshop B: room 206, Workshop C: room 207, workshop D: room 123*
- 1.30 p.m. – 3.30 p.m. **How to establish international collaboration between TUD and international schools** *Guests: Claudia Schönherr (Leonardo Büro), Hannah Schmuck (Saxony International School)*  
*Venue: Willersbau, C207*
- 3.30 p.m. – 4.00 p.m. **Coffee break**  
*Venue: Willersbau, Wing C, Room 207, Zellescher Weg 12–14*
- 4.00 p.m. – 5.30 p.m. **Optional: Workshop on funding programmes and ways of future collaboration**  
*Venue: Willersbau, Wing C, Room 207, Zellescher Weg 12–14*
- 4.00 p.m. - 5.30 p.m. **Teachers finalise the programme of the International Internships Forum** *Venue: Seminargebäude, Room 02*
- 7.00 p.m. **Optional: Ballet „Labyrinth“ Semperoper**  
*Theaterplatz 2, 01067 Dresden (individual payment)*  
 In case of interest, please, contact Julia Koinova-Zöllner (julia.koinova-zoellner@tu-dresden.de)




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## THURSDAY, NOVEMBER 15TH

- 9.30 a.m. – 12.00 a.m. **Work in four parallel scientific groups, part 4**  
*Venue: Seminargebäude (the building of ZLSB office), Zellescher Weg 20, Workshop A: room 02, Workshop B: room 206, Workshop C: room 207, workshop D: room 123*
- 9.30 a.m. - 12.00 a.m. **Visiting Freies Evangelisches Schulzentrum Dresden**  
*Venue: Hausdorfer Straße 4, 01277 Dresden*
- 12.00 a.m. – 1.30 p.m. **Lunch break**  
*Venue: Willersbau, Wing C, Room 207, Zellescher Weg 12–14*
- 1.30 p.m. – 3.00 p.m. **Scientific plenum session**  
*Venue: Willersbau, Wing C, Room 207, Zellescher Weg 12–14*
- 2.00 p.m. – 3.00 p.m. **International Internships Forum – preparation phase**  
*Venue: Weberplatz, Room 136*

3.00 p.m. – 6.00 p.m.  
*Teacher Programme*

**International Internships Forum – preparation phase**  
*Venue: Weberplatz, Room 136*

6.00 p.m. – 9.00 p.m.

**Optional: guided pub tour with students**  
*Start at the Venue Weberplatz, Room 136, Weberplatz 5  
(individual payment)*

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**FRIDAY, NOVEMBER 16TH**

9.30 a.m. – 10.30 a.m.

**Workshop “International Researchers as Dresden’s Ambassadors” – discussion on cooperation areas and particular collaboration plans**

*Venue: Willersbau, Wing C, Room 207, Zellescher Weg 12–14*

10.30 a.m. – 11.00 a.m.

**Coffee break**

*Venue: Willersbau, Wing C, Room 207, Zellescher Weg 12–14*

11.00 a.m. – 12.30 a.m.

**Scientific plenum session – summary and perspective**

*Venue: Willersbau, Wing C, Room 207, Zellescher Weg 12–14*

12.30 a.m. – 1.30 p.m.

**Lunch and farewell drink**

*Venue: Willersbau, Wing C, Room 207, Zellescher Weg 12–14*



# KEY NOTES

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## PROFESSOR GERALD LETENDRE

<b>KEY NOTE SESSION</b>	13/11/2018, 9.30 a.m. – 12.00 a.m.
<b>LENGTH</b>	max. 40 minutes (excluding discussion)
<b>SPEAKER</b>	Professor Gerald LeTendre
<b>COUNTRY</b>	USA
<b>INSTITUTION</b>	Penn State College of Education Department Education Policy Studies
<b>FUNCTION</b>	Professor
<b>KEY NOTE 1</b>	Comparing Teacher Education Systems
<b>ABSTRACT</b>	<p>Teachers are front and center in global efforts to provide high quality education for all, and national systems of teacher education are being scrutinized and compared. While international testing and survey programs have created large databases, cross-national research on teacher education systems must incorporate analyses of the policy and organizational contexts that affect teachers' working lives. Europe has been at the heart of this research, including some of the earliest studies of teacher education and policy. Influential teacher education research accounts for the linkages between pre-service education, practice and professional development. Highly regarded comparative research incorporates "thick" descriptions of culture, reflexive analytic techniques, depictions of enacted practice, as well as teacher involvement in the research process. Impactful cross-national research will link abstract constructs (e.g. pedagogical content knowledge) to enacted practice, examine policy and organizational environment effect, develop robust measures, and be communicated in ways meaningful to teachers and policy makers.</p>
<b>SELECTED PUBLICATIONS</b>	<p>LeTendre, G. (2002). Advancements in conceptualizing and analyzing cultural effects in cross-national studies of educational achievement. In National Research Council, <i>Methodological Advances in Large-Scale Cross-National Education Surveys</i> (pp. 198–230). Washington, DC: National Academy Press.</p> <p>Akiba, M. &amp; G. LeTendre (2017). Introduction. In Akiba, M. &amp; LeTendre, G. (Eds.) (2017). <i>The Routledge International Handbook of Teacher Quality</i>. New York: Routledge.</p> <p>LeTendre, G. &amp; A. Wiseman. (2015) <i>World Culture and Teacher Quality: Consensus, Convergence, and Conflict</i> in LeTendre, G. &amp; Wiseman, A. (Eds.) (2015). <i>Promoting and Sustaining a Quality Teaching Workforce: Conflict, Convergence and Consensus</i>. UK: Emerald Group Publishing, pp. 467–499.</p>

# PROFESSOR MOURAT TCHOSHANOV

<b>KEY NOTE SESSION</b>	13/11/2018, 9.30 a.m. – 12.00 a.m.
<b>LENGTH</b>	max. 40 minutes (excluding discussion)
<b>SPEAKER</b>	Professor Mourat Tchoshanov
<b>COUNTRY</b>	USA
<b>INSTITUTION</b>	University of Texas at El Paso
<b>FUNCTION</b>	Professor
<b>KEY NOTE 2</b>	Cross-National Studies on Teacher Knowledge: Challenges and Perspectives
<b>ABSTRACT</b>	<p>Evolving trend in cross-national studies concerns with a balanced perspective by unpacking culturally contextualized and semantically de-contextualized dimensions in teacher preparation across the globe. Following this trend, scholars have addressed characteristics such as teachers' perceptions of effective teaching, role of opportunity to learn in teacher preparation, teacher education effectiveness, teachers' epistemological beliefs, to name a few. However, few comparative studies focused on teacher knowledge. Existing research suggests using teacher knowledge as a major predictor of successful instruction and student learning. In this talk, we will discuss recent studies in teacher education within the cross-national context. We will address a scope of research issues including but are not limited to teacher knowledge, different types of teacher knowledge, the relationship between teacher knowledge and teaching practice, connections between teacher knowledge and student performance.</p>
<b>SELECTED PUBLICATIONS</b>	<p>Tchoshanov, M. A. (2011). Relationship between teacher content knowledge, teaching practice, and student achievement in middle grades mathematics. <i>Educational Studies in Mathematics</i>, 76(2), 141–164.</p> <p>Tchoshanov, M., Cruz, M., Shakirova, K., Ibragimova, E., Shakirova, L. (2017). Analyzing connections between teacher and student topic-specific knowledge of lower secondary mathematics. <i>Journal of Mathematical Behavior</i>, 47, 54–69.</p> <p>Tchoshanov, M., Cruz, M., Huereca, K., Shakirova, K., Shakirova, L., Ibragimova, E. (2017). Examination of lower secondary mathematics teachers' content knowledge and its connection to students' performance. <i>International Journal of Science and Mathematics Education</i>, 15(4), 683–702.</p>

# DR. MACIEJ JAKUBOWSKI

<b>KEY NOTE SESSION</b>	13/11/2018, 9.30 a.m. – 12.00 a.m.
<b>LENGTH</b>	max. 40 minutes (excluding discussion)
<b>SPEAKER</b>	Dr. Maciej Jakubowski
<b>COUNTRY</b>	Poland
<b>INSTITUTION</b>	Evidence Institute and University of Warsaw, Faculty of Economic Sciences
<b>FUNCTION</b>	Professor
<b>KEY NOTE 3</b>	Teacher Education and Student Performance: International Evidence.
<b>ABSTRACT</b>	<p>Researchers and policy makers almost unequivocally state that high quality teachers are the key component of any education system. While a common sense suggests that this statement is correct, it is hard to find strong evidence on the impact of teachers on student performance. It is even more difficult to link characteristics of teacher education to student outcomes using international data. Teacher education varies in terms of content, organization and standards, while student performance depends on socio-economic characteristics, tradition and numerous structural variables. In my presentation, I will first discuss evidence on the impact of teacher characteristics on student performance. Second, I will discuss results of international studies that correlate teacher-related variables with student performance. Finally, I will discuss new methods of collecting teacher-related information that could improve reliability of international studies.</p>
<b>SELECTED PUBLICATIONS</b>	<p>“The Effects of Delaying Tracking in Secondary School: Evidence from the 1999 Education Reform in Poland” (with Harry Patrinos, Emilio Porta and Jerzy Wisniewski), 2016, Education Economics Volume 24, 2016 – Issue 6</p> <p>“Reading achievement progress across countries” (with Artur Pokropek), International Journal of Educational Development 45 (2015) 77–88</p> <p>“Socio-economic disparities in academic achievement: A comparative analysis of mechanisms and pathways” (with Artur Pokropek and Francesca Borgonovi), Learning and Individual Differences 42 (2015) 10–18</p>

# WORKSHOP GROUPS

<b>GROUP A</b>		<b>CURRENT TRENDS AND REFORMS IN TEACHER EDUCATION (FOCUS ON ACCESS PATHS TO THE TEACHER PROFESSION)</b> <i>Venue: Seminargebäude (building of ZLSB office), Zellescher Weg 20, room 02</i>		
		moderator <b>Professor Axel Gehrman, TU Dresden</b> Germany		
A_1_1	Aydar Kalimullin	Russia	Transformation of Teacher Education in Russia: Searching for New Educational Models	Session 1 13/11/2018 1.30 p.m. – 3.00 p.m.
A_1_2	Kenji Maehara	Japan	Outline of Teacher Training and Teacher Development system in Japan	
A_1_3	Hans-Jürg Keller	Switzerland	Paths into the teacher profession in Switzerland	
A_2_1	Orna Muller	Israel	Engineers as second-career teachers: the impact of previous career on pedagogy	Session 2 14/11/2018 9.30 a.m. – 12.00 a.m.
A_2_2	Katrine Nesje	Norway	Facing a reform in the general Teacher Education including the programme Teach First	
A_2_3	Thomas Barany	Germany	Lateral entry in the teacher profession in Germany	
A_3_1	Nelly Schmechtig Anja Schanze	Germany	Accompanying teacher students during their study programme – data and projects at TU Dresden	Session 3 14/11/2018 1.30 p.m. – 3.30 p.m.
A_3_2	Rolf Koerber	Germany	Demand driven teacher recruitment in Germany	
A_3_3	Peggy Germer	Germany	Successfully completed apprenticeship abroad and now...? Modeling internships in Saxony for teachers from abroad on professional equality	
A_4_1	Gerald LeTendre	USA	The Rise of Online Learning in the U.S. – Implications for Teacher Professional Status and Professional Development	Session 4 15/11/2018 9.30 a.m. – 12.00 a.m.
A_4_2	Axel Gehrman	Germany	How to govern the system of Teacher Education?– Current challenges in Germany	
A_4_3	Jörg Eulenberger	Germany	The Transition from teacher training to employment as a significant phase of the career choice	

# GROUP B

## CURRENT TRENDS AND REFORMS IN TEACHER EDUCATION (FOCUS ON STUDY CONTENT AND NEW CROSSCUTTING ISSUES)

*Venue: Seminargebäude (building of ZLSB office),  
Zellescher Weg 20, room 206*

moderator **Dr. Frank Beier, TU Dresden** Germany

B_1_1	Smadar Donitsa-Schmidt	Israel	Current challenges in Teacher Education in Israel	Session 1 13/11/2018 1.30 p.m. – 3.00 p.m.
B_1_2	Conor Galvin	Ireland	Secondary Teacher Education in Ireland; Some Observations on Research, Policy and Contemporary Practice	
B_1_3	Daria Khanolainen	Russia	Aspiring to a better System of Teacher Education in Russia	
B_2_1	Mikhail Pevzner Alexander Shirin	Russia	Teacher training for civic education in Russian schools in the context of information diversity	Session 2 14/11/2018 9.30 a.m. – 12.00 a.m.
B_2_2	Jun Yamana	Japan	Memory studies and Teacher Education	
B_2_3	Iwelina Fröhlich Anja Besand	Germany	Civic education as a current challenge in German Teacher Education	
B_3_1	Kristian Raum	Germany	Culture of remembrance/Peace pedagogy in German Teacher Education	Session 3 14/11/2018 1.30 p.m. – 3.30 p.m.
B_3_2	Ludmila Volosnikowa	Russia	Concepts of diversity and inclusion in education in Russian Federation: competencies for diversity and inclusion in the academic and professional standards of teacher training	
B_3_3	Grzegorz Mazurkiewicz	Poland	How to foster educational leadership – working with school principals	
B_4_1	Yasuyuki Iwata	Japan	Current Trends in Teacher Education across Asian Regions, focusing on study contents for pre-service training	Session 4 15/11/2018 9.30 a.m. – 12.00 a.m.
B_4_2	Karolina Duschinská	Czech Republic	Current Trends in Teacher Education in the Czech Republic	
B_4_3	Christian Hochmuth Sindy Riebeck	Germany	Digitization as a current challenge in German Teacher Education	

<b>GROUP C</b>		<b>TRENDS OF STANDARDIZATION IN GLOBAL TEACHER EDUCATION</b>		
		<i>Venue: Seminargebäude (building of ZLSB office), Zellescher Weg 20, room 207</i>		
		moderator <b>Professor Mourat Tchoshanov, USA</b>		
C_1_1	Takanobu Watanabe	Japan	The Quality needed as a Teacher in Japan	Session 1 13/11/2018 1.30 p.m. – 3.00 p.m.
C_1_2	Stephan Abele Marcel Köhler	Germany	Interest profiles of VET student teachers at TU Dresden	
C_1_3	Maciej Jakubowski	Poland	Teacher education and professional practice in Poland	
C_2_1	Esther Canrinus	Norway	Skill development and motivation of teacher students in Norway	Session 2 14/11/2018 9.30 a.m. – 12.00 a.m.
C_2_2	Andrea Reinartz, Barbara Kranz, Rolf Puderbach	Germany	Professional Standards in Teacher Training – Educational Sciences and School Internships	
C_2_3	Philipp Krenn	Germany	Teacher students' competence of reflecting their lessons in school internships – findings, demands and support	
C_3_1	Ian Menter	UK	Defining teachers' professional knowledge: the interaction of global and national influences	Session 3 14/11/2018 1.30 p.m. – 3.30 p.m.
C_3_2	Andrea Hoffkamp	Germany	Holistic teacher education – dimensions of professional competence of (math) teachers	
C_3_3	Peggy Schmidt	Germany	The Standardization of English Teacher Education in Saxony: Examples and Perspectives	
C_4_1	Ruth Zuzovsky	Israel	Comparing the effectiveness of two models of initial teacher education programs: concurrent vs. consecutive in Israel	Session 4 15/11/2018 9.30 a.m. – 12.00 a.m.
C_4_2	Akira Kawamura	Japan	The reform of teacher education in Japan	
C_4_3	Denis Ananin Sergej Karakozov	Russia	Teacher training in Russia – current trends	

<b>GROUP D</b>		<b>THEORY AND PRACTICE IN TEACHER EDUCATION</b>		
		<i>Venue: Seminargebäude (building of ZLSB office), Zellescher Weg 20, room 123</i>		
		moderator <b>Professor Marcus Schütte, TU Dresden</b> Germany		
D_1_1	Ellen Yuefeng Zhang	Hong Kong	Teaching for better learning via Learning Study	Session 1 13/11/2018 1.30 p.m. – 3.00 p.m.
D_1_2	Maria Assuncao Flores	Portugal	Master degree in teaching in place in Portugal	
D_1_3	Jana Stara	Czech Republic	Challenges of the model teaching practice in the teacher training for primary education	
D_2_1	Manuela Keller-Schneider	Switzerland	Combining theory and practice – a core characteristic of Zurich University of Teacher Education	Session 2 14/11/2018 9.30 a.m. – 12.00 a.m.
D_2_2	Roza Valeeva	Russia	Theory and practice in Russian Teacher Education	
D_2_3	Tobias Bauer	Germany	Interlocking Theory and Practice: Efforts of the Teacher Training Quality Campaign in Germany	
D_3_1	Shigeki Mayama	Japan	Competency development based on scientific perspective in environmental education	Session 3 14/11/2018 1.30 p.m. – 3.30 p.m.
D_3_2	Julia Koinova-Zöllner	Germany	Opportunities of teacher students' participation – from separate task to a cooperative culture	
D_3_3	Marcus Schütte Rachel-Ann Friesen Ann-Kristin Tewes	Germany	Preparing future teachers for the support of collective learning in primary school	
D_4_1	Ryuta Yamamoto	Japan	International comparison of the subject didactic matters for teacher education and training	Session 4 15/11/2018 9.30 a.m. – 12.00 a.m.
D_4_2	Nicole Raschke Simone Reutemann	Germany	How to teach Geography? Teacher Education in Dresden between current research fields and practical experiences	
D_4_3	Gesche Pospiech	Germany	Teacher preparation for implementing interdisciplinary learning arrangements at out-of-school places with focus on Physics	

# ABSTRACTS

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Abele, Stephan	37	LeTendre, Gerald	12, 23
Ananin, Denis	46		
		Maehara, Kenji	16
Barany, Thomas	19	Mayama, Shigeki	53
Bauer, Tobias	52	Menter, Ian Emeritus	43
Besand, Anja	30	Muller, Orna	18
Canrinus, Esther Tamara	39	Pevzner, Mikhail	28
		Pospiech, Gesche P	58
Donitsa-Schmidt, Smadar	25	Puderbach, Rolf	40
Duschinská, Karolina	34		
		Raschke, Nicole	57
Flores, Maria Assunção	48	Raum, Kristian	31
Friesen, Rachel-Ann	55	Reinartz, Andrea	40
Fröhlich, Iwelina	30	Reutemann, Simone	57
		Riebeck, Sindy	35
Galvin, Conor	26		
Gehrmann, Axel	24	Schanze, Anja	20
Germer, Peggy	22	Schmechtig, Nelly	20
		Schmidt, Peggy	42
Hochmuth, Christian	35	Schütte, Marcus	55
		Shirin, Alexander	28
Iwata, Yasuyuki	33	Stará, Jana	49
Jakubowski, Maciej	14, 38	Tewes, Ann-Kristin	55
		Tchoshanov, Mourat	13
Kalimullin, Aydar	15		
Karakozov, Sergej	46	Volosnikova, Ludmila	32
Kawamura, Akira	45	Valeeva, Rosa	51
Keller, Hans-Jürg	17		
Keller-Schneider, Manuela	50	Watanabe, Takanobu	36
Khanolainen, Daria	27		
Koerber, Rolf	21	Yamamoto, Ryuta	56
Köhler, Marcel	37	Yamana, Jun	29
Koinova-Zöllner, Julia	54		
Kranz, Barbara	40	Zhang, Ellen Yuefeng	47
Krenn, Dan-Philipp	41	Zuzovsky, Ruth	44



# GROUP A

## PROFESSOR AYDAR KALIMULLIN

<b>LECTURE NO.</b>	A_1_1
<b>WORKING GROUP</b>	A: Current trends and reforms in Teacher Education (focus on access paths to the teacher profession)
<b>SESSION</b>	13/11/2018, 1.30 p.m. – 3.30 p.m.
<b>LENGTH</b>	25 minutes (excluding discussion)
<b>SPEAKER</b>	Professor Aydar Kalimullin
<b>COUNTRY</b>	Russia
<b>INSTITUTION</b>	Kazan Federal University Institute of Psychology and Education
<b>FUNCTION</b>	Director
<b>LECTURE TITLE</b>	Transformation of Teacher Education in Russia: Searching for New Educational Models
<b>ABSTRACT</b>	<p>The traditional model of teacher education in Russia remained practically unchanged throughout the XXth century. In recent decades, however, issues in the field of teacher education (TE) have been calling for urgent measures as teacher shortages and curriculum-related problems have been getting more obvious. Numerous inconsistencies within the Russian system of teacher education prompted its transformation in 2010. As a result the system has become more diversified having included several types of universities that offer TE programmes. One of the modernized TE models is implemented at Kazan Federal University. The case of KFU shows that merging classical non-pedagogical universities with specialized pedagogical institutions facilitates the development of a multitrack system of entry into the teaching profession, the balance of theory, practice and research in TE as well as the active transfer of innovations in educational processes.</p>
<b>SELECTED PUBLICATIONS</b>	<p>1) Menter, I., Valeeva, R., &amp; Kalimullin, A. (2017). A tale of two countries—forty years on: politics and teacher education in Russia and England. <i>European Journal of Teacher Education</i>, 40(5), 616–629.</p> <p>2) Valeeva, R.A. &amp; Kalimullin, A.M. (Forthcoming). Learning To Teach In Russia: A Review of Policy and Empirical Research. In Tatto, M.T. and Menter, I. (Eds.) <i>Knowledge, Policy and Practice in Teacher Education: a Cross-National Study</i>. London: Bloomsbury.</p> <p>3) Valeeva, R.A. &amp; Kalimullin, A.M. (Forthcoming). Teacher Education in Russia. In <i>Oxford Encyclopedia of Global Perspectives on Teacher Education</i>.</p>

# PROFESSOR KENJI MAEHARA

<b>LECTURE NO.</b>	A_1_2
<b>WORKING GROUP</b>	A: Current trends and reforms in Teacher Education (focus on access paths to the teacher profession)
<b>SESSION</b>	13/11/2018, 1.30 p.m. – 3.30 p.m.
<b>LENGTH</b>	25 minutes (excluding discussion)
<b>SPEAKER</b>	Professor Kenji Maehara
<b>COUNTRY</b>	Japan
<b>INSTITUTION</b>	Tokyo Gakugei University Curriculum Center for Teachers Division of Research and Development for In-Service Teachers
<b>FUNCTION</b>	Professor
<b>LECTURE TITLE</b>	Outline of Teacher Training and Teacher Development system in Japan
<b>ABSTRACT</b>	<p>In Japan, teacher training of elementary school is supplied in 4 years university in principle. Of the four-year curriculum, about one quarter is a general education. The rest is subjects for obtaining a teacher's certification indeed, including three weeks teaching practice. Comparing to international standard, teacher training in Japan is rather light in quantity and quality. However, in general, Japanese teachers are superior in work motivation and dedication, and have high professional skills. In the background of these facts, there is well organized in-service training and the workplace culture of teachers, which has been collaborative development-oriented. Of course, this has led to heavy workload of teachers.</p> <p>The workplace culture of teachers is recently changing for several reasons. It is no longer possible to naively expect the voluntary professional development of teachers. It is required to discuss how the quality of Japanese teachers can be maintained and further improved.</p>
<b>SELECTED PUBLICATIONS</b>	<p>Maehara, K. (2014), A critical historiographical analysis of Japan's educational policies from the end of the World War II to 2011. <i>Italian Journal of Sociology of Education</i>, 6(2), 115–143.</p> <p>Şeker, H./Maehara, K. (2014), Turkey and Japan: General Outlook of Education Systems and Teacher Education. <i>Muğla Sıtkı Koçman Üniversitesi, Eğitim Fakültesi Dergisi – Journal of Education</i>, (1)2014.</p>

# PROFESSOR HANS-JÜRIG KELLER

<b>LECTURE NO.</b>	A_1_3
<b>WORKING GROUP</b>	A: Current trends and reforms in Teacher Education (focus on access paths to the teacher profession)
<b>SESSION</b>	13/11/2018, 1.30 p.m. – 3.30 p.m.
<b>LENGTH</b>	25 minutes (excluding discussion)
<b>SPEAKER</b>	Professor Hans-Jürg Keller
<b>COUNTRY</b>	Switzerland
<b>INSTITUTION</b>	Pädagogische Hochschule Zürich
<b>FUNCTION</b>	Professor
<b>LECTURE TITLE</b>	Paths into the teacher profession in Switzerland
<b>ABSTRACT</b>	<p>The paths to the teaching profession in Switzerland have been considerably differentiated in recent years. This was due to the reorganization of the higher education system in the wake of the Bologna reforms and the differentiation of the secondary school system. The main reason, however, was the shortage of teachers in the urban cantons of Switzerland. Within a very short time, innovative programs for career changers were designed and introduced. This new path into the teaching profession has meanwhile been successful and it was definitely introduced. It is not yet possible to make reliable statements about other new paths of access.</p> <p>The lecture will first present the changes in the Swiss education system. Then, according to the conference theme, it will be shown how the local problem of a shortage of teachers led to studying global trends, models from other regions of the world and finally to a revision of the regulatory basis for teacher education at the <i>national</i> level.</p>
<b>SELECTED PUBLICATIONS</b>	<p>Keller, Hans-Jürg (2017): Die Zukunft der Lehrpersonenbildung in der Schweiz. In: Beiträge zur Lehrerinnen- und Lehrerbildung 35 (Jubiläumsnummer). (<i>The future of teacher education in Switzerland; in German language</i>)</p> <p>Keller, Hans-Jürg (2015): Bologna als Einstiegshilfe in die nationale und internationale Hochschullandschaft. In: Tremp, Peter und Reto Thaler: Die Pädagogische Hochschule gestalten. 141–164. Bern: hep. (<i>The Bologna process as entry point for teacher education in the national and international higher education systems; in German language</i>)</p>

# DR. ORNA MULLER

<b>LECTURE NO.</b>	A_2_1
<b>WORKING GROUP</b>	A: Current trends and reforms in Teacher Education (focus on access paths to the teacher profession)
<b>SESSION</b>	14/11/2018, 9.30 a.m. – 12.00 a.m.
<b>LENGTH</b>	25 minutes (excluding discussion)
<b>SPEAKER</b>	Dr. Orna Muller
<b>COUNTRY</b>	Israel
<b>INSTITUTION</b>	Dean of Students, Software Engineering Department and Teaching Unit, ORT Braude College of Engineering, Karmiel, Israel
<b>FUNCTION</b>	Senior lecturer
<b>LECTURE TITLE</b>	Engineers as second-career teachers: the impact of previous career on pedagogy
<b>ABSTRACT</b>	<p>Due to a shortage in high-school teachers in the STEM areas, the Israeli Ministry of Education has initiated special programs for training engineers as second-career teachers. Research shows that engineers bring knowledge and competencies developed throughout their engineering careers to their class. While the difficulties they experience are common among first-career teachers, they implement non-traditional approaches (e.g., project-based learning, student-centered approaches, linkage to actual issues, and emphasis on soft skills), innovative initiatives, and autonomous behavior. A deeper understanding of the unique skills and qualities engineers bring with them to school may help in utilizing these skills in promoting engineering education. Moreover, findings also contribute to the adaptation of traditional pre-service teaching preparation programs for engineers in their transition to teaching.</p>
<b>SELECTED PUBLICATIONS</b>	<p>Muller, O., Furman Shaharabani Y., Shacham, M., (2014). „Engineers as Second-Career Teachers: The Perceived Contribution of Engineering Education and Career to Teaching“. Proceedings of the 44th ASEE/IEEE Frontiers in Education (FIE) Conference, Madrid, Spain. 2506–2510.</p> <p>Muller, O., Furman Shaharabani Y., Shacham, M. (2017). „Engineers as Second-Career Teachers: Pedagogical Perceptions in Relation to Previous Career“. The 17th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), Tampere, Finland.</p>

# THOMAS BARANY, M.A.

<b>LECTURE NO.</b>	A_2_3
<b>WORKING GROUP</b>	A: Current trends and reforms in Teacher Education (focus on access paths to the teacher profession)
<b>SESSION</b>	14/11/2018, 9.30 a.m. – 12.00 a.m.
<b>LENGTH</b>	25 minutes (excluding discussion)
<b>SPEAKER</b>	Thomas Barany, M.A.
<b>COUNTRY</b>	Germany
<b>INSTITUTION</b>	Technische Universität Dresden Centre for Teacher Education and Educational Research
<b>FUNCTION</b>	Project Manager
<b>LECTURE TITLE</b>	Lateral entry in the teacher profession in Germany
<b>ABSTRACT</b>	In 2015 Saxony Federal Ministry of Education altered legislative regulations to the teacher profession by providing lateral access to professional employment for nontraditional qualified persons. These “lateral beginners” bring a variety of non-teaching-related academic qualifications directly into the classes in all types of public schools. The teacher profession originally designed by strict regulations according to qualification and professionalization transformed itself into a combination of highly qualified and non-qualified persons teaching classes in all types of schools. Since 2016 the Saxony Ministry of Education is promoting additional qualification programs for “lateral beginners” in all Saxon universities providing part-time-programs. Designed to rectify qualification-related “gaps”, these lateral-entry-studies are organized as parallel structures in the academic teacher education alongside the traditional formations. The lecture summarizes the current developments of these non-traditional pathways to the teacher profession at the example of Saxony and Dresden.
<b>SELECTED PUBLICATIONS</b>	Schmidt-Lauff, S./Barany, T./Popp, C. & Worf, M. (2011). Was bleibt in der Lerngesellschaft für die Bildung? Dimensionen der Lerngesellschaft beleuchtet an zwei Handlungskontexten aktueller Forschungsarbeiten. In: Gieseke, W./Ludwig, J. (Hrsg.): Hans Tietgens. Ein Leben für die Erwachsenenbildung. Theoretiker und Gestalter in der zweiten Hälfte des 20. Jahrhunderts. Berlin: Humboldt-Universität S. 325–332 Barany, T. (2013). Erwachsenenbildung und universitäre Weiterbildung. Herausforderungen, Ansprüche und Divergenzen. In: von Felden, H./ Hof, C./Schmidt-Lauff, S. (Hrsg.), Erwachsenenbildung im Spannungsfeld von Wissenschaft, Politik und Praxis. Baltmannsweiler: Schneider-Verl. Hohengehren S. 178–190 Di Campo, J./Barany, T./Hennig, G. & Balázs, N. (2017). Capacities for Cooperation: Potentials and Barriers to Adult-Learning Professionals in Learning City-Region Formations. In: R. Egetenmeyer/S. Schmidt-Lauff/V. Boffo (Hrsg.), Adult Learning and Education in International Contexts: Future Challenges for its Professionalization. Frankfurt: Peter Lang, S.39–52

# ANJA SCHANZE | NELLY SCHMECHTIG

<b>LECTURE NO.</b>	A_3_1	
<b>WORKING GROUP</b>	A: Current trends and reforms in Teacher Education	
<b>SESSION</b>	14/11/2018, 1.30 p.m. – 3.30 p.m.	
<b>LENGTH</b>	25 minutes (excluding discussion)	
<b>SPEAKERS</b>	Anja Schanze, Dipl.-Päd.	Nelly Schmechtig, Dipl.-Soz.
<b>COUNTRY</b>	Germany	
<b>INSTITUTION</b>	TU Dresden Centre for Teacher Education and Educational Research	
<b>FUNCTION</b>	Project Manager	Research Associate
<b>LECTURE TITLE</b>	Accompanying teacher students during their study programme – data and projects at TU Dresden	
<b>ABSTRACT</b>	<p>The Technische Universität Dresden has been successfully educating future teachers in various teacher-training programmes for many years. Numerous student surveys by the Centre for Teacher Education and Educational Research (ZLSB) provide relevant information about the motives of students for their choice of study programme, their intercultural experience and competencies, the academic progress of students through the course of studies and their intended career paths after graduation or also reasons for changing one's study course and dropout. The first part of the lecture will include selected findings from several student surveys. In consideration of the findings for study dropout two projects for academic success, LEHRAMTSKOMPASS und TUD_MTC (TUD_Mentoring – Tutoring – Coaching) will exemplify in the second part how to monitor, support, and advice the students of teaching during their studies.</p>	
<b>SELECTED PUBLICATIONS</b>	<p>Schmechtig, N., Schubert, B. &amp; Puderbach, R. (2018): Internationalisierung in den Lehramtsstudiengängen an der TU Dresden. Studienendenbefragung im Jahr 2017 zur Auslandsmobilität. (Abruf unter: <a href="https://tu-dresden.de/zlsb/ressourcen/dateien/forschung/Broschuere_Internationalisierung_ZLSB_FINAL.pdf?lang=de">https://tu-dresden.de/zlsb/ressourcen/dateien/forschung/Broschuere_Internationalisierung_ZLSB_FINAL.pdf?lang=de</a>)</p> <p>Kölling, D., Schmechtig, N., Puderbach, R. &amp; Heinig, M. (2017): Studienabbruch und -Wechsel im Studienjahr 2015 in den Lehramtsstudiengängen der TU Dresden. (Abruf unter: <a href="https://tu-dresden.de/zlsb/ressourcen/dateien/publikationen/Studie_Studienabbruch-und-Wechsel_2017.pdf?lang=de">https://tu-dresden.de/zlsb/ressourcen/dateien/publikationen/Studie_Studienabbruch-und-Wechsel_2017.pdf?lang=de</a>)</p>	

# PROFESSOR ROLF KOERBER

<b>LECTURE NO.</b>	A_3_2
<b>WORKING GROUP</b>	A: Current trends and reforms in Teacher Education (focus on access paths to the teacher profession)
<b>SESSION</b>	14/11/2018, 1.30 p.m. – 3.30 p.m.
<b>LENGTH</b>	25 minutes (excluding discussion)
<b>SPEAKER</b>	Professor Dr. Rolf Koerber
<b>COUNTRY</b>	Germany
<b>INSTITUTION</b>	Technische Universität Dresden Faculty of Education
<b>FUNCTION</b>	Responsible for the study programme WTH/S (Wirtschaft-Technik-Haushalt/Soziales), i.e. Economics-Technology-Houshold/Social Issues
<b>LECTURE TITLE</b>	Demand driven teacher recruitment in Germany
<b>ABSTRACT</b>	In the German „dual system“ of vocational education the vocational schools and the teachers play a key role. The quality of the German Technical Vocational Education and Training (TVET) system is a backbone of the German economy. Within this system we lack approx. 1.000 TVET Teachers per year in Germany. 50% of all TVET Teachers are older than 50 years. None of the German Länder produces more TVET teachers than needed, therefore they developed different strategies for teacher recruitment in TVET. In Dresden some of those strategies have been developed and evaluated. Those and further strategies and challenges will be presented and discussed.
<b>SELECTED PUBLICATIONS</b>	Doppelqualifizierung als Bildungsziel: Lehramtsstudium und Berufsausbildung. In: Berufsbildung, Arbeit und Innovation. Wbv, Bielefeld 2018. (im Druck) Stärkung der dualen Ausbildung durch kooperatives Studium im technischen Lehramt. In: Die Berufsbildende Schule. 10/2016. S. 339–344. (Mit M. Hartmann und M. Niethammer) Qualitätsmanagement in der Lehrer_innenfortbildung: Entstehung, Einsatz und Perspektive des deutschsprachigen Musterqualitäts-handbuchs der Lehrerfortbildung. In: Ricercazione. vol. 7 n 2. 2015. pp 145–163. ISSN – 2036–5330 <a href="http://www.iprase.tn.it/pubblicazioni/scheda-documento/?node=workspace://SpacesStore/003503aa-7a58-4b73-9cd5-40d580e14374">http://www.iprase.tn.it/pubblicazioni/scheda-documento/?node=workspace://SpacesStore/003503aa-7a58-4b73-9cd5-40d580e14374</a>



# PEGGY GERMER

<b>LECTURE NO.</b>	A_3_3
<b>WORKING GROUP</b>	A: Current trends and reforms in Teacher Education (focus on access paths to the teacher profession)
<b>SESSION</b>	14/11/2018, 1.30 p.m. – 3.30 p.m.
<b>LENGTH</b>	25 minutes (excluding discussion)
<b>SPEAKER</b>	Peggy Germer
<b>COUNTRY</b>	Germany
<b>INSTITUTION</b>	Technische Universität Dresden Centre for Teacher Education and Educational Research
<b>FUNCTION</b>	Teacher
<b>LECTURE TITLE</b>	Successfully completed apprenticeship abroad and now...? Modeling internships in Saxony for teachers from abroad on professional equality
<b>ABSTRACT</b>	<p>Internships are compulsory for teachers from abroad, especially from Eastern Europe in adaptation periods. During internships, future teachers of Russian as foreign language are already supposed to use fluent Russian for professional communication, but the interns' teacher language is not always suitable. The reasons for this are manifold.</p> <p>The subject of interest of research is the development of linguistic competence in the field of teacher language for internships. In the increasingly difficult situation of globalization and migration educational scientists focus more on methods that facilitate fast learning and a good command of the foreign language. One of those methods is tandem learning. The presentation deals with the tandem-method as one of the ways of training teacher language for educational purposes in the classroom, because it is a tool that supports autonomous foreign language acquisition of two partners with different mother tongues who work together (cf. BECHTEL 2003).</p>
<b>SELECTED PUBLICATIONS</b>	<p>Гермер, Пегги. Развитие компетенций у L2 преподавателей во время студенческих стажировок (область компетенции: язык преподавателя на занятии). // Образование и саморазвитие. -2018.-Т.22. № 3.-С. 65–76</p> <p>Germer, Peggy (2017). Bedingungs- und Bezugsfelder der Russischdidaktik in der ersten Phase der Lehrerbildung. In: Witzlack-Makarevich, Kai/ Wulff, Nadja (Hg.): Handbuch des Russischen in Deutschland. Migration-Mehrsprachigkeit-Spracherwerb. Berlin: Frank &amp; Timme GmbH, 363–378.</p> <p>Germer, Peggy (2016) Role of practising teachers in teacher educational center. Symposiumsbeitrag im Tagungsband zum IFTE II. International Forum on Teacher Education 2016 (19.-21.05.2016). Ministerium für Bildung und Wissenschaft der russischen Föderation / Kazaner Föderale Universität / Russische Akademie der Wissenschaften (Hg.). Kazan.</p>



# PROFESSOR GERALD LETENDRE

<b>LECTURE NO.</b>	A_4_1
<b>WORKING GROUP</b>	A: Current trends and reforms in Teacher Education (focus on access paths to the teacher profession)
<b>SESSION</b>	15/11/2018, 9.30 a.m. – 12.00 a.m.
<b>LENGTH</b>	25 minutes (excluding discussion)
<b>SPEAKER</b>	Professor Gerald LeTendre
<b>COUNTRY</b>	USA
<b>INSTITUTION</b>	Penn State College of Education Department Education Policy Studies
<b>FUNCTION</b>	Professor
<b>LECTURE TITLE</b>	The Rise of Online Learning in the U.S. – Implications for Teacher Professional Status and Professional Development
<b>ABSTRACT</b>	The paper provides an overview of structural shifts in teacher education (pre-service and professional learning) since the 1985, documenting the long-term decrease in undergraduate enrollment for education majors and subsequent rise in online programs. The proliferation of post-BA online programs, and use of social media in professional development interacted with heterogeneous state standards to disrupt the systematic development of teacher professional capital in the U.S. Online degrees can also disrupt local university-school traditional forms of professional capital development. The unregulated growth of online education is likely to increase differences in overall teacher professional capital development between rich and poor districts. However, online programs also offer the possibility of greater access to high-quality programs for teachers, as well as the potential to develop new nodes of university/school district partnership for professional capital development.
<b>SELECTED PUBLICATIONS</b>	LeTendre, G. & A. Wiseman.(2015). Introduction in LeTendre, G. & Wiseman, A. (Eds.) (2015). Promoting and Sustaining a Quality Teaching Workforce: Conflict, Convergence and Consensus. UK: Emerald Group Publishing, pp. 1–38. Baker-Doyle, K. (2015) No Teacher Is an Island: How Social Networks Shape Teacher Quality in LeTendre, G. & Wiseman, A. (Eds.) (2015). Promoting and Sustaining a Quality Teaching Workforce: Conflict, Convergence and Consensus. UK: Emerald Group Publishing, pp. 367–383. Seidel, K. & J. Whitcomb. (2015). Exploring Novice Teachers’ Core Competencies in LeTendre, G. & Wiseman, A. (Eds.) (2015). Promoting and Sustaining a Quality Teaching Workforce: Conflict, Convergence and Consensus. UK: Emerald Group Publishing, pp. 197–237.

# PROFESSOR AXEL GEHRMANN

<b>LECTURE NO.</b>	A_4_2
<b>WORKING GROUP</b>	A: Current trends and reforms in Teacher Education (focus on access paths to the teacher profession)
<b>SESSION</b>	15/11/2018, 9.30 a.m. – 12.00 a.m.
<b>LENGTH</b>	25 minutes (excluding discussion)
<b>SPEAKER</b>	Professor Axel Gehrman
<b>COUNTRY</b>	Germany
<b>INSTITUTION</b>	Technische Universität Dresden Centre for Teacher Education and Educational Research
<b>FUNCTION</b>	Director
<b>LECTURE TITLE</b>	How to govern the system of Teacher Education? Current challenges in Germany
<b>ABSTRACT</b>	Viewed from a historical perspective, the system of teacher education in Germany has been growing for a period of 200 years, consisting of a first phase at university and a second at teacher training college. Since 2001, the system has primarily been put severely under pressure by international studies attending to educational achievement (i.a. PISA). In the light of its historical background, this presentation illuminates the development of the German system of teacher education during the last two decades. It attempts to demonstrate how efforts of educational policy – in the form of new control mechanisms, such as the “Qualitätsoffensive Lehrerbildung” (Teacher Training Quality Campaign) – focus on improving the output of teacher education at university. At that, regional shortages of teaching staff due to economic trends already become apparent, which by tendency actually rather contradict concepts for the improvement of basic teacher education. In this way, for instance, side entrants happen to enter the teaching profession, whose professional requirements partly do not involve qualifications acquired at university.
<b>SELECTED PUBLICATIONS</b>	Gehrman, A. (2018): Top-down versus Bottom-up? Die Qualitätsoffensive Lehrerbildung zwischen Pazifizierungsstrategie und kohärentem Programm. In: Journal für LehrerInnenbildung 3, S. 9–22. Gehrman, A. (2016): „Die Systemfrage kann als relativ abschließend behandelbar angesehen werden“ – Anmerkungen zu Schulentwicklung, Bildungsexpansion und Lehrerberuf nach 1945. In: Idel, S. et al. (Hrsg.): Professionsentwicklung und Schulstrukturreform. Zwischen Gymnasium und neuen Schulformen in der Sekundarstufe. Bad Heilbrunn: Klinkhardt, S. 23–46. Weber, A./ Gehrman, A./ Puderbach, R. (2016): Quer- und Seiteneinstieg in den Lehrerberuf – schnelle Notlösung oder gleichwertige Alternative? In: Hermstein, B./Berkemeyer, N./Manitius, V. (Hrsg.): Institutioneller Wandel im Bildungswesen. Facetten, Analysen und Kritik. Weinheim, Basel: Beltz, S. 251–273.

# GROUP B

## SMADAR DONITSA-SCHMIDT, PH. D.

<b>LECTURE NO.</b>	B_1_1
<b>WORKING GROUP</b>	B: Current trends and reforms in Teacher Education (focus on study content and new crosscutting issues)
<b>SESSION</b>	13/11/2018, 1.30 p.m. – 3.30 p.m.
<b>LENGTH</b>	25 minutes (excluding discussion)
<b>SPEAKER</b>	Smadar Donitsa-Schmidt, Ph. D.
<b>COUNTRY</b>	Israel
<b>INSTITUTION</b>	Kibbutzim College of Education, Tel-Aviv
<b>FUNCTION</b>	Dean, Faculty of Humanities and Social Sciences
<b>LECTURE TITLE</b>	Current challenges in Teacher Education in Israel
<b>ABSTRACT</b>	<p>Teacher education in Israel faces in the past few years numerous challenges including an enrollment drop as a result of the perception of teaching as an undesirable career and teacher dropout within the first five years of teaching. This resulted in teacher shortage and teaching out-of-field phenomena. Attempts to remediate the situation have been conducted on a national level and include for example lowering the admission criteria and opening alternative routes for initial teacher education which in turn effect teachers' knowledge. In my presentation I will first describe the Israeli context and the structure of its teacher education. I will then elaborate on the above three challenges: teacher shortage, out-of-field teaching and teacher's knowledge and provide data from my own research studies. I will conclude by suggesting recommendations to remedy the situation.</p>
<b>SELECTED PUBLICATIONS</b>	<p>Donitsa-Schmidt, S. &amp; Zuzovsky, R. (2018). The effect of formal, non-formal and informal learning on teachers' promotion to middle leadership roles in schools. <i>International Journal of Leadership in Education</i>. DOI: 10.1080/13603124.2018.1508754</p> <p>Zuzovsky, R., &amp; Donitsa-Schmidt, S., Trumper, R., Arar, K. &amp; Barak, D. (2018). Post-qualification Master's level studies in Israeli teacher colleges: A transmissive or a transformative model of professional development? <i>Professional Development in Education</i>. DOI: 10.1080/19415257.2018.1490916</p> <p>Donitsa-Schmidt, S. &amp; Topza, B. (2018). Massive Open Online Courses as a Knowledge Base for Teachers. <i>Journal of Education for Teaching</i>, 44(5), 608–620.</p>

# PROFESSOR CONOR GALVIN

<b>LECTURE NO.</b>	B_1_2
<b>WORKING GROUP</b>	B: Current trends and reforms in Teacher Education (focus on study content and new crosscutting issues)
<b>SESSION</b>	13/11/2018, 1.30 p.m. – 3.30 p.m.
<b>LENGTH</b>	25 minutes (excluding discussion)
<b>SPEAKER</b>	Professor Conor Galvin
<b>COUNTRY</b>	Ireland
<b>INSTITUTION</b>	University College Dublin, School of Education
<b>FUNCTION</b>	Professor
<b>LECTURE TITLE</b>	Secondary Teacher Education in Ireland; Some Observations on Research, Policy and Contemporary Practice
<b>ABSTRACT</b>	<p>There is very considerable variation in the nature and detail of Teacher Education in the Republic of Ireland - with the intended practice sector being the principal determinant of much of this. In broad terms, primary sector preparation is 4-year, college-based programme of study and professional preparation, continuous to the bachelor level with variable patterns of clinical placement and ,practice' depending on local traditions. Secondary /high school teacher formation, in contrast, is predominantly offered through University Schools and Departments via a consecutive, bachelor + masters model. There are exceptions to both. However, in this short presentation it is proposed to consider: content offerings and clinical placements at one of the country's largest secondary teacher education programmes; to outline the nature of professional capability pursued - including offering some observations on competence frames; and to identify the prospective elements of the programme as these relate to ongoing curriculum reforms across the secondary school sector in Ireland.</p>
<b>SELECTED PUBLICATIONS</b>	<p>Galvin, C (2017) Recommendations &amp; Resources to Support Innovation within Initial Teacher Education: An ITELab Report. EUN Partnership: Brussels.</p> <p>Revyakina E and Galvin, C (2018) 'Values, Imaginaries and Policy-Making for Teacher Education: insights from researching the Russian Federation context of reform, 2000-17.' Education &amp; Self Development. Vol,13(3) pp.25-39</p>

# DARIA KHANOLAINEN

<b>LECTURE NO.</b>	B_1_3
<b>WORKING GROUP</b>	B: Current trends and reforms in Teacher Education (focus on study content and new crosscutting issues)
<b>SESSION</b>	13/11/2018, 1.30 p.m. – 3.30 p.m.
<b>LENGTH</b>	25 minutes (excluding discussion)
<b>SPEAKER</b>	Daria Khanolainen
<b>COUNTRY</b>	Russia
<b>INSTITUTION</b>	Kazan Federal University Institute of Pedagogy and Psychology
<b>FUNCTION</b>	Research Associate
<b>LECTURE TITLE</b>	Aspiring to a better System of Teacher Education in Russia
<b>ABSTRACT</b>	The Russian Federation joined Bologna process in 2003. However, the content, forms and methods of teacher education have remained largely unchanged. The shift has not solved the existing problems but contributed to the creation of new ones. Currently Russia is facing difficulties related to the induction of novice teachers and lack of support mechanisms; the inadequate competence of graduates and their inability to perform in accordance with the new standards; and the lowering prestige of the teaching profession. In view of this the modernization of teacher education in Russia has become a pressing issue. This presentation will reflect on the most serious problems that have been persistently plaguing the Russian education system and what has been done in terms of research and policy making in order to construct a better system of teacher education.
<b>SELECTED PUBLICATIONS</b>	Latchem, C., & Khanolainen, D. (2017). Open and distance lifelong non-formal learning for self-development: current practices and possible applications in Russian contexts. <i>Education and Self-Development</i> , 12(2), 12–30. DOI: 10.26907/esd12.2.02

# PROFESSOR MIKHAIL PEVZNER | PROFESSOR ALEXANDER SHIRIN

<b>LECTURE NO.</b>	B_2_1	
<b>WORKING GROUP</b>	B: Current trends and reforms in Teacher Education (focus on study content and new crosscutting issues)	
<b>SESSION</b>	14/11/2018, 1.30 p.m. – 3.30 p.m.	
<b>LENGTH</b>	25 minutes (excluding discussion)	
<b>SPEAKERS</b>	Professor Mikhail Pevzner	Professor Alexander Shirin
<b>COUNTRY</b>	Russia	
<b>INSTITUTION</b>	Yaroslav-the-Wise Novgorod State University	Yaroslav-the-Wise Novgorod State University, School of Continuous Pedagogical Education
<b>FUNCTION</b>	Vice-rector for International Relations	Direktor
<b>LECTURE TITLE</b>	Teacher training for civic education in Russian schools in the context of information diversity	
<b>ABSTRACT</b>	<p>The presentation dwells on the teacher training for civic education at Russian schools in the context of information diversity. The authors review cognitive and institutional models of teacher training. Civic education in Russian schools based on the principles of freedom, social responsibility and justice takes into account the concerns of information diversity. The authors discuss the most popular among youth channels and sources of information about political events, civic initiatives, and the ways political culture of students could be influenced by educators. The paper reveals how the teacher education system could effectively assess diverse information channels to determine the tools of civic education in Russian schools according to interests, demands and needs of students. The results of on-line survey on information diversity are presented.</p>	
<b>SELECTED PUBLICATIONS</b>	<p>Diversity as a pedagogical challenge from an Eastern European perspective (Diversity als pädagogische Herausforderung aus osteuropäischer Sicht. / M. Pevzner // International Dialogues on Education: Past and Present (IDE) : Special Issue: Diversity and Democracy – The Search for Identity in Challenging Times: Results and Impulses from an International Conference at the University of Hildesheim (Germany) : [Online Journal] / Edited by O. Graumann &amp; E. Ivanov. – 2016. – Volume 3. – Number 3. – P. 22-29. – ISSN2198-5944. – <a href="http://www.ide-journal.org/journal/?issue=2016-volume-3-number-3">http://www.ide-journal.org/journal/?issue=2016-volume-3-number-3</a></p> <p>Bilingual education in the era of globalization: a monograph / M.N.Pevzner, A.G.Shirin; Novgorod State University. – Veliky Novgorod, 2010. – 510 p.</p> <p>Concepts and strategies of cultural diversity management at higher school / M.N.Pevzner; R.M.Sheraizina; I.A.Ushanova; P.A.Petryakov; I.A.Donina // Revista ESPACIOS. – 2017. – Vol. 38 (N° 50). – ISSN 0798-1015. (Caracas, Venezuela); – <a href="http://www.revistaespacios.com/a17v38n50/17385029.html">http://www.revistaespacios.com/a17v38n50/17385029.html</a></p>	

# PROFESSOR JUN YAMANA

<b>LECTURE NO.</b>	B_2_2
<b>WORKING GROUP</b>	B: Current trends and reforms in Teacher Education (focus on study content and new crosscutting issues)
<b>SESSION</b>	14/11/2018, 9.30 a.m. – 12.00 a.m.
<b>LENGTH</b>	25 minutes (excluding discussion)
<b>SPEAKER</b>	Professor Jun Yamana
<b>COUNTRY</b>	Japan
<b>INSTITUTION</b>	University of Tokyo Graduate School of Education
<b>FUNCTION</b>	Professor
<b>LECTURE TITLE</b>	Memory studies and Teacher Education: Hiroshima City as an Architectural Space of Memory and its Pedagogization
<b>ABSTRACT</b>	In my presentation, I would like to outline, how the character of Hiroshima city as a “memory place” affects the field of school education and teacher education in the local area. The urban space of Hiroshima City has become an important instrument of memory culture to convey the impact of the atomic bomb dropped in the year 1945. In this presentation, first the main architectural structure of Hiroshima city will be explained as a space of remembrance (chap. 1). Then it will be asked how such a space became linked to pedagogy. I will describe how the pedagogization of the urban space has been realized towards tourism and education (chap. 2). Finally, I would like to address that such pedagogization has been reflected in the field of local education and teacher training there (cap.3).
<b>SELECTED PUBLICATIONS</b>	Yamana, J.: Hiroshima als architektonischer Raum der Erinnerung: Zur Problematik der Pädagogisierung eines geschichtlichen Ortes. In: Jahrbuch für Historische Bildungsforschung. 22.Jg., 2017, S. 61–79. Yamana, J.: Günther Anders in Hiroshima. In: Wigger, L./Platzer, B./Buenger, C.(Hrsg.): Nach Fukushima? Zur erziehungs- und bildungstheoretischen Reflexion atomarer Katastrophen.: Internationale Perspektiven. Julius Klinkhardt Verlag: Bad Heilbrunn, 2016, S.141–150. Yamana, J. :Zwischen Heldenfeier und Friedensgebet: Japanische Gedenkstätten des Zweiten Weltkrieges. In: Bildung und Erziehung. 59.Jg., 2006, S. 435–445.



# PROFESSOR ANJA BESAND | IWELINA FRÖHLICH

<b>LECTURE NO.</b>	B_2_3	
<b>WORKING GROUP</b>	B: Current trends and reforms in Teacher Education (focus on study content and new crosscutting issues)	
<b>SESSION</b>	14/11/2018, 9.30 a.m. – 12.00 a.m.	
<b>LENGTH</b>	25 minutes (excluding discussion)	
<b>SPEAKERS</b>	Professor Anja Besand	Iwelina Fröhlich
<b>COUNTRY</b>	Germany	
<b>INSTITUTION</b>	Technische Universität Dresden Faculty of Arts, Humanities and Social Science Chair of Didactics of Civic Education	
<b>FUNCTION</b>	Professor	Research Associate
<b>LECTURE TITLE</b>	The role of teachers in developing student civil competency and how this is reflected in teacher training programs	
<b>ABSTRACT</b>	<p>The aim of this presentation is to give an overview about civic education in Germany. To talk about and understand how civic education in school and teacher training programs works, we need to focus on three steps. By the first step civic education is analyzed as a school subject with a very special history in Germany. Secondly, it is important to take a look at the standards in the field of civic education. Therefore, we introduce two of the main standards: the process and the performance standard. Finally, we consider how civic education teachers are trained for the future. For this purpose the current circumstances, challenges and developments of civic education and teacher training will be discussed.</p>	
<b>SELECTED PUBLICATIONS</b>	<p>Autorengruppe Fachdidaktik (Anja Besand, Tilman Grammes, Reinhold Hedtke, Peter Henkenborg, Dirk Lange, Andreas Petrik, Sibylle Reinhardt und Wolfgang Sander): Was ist gute politische Bildung? Leitfaden für den sozialwissenschaftlichen Unterricht, Schwalbach 2015</p> <p>Besand, Anja: Monitor politische Bildung an beruflichen Schulen. Probleme und Perspektiven, Schwalbach 2014 (gleichzeitig auch als Lizenzausgabe der Schriftenreihe der Bundeszentrale für politische Bildung – Band Nr. 1457 – erschienen).</p> <p>Besand, Anja / Hölzel, Tina / Jugel, David: Inklusives politisches Lernen im Stadion - Politische Bildung mit unbekanntem Spieler*innen und offenem Spielverlauf - Abschlussbericht der wissenschaftlichen Begleitung des Projekts Lernort Stadion, Dresden 2018</p>	



# KRISTIAN RAUM

<b>LECTURE NO.</b>	B_3_1
<b>WORKING GROUP</b>	B: Current trends and reforms in Teacher Education (focus on study content and new crosscutting issues)
<b>SESSION</b>	14/11/2018, 1.30 p.m. – 3.30 p.m.
<b>LENGTH</b>	25 minutes (excluding discussion)
<b>SPEAKER</b>	Kristian Raum
<b>COUNTRY</b>	Germany
<b>INSTITUTION</b>	Technische Universität Dresden Centre for Teacher Education and Educational Research
<b>FUNCTION</b>	Teacher
<b>LECTURE TITLE</b>	Culture of remembrance/Peace pedagogy in German Teacher Education
<b>ABSTRACT</b>	<p>Peace is the central problem in our world, that's why Wolfgang Klafki, one of the most important German educational scientists, pointed out that pedagogy has to deal with this issue as the first priority. But how can we integrate peace pedagogy in our class rooms and in teacher education? How can we use the vision of ‚peace‘ as a framework for our daily work in school and university?</p> <p>I would like to present school projects realized by teacher students in 2018 which combine ‚peace pedagogy‘ with the approach of inclusion and European education. The concepts of the seminary and the project were developed in teams with teachers of Schools for children with Special Educational Needs.</p>
<b>SELECTED PUBLICATIONS</b>	Friedenspädagogik und Französischunterricht [Peace Pedagogy in Lessons of French as a Foreign Language], in: Egelhoff, Hans-Günter/ Kern, Matthias/Raum, Kristian: La paix/Frieden. Friedenspädagogik und Französischunterricht 100 Jahre nach Verdun [Peace Pedagogy and French Lessons 100 Years after Verdun] , Mönchengladbach 2017, S. 20–25.

# PROFESSOR LUDMILA VOLOSNIKOWA

<b>LECTURE NO.</b>	B_3_2
<b>WORKING GROUP</b>	B: Current trends and reforms in Teacher Education (focus on study content and new crosscutting issues)
<b>SESSION</b>	14/11/2018, 1.30 p.m. – 3.30 p.m.
<b>LENGTH</b>	25 minutes (excluding discussion)
<b>SPEAKER</b>	Professor Ludmila Volosnikowa
<b>COUNTRY</b>	Russia
<b>INSTITUTION</b>	Institute of Psychology and Education, Tyumen State University
<b>FUNCTION</b>	Director
<b>LECTURE TITLE</b>	Concepts and competencies for diversity and inclusion in teacher education in Russian Federation
<b>ABSTRACT</b>	<p>Concepts of diversity and inclusion in the science of education in Russia: history and modernity, Vygotsky and inclusion. Disability, inclusion, diversity: the intensity of the concepts of inclusion and diversity in narrow and broad contexts.</p> <p>Inclusion in the context of social justice and equal access to education.</p> <p>Competences and skills for diversity and inclusion in Russian academic and professional standards for teacher training. Willingness of teachers and educators of future teachers to work with students in heterogeneous groups and organizations. The study revealed a gap between a high level of psychological readiness and an insufficient level of knowledge and skills to work with students with special needs. Comprehending the results of participation in the project IV 543873-TEMPUS-1-2013-1-DE-TEMPUS-JPCR „Training and development of teachers and education managers for working with heterogeneous groups and organizations“. Comprehending the results of the activity of resource centers in the field of diversity and inclusion in Russian higher education.</p>
<b>SELECTED PUBLICATIONS</b>	Ignatjeva S., Volosnikova L., Efimova G.(2017) Assessment of inclusive educational space in higher education institution// Journal of Security and Sustainability Issues. 2017. Volume: 7. № 1. Pages: 123-132.

# PROFESSOR YASUYUKI IWATA

<b>LECTURE NO.</b>	B_4_1
<b>WORKING GROUP</b>	B: Current trends and reforms in Teacher Education (focus on study content and new crosscutting issues)
<b>SESSION</b>	15/11/2018, 9.30 a.m. – 12.00 a.m.
<b>LENGTH</b>	25 minutes (excluding discussion)
<b>SPEAKER</b>	Professor Yasuyuki Iwata
<b>COUNTRY</b>	Japan
<b>INSTITUTION</b>	Tokyo Gakugei University Curriculum Center for Teachers Division of Teacher Preparation Research and Development
<b>FUNCTION</b>	Professor
<b>LECTURE TITLE</b>	Current Trends in Teacher Education across Asian Regions, focusing on study contents for preservice training
<b>ABSTRACT</b>	<p>Among East Asian Regions, pre-service teacher education programmes have some uniqueness. The typical one is the so-called 'Open System', in which any institutes approved by the government can provide such programmes. 'Open System' makes it possible to recruit teachers from various institutes and also provides solutions for teachers' shortage. However, some kind of governmental control is necessary to control both teachers' quantity and quality. In this context, nation-wide examinations for teachers' certificate have been introduced in Taiwan and also mainland China, and periodical evaluation by the government agency has been done in South Korea. Moreover, quality limits have been set up by Mainland China as well as in Hong Kong. In pre-service teacher education programmes provided simultaneously with undergraduate programmes, curriculum contents can usually be a mixture of major components – general education, teacher preparation including teaching practice, pedagogical contents etc. This kind of style is quite familiar with East Asian culture of Confucianism, where holistic aspects of teacher education are regarded as one of the most important elements.</p>
<b>SELECTED PUBLICATIONS</b>	<p>Iwata, Y.(2015) On 'Japanese Style' Teacher Education Reform: Considering Issues of Quality Development under an 'Open System', Educational Studies in Japan: International Yearbook No. 9, pp. 81–97  <a href="https://www.jstage.jst.go.jp/article/esjkyoiku/9/0/9_81/_pdf/-char/ja">https://www.jstage.jst.go.jp/article/esjkyoiku/9/0/9_81/_pdf/-char/ja</a>            Kimura, H. &amp; Iwata, Y.(2007) 'The Historical Trend of Teacher Identity in Japan: Focusing on Educational Reforms and the Occupational Culture of Teachers', Hitotsubashi Journal of Social Studies, Vol.39–1, pp.19–42  <a href="http://hermes-ir.lib.hit-u.ac.jp/rs/bitstream/10086/13871/3/HJ-soc0390100190.pdf">http://hermes-ir.lib.hit-u.ac.jp/rs/bitstream/10086/13871/3/HJ-soc0390100190.pdf</a></p>

# DR. KAROLINA DUSCHINSKÁ

<b>LECTURE NO.</b>	B_4_2
<b>WORKING GROUP</b>	B: Current trends and reforms in Teacher Education (focus on study content and new crosscutting issues)
<b>SESSION</b>	15/11/2018, 9.30 a.m. – 12.00 a.m.
<b>LENGTH</b>	25 minutes (excluding discussion)
<b>SPEAKER</b>	Dr. Karolina Duschinská
<b>COUNTRY</b>	Czech Republic
<b>INSTITUTION</b>	Charles University in Prague Department of Education
<b>FUNCTION</b>	Assistant Professor
<b>LECTURE TITLE</b>	Current Trends in Teacher Education in the Czech Republic
<b>ABSTRACT</b>	The author will introduce current context in teacher education and main trends of the Strategy for Education Policy of the Czech Republic. Principles of new standards for teacher education programs, established by the National Accreditation Bureau for Higher Education, will be presented, as well as the regulation guidelines of the the Ministry of Education, Youth and Sports. The main focus will be put on the university implementation level and the analysis of the current curriculum policy and study content. Compared to the previous period, we see clear emphasis here on two areas: promoting inclusive education and enhancing student pedagogical practice, accompanied by a thorough reflection.
<b>SELECTED PUBLICATIONS</b>	Duschinská, K., & High, R. (2018). How to Motivate New University Teachers for Student-centered Learning. In M. Heijnen, M. de Hei, & S. van Ginkel, Proceedings of the ATEE Winter Conference 2018: Technology and Innovative Learning (pp. 104–111). Utrecht: Archimedes Institute, Utrecht University of Applied Sciences and Association of Teacher Education in Europe (ATEE). Duschinská, K., High, R. (2018). Active Course Development Teaching Methods for University Educators. Pedagogical Innovation: Adapting Practice to Evolving Cultures. Annual Conference of the Society for Teaching and Learning in Higher Education. Sherbrooke, Canada, STLHE a University of Sherbrooke. Starý, K., Dvořák, D., Greger, D., & Duschinská, K. (2012). Profesní rozvoj učitelů: podpora učitelů pro zlepšování výsledků žáků. Praha: Karolinum.

# CHRISTIAN HOCHMUTH | SINDY RIEBECK

<b>LECTURE NO.</b>	B_4_3	
<b>WORKING GROUP</b>	B: Current trends and reforms in Teacher Education (focus on study content and new crosscutting issues)	
<b>SESSION</b>	15/11/2018, 9.30 a.m. – 12.00 a.m.	
<b>LENGTH</b>	25 minutes (excluding discussion)	
<b>SPEAKERS</b>	Christian Hochmuth	Sindy Riebeck
<b>COUNTRY</b>	Germany	
<b>INSTITUTION</b>	Technische Universität Dresden Faculty of Computer Science Chair of Didactics of Computer Science	
<b>FUNCTION</b>	Research Associate	Research Associate
<b>LECTURE TITLE</b>	Digitization as a current challenge in German Teacher Education	
<b>ABSTRACT</b>	<p>In this part of the session, we will give an insight about developments around the topic digitization and its effects for teacher education with a focus on Germany and present our own project as well. An important question for us is: How can we prepare teaching students for their future professional activity and their educational mandate as teachers in a world that is more influenced by digitization day by day? For the topic of our lecture, there are some important aspects to consider: the federal structure of Germany, the way teacher education works here and the differentiation between the system school and the system teacher education.</p>	
<b>SELECTED PUBLICATIONS</b>	<p>Riebeck, Sindy; Hochmuth, Christian (2018): Lehrerbildung in Zeiten der Digitalisierung, in: Neue Sächsische Lehrerzeitung, 29. Jahrgang, Ausgabe 1/2018, 24, 29.</p> <p>Hochmuth, Christian (2017): "Digitisation and school. Why the topic is much more than 'only' digital media" – A seminar for teaching students, in: ICERI 2017 Proceedings, 10th annual International Conference of Education, Research and Innovation, 16-18 November 2017, Seville, Spain (Virtual participant), 5413-5418.</p> <p>Friedrich, Steffen; Riebeck, Sindy &amp; Hochmuth, Christian (2017): Bildung in der digitalen Welt – Perspektiven für die Schule in Sachsen. Sachsenlandkurier 2/17, 28. Jahrgang, Ausgabe März/April, Dresden: SV SAXONIA VERLAG für Recht, Wirtschaft und Kultur GmbH.</p> <p>Riebeck, Sindy (2016): Digitale Vernetzung der Lehrerbildung in Schulen und Hochschulen – ein Pilotprojekt. In: Wachtler, J.; Ebner, M.; Gröbinger, O.; Kopp, M.; Bratengeyer, E.; Steinbacher, H.-P.; Freisleben-Teutscher, C. &amp; Kapper, C. (2016): Digitale Medien: Zusammenarbeit in der Bildung. Medien in der Wissenschaft, Band 71, Poster auf der 24. Jahrestagung der Gesellschaft für Medien in der Wissenschaft, Münster: Waxmann. ISBN: 978-3-8309-3490-5</p>	

# GROUP C

## PROFESSOR TAKANOBU WATANABE

<b>LECTURE NO.</b>	C_1_1
<b>WORKING GROUP</b>	C: Trends of Standardization in global Teacher Education
<b>SESSION</b>	13/11/2018, 1.30 p.m. – 3.30 p.m.
<b>LENGTH</b>	25 minutes (excluding discussion)
<b>SPEAKER</b>	Professor Takanobu Watanabe
<b>COUNTRY</b>	Japan
<b>INSTITUTION</b>	Kobe University Graduate School of Human Development and Environment
<b>FUNCTION</b>	Professor
<b>LECTURE TITLE</b>	The Qualifications and Abilities needed as a Teacher in Japan
<b>ABSTRACT</b>	<p>The qualifications and abilities needed as a teacher differ in ages and countries. In my talk I will analyze reports of the Central Council for Education of MEXT (Ministry of Education, Culture, Sports, Science and Technology) from 1950's to 2010's in Japan. And so I describe what kind of qualifications and abilities were/are needed. The most important report is that of 2006, in which attainment targets (standards) for the teacher training were announced. These targets are presented from the following four perspectives: 1) matters related to a sense of mission, a sense of responsibility, and educational affection, 2) matters related to sociality and interpersonal relationship abilities, 3) matters related to understanding of preschool children, school children, and students, and class management, and 4) matters related to teaching skills for subjects and childcare content. It will be clear that not only abilities of subject teaching but also very various qualifications and abilities, including personality as a teacher, are emphasized.</p>
<b>SELECTED PUBLICATIONS</b>	<p>Watanabe,T./Kemnitz,H./Krause-Hotopp,D./Neumann,K.: How do German Tutors and Mentors Judge the Introduction of Standards for the Teacher Training. In: Watanabe,M./Neumann,K.(ed.): <i>Reform of Teacher Education in Japan and Germany</i>. Tokyo. Toshindo. 2010. pp.264–288.</p> <p>Bessou,J./Watanabe,T.(ed.): <i>Quality Assurance through Standards for the Teacher Training</i>. Tokyo. The Earth Kyoikushinsha. 2012.</p> <p>Nasukawa,T./Watanabe.T.(ed.): <i>Advancement of Teacher Training and Development</i>. Tokyo. The Earth Kyoikushinsha. 2014.</p>

# PROFESSOR STEPHAN ABELE | DR. MARCEL KÖHLER

<b>LECTURE NO.</b>	C_1_2	
<b>WORKING GROUP</b>	C: Trends of Standardization in global Teacher Education	
<b>SESSION</b>	13/11/2018, 1.30 p.m. – 3.30 p.m.	
<b>LENGTH</b>	25 minutes (excluding discussion)	
<b>SPEAKERS</b>	Professor Dr. Stephan Abele	Dr. Marcel Köhler
<b>COUNTRY</b>	Germany	
<b>INSTITUTION</b>	Technische Universität Dresden Faculty of Education, Chair of Vocational Education	
<b>FUNCTION</b>	Professor	Research Associate
<b>LECTURE TITLE</b>	Interest profiles of VET student teachers at TU Dresden	
<b>ABSTRACT</b>	<p>The shortage of teachers in commercial-technical subjects at vocational schools has been known for several years. However, there are hardly any empirical studies on the question of whether vocational interests are a possible reason for this problem. In this article, data from students of the low-demand commercial-technical and the high-demand personal vocational study disciplines at the TU Dresden are examined with regard to the consistency of vocational interest profiles. Data from three cohorts of first-year students (n = 339) since 2015 are included. The results show clear differences between the fields of study examined and indicate that inconsistent interest profiles can be one cause for the shortage situation.</p>	
<b>SELECTED PUBLICATIONS</b>	<p>Abele, S. (2017). Diagnostic problem-solving process in professional contexts: theory and empirical investigation in the context of car mechatronics using computer-generated log-files. <i>Vocations and Learning</i>. Zugriff am 27.06.2017. Verfügbar unter <a href="http://link.springer.com/article/10.1007/s12186-017-9183-x">http://link.springer.com/article/10.1007/s12186-017-9183-x</a>.</p> <p>Abele, S., Ostertag, R., Peissner, M. &amp; Schuler, A. (2017). Eine Eye-Tracking-Studie zum diagnostischen Problemlöseprozess: Bedeutung der Informationsrepräsentation für das Lösen diagnostischer Probleme. <i>Zeitschrift für Berufs- und Wirtschaftspädagogik</i>, 113, 86–109.</p> <p>Köhler, M. (2018). Operatoren in didaktischen Aufforderungen als Elemente akademisch-pädagogischer Fachsprache – Ein Thema zur Weiterbildung von Lehrpersonal der Ingenieurwissenschaften im Zeitalter der Digitalisierung. In: <i>Tagungsband der 12. Regionaltagung der Ingenieurwissenschaftlichen Wissenschaftsgesellschaft (IPW) an der TU Ilmenau</i>. Berlin.</p>	



# PROFESSOR MACIEJ JAKUBOWSKI

<b>LECTURE NO.</b>	C_1_3
<b>WORKING GROUP</b>	C: Trends of Standardization in global Teacher Education
<b>SESSION</b>	13/11/2018, 1.30 p.m. – 3.30 p.m.
<b>LENGTH</b>	25 minutes (excluding discussion)
<b>SPEAKER</b>	Professor Maciej Jakubowski
<b>COUNTRY</b>	Poland
<b>INSTITUTION</b>	Evidence Institute and University of Warsaw, Faculty of Economic Sciences
<b>FUNCTION</b>	Director
<b>LECTURE TITLE</b>	Teacher education and professional practice in Poland
<b>ABSTRACT</b>	<p>Polish teachers have strong formal education as nearly all of them have master degrees. They also often participate in formal professional courses and half of them are on the highest possible professional attainment level. However, their professionalism can be questioned when we look at their preferences and how they benefit from cooperation with their colleagues. I will discuss key data on Polish teachers and how can they be analyzed from a perspective of current requirements for teachers and from internationally-based teacher professional standards. Finally, I will present a unique research approach to analyze real preferences of teachers regarding these activities. Findings from our research can suggest policies that can increase teacher professionalism in Poland and in countries facing similar challenges.</p>
<b>SELECTED PUBLICATIONS</b>	<p>“The Effects of Delaying Tracking in Secondary School: Evidence from the 1999 Education Reform in Poland” (with Harry Patrinos, Emilio Porta and Jerzy Wisniewski), 2016, Education Economics Volume 24, 2016 – Issue 6</p> <p>“Reading achievement progress across countries” (with Artur Pokropek), International Journal of Educational Development 45 (2015) 77–88</p> <p>“Socio-economic disparities in academic achievement: A comparative analysis of mechanisms and pathways” (with Artur Pokropek and Francesca Borgonovi), Learning and Individual Differences 42 (2015) 10–18</p>



# ASS. PROFESSOR ESTHER CANRINUS

<b>LECTURE NO.</b>	C_2_1
<b>WORKING GROUP</b>	C: Trends of Standardization in global Teacher Education
<b>SESSION</b>	14/11/2018, 9.30 a.m. – 12.00 a.m.
<b>LENGTH</b>	25 minutes (excluding discussion)
<b>SPEAKER</b>	Ass. Professor Esther Canrinus
<b>COUNTRY</b>	Norway
<b>INSTITUTION</b>	University of Agder Department of Education, Kristiansand
<b>FUNCTION</b>	Associate Professor
<b>LECTURE TITLE</b>	Skill development and motivation of teacher students in Norway
<b>ABSTRACT</b>	<p>Teachers are highly skilled professionals. To become such a professional, student teachers need to learn about and develop a wide range of competencies. Teacher educators and scholars refer to these competencies and skills as “core practices” or “high leverage practices”. I will give examples of how universities in Norway try to ensure their students are prepared for their future profession and how they aim to establish teacher education programs that enable student teachers to connect the various components of their program.</p> <p>Learning these skills is neither an easy nor a quick process. Still, the number of students applying for a teacher education program in Norway is rising. Why do these students want to become a teacher? What is known about the motivation of these students? Research on the motivation of Norwegian student teachers is limited but based on the work of Roness and of Nesje, I will aim to shed some light on these questions.</p>
<b>SELECTED PUBLICATIONS</b>	<p>Canrinus, E. T., Klette, K., &amp; Hammerness, K. (in press). Diversity in coherence: Strengths and opportunities of three programs. <i>Journal of Teacher Education</i>. <a href="https://doi.org/10.1177/0022487117737305">https://doi.org/10.1177/0022487117737305</a></p> <p>Canrinus, E. T., Klette, K., Hammerness, K., &amp; Bergem, O. K. (in press). Opportunities to enact practice in campus courses: Taking a student perspective. <i>Teachers and Teaching Theory and Practice</i>. <a href="https://doi.org/10.1080/13540602.2018.1526171">https://doi.org/10.1080/13540602.2018.1526171</a></p> <p>Fokkens-Bruinsma, M. &amp; Canrinus, E. T. (2015). Motivation and degree completion in a university-based teacher training programme. <i>Teaching Education</i>, 26, 439-452.</p>

# DR. ANDREA REINARTZ | ROLF PUDERBACH | DR. BARBARA KRANZ

<b>LECTURE NO.</b>	C_2_2	
<b>WORKING GROUP</b>	C: Trends of Standardization in global Teacher Education	
<b>SESSION</b>	14/11/2018, 9.30 a.m. – 12.00 a.m.	
<b>LENGTH</b>	25 minutes (excluding discussion)	
<b>SPEAKERS</b>	Dr. Andrea Reinartz Rolf Puderbach	Dr. Barbara Kranz
<b>COUNTRY</b>	Germany	
<b>INSTITUTION</b>	Technische Universität Dresden, Centre for Teacher Education and Educational Research (ZLSB)	Technische Universität Dresden, Faculty of Education, Chair of General Didactics and Instructional Research
<b>FUNCTION</b>	Scientific Coordination	Research Associate
<b>LECTURE TITLE</b>	Professional Standards in Teacher Training – Educational Sciences and School Internships	
<b>ABSTRACT</b>	<p>By publishing Professional Standards for Teacher Training in Educational Sciences, the Standing Conference of the Ministers of Education and Cultural Affairs of the Federal States in Germany (KMK) expected to standardize the study programmes for teacher training, pushing forward a stronger orientation towards the development of competences needed for the professional practice of teachers. A comparison between the study documents for Educational Sciences at TU Dresden with these Professional Standards confirms tendencies which are also shown in studies across different German universities: There is a strong focus on the competence area of teaching. Self-assessments of teacher students also imply this. Our presentation is meant to stimulate a discussion about questions of focus, impact and practical work with standards for teacher training at university. A particularly promising approach might be to get into a dialogue about special standards for school internships.</p>	
<b>SELECTED PUBLICATIONS</b>	<p>Bauer, T., Reinartz, A. &amp; Gehrman, A. (2017). Strukturierung von Unterricht im Rahmen der Stundenplanung von Lehramtsstudierenden. In S. Wernke &amp; K. Zierer (Hrsg.), Die Unterrichtsplanung: Ein in Vergessenheit geratener Kompetenzbereich?! – Status Quo und Perspektiven aus Sicht der empirischen Forschung (S. 77–90). Bad Heilbrunn: Klinkhardt.</p> <p>Gehrman, A./Kranz, B./Pelzmann, S./Reinartz, A. (Hrsg.) (2013): Formation und Transformation der Lehrerbildung. Entwicklungstrends und Forschungsbefunde. Bad Heilbrunn: Klinkhardt.</p>	

# DAN-PHILIPP KRENN

<b>LECTURE NO.</b>	C_2_3
<b>WORKING GROUP</b>	C: Trends of Standardization in global Teacher Education
<b>SESSION</b>	14/11/2018, 9.30 a.m. – 12.00 a.m.
<b>LENGTH</b>	25 minutes (excluding discussion)
<b>SPEAKER</b>	Dan-Philipp Krenn
<b>COUNTRY</b>	Germany
<b>INSTITUTION</b>	Technische Universität Dresden Centre for Teacher Education and Educational Research
<b>FUNCTION</b>	Teacher
<b>LECTURE TITLE</b>	Teacher students' competence of reflecting their lessons in school internships – findings, requirements and support
<b>ABSTRACT</b>	<p>Without doubt, reflection competence is highly important for teacher professionalism. As a result of this, but also regarding the theory-practise nexus as well as the implementation of practical stages in teacher education, reflection competence gets more and more into focus. In German teacher education, school internships seem to be an essential opportunity to develop reflection competence. Recent studies and findings show quite basic problems in (written) student teachers' reflections, especially considering how students handle (subject-)didactic demands. Consequently, requirements of reflection should be made clear and support should be given to teacher students in order to improve reflection skills and performance. Some aspects and possibilities as well as specific problems are shown in this presentation and can be discussed from a normative perspective: which basic concepts of reflection competence can work as a standard, and, if such a standard can be established: which consequences can we draw for teaching training courses at university?</p>

# PROFESSOR IAN MENTER

<b>LECTURE NO.</b>	C_3_1
<b>WORKING GROUP</b>	C: Trends of Standardization in global Teacher Education
<b>SESSION</b>	14/11/2018, 1.30 p.m. – 3.30 p.m.
<b>LENGTH</b>	25 minutes (excluding discussion)
<b>SPEAKER</b>	Professor Ian Menter
<b>COUNTRY</b>	United Kingdom
<b>INSTITUTION</b>	University of Oxford
<b>FUNCTION</b>	Emeritus Professor of Teacher Education
<b>LECTURE TITLE</b>	Defining teachers' professional knowledge: the interaction of global and national influences
<b>ABSTRACT</b>	This presentation draws on a cross-national study of definitions of teachers' professional knowledge. The paper seeks to link what has been revealed about international influences and trends to the broader literature on the processes of globalisation and internationalisation. The concepts of 'glocalization' and 'vernacular globalisation' are critically reviewed in the light of the emergent findings. Six emergent themes are identified that form a typology through which teacher education systems may be categorised. These themes enable us to clarify both global trends and local distinctiveness within the systems under review.
<b>SELECTED PUBLICATIONS</b>	The Teacher Education Group (2016) <i>Teacher Education in Times of Change</i> Bristol: Policy Press Peters, M., Cowie, B and Menter, I. (eds.) (2017) <i>A Companion to Research in Teacher Education Research</i> . Singapore: Springer Tatto, M.T., Burn, K., Menter, I., Mutton, T. and Thompson, I. (2018) <i>Learning to Teach in England and the USA: the evolution of policy and practice</i> , London: Routledge.

# PEGGY SCHMIDT

<b>LECTURE NO.</b>	C_3_3
<b>WORKING GROUP</b>	C: Trends of Standardization in global Teacher Education
<b>SESSION</b>	14/11/2018, 1.30 p.m. – 3.30 p.m.
<b>LENGTH</b>	25 minutes (excluding discussion)
<b>SPEAKER</b>	Peggy Schmidt
<b>COUNTRY</b>	Germany
<b>INSTITUTION</b>	Technische Universität Dresden Centre for Teacher Education and Educational Research
<b>FUNCTION</b>	Teacher
<b>LECTURE TITLE</b>	The Standardization of English Teacher Education in Saxony: Examples and Perspectives
<b>ABSTRACT</b>	<p>The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (KMK) defines requirements for teacher education in the Professional Standards in Teacher Training which were issued both for educational sciences (2004/2014) and subjects and subject related didactics (2008/2017). Their aim is to guarantee the quality of school education and to ensure comparability among the German federal states. As a result, they determine teacher education in all three phases including university education, teaching preparatory traineeship and practical training.</p> <p>Which consequences do these standards have on course design for future English teachers in Saxony? How do they help determine objectives, contents and methods used in teacher education throughout the theoretical and practical stages? The presentation shows examples and perspectives of current teacher education in Saxony which is based on these standards.</p>

# PROFESSOR RUTH ZUZOVSKY

<b>LECTURE NO.</b>	C_4_1
<b>WORKING GROUP</b>	C: Trends of Standardization in global Teacher Education
<b>SESSION</b>	15/11/2018, 9.30 a.m. – 12.00 a.m.
<b>LENGTH</b>	25 minutes (excluding discussion)
<b>SPEAKER</b>	Professor Ruth Zuzovsky
<b>COUNTRY</b>	Israel
<b>INSTITUTION</b>	Kibbutzim College of Education Technology and Arts Tel Aviv University School of Education
<b>FUNCTION</b>	Researcher
<b>LECTURE TITLE</b>	Comparing the effectiveness of two models of initial teacher education programs: concurrent vs. consecutive in Israel
<b>ABSTRACT</b>	The presentation will describe a longitudinal study that followed for a period of 10 years (2005–2015), two cohorts of graduates who studied either in the concurrent model or in the consecutive one in all teacher colleges in Israel. In comparing the effectiveness of the two models the study employed efficiency and equity measures. Finding point toward the advantage of the consecutive model in most of the measures that were examined.
<b>SELECTED PUBLICATIONS</b>	Zuzovsky, R., Donitsa-Schmidt, S., Trumper, R., Arar, K., & Barak, J. (2018). Post-qualification Master's level studies in Israel teacher colleges: a transmissive or a transformative model of professional development?. <i>Professional Development in Education</i> , DOI: 10.1080/19415257.2018.1490916. Zuzovsky, R., & Donitsa-Schmidt, S. (2017). Comparing the effectiveness of two models of initial teacher education programmes in Israel: concurrent vs. consecutive. <i>European Journal of Teacher Education</i> , 40(3), 413–431. Zuzovsky, R., Levy-Feldman, I., & Michaeli, N. (2017) Professional Learning Communities of Teacher Educators: a Tool for Building an Academic Ethos in Colleges of Education in Teachers and Teacher Educators Learning Through Inquiry: International Perspectives (Eds. Pete Boyd & Agnieszka Szplit), Wydawnictwo Attyka, pr 217–238.

# PROFESSOR AKIRA KAWAMURA

<b>LECTURE NO.</b>	C_4_2
<b>WORKING GROUP</b>	C: Trends of Standardization in global Teacher Education
<b>SESSION</b>	15/11/2018, 9.30 a.m. – 12.00 a.m.
<b>LENGTH</b>	25 minutes (excluding discussion)
<b>SPEAKER</b>	Professor Akira Kawamura
<b>COUNTRY</b>	Japan
<b>INSTITUTION</b>	Kansai University of International Studies Amagasaki
<b>FUNCTION</b>	Researcher
<b>LECTURE TITLE</b>	The reform of teacher education in Japan
<b>ABSTRACT</b>	<p>The reform of teacher education is progressing in Japan. Government control becomes stronger and the quality of teachers is standardizing. Also teaching practice experience is more emphasis than academic knowledge in the curriculum of teacher training.</p> <p>In 2011 and 2017, our research group conducted a questionnaire survey on the professional development of teachers, targeting public primary and lower middle school teachers. I am going to report the professional development of teachers within the current education reforms in Japan.</p>
<b>SELECTED PUBLICATIONS</b>	<p>Akira KAWAMURA, Nobuyuki KUREBAYASHI, Tetsuya HASEGAWA, Silvana MOSCA, Elisa CORINO (2018). The Reality of the Teaching Practice System in Italy :A Research Report on a Japanese–Italian Comparative Study on Teacher Training, <i>Kansaikokusaidaiigaku kyōikusōgōkenkyūsōsho</i>, 11, pp.67–92.</p> <p>Akira KAWAMURA (2016). The Quality of Compulsory School Teachers in Japan: An Analysis of Quantitative Investigations of Teachers’ Professional Development in 2011–12, <i>Foro de Educación</i>, 14(20),pp.453–466.</p>

# ASS. PROFESSOR DENIS ANANIN | PROFESSOR SERGEJ KARAKOZOV

<b>LECTURE NO.</b>	C_4_3	
<b>WORKING GROUP</b>	C: Trends of Standardization in global Teacher Education	
<b>SESSION</b>	15/11/2018, 9.30 a.m. – 12.00 a.m.	
<b>LENGTH</b>	25 minutes (excluding discussion)	
<b>SPEAKERS</b>	Ass. Professor Denis Ananin	Professor Sergej Karakozov
<b>COUNTRY</b>	Russia	
<b>INSTITUTION</b>	Altai State Pedagogical University, Barnaul	Moscow Pedagogical State University
<b>FUNCTION</b>	Associate Professor	Professor
<b>LECTURE TITLE</b>	Teacher training in Russia – current trends	
<b>ABSTRACT</b>	<p>This presentation deals with the modern structure of the Russian higher education system, its control tools development and quality control. Through the example of the common groups of higher education subjects Education and Pedagogy the authors present various aspects of school teacher training. They analyse the current teacher training standards (generation 3++) and give an overview of alternative ways to enter the profession supplied by actual statistics of teacher training education and employment of teachers as well as an insight into the future of Russian pedagogical education. The characteristics of factors influencing Russian educational system deliver its levels of informatization and internationalization regarding new international, national and regional challenges faced higher education and teacher labor market. The teacher training system is presented in the context of life-long education.</p>	
<b>SELECTED PUBLICATIONS</b>	<p>[In Russian] Karakozov, S.D., Uvarov, A.Ju. (2016) Usloviya uspeshnoy informatizatsii uchebnogo protsessa [Options for successful informatization of educational process]. In: Informatika i obrasovaniye. 4. pp. 3–10.</p> <p>[In Russian] Karakozov, S.D., Petrov, D.A., Khudshina, M.V. (2015) Proyektirovaniye osnovnykh obrazovatelnykh programm v usloviyah privedeniya deystvuyushchih FGOS vysshego obrazovaniya v sootvetstviy s professionalnymi standartami [Projecting of degree programs by transforming of actual higher education programs FGOS according to the professional standards]. In: Prepodavatel XXI vek. 2. pp. 9–23.</p> <p>[In Russian] Ananin, D.P., Dyomina, O.V., Karakozov, S.D. (2017) Vozmoshnoye ispolzovaniye opyta podgotovki uchiteley v Federativnoy Respubliki Germaniya v programme modernizatsii pedagogicheskogo obrazovaniya Rossiyskoy Federatsii [Potential for using of teacher training experience of Federal Republic of Germany in the teacher training modernization program in Russian Federation]. In: Tendentsii razvitiya vysshego obrasovaniya: metodologicheskiye i prakticheskiye aspekty. pp. 3–6.</p> <p>[In Russian] Ananin, D.P. (2016) Contseptualnyye osnovy organizatsii pedagogicheskoy magistratury v ramkah Bolonskogo protsessa [Conceptual basis of teacher training master’s degree program in the context of Bologna process]. In: Mir nauki, kulture i obrazovaniya. pp. 175–178.</p>	



# GROUP D

## ASS. PROFESSOR ELLEN YUEFENG ZHANG

<b>LECTURE NO.</b>	D_1_1
<b>WORKING GROUP</b>	D: Theory and practice in Teacher Education
<b>SESSION</b>	13/11/2018, 1.30 p.m. – 3.30 p.m.
<b>LENGTH</b>	25 minutes (excluding discussion)
<b>SPEAKER</b>	Ass. Professor Ellen Yuefeng Zhang
<b>COUNTRY</b>	Hong Kong
<b>INSTITUTION</b>	The Education University of Hong Kong Department of Curriculum and Instruction
<b>FUNCTION</b>	Assistant Professor
<b>LECTURE TITLE</b>	Teaching for better learning via Learning Study
<b>ABSTRACT</b>	<p>The presentation introduces Learning Study, a collaborative action research approach guided by Variation Theory and promoted for enhancing learning and teaching in Hong Kong schools since 2000. Variation Theory provides a guiding framework for teachers to create the best conditions for maximizing learning. In Learning Study, teachers work collaborative to understand students' learning problems and the causes of the problems, to explore pedagogical designs to help students tackle the problems effectively and learn better, and to validate the effectiveness of teaching based on students' learning outcome.</p> <p>The presentation utilises examples from different Learning Study projects to illustrate the development of Learning Study movement in Hong Kong and its impact on student learning, teacher learning, leader learning and school development. Based on the experience of Hong Kong, Learning Study has also been adopted in other countries such as Sweden, Brunei, Singapore and Austria. The presentation concludes with implications for adopting Learning Study in other educational contexts.</p>
<b>SELECTED PUBLICATIONS</b>	<p>Zhang, Y. (2018, in press). Learning to teach: Pre-service English language teachers' experience of Learning Study in Hong Kong. In Zein, S. &amp; Garton, S. (Eds). Early Language Learning and Teacher Education. Multilingual Matters.</p> <p>Zhang, Y. (2015). Sustaining Lesson Study in schools with positive peer leadership: A case study in Hong Kong. <i>The International Journal for Lesson and Learning Studies</i>, 4(2), pp.140–154.</p> <p>Zhang, Y. (2014). How does Learning Study enhance school-based curriculum development? <i>Curriculum Perspectives</i>, 34(1), pp.1–10.</p>

# MARIA ASSUNCAO FLORES

<b>LECTURE NO.</b>	D_1_2
<b>WORKING GROUP</b>	D: Theory and practice in Teacher Education
<b>SESSION</b>	13/11/2018, 1.30 p.m. – 3.30 p.m.
<b>LENGTH</b>	25 minutes (excluding discussion)
<b>SPEAKER</b>	Maria Assuncao Flores
<b>COUNTRY</b>	Portugal
<b>INSTITUTION</b>	University of Minho Institute of Education
<b>FUNCTION</b>	Professor and Researcher
<b>LECTURE TITLE</b>	Master degree in teaching in place in Portugal
<b>ABSTRACT</b>	<p>This paper looks at changes in Initial Teacher Education (ITE) in Portugal as a result of the Bologna process. The link between theory, practice and research in ITE has been widely discussed in international literature. However, more needs to be done in regard to the examination of concrete examples to foster research and teaching practice in existing teacher education programmes. This paper focuses on a practicum model in ITE which aims at linking teaching and research, theory and practice. The reflective component of the model is oriented towards student teacher professional development under a democratic view of education. Integrating teaching and research and promoting teaching practice as a space of transformation rather than a process of adaptation or of application of theory may well represent a move towards knowledge mobilisation and research-informed practice. The paper concludes with some lessons learned and possible directions.</p>
<b>SELECTED PUBLICATIONS</b>	<p>Flores, M. A. (2018) Linking teaching and research in initial teacher education: knowledge mobilisation and research-informed practice, <i>Journal of Education for Teaching</i>, 44(5), 621–636</p> <p>Flores, M. A. (2016) Teacher Education Curriculum, in J. Loughran &amp; M. L. Hamilton (Eds.) <i>International Handbook of Teacher Education</i>, (pp. 187–230). Dordrecht: Springer Press.</p> <p>Flores, M. A. (2014) Teacher learning in the workplace in Pre-service Teacher Education in Portugal: Potential and limits from a Pre-service teacher perspective, in O. McNamara, J. Murray &amp; M. Jones (Eds) <i>Workplace Learning in Teacher Education. International Practice and Policy</i>. (pp. 243–260), Dordrecht: Springer</p>

# JANA STARÁ, PHD

<b>LECTURE NO.</b>	D_1_3
<b>WORKING GROUP</b>	D: Theory and practice in Teacher Education
<b>SESSION</b>	14/11/2018, 9.30 a.m. – 12.00 a.m.
<b>LENGTH</b>	25 minutes (excluding discussion)
<b>SPEAKER</b>	Jana Stará, PhD
<b>COUNTRY</b>	Czech Republic
<b>INSTITUTION</b>	Charles University in Prague Faculty of Education, Pre- Primary and Primary Education Department, Prague
<b>FUNCTION</b>	Assistant Professor
<b>LECTURE TITLE</b>	Challenges of the model teaching practice in the teacher training for primary education at Faculty of Education, Charles University
<b>ABSTRACT</b>	Czech primary school teachers are qualified to teach all the subject at primary schools, adapt the curricula to support all the pupils, to cooperate with parents, etc. Their preparation is therefore very multidimensional. Among other challenges, it tries to find balance between onto-didactics and psycho-didactics support and between theoretical and practical reflection. The presentation will introduce the current model of teaching practice at Faculty of Education, Charles University, its advantages and challenges. The lecture also introduces a plan to research the goals of the teaching practice preparation according different actors (University teachers of different subject didactics, general didactics, teachers of special pedagogy and psychology disciplines, leading primary school teachers, students 'teachers, novice teachers, etc.). The results of this research could help to innovate the teaching practice program to support best the needs of future teachers and their pupils.
<b>SELECTED PUBLICATIONS</b>	STARÁ, Jana – KRČMÁŘOVÁ, Tereza. How teachers reflect on textbook materials and how they utilise them. IARTEM e – Journal, 2014, 6 (3), 67-87. ISSN 1837-2104. STARÁ, Jana – CHVÁL, Martin – STARÝ, Karel. The role of textbooks in primary education. e-Pedagogium [print], 2017, IV, 60-69. ISSN 1213-7758. ULIČNÁ, Klára – STARÁ, Jana – NOVOTNÁ, Magdalena. Teacher in the eyes of future primary school teachers. In: Proceedings of the 14th International Conference Efficiency and Responsibility in Education 2017 (ERIE). Praha: Czech University of Life Sciences Prague, 2017, s. 490-497. ISBN 978-80-213-2762-7. ISSN 2336-744X.

# PROFESSOR MANUELA KELLER-SCHNEIDER

<b>LECTURE NO.</b>	D_2_1
<b>WORKING GROUP</b>	D: Theory and practice in Teacher Education
<b>SESSION</b>	14/11/2018, 9.30 a.m. – 12.00 a.m.
<b>LENGTH</b>	25 minutes (excluding discussion)
<b>SPEAKER</b>	Professor Manuela Keller-Schneider
<b>COUNTRY</b>	Switzerland
<b>INSTITUTION</b>	Zurich University of Teacher Education
<b>FUNCTION</b>	Professor
<b>LECTURE TITLE</b>	Combining theory and practice – a core characteristic of Zurich University of Teacher Education
<b>ABSTRACT</b>	<p>Zurich University of Teacher Education facilitates programs for Kindergarten, Primary and Secondary School, as well as an induction program and programs of further education. Combining theory and practice is a core characteristic. How teacher education is structured and how actors from University and from the schools contribute will be presented in the first part of the presentation.</p> <p>In the second part, a specific first-year course on teaching and learning will be presented. The course emphasizes combining theory and practice, it requires a high level of self-regulated learning and different activities of reflexion of the students. A research study evaluates the learning output of this course and investigates the effects of students' use of specific learning activities and learning strategies as well as their beliefs and motives on the goal-oriented learning output.</p> <p>Finally core elements of the induction program will be presented to combining theory and practice during further education.</p>
<b>SELECTED PUBLICATIONS</b>	<p>Keller-Schneider, M. (2014). Self-Regulated Learning in Teacher Education – The Significance of Individual Resources and Learning Behavior. In <i>Australian Journal of Educational &amp; Developmental Psychology</i>, 14, 144–158.</p> <p>Keller-Schneider, M. (2016). Student Teachers' Motivation Matters. <i>Bulletin of the Transilvania University of Braşov. Series VII: Social Sciences Law</i>, Vol. 9 (58) No. 2, p. 15–24.</p> <p>Keller-Schneider, M. (2018). <i>Impulse zum Berufseinstieg von Lehrpersonen. Grundlagen – Erfahrungsberichte – Reflexionsinstrumente</i>. Bern: hep.</p>

# PROFESSOR ROZA VALEEVA

<b>LECTURE NO.</b>	D_2_2
<b>WORKING GROUP</b>	D: Theory and practice in Teacher Education
<b>SESSION</b>	14/11/2018, 9.30 a.m. – 12.00 a.m.
<b>LENGTH</b>	25 minutes (excluding discussion)
<b>SPEAKER</b>	Professor Roza Valeeva
<b>COUNTRY</b>	Russia
<b>INSTITUTION</b>	Kazan Federal University Department of Pedagogy, Institute of Psychology and Education
<b>FUNCTION</b>	Head of Department of Pedagogy
<b>LECTURE TITLE</b>	Theory and practice in Russian Teacher Education
<b>ABSTRACT</b>	<p>Linking theory and practice in ITE is of great importance in Russia. Pedagogical practice enables prospective teachers to interact with children and provides opportunities to apply the concepts of humanistic education and the ideas of person-centred approaches. Over the course of pedagogical practice student teachers learn by engaging in professional activities which allow them to establish themselves within the chosen profession. The main goal of a pedagogical practice is to help student teachers gain an insight into the teaching profession and to form a full picture of what it is like to carry out professional duties.</p> <p>The main aims of a pedagogical practice are the following:</p> <ul style="list-style-type: none"> <li>• to enhance professional erudition and to deepen psycho-pedagogical knowledge, abilities and skills;</li> <li>• to develop creative thinking and personal teaching style;</li> <li>• to acquire first-hand situational experience;</li> <li>• to realize one’s needs in self-development and systematic self-improvement.</li> </ul>
<b>SELECTED PUBLICATIONS</b>	<p>Biktagirova, G.F., Valeeva, R.A. (2014). Development of the teachers’ pedagogical reflection. <i>Life Science Journal</i>, 11(9s), pp.60-63.</p> <p>Valeeva R. &amp; Gafurov I. (2017). Initial teacher education in Russia: connecting practice, theory and research. <i>European Journal of Teacher Education</i>, 40(3), 342-360. doi:10.1080/02619768.2017.1326480</p> <p>Menter, I., Valeeva, R.A. &amp; Kalimullin, A.M. (2017). A tale of two countries - forty years on: politics and teacher education in Russia and England. <i>European Journal of Teacher Education</i>, 40(5), 616-629.</p> <p>Valeeva, R.A. &amp; Kalimullin, A.A. (Forthcoming). Learning To Teach In Russia: A Review of Policy and Empirical Research. In Tatto, M.T. and Menter, I. (Eds.) <i>Knowledge, Policy and Practice in Teacher Education: a Cross-National Study</i>. London: Bloomsbury.</p>

# M.ED. TOBIAS BAUER

<b>LECTURE NO.</b>	D_2_3
<b>WORKING GROUP</b>	D: Theory and practice in Teacher Education
<b>SESSION</b>	14/11/2018, 9.30 a.m. – 12.00 a.m.
<b>LENGTH</b>	25 minutes (excluding discussion)
<b>SPEAKER</b>	M.Ed. Tobias Bauer
<b>COUNTRY</b>	Germany
<b>INSTITUTION</b>	Technische Universität Dresden Faculty of Education Chair of General Didactics and Instructional Research
<b>FUNCTION</b>	Research Associate
<b>LECTURE TITLE</b>	Interlocking Theory and Practice: Efforts of the Teacher Training Quality Campaign
<b>ABSTRACT</b>	<p>Teacher training in Germany is divided into two stages. While the first stage focusses on theory to make pedagogical practice accessible, this practice and its theory-based reflection are the core area of the second stage (KMK, 2014, p. 4). A central and recurring question is about linking theory and practice. At present, improving the practical relevance in teaching degree courses is a part of the Teacher Training Quality Campaign at numerous universities in Germany.</p> <p>The presentation will outline the different approaches of interlocking theory and practice in the context of the Teacher Training Quality Campaign in Germany. On the basis of a nationwide overview, concrete measures from the project „TUD-Sylber“ of TU Dresden will be presented.</p>
<b>SELECTED PUBLICATIONS</b>	Bauer, T., Reinartz, A. & Gehrman, A. (2017). Strukturierung von Unterricht im Rahmen der Stundenplanung von Lehramtsstudierenden. In S. Wernke & K. Zierer (Hrsg.), Die Unterrichtsplanung: Ein in Vergessenheit geratener Kompetenzbereich?! – Status Quo und Perspektiven aus Sicht der empirischen Forschung (S. 77–90). Bad Heilbrunn: Klinkhardt.

# PROFESSOR SHIGEKI MAYAMA

<b>LECTURE NO.</b>	D_3_1
<b>WORKING GROUP</b>	D: Theory and practice in Teacher Education
<b>SESSION</b>	14/11/2018, 1.30 p.m. – 3.30 p.m.
<b>LENGTH</b>	25 minutes (excluding discussion)
<b>SPEAKER</b>	Professor Shigeki Mayama
<b>COUNTRY</b>	Japan
<b>INSTITUTION</b>	Tokyo Gakugei University Curriculum Center for Teachers, Koganei
<b>FUNCTION</b>	Director
<b>LECTURE TITLE</b>	Competency development based on scientific perspective in environmental education
<b>ABSTRACT</b>	<p>Learning objectives have expanded beyond rote memorization to a more competency based pedagogy. I work in fostering science competency from an environmental learning view point. The "DiatomProject" is a web-based system for understanding riverine environments scientifically, and has been developed by my team over 17 years. A core module, „SimRiver“ simulation software, promotes an understanding of the relationship between organisms and environmental disturbance. "SimRiver" is augmented with other modules – videos introducing diatoms, historical and modern photographs of rivers globally, and a reporting/feedback system for users. Through collaborative effort, these modules are available in 25 languages and publicly available online. Classroom activities utilizing "SimRiver" develop various inquiry skills by engaging the student proactively and interactively, allowing science competency to foster. Moreover, these simulations have been combined with activities using actual biological collections. These collections represent past and present environmental periods in a river's history. Rivers sampled are from locals in developing and more developed countries. These comparisons simultaneously promote student awareness of a riverine environment's capacity for change and evoke global competency.</p>
<b>SELECTED PUBLICATIONS</b>	<p>Mayama, S. et al. (2006–2018) DiatomProject. <a href="https://www.u-gakugei.ac.jp/~diatom/index.html">https://www.u-gakugei.ac.jp/~diatom/index.html</a></p> <p>Mayama, S. et al. (2011) Progress toward the construction of an international web-based educational system featuring improved „SimRiver“ for understanding of river environments. <i>Asian Journal of Biology Education</i> 5: 2–14.</p> <p>Mayama, S. et al. (2017) Development of lesson programs for fostering science competency in teacher training program. <i>Bull. Tokyo Gakugei Univ. Div. Nat. Sci.</i>, 69: 55–90.</p>



# DR. DR. JULIA KOINOVA-ZÖLLNER

<b>LECTURE NO.</b>	D_3_2
<b>WORKING GROUP</b>	D: Theory and practice in Teacher Education
<b>SESSION</b>	14/11/2018, 1.30 p.m. – 3.30 p.m.
<b>LENGTH</b>	25 minutes (excluding discussion)
<b>SPEAKER</b>	Dr. Dr. Julia Koinova-Zöllner
<b>COUNTRY</b>	Germany
<b>INSTITUTION</b>	Technische Universität Dresden Faculty of Education, Chair of General Didactics and Instructional Research
<b>FUNCTION</b>	Researcher
<b>LECTURE TITLE</b>	Opportunities of teacher students' participation – from separate tasks to a cooperative culture
<b>ABSTRACT</b>	<p>Future teachers' preparation is a complex task, its implementation initially involves active complicity of all colleagues and representatives of a school internship. The internship of future teacher is the most intensive theory-practice-linking form in teachers' education. Ideally, the practice students are supervised by different colleagues at school, who strive for a common goal to teach future teachers to be successful as practicing educators. The cooperation between colleagues of the school is of high relevance here. However, the analysis of students' reflections showed that the deficiency of cooperative culture in particular reduces the quality of internships. Future students often have inadequate opportunities to participate in school life. The acceptance of the student – future teachers as ambassadors is one of the opportunities on the way to development of cooperative culture in a school community.</p>
<b>SELECTED PUBLICATIONS</b>	<p>Individualität und Kooperation: Chancen und Herausforderungen gegenseitiger Ansätze, In: IDE – Online Journal, 2017, Heft 1 <a href="https://www.ide-journal.org/article/2017-volume-4-number-1-individualitat-und-kooperation-chancen-und-herausforderungen-gegenseitiger-ansatze/">https://www.ide-journal.org/article/2017-volume-4-number-1-individualitat-und-kooperation-chancen-und-herausforderungen-gegenseitiger-ansatze/</a></p> <p>Ist Kooperation lehrbar? In: zdg, 2016, Heft 2, S. 54–76, In Co-Autorenschaft mit Barbara Kranz <a href="https://www.fachportal-paedagogik.de/literatur/vollanzeige.html?Fid=1115985#vollanzeige">https://www.fachportal-paedagogik.de/literatur/vollanzeige.html?Fid=1115985#vollanzeige</a></p> <p>Theorie und Praxis der Aufnahmeverfahren in deutschsprachigen und russischsprachigen Ausbildungsstätten für den Lehrerberuf in historisch-systematischer Sicht, 2008, Berlin, <a href="https://www.amazon.de/Aufnahmeverfahren-deutschsprachigen-russischsprachigen-Ausbildungsstaetten-historisch-systematischer/dp/3865733719">https://www.amazon.de/Aufnahmeverfahren-deutschsprachigen-russischsprachigen-Ausbildungsstaetten-historisch-systematischer/dp/3865733719</a></p>



# PROFESSOR MARCUS SCHÜTTE | RACHEL-ANN FRIESEN | ANN-KRISTIN TEWES

<b>LECTURE NO.</b>	D_3_3	
<b>WORKING GROUP</b>	D: Theory and practice in Teacher Education	
<b>SESSION</b>	14/11/2018, 1.30 p.m. – 3.30 p.m.	
<b>LENGTH</b>	25 minutes (excluding discussion)	
<b>SPEAKERS</b>	Professor Marcus Schütte	Rachel-Ann Friesen Ann-Kristin Tewes
<b>COUNTRY</b>	Germany	
<b>INSTITUTION</b>	Technische Universität Dresden Faculty of Education, Chair of Primary School Education/ Mathematical Education	
<b>FUNCTION</b>	Professor	Research Assistants
<b>LECTURE TITLE</b>	Preparing future teachers for the support of collective learning in primary school	
<b>ABSTRACT</b>	<p>A central topic of teaching and learning research in Germany in the last ten years has been the heterogeneity of students in learning groups. The focus of many projects is on improving the learning conditions for all children in the school system – especially for those learners with special needs. In this context in Germany, and especially in Saxony, the focus is currently being placed on aspects such as language support, multi-age and integration of children with special educational needs. The lecture will introduce current developments in primary school mathematics based on these three aspects. A changed approach to dealing with diverse aspects of diversity in schools is currently slowly being established in Germany, certainly not without opposition. This approach is mostly summarized in Germany under the keyword of an inclusive schooling. The effects of this altered image of learning also have a strong impact on subject-related learning, which are seen e.g. in special concepts for differentiated learning in primary school mathematics lessons. The lecture will introduce approaches that address the aspects above in relation to mathematical learning in primary school.</p>	
<b>SELECTED PUBLICATIONS</b>	<p>Jung, J. &amp; Schütte, M. (2018). An interactionist perspective on mathematics learning: conditions of learning opportunities in mixed-ability groups within linguistic negotiation processes. <i>ZDM Mathematics Education (ZDM)</i>. 50 (6), 1089–1099.</p> <p>Schütte, M. (2014). Language-related specialised learning in mathematics. A comparison of learning settings: family, nursery and primary school. In C. Morgan, T. Craig, M. Schütte &amp; D. Wagner (Hrsg.), <i>Language and Communication in Mathematics Education. The International Journal on Mathematics Education (ZDM)</i>. 46 (6), 923–938.</p> <p>Friesen, R.-A. (2018). Pupils’ Participation in Collective Argumentation within Multi-Age Mathematics Education at Primary Level. Will be published online in proceedings of ETC 4, Dresden.</p>	

# ASS. PROFESSOR RYUTA YAMAMOTO

<b>LECTURE NO.</b>	D_4_1
<b>WORKING GROUP</b>	D: Theory and practice in Teacher Education
<b>SESSION</b>	15/11/2018, 9.30 a.m. – 12.00 a.m.
<b>LENGTH</b>	25 minutes (excluding discussion)
<b>SPEAKER</b>	Ass. Professor Ryuta Yamamoto
<b>COUNTRY</b>	Japan
<b>INSTITUTION</b>	Shizuoka University Center for professional Development of Teachers, Shizuoka
<b>FUNCTION</b>	Associate Professor
<b>LECTURE TITLE</b>	International comparison of the subject didactic matters for teacher education and training
<b>ABSTRACT</b>	The study focused on the meaning of international comparisons of subject didactics for teacher education and training. The school subject is given by national or local educational politics. International comparison offers opportunity to reflect a belief on the subject and epistemological change is needed for educational changing era. The study shows the case of teacher education and training of subject geography.
<b>SELECTED PUBLICATIONS</b>	Yamamoto, Y. and Usami, A. (2015). Exploring learner's patterns of using online course tools in university classes. The IAFOR journal of Education. Vol. 3, Issue 2, Summer, 56–68. Yamamoto, Y. and Yamamoto, R. (2017): Exploring University Students' Insights Towards the Field Trip Under the PBL Method. The Asian Conference on Cultural Studies 2017. <a href="https://papers.iafor.org/submission34384/">https://papers.iafor.org/submission34384/</a>

# NICHOLE RASCHKE | SIMONE REUTEMANN

<b>LECTURE NO.</b>	D_4_2	
<b>WORKING GROUP</b>	D: Theory and practice in Teacher Education	
<b>SESSION</b>	15/11/2018, 9.30 a.m. – 12.00 a.m.	
<b>LENGTH</b>	25 minutes (excluding discussion)	
<b>SPEAKERS</b>	Nichole Raschke	Simone Reutemann
<b>COUNTRY</b>	Germany	
<b>INSTITUTION</b>	Technische Universität Dresden Faculty of Environmental Sciences, Junior Professorship in Geography Education and Environmental Communication	
<b>FUNCTION</b>	Junior Professor	Researcher
<b>LECTURE TITLE</b>	How to teach Geography? Teacher Education in Dresden between current research fields and practical experiences	
<b>ABSTRACT</b>	<p>It is a huge challenge for most young teachers to transfer their theoretical university knowledge into practical school activities. There is a gap between educational theory and the practice of teaching. It is necessary to provide students theoretical knowledge about didactics of geography as well as to develop their practical skills and abilities in planning and reflection of teaching. Studies (e.g. COACTIV) indicate that content knowledge, pedagogical content knowledge and pedagogical knowledge influence quality of classroom teaching. The Geography Education modules are designed in a way, that students gradually develop practical teaching experiences and reflection skills based on theoretical knowledge of learning and lesson planning. Our contribution is to present an overview about coordinated modules and discuss challenges and opportunities of our teacher training approach.</p>	
<b>SELECTED PUBLICATIONS</b>	<p>Reutemann, S. (in press) Die Betrachtung ausgewählter Aspekte des Professionswissens der sächsischen Geographielehrerinnen und -lehrer der Oberschulen zum Thema Klimawandel, Dissertation, TU Dresden.</p> <p>Raschke, N., Reutemann, S., Plato, I. (in press) Klimawandel – auch bei uns in Sachsen?!, Bildungsmaterialien für das Modul „Globale Ursachen und regionale / lokale Auswirkungen des Klimawandels“ für Sekundarstufe I und II, für Projektunterricht und fächerverbindenden Unterricht, Sächsisches Ministerium für Umwelt und Landwirtschaft.</p> <p>Raschke, N., Karrasch, P. (2018), Digitale Geo-Anwendungen im Unterricht – fachdidaktische Anforderungen und unterrichtspraktische Erfahrungen, in: Dachzelt, R., Weber, G. (Hrsg.), Mensch und Computer 2018 – Workshopband, Dresden.</p> <p>Raschke, N. (2018), Komplexes Denken fördern mit Concept Maps, in: Praxis Geographie, 07-08/2018, Westermann, Braunschweig, S.60-63.</p> <p>Raschke, N. (2016), Umweltbildung in China. Explorative Untersuchungen an Grünen Schulen, in: Altenberger, R., Bentmann, E. (Hrsg.), Raum und Grenze, Tagungsband, DVCS, Würzburg, S. 273-291.</p>	

# PROFESSOR GESCHE POSPIECH

<b>LECTURE NO.</b>	D_4_3
<b>WORKING GROUP</b>	D: Theory and practice in Teacher Education
<b>SESSION</b>	15/11/2018, 9.30 a.m. – 12.00 a.m.
<b>LENGTH</b>	25 minutes (excluding discussion)
<b>SPEAKER</b>	Professor Gesche Pospiech
<b>COUNTRY</b>	Germany
<b>INSTITUTION</b>	Technische Universität Dresden Faculty of Physics, Chair of Didactics of Physics
<b>FUNCTION</b>	Professor
<b>LECTURE TITLE</b>	Teacher preparation for implementing interdisciplinary learning arrangements at out-of-school places with focus on Physics
<b>ABSTRACT</b>	<p>In Germany for the last twenty years great efforts have been made to increase interest and motivation of male and female students in the area of science by establishing so-called out-of-school laboratories. These initiatives were accompanied by research concerning the outcome. In this process teaching-learning laboratories in the context of teacher preparation were established where future teachers gain experience in guiding students in interdisciplinary learning arrangements. This contributes to the success of the laboratories and benefits future teachers providing own teaching experience. In addition to out-of-school laboratories other learning arrangements at places outside of school e.g. museums were established for interdisciplinary approaches. These include STEM subjects (Science, Technology, Engineering and Mathematics) as well as arts or social science showing the relevance of physics for everyday life. This workshop will discuss specific problems in integrating out-of-school places in regular school teaching and in organizing work at the out-of-school places themselves. Furthermore it will present examples how to design adequate university seminars for future teachers.</p>
<b>SELECTED PUBLICATIONS</b>	<p>Prestel T, Seidel G, Pospiech G, Niethammer M (2013) Projekt Naturwissenschaft trifft Kunst – didaktische Einordnung. In: Bernholt S (ed) Inquiry-based Learning – Forschendes Lernen. IPN, Kiel, pp 158–160</p> <p>Streller M, Pospiech G (2014) Be.inVorM – Studie über den Effekt eines schülerlaborbegleitenden Online-Portals. In: Bernholt S (ed) Naturwissenschaftliche Bildung zwischen Science- und Fachunterricht. Pp 351–353</p> <p>Gedigk K, Pospiech G (2016) Development of students interest in particle physics as effect of participating in a Masterclass. Il Nuoco Cimento C 38:. doi: 10.1393/ncc/i2015-15100-8</p>





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