



**TECHNISCHE  
UNIVERSITÄT  
DRESDEN**

<https://tu-dresden.de/zlsb>



# **2019 Annual Report of the Centre for Teacher Education and Educational Research (ZLSB)**



## Publishing Details

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## Dear Readers,

In 2019, the Centre for Teacher Education and Educational Research (ZLSB) struck several “new chords”. These concerned the number of employees, the size of the projects and the amount of third-party funds raised. The accompanying music was quite audible and was kindly received both inside and outside of TU Dresden, to the delight of all employees at the ZLSB.

First, TUD-Sylber -TU's package of measures regarding the Quality Offensive in Teacher Training - continued to make music. The prospect of resources for a second funding phase was already known from the previous year. However, when the funds were received for the first time in 2019 and all employment contracts were extended until 2023 as well as new employees hired, the new premises of the project in “Ludwig-Ermold-Straße” were used to bang the gong for a fresh start. The fact that in the course of the year the “TUD-Sylber BBS” project was awarded an additional sum of € 2.2 million as part of the Quality Offensive in Teacher Training for the teaching at vocational schools as an individual project rounded off what had already been achieved.

Of course, there was also the approval of a joint application, together with Leipzig University, on the subject of digitization (PraxisdigitalIS), which meant that TU Dresden was successful in all funding rounds of the quality offensive. There is hardly another location in Germany that would have been more successful in this Federal Ministry of Education and Research (BMBF) program. By 2023, more than 40 employees in both the ZLSB and the Faculties will have been recruited for innovations in teacher training, and will now be able to continue to make a beautiful sound.

Alongside the Quality Offensive in Teacher Training, the Second-Career-Teacher Program - BQL - continued to develop: For the first time, graduates completed the two-year program, and the highest level of the program in terms of admission capacities was reached. Several hundred lateral entrants are now attending the seminars organized by the ZLSB and are thus becoming increasingly audible as a group within the framework of university teacher training.

In 2019, the ZLSB was able to recruit further “musicians”, beyond those mentioned above. They supported the students, for example, at the beginning and during the course of their studies (MTC project) or in their mobility abroad (DAAD-project IMPRESS).

At the end of the year, during a visit to the ZLSB by the Rector and one of the Vice-Rectors of TU Dresden, the past year was deemed to have been a good one. A smaller combo from many years ago has now grown into a larger ZLSB orchestra that plays on many instruments and makes music successfully. Dear readers, please have a listen to this music in the following pages.



Prof. Dr. Axel Gehrmann  
Managing Director of the ZLSB



*The Rector's visit at the ZLSB on 11 December, 2019 — Prof. Hans Müller-Steinhagen, Rector (right), Prof. Hans Georg Krauthäuser, Vice-Rector for Academic and International Affairs (2nd from right), Prof. Axel Gehrmann, ZLSB Managing Director (center), Prof. Manuela Niethammer (4th from left), Prof. Gesche Pospiech (3rd from left), Prof. Thomas Kühn (2nd from left), members of the Board of Directors, Juliane Sichler (left), Head of the Academic Affairs Office for Teacher Training, Carola Büttner, Examinations Office staff member (front) (Photo: Leyh)*

# Report from the Head Office

## Change in general management

In December 2018, with a heavy heart, we had to say goodbye to our long-standing general manager at ZLSB, Dr. Andrea Reinartz, due to personal reasons. After several months of the position being vacant, Martin Neumärker became the new general manager in April 2019. Mr Neumärker has been working at the ZLSB for many years. He started in 2006 as student assistant. Later he accompanied the accreditation of the graded teacher training programs as scientific assistant, and the introduction of the new teacher training degree programs and their development as degree program supervisor. Most recently, with his support, it was possible to establish the Academic Affairs Office for Teacher Training - which he headed from 2016 - in the TUD-Sylber project as part of the Quality Offensive in Teacher Training.



*Martin Neumärker, General Manager (Photo: Neumärker)*

## New premises in "Ludwig-Ermold-Straße"

Moving into the offices in "Ludwig-Ermold-Straße" added expanded premises directly on "Zellescher Weg". The offices are used by the staff of the TUD-Sylber project, now united in the same location as a result of the move.

## Internationalization

In 2019, the work of the Board of Directors and of the Administrative Office was all about national and international exchange. Nationally, among other things, the nationwide exchange with the Centers for Teacher Education was developed further, for example with the sites in Tübingen and Rostock.

Internationally, exploratory trips to Prague, Wrocław and Israel were undertaken. In this way, new partners joined the international network of the ZLSB, which, thanks to DAAD funding, reached a new quality level at the end of the year in the shape of the IMPRESS project, as part of the "Lehramt.International" program. Previously, it had already been possible to start the cooperation with the international partners in October, during a workshop on lateral entry and digitization.

The IMPRESS project is headed by Ms Maria Richter-Babekoff, who was already in charge of the international contacts of the ZLSB beforehand. She has been supported by our new colleagues Dr. Gesine Seymer and Anna Lorenzana Bäumler since November. The kick-off event of the project ultimately took place from 16 to 19 December.

## Board of Directors

The work of the Board of Directors focused on the "Lehramtsprüfungsordnung I" (Teaching Degree Examination Regulations I) reform to embed the key qualifications of inclusion, media education, political education and education for sustainable development. Questions of quality assurance in the degree programs, such as the non-overlapping design of teaching and the exchange with the Faculties on current problems and interfaces were also discussed. Furthermore, the board dealt with the transfer of project results as well as with taking up new projects, the deepening of international collaborations and the extension of the educational package for the promotion of teacher education.

The first funding phase of the Quality Offensive in Teacher Training has now ended. The ZLSB has continued to be successful in raising funds. Projects were acquired in all funding rounds of the Quality Offensive in Teacher Training (a total of EUR 14.3 million, together with the Faculties). Follow-up financing for the MTC project has been secured until 2021.

## Academic Advisory Council

At the meetings of the Academic Advisory Council, a particular focus was placed on the amendment of the "Lehramtsprüfungsordnung I" (Teaching Degree Examination Regulations I) and its effects



on the design of the degree programs and the first state examination. Further topics were the extension of the funds of the educational package beyond 2020 and the development of the Second-Career-Teacher Program (BQL).

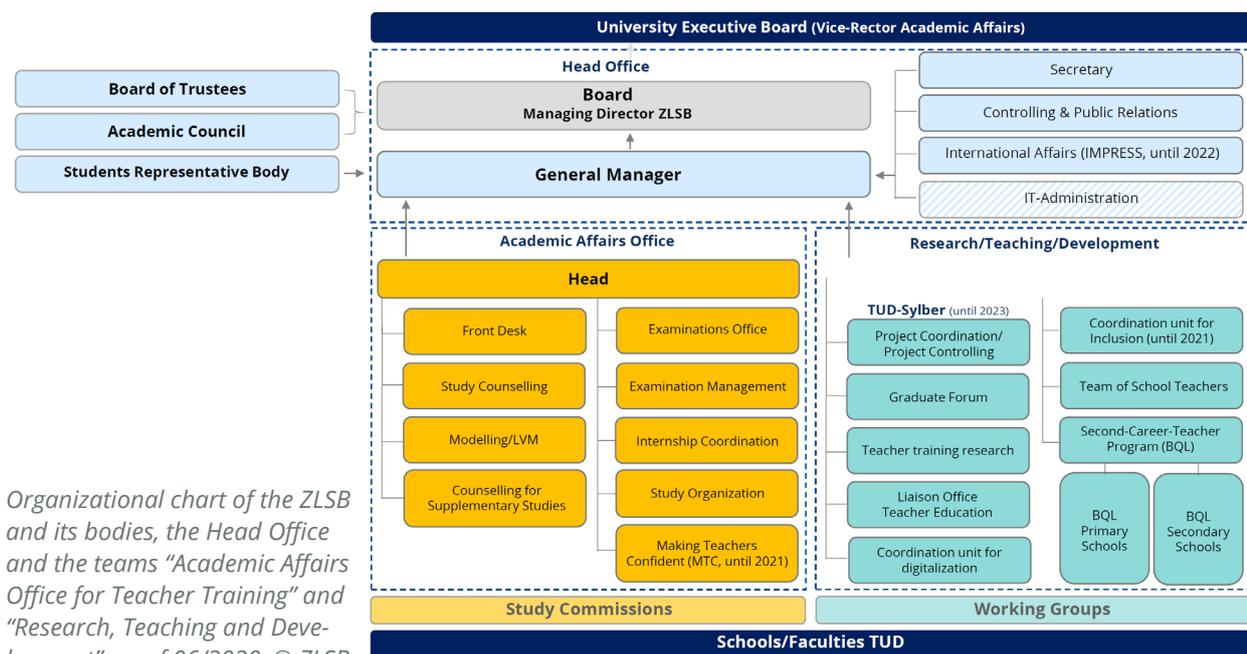
### Study Commissions

The members of the Study Commissions at the ZLSB were newly appointed or reappointed by the Academic Advisory Council for a period of three years. Prof. Andreas Marschollek and Prof. Thomas Kühn (both from the Faculty of Linguistics, Literature and Cultural Studies) were confirmed as Deans of Studies for the degree programs for teaching at elementary schools, middle schools and "Gymnasien" (Grammar schools). Prof. Roswitha Ertl-Schmuck ended her time as Dean of

Studies for the degree program for teaching at vocational schools. She is succeeded in the post by Prof. Manuela Niethammer (Faculty of Education). The ZLSB would like to cordially thank Prof. Ertl-Schmuck for her work as Dean of Studies.

### Board of Trustees

The annual meeting of the Board of Trustees took place in November 2019, chaired by Mr Armin Asper (head teacher of the "MANOS-Gymnasium" and chairperson of the principals of grammar schools in the Free State of Saxony). At the center of consultations was the amendment of the "Lehramtsprüfungsordnung I" (Teaching Degree Examination Regulations I), the Second-Career-Teacher Program as well as the accounting and development planning of the ZLSB. [Neumärker]



Organizational chart of the ZLSB and its bodies, the Head Office and the teams "Academic Affairs Office for Teacher Training" and "Research, Teaching and Development", as of 06/2020, © ZLSB

# Academic Affairs Office for Teacher Training



Photo: PantherMedia Markus Mainka

## Official opening of the new Front Desk

In mid-March 2019, the new premises of the Front Desk in the Academic Affairs Office for Teacher Training were officially opened. Since November 2016, teacher training students have been able to obtain initial information about their studies, as well as hand in or pick up documents at the Front Desk. During office hours, this first port of call for prospective and current students of teacher training degree programs provides competent mediation to the different departments of the Back Office. Outside office hours, the Front Desk is also open from Monday to Thursday for general inquiries and for picking up and handing in documents. Furthermore, telephone inquiries are possible on all weekdays.

## Numbers system for managing the flow of visitors

Since the end of the year, the Academic Affairs Office has employed a numbers system, which calls up the students via a monitor. The students receive their numbers personally from the service staff at the Front Desk. They can then sit down on the benches in the waiting area and are called up quickly.

## Ticket system

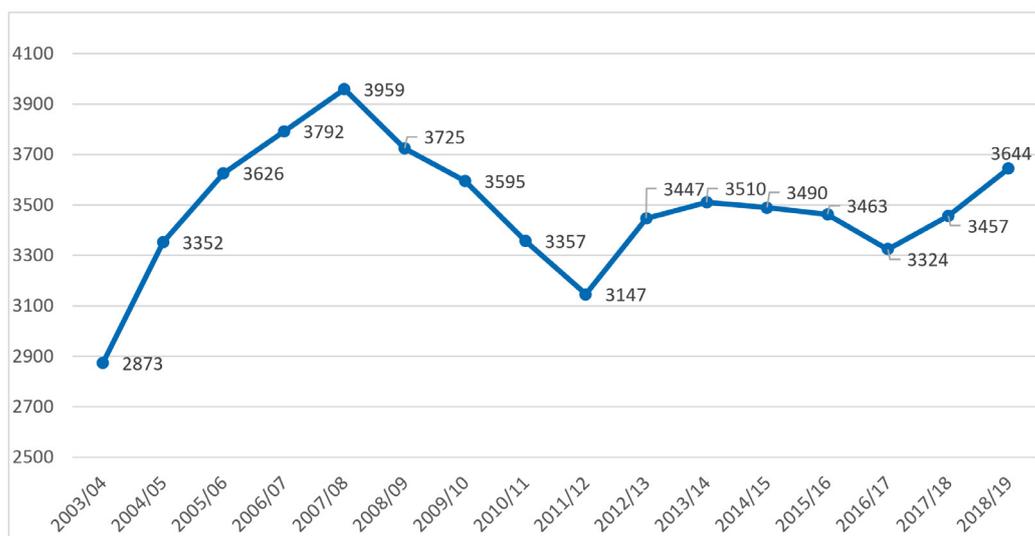
Since 2019, the Academic Affairs Office has put its trust in a ticket system to answer written inquiries. Prospective and current students contact the Academic Affairs Office via a mail template on the website. The students identify themselves with their login data. This enhances security and, on the other hand, makes it easier to answer their inquiries, since important information regarding the degree program and the combination of subjects is filled in automatically. In the first year, the staff at the Academic Affairs Office answered more than 10,000 inquiries using.

## New Teaching Degree Examination Regulations

Three of the four designations used for teaching degrees changed with the announcement of the Teaching Degree Examination Regulations I (LAPO I) on 1 April 2019. Degree Program Teacher Training – Middle Schools is renamed as Degree Program Teacher Training – High Schools, Higher Degree Program Teacher Training – “Gymnasium” is renamed as Degree Program Teacher Training – “Gymnasium”, and Higher Degree Program Teacher Training – Vocational Schools is renamed as Degree Program Teacher Training – Vocational Schools. This means that, among other things, there will be corresponding changes in the designations of the degree programs at TU Dresden and a gradual adaptation of documents relating to studying. In addition, the scope of the First State Examination has been reduced. Moreover, the “Wissenschaftliche Arbeit” (Scientific paper) will now be written during the course of studies and a seamless transition to the “Vorbereitungsdienst” (Teaching traineeship) will be possible.



Ceremonial opening of the new Front Desk in Seminar Building II, room 207, on 13 March 2019 (Photo: Leyh)



Development of student numbers in TE programs from winter semester 2003/04 (reporting dates: 01.11./01.12.)

### Development of student numbers

The total number of students in teacher training degree programs increased continuously during the academic years of 2017 to 2019. In the winter semester 2017/18 there were 3,457 students, and in the winter semester 2018/19 there were 3,644 students. This surge in numbers has been noted equally in all teacher training degree programs, with a more significant increase in the Degree Program Teacher Training – Elementary Schools and in the Degree Program Teacher Training

– High Schools. By now, the number of students has returned to the level of the old State Examination programs (Degree Program Teacher Training – Elementary Schools) or even risen to significantly higher levels (Degree Program Teacher Training – High Schools). The continued increase in the number of students is partly due to the fact that the numerus clausus in the subject History were lifted as of winter semester 2017/18. The total number of places in the Degree Program Teacher Training – Elementary Schools has been increased slightly. [Sichler, Neumärker]

## Recruitment of new students and support of teacher training students during their studies

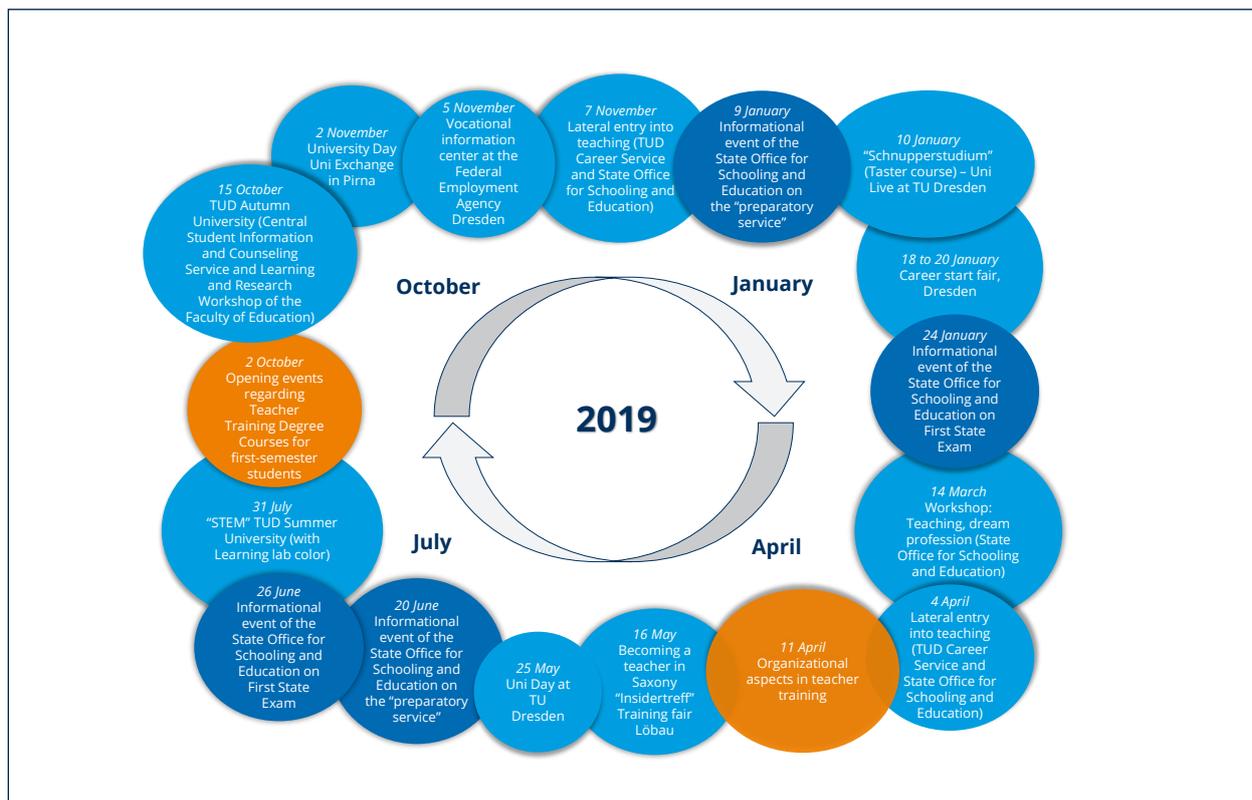
Via the Academic Affairs Office for Teacher Training, the ZLSB assists in the efforts of the Free State of Saxony and of TUD to recruit new teacher training students and to increase the graduation rate by improving the organization of studies and the support of students. Some of these activities were carried out in conjunction with other actors such as the State Office for Schooling and Education, the Central Student Information and Counseling Service, Student Marketing and TUD's Career Service, and also the Federal Employment Agency and Study Success Projects of TUD. These collaborations have made it possible to reach a very large number of prospective and current students.

So, about 500 guests were welcomed to the lecture at the Uni Day in May and approx. 900 students at the opening event for the teacher training degree program in October. The activities of the Academic Affairs Office cover all phases before and during studying as well as the transition to the "Vorbereitungsdienst" (Teaching traineeship). For the phase prior to studying, events were organized for prospective students,



Uni Live, 2019/01/10 (Photo: Sichler)

students changing from other degree programs and students changing universities. These include the "Schnupperstudium" (Taster course) - Uni Live at TU Dresden, the "Karrierestart Dresden" fair, informational events organized by the Career Service of TU Dresden on "Quer- und Seiteneinstieg in das Lehramt" (Lateral entry into teaching),



Information available for prospective and current students, using 2019 as an example (services of the ZLSB in cooperation with other actors) © ZLSB

the "Insidertreff" (Insider meeting) of the "Ausbildungsmesse" (Training fair) Löbau, the Uni Day at TU Dresden, the activities of the Summer and Autumn Universities, the "Hochschultag UniBörse in Pirna" (University Day Uni Exchange in Pirna) and the informational event "How to become a teacher" in the BiZ (Vocational information center) at the Federal Employment Agency Dresden.

All of these activities serve to deliver orientation about studying and to attract new students. The teacher training degree program is advertised as being attractive and providing excellent prospects in the Free State of Saxony. It has been shown that many prospective students use the services of the ZLSB and TU Dresden repeatedly, for example to inform themselves on their own, with friends and/or family and to prepare their decision for a subject to study. The different formats also allow drawing attention to some of the lesser known degree programs such as the Degree Program Teacher Training – High Schools and the Degree Program Teacher Training – Vocational schools, and to subjects and subject areas that are in particular need of new talents.

By offering attractive activities, a particular emphasis is also placed on the early phase of studying (1st and 2nd semester). An appropriate website with FAQs and an overview of events has been created. In order to support the first-semester students in finding their way around campus

and in compiling their study plan, there are tutorials in cooperation with the MTC study success project. Finally, all first-semester students of the teacher training degree programs are welcomed at a central opening event in the AUDIMAX, TU Dresden's largest lecture hall. This large-scale event is organized in cooperation with the Faculty of Education, the Faculty Students' Councils and numerous other actors.

Following the event, the students can ask individual questions in the foyer of the "Hörsaalzentrum" (Lecture hall center) and talk to other guests, such as the Saxon State Teachers' Association and to the German Children and Youth Foundation about its program "Perspektive Land" (rural perspective). For students in higher semesters, the informational event "Organizational Aspects in Teacher Education" is available. This event addresses numerous questions that only arise during the course of one's studies, and as such is distinct from the first-semester introduction. For students in the middle of their degree programs, an informational event on study stays abroad takes place in cooperation with the IMPRESS project and other actors.

For students near the end of their degree programs, the State Office for Schooling and Education - in cooperation with the ZLSB - offers several informational events that focus on the transition to the second phase and deal with the first state

examination and the “Vorbereitungsdienst” (Teaching traineeship). The ceremonial handing over of certificates at the end of the degree program is organized and carried out by the students’ councils in cooperation with the State Office for Schooling and Education, the Faculty of Education and the ZLSB. A large quantity of information materials such as flyers, informational brochures, posters and especially an extensive array of websites are available to interested parties and students throughout the year. [Schubert, Neumärker]

<https://tu-dresden.de/zlsb/lehramtsstudium/studienbuero-lehramt>

## Study success project TUD\_MTC (Mentoring – Tutoring – Coaching)

In its second project year, as planned, TUD\_MTC designed and implemented modular study support programs for the students in teaching training degree programs. The three interlocking elements of mentoring, tutoring and coaching were evaluated and readjusted after the first year. To this end, the second mentoring summer school at the beginning of August did not serve to qualify the new tutors, but instead was available to all interested students in teacher training degree programs as an opportunity for further education. In addition to activities for personal development, the focus was on the exchange of ideas with teachers already active in the profession, retired teachers and pupils, as well as on a one-day workshop on the “Vorbereitungsdienst”

(Teaching traineeship).

An in-depth qualification of tutors took place separately in September, in order to be able to touch intensively upon the advisory activities and the teamwork among the tutors. During the subsequent tutoring in the introductory tutorials, it was possible to support approx. 700 first-semester students in compiling their timetables, as well as providing digital answers to questions. In addition to this individual support, the MTC team also informed the students about the already existing advisory and educational services at TU Dresden. More than 100 students of teacher training degree programs took part in the interdisciplinary tutorials on the topics of “Scientific Communication and Presentation”, “Exam Preparation” and “The Path to Becoming a Teacher”.

The Coaching Office was also well received by the students as a contact point for individual support and guidance in complex situations. In addition, group coaching sessions on various topics such as resilience and quick-wittedness rounded off the program. TUD\_MTC was a joint project of the ZLSB and the Faculty of Education, and was funded by the European Social Fund and the Free State of Saxony from December 2017 to November 2019. From December 2019, the TUD\_MTC (Making Teachers Confident) project at the ZLSB is being funded by the Higher Education Pact for an additional two years until November 2021. [Schanze]

[https://tu-dresden.de/zlsb/forschung-und-projekte/tud\\_mtc-mentoring-tutoring-coaching](https://tu-dresden.de/zlsb/forschung-und-projekte/tud_mtc-mentoring-tutoring-coaching)



Some participants of the Summer School 2019 with their certificates (Photo: Gall)

# Research and Development

## Survey on professional experiences and beliefs of teachers in Saxony



Photo: PantherMedia / kadettmann

### Representative survey of teaching staff

In the summer of 2019, as part of TUD-Sylber, a representative survey of teaching staff in Saxony on their professional experiences and beliefs was conducted in order to close a gap in research that had existed for decades. Even though the Saxon school system regularly achieves very good scores in national comparative studies with regard to the performance data of its pupils, the situation of teachers has so far been barely illuminated, or studies have been limited to investigating occupational stress. In this context, demands such as the implementation of inclusive schooling or the use of digital media and the teaching of relevant skills are being placed on the teaching staff. This is happening at a moment in time that is characterized by a strong generational shift in the teaching staff rooms of Saxony - accompanied by a shortage of teachers and lateral entry into the teaching profession.

### Composition of the sample

With the support of the "Sächsisches Staatsministerium für Kultus" (Saxon State Ministry of Education and Culture), a total of 2,300 teachers at primary, secondary and grammar schools - which corresponds to around ten percent of the total teaching staff in Saxony - were randomly

selected, contacted by post and asked to answer the questionnaire. Altogether, more than 820 teachers took part, which corresponds to a very good participation rate of nearly 37 percent. The composition of the sample is representative in terms of gender and age, and there was also equal participation by school type (see figure).

### Thematic focus of the survey

The result is a broad overview of the prevailing mood with the following thematic focuses:

- The result is a broad overview of the prevailing mood with the following thematic focuses:
- What are the professional ethics, attitudes and beliefs with which Saxon teachers face their professional demands?
- What are their professional biographies?
- How do they evaluate the framework conditions of their professional practice?
- What do their everyday working life and lesson design look like?

- How do Saxon teachers continue to educate themselves, and what are their hopes for the future?

In particular, the answers to the questions relating to cross-sectional topics, such as dealing with the increasing heterogeneity of the pupils and the continuously growing importance of using digital media in teaching, allow conclusions regarding problems that exist in these areas and provide starting points for measures within the framework of university teacher training.

Contact person: Nelly Schmechtig

## First results regarding digitization

First results from the topic “Digital Media from the Teachers’ Perspective” were presented on 16 November 2019 at the 4th TUD-Sylber Conference. [Schmechtig]

Further project-related information and a soon-to-be-published brochure on the topic of digitization are available at:

<https://tu-dresden.de/zlsb/forschung-und-projekte/forschung/sachsenweite-lehrkraeftebefragung-2019>

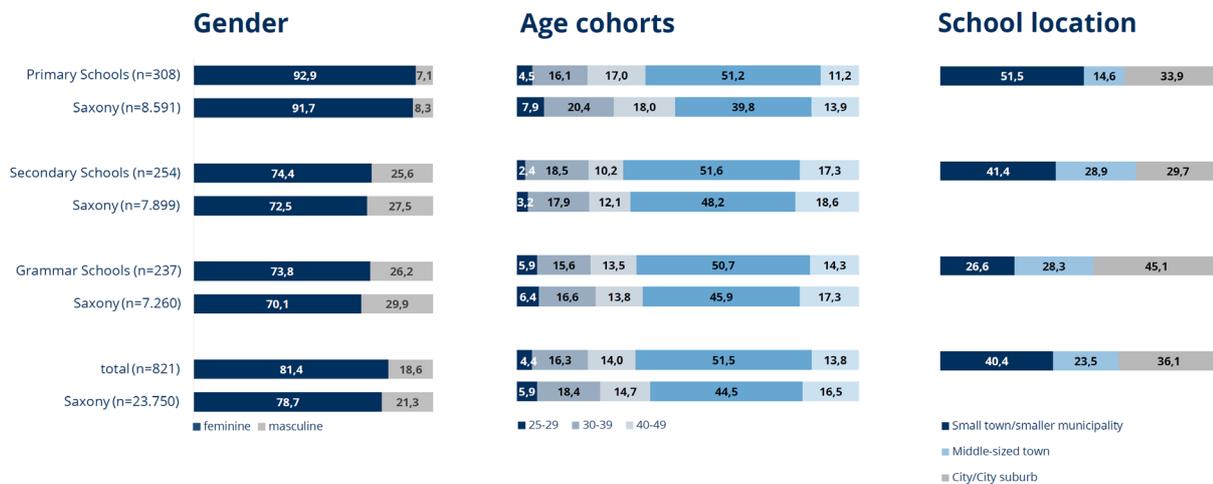


Fig.: Key ratios of the teaching staff survey – sample composition in terms of gender and age of those surveyed

## Survey of new students

A topical brochure with the results of the survey of new students is available for the student cohort from the winter semester 2018/19 in the field of accompanying research on teacher training degree programs. The vast majority of students have their sights set firmly on their goal of becoming teachers and have pedagogical motivations for their choice of a teacher training degree program.

This “intrinsic” motivation has a positive influence on the success in studying and the development of competencies. The teacher training degree program as a stopgap solution, on the other hand, is rarely in evidence. Therefore, findings that up to a third of teacher training degree students do not have the firm career aspiration of becoming teachers from the outset cannot be confirmed for TU Dresden.

In addition, those surveyed reveal very strong local roots: More than three quarters of teacher training degree students at TU Dresden come

from the Dresden area and the eastern Saxon districts, and intend to stay in Saxony after completing their studies. Students from rural areas can also often imagine working in the region later on. If the potential of regional identity or rootedness can be fully exploited, it would be a valuable contribution to meeting the demand for teachers in Saxony as a whole, especially in rural areas.

Students from other German states, on the other hand, often favor a return to their region of origin, although only one in five completely rule out staying in Saxony. [Schmechtig]

The brochure containing all results is available at:

<https://tu-dresden.de/zlsb/die-einrichtung/news/gute-nachrichten-zum-lehrkraeftenachwuchs-in-sachsen-studie-des-zlsb-unterstreicht-regionale-verwurzelung-der-studierenden>



First TUD-Sylber retreat in St. Marienthal Monastery in Ostritz (Photo: Friedewald)

## Completion of the first funding phase of TUD-Sylber

The first funding phase of the TUD-Sylber project “Synergetic Teacher Education” within the Quality Offensive in Teacher Training ended on 30 June 2019. In the 16 individual projects of the package of measures, Chairs from seven Faculties and the ZLSB have been working since 2016 to further develop teacher education at TU Dresden in a manner that is sustainable in many respects. The project activities have been aimed at further developing the organizational structures of university teacher education, strengthening the cooperation between the sciences, didactics and educational science, improving the practical relevance of teacher training, teaching and learning with digital media, dealing with heterogeneity and the regional cross-linking of teacher education with non-university actors.

## Continuation with the TUD-Sylber2 project

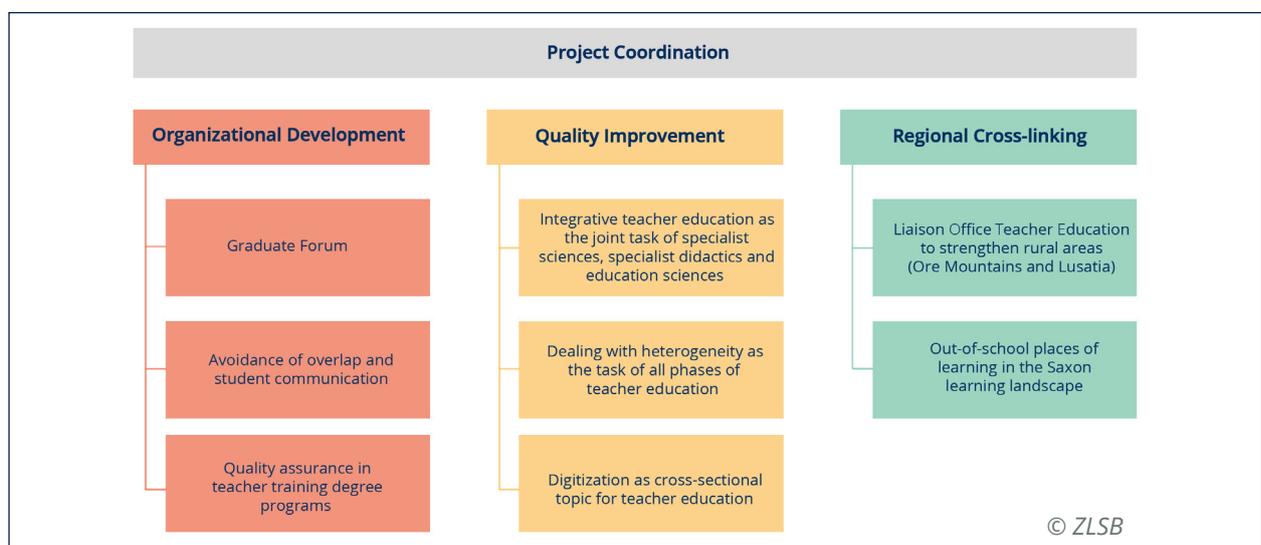
The results of the project work between 2016 and 2019 form the basis for the follow-up project TUD-Sylber<sup>2</sup> in the second funding phase of the Quality Offensive in Teacher Training. The project management would especially like to thank all those whose participation in TUD-Sylber ends with the first funding phase for their committed and constructive cooperation, which will continue beyond the project. [Puderbach]

## Results brochure

Summaries of the most important outcomes of TUD-Sylber are available in a results brochure at:

<https://tu-dresden.de/zlsb/forschung-und-projekte/tud-sylber/Downloads>

Contact person: Rolf Puderbach



Project Structure TUD-Sylber2 (2019-2023)

## TUD-Sylber<sup>2</sup> launch in Ostritz

In the second funding phase of the Quality Offensive in Teacher Training, the cross-linking and cooperation of university teacher education with actors in the school and educational landscape of eastern Saxony remains one of the focal points of the project "Synergetic Teacher Education" (TUD-Sylber).

### Cross-linking with rural areas

To this end, right at the beginning of the four-year funding period, participants in the project sought to exchange views with experts and those responsible for the school landscape in Saxony's rural areas. During a closed meeting on 4 and 5 July 2019 in the St. Marienthal Monastery in Ostritz in the district of Görlitz, goals and plans for the project work in the coming years were specified. The exchange with guests from the region helped to tailor the project activities to the needs of the Upper Lusatia region and to identify starting points for cooperation with local partners.



Exchange with education experts from the Upper Lusatia region (Photo: Hähnliche)

### Supplying junior teachers

The University can indirectly contribute to the decision of graduates to take up employment in rural areas by already providing opportunities to gain insight into the regional school landscape during the degree program. Many a student can in this way be made aware of the attractiveness of school locations away from the big cities. This can happen through the numerous school internships during the teacher training degree program,

but also in the context of field trips and courses outside the university location. In exchange with the guests, it was immediately possible to identify various starting points for future cooperation.

### Continuing education of teachers in the region

In addition to the question of student recruitment, TUD-Sylber projects for regional cross-linking also aim at providing continuing education of teachers in the region, at cooperation with out-of-school places of learning throughout Saxony and at scientific and didactic collaborations on topics such as teaching mixed age-groups, dealing with heterogeneity and digital media in schools. [Puderbach]

<https://tu-dresden.de/zlsb/forschung-und-projekte/tud-sylber>

## Liaison Office Teacher Education

### Joint further development of teacher education

The ZLSB operates in a close network of relationships with the other Saxon teacher training universities, the State Office for Schooling and Education (LaSuB) and the responsible ministries. In July 2019, in order to further expand and structurally strengthen cooperation processes between university and non-university actors, the ZLSB established - as part of the TUD-Sylber project of the Quality Offensive in Teacher Training - the Liaison Office Teacher Education. This office aims at strengthening coherence across phases in the interest of harmonization of the teacher training degree program, the "Vorbereitungsdienst" (Teaching traineeship) and the continuing education of teaching staff. Communication processes are being upgraded in cooperation with the State Office for Schooling and Education and its training locations. In the process, the existing interdisciplinary working groups of the ZLSB in particular provide an important basis, because they already allow communication across phases.

On the other hand, the Liaison Office Teacher Education takes into consideration the peripheral educational regions outside the Dresden metropolitan area in order to address the shortage of teachers there and to tap into the potential of the regions for the benefit of academic teacher training. In block seminars, field trips or small research projects, students gain authentic insights into the innovative power of schools.

This is further supported by the promotion of regional offers for block internships. For this

purpose, not only the cooperation with schools in a sustainable school network needs to intensify. The cooperation with local actors and out-of-school places of learning is also crucial. Finally, in addition to the differentiation of learning opportunities, a regional infrastructure with seminar rooms and overnight accommodation is also required. The Liaison Office Teacher Education coordinates the initiation and support of processes that benefit the regions in their structural development as much as they benefit the prospective teachers, whose training will be more closely tailored to the conditions in their potential future area of deployment. [Schellhammer]

**Contact person: Sebastian Schellhammer**  
<https://tu-dresden.de/zlsb/die-einrichtung/verbindungsbuero-lehrerbildung>

## Graduate Forum Teacher Education

### Doing a PhD - with support!

In 2019, the Graduate Forum Teacher Education entered its third year and was able to consolidate existing services and start new formats. The lively participation of many doctoral students from a wide range of teaching methodologies, educational sciences and specialist sciences shows that an intensive culture of scientific exchange has been established at the Centre for Teacher Education and Educational Research. The Research Help Desk is an important port of call for questions and problems concerning the planning, implementation and evaluation of a viable research design. Numerous continuing education events ensure that social science expertise is transferred

to teacher training. The workshop “Qualitative Content Analysis with MaxQDA” by freelance lecturer Andre Morgenstern-Einenkel introduced doctoral students to the operating principle of modern QDA software. In the two-day event “Statistische Grundlagen der quantitativen Schul- und Unterrichtsforschung” (Statistical Foundations of Quantitative School and Teaching Research) by Dr. Frank Beier, participants were trained in the use of SPSS. The reading café provides the opportunity to exchange views on the texts of the classics of educational science. Colloquia to discuss research projects are held, and joint data analyses of qualitative protocols are carried out in research workshops.

Students have the opportunity to write empirical theses under the close supervision of the Graduate Forum Teacher Education. Lecturers can benefit from support for their teaching in the shape of expertise in research methodology. In 2019, the Graduate Forum Teacher Education was active in supporting research-based learning in practical phases, provided input for various courses (e.g. research seminar on dyscalculia), worked on the concept for an inclusive teaching-learning space and also organized public events, such as a panel discussion with representatives from the Fridays For Future movement or the specialist day “Sprachsensibel Unterrichten” (Language-Sensitive Teaching). [Beier]

**Contact person: Frank Beier**  
[www.tu-dresden.de/zlsb/graduierforum](http://www.tu-dresden.de/zlsb/graduierforum)



*Schematic representation of how the Liaison Office is embedded at the interface between TU Dresden and non-university actors*

# Avoidance of overlap in teacher training increases studiability

In order to improve studiability in the teacher training degree programs at TU Dresden, the aim is to plan courses and exams in such a way that they do not overlap. In this manner, the intention is to enable students to complete their degree program within the standard period of study. "Time-slot models" (ZFM) provide possible solutions for overlap-free planning. During the first funding phase of the TUD-Sylber project, a concept for a time-slot model to avoid overlapping was already developed, also in exchange with other universities. This model is intended to enable overlap-free planning of courses and exams for the subjects of teacher training.

## Avoidance of overlap in the educational sciences

A first milestone on the way to implementing this concept is the decision of the Faculty Board at the Faculty of Education of 31 January 2019 to introduce fixed time slots for the modules of the educational sciences in all teacher training degree programs. The timetable planners of all TUD Schools and Faculties were informed about this and were involved in the further configuration. The introduction took place at the start of the 2019/20 winter semester.

## Introduction of a time-slot model

In order to further establish the time-slot concept (ZFM) and to introduce it in all subjects and subject areas of teacher training, the ZLSB presented the ZFM to the Vice Rector's Office for Academic and International Affairs as well as to the Central Room Allocation and the appropriate Unit on 1 July 2019. Further meetings and preliminary agreements with the chairpersons and councils of the School of Humanities and Social Sciences and the School of Science followed. During a closed meeting on 4 and 5 July, 2019 in the St. Marienthal Monastery in Ostritz in the district of Görlitz, goals and plans for the second phase of the project work for all TUD-Sylber projects were specified for the years to come. Constant consultations within the working groups and with the project coordination of TUD-Sylber will take place during the year and will be reflected on and summarized in a strategy meeting on 27 November 2019.

**Contact person: Christine Hähnliche**

<https://tu-dresden.de/zlsb/forschung-und-projekte/tud-sylber/tud-sylber-teilprojekte/teilprojekt-2>

## "Network Overlap-free Studying at Universities" (NueSaH) meets in Dresden

2 and 3 December 2019 were dedicated to two main subjects, time-slot models and "Overlap-free studying": The ZLSB hosted the meeting of the "Network Overlap-free Studying at Universities" (NueSaH), within the framework of the TUD-Sylber project. This network allows representatives of universities throughout Germany to exchange their experiences with models for overlap-free course and exam planning. More than 30 experts from various universities in Germany were welcomed to the annual meeting. Guests from the Vice-Rector's Office, from Directorate 8, from Central Room Allocation and representatives from the Academic Affairs Offices of the Schools at TU Dresden also took part in the conference and used the opportunity to exchange ideas.

## Focus on individual exchange and use of time-slot models



*NueSaH Meeting in Dresden (Photo: Hähnliche/Höhne)*

The annual meeting of the "NueSaH" provided a varied program on both days of the event, which made it possible to participate in lectures held by the universities and also in individual workshops. Central topics were the presentation of different time-slot models of the universities as well as their goals and effects, but the readjustment and flexibility of already introduced time-slot models were also on the agenda. Due to years of experience of some participating universities with time-slot models, it was already possible to present initial evaluation results and highlight resulting adjustments. The meeting also left enough room for highly individual exchange and networking among the participants, and brought important insights for further work in the TUD-Sylber2 project.

[Hähnliche]

# Teaching

## New ways to the teacher profession: part-time qualification for second career teachers (BQL)

The second-career scientific qualification of lateral entrants can now look back on a three-year success story: In 2019, more than 350 participants completed their continuing education as teachers in Dresden. In the elementary school program alone, around 180 participants acquired missing pedagogical and specialist skills. In a two-year scientific training program, they completed various modules of a spiral curriculum. These included mathematics, German, local geography/history/biology and educational science with pedagogical and psychological components.



*Team of lecturers in the learning workshop (from left to right: Dr. Hemker, Ms Koerber, Ms Böttcher, Ms Germer, Mr Wagner, Dr. Wohlfahrt, Ms Borszik, Photo: Germer)*

Each module concludes with an exam. The second-career qualification takes place on two days a week, with the participants attending courses in the Dresden International University (DIU) building. In her function as project manager, Peggy Germer has been supporting the second-career qualification of teachers for elementary schools (BQL GS) and the team of about 15 lecturers and three student assistants since October 2019.

The year 2019 was also characterized by intensive project activities regarding the topic of lateral entry in the national and international educational arena. As part of the ZLSB's internationalization efforts in the field of teacher training, the BQL project was able to benefit from the exchange with international partner institutions, because lateral entry programs are not only en vogue in Germany. In the context of various conferences in Israel (Tel Aviv), Russia (Kazan) and Germany (Dresden), it was possible to organize an intensive exchange with partner universities. This resulted

in sustainable perspectives for joint research activities on various topics regarding the non-traditional paths into the teaching profession.

Almost all participants of the 2017 class successfully completed the qualification. Three training groups from the elementary school program and one group each from the subjects of mathematics and of "WTH/S" ("Wirtschaft-Technik-Haushalt/Soziales") (Economy-Technology-Household/Social affairs) were awarded certificates for successful graduation.

The course for 2020 is set towards a successful continuation of our work: The ZLSB is pleased at the great interest shown in its training program. The empirical support for the qualification and the digital support formats for teaching are also being continuously expanded. Furthermore, interest in the project is growing both nationally and internationally. In this context, further collaborations will also enrich the project activities in the long term. [Germer, Barany]

### **Ansprechpersonen:**

**Contact persons: Thomas Barany (Project coordinator), Peggy Germer (Project manager BQL elementary schools)**

<https://tu-dresden.de/zlsb/fort-weiterbildung/seiteneinstieg>



*Ceremonial handing over of certificates to the class of 2017 at the DIU (Photo: DIU GmbH)*

# First “MentoS: Mentor\*innentag Sachsens” (MentoS: Mentors Day Saxony) at TU Dresden



Photo: Stirner

## Continuing education and meeting format

MentoS is a fresh continuing education and meeting format and the German acronym for the first Mentors Day Saxony. MentoS is aimed at mentors working in Saxon schools who have a pioneering function in the training of future teachers. After more than a year of conceptual preparation, the Centre for Teacher Education and Educational Research (ZLSB) welcomed over 100 mentors in the bright green rooms of the Andreas-Pfitzmann Building on 29 March 2019. In cooperation with and supported by the State Office for Schooling and Education (LaSuB), the participating actors from the teacher training centers in Dresden, Chemnitz and Leipzig jointly and for the first time put into practice the idea of a “Fachtag” (Professional day), which offered new and experienced mentors a platform for both continuing education and networking.

## Market of opportunities

The centerpiece of the event was the market of opportunities. Here, at booths, all participants were able to exchange ideas and receive information on the practical phases of teacher training at universities (SPÜ, Blockpraktika A und B) (Practical sessions at school, block internships A and B), on the “Vorbereitungsdienst” (Teaching traineeship) and on the second-career qualification of teachers. TUD-Sylber also had a booth providing insights into the current project activities. In addition to the opportunities for networking and constructive exchange, specialist lectures and

workshops enlivened the day. Andreas Günther opened proceedings with a lecture entitled “Advising and accompanying - the roles of mentors”, and Dr. Hedda Beuchel provided in-depth legal foundations for the demanding activity of mentoring. For the afternoon, the participants chose two workshops from a wide range of options. There was the opportunity to come to grips with specialist scientific, didactic, communicative and self-reflective focal points. The day was rounded off by a panel discussion, which brought together different perspectives of the event. As varied and inspiring as MentoS was, the range of tasks of mentors in schools is just as broad. This was particularly highlighted by a “graphical recording” that grew in sync with the event.

## Appreciation of the work

Successfully launched as a new idea, the “Mentor\*innentag” will continue to provide a forum to thank the mentors for their important work. [Stirner, Arnold, Krauß]

## Contact persons:

Nadin Grützner, Carolin Stirner, Steven Weiß

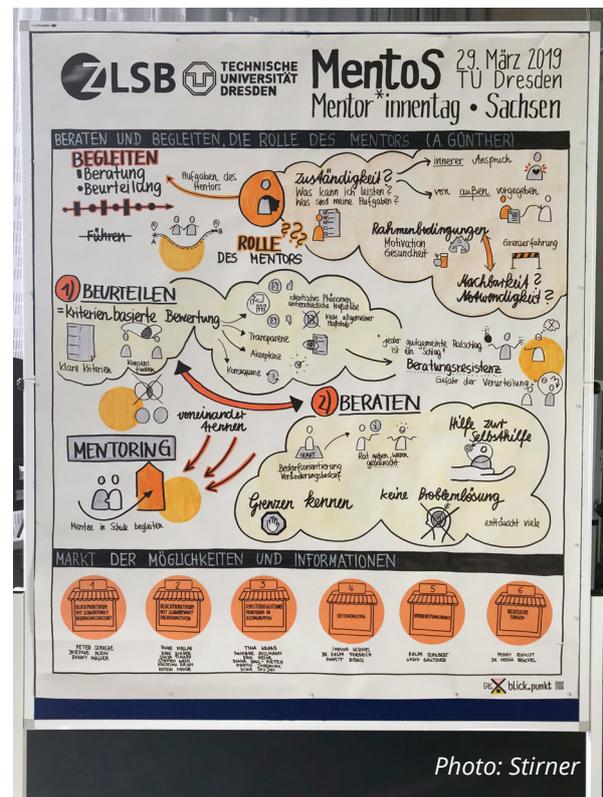


Photo: Stirner

# The Teaching-Learning room “Inclusion” at ZLSB

## Room for participation!

Embedding inclusion as a cross-sectional topic in teacher training is currently a central challenge in academic teacher education. This requires intensive coordination and cooperation between Chairs in the fields of specialist didactics, specialist sciences and educational sciences.

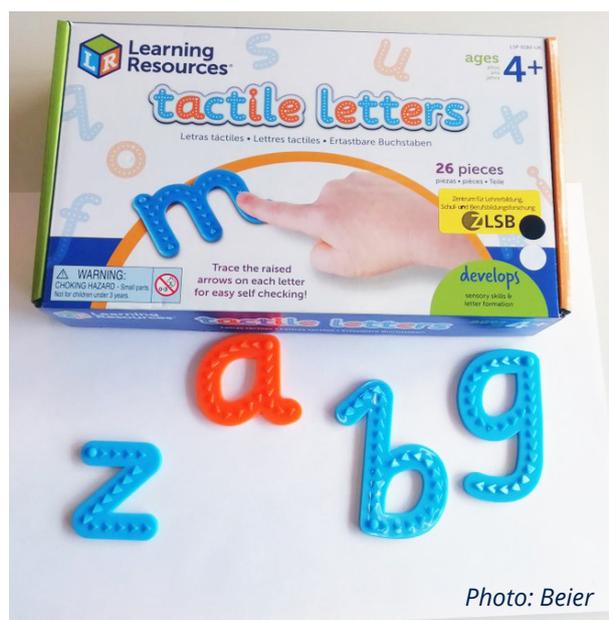


Photo: Beier

## For students, teaching staff and as a place of learning outside of school

In the shape of the Teaching-Learning Room “Inclusion” (LLR), the ZLSB, as the Central Unit for teacher training at TU Dresden, will provide a space for both students and teaching staff for in-depth analysis of planning, implementation, evaluation and reflection of (specialist) didactic concepts for inclusive (school) education and lessons. The goal is to promote sensitization and competence development as part of the professionalization in teacher training degree programs. In addition, the LLR will also be open to school classes as an out-of-school place of learning for trying out teaching and learning concepts. Also, it will be used for research projects with a focus on the implementation of inclusive teaching and learning settings, in order to make innovative approaches of self-organized, research-based and cooperative teaching and learning in teacher training a more sustainable experience.

## Conception and use of individual teaching-learning settings

The Teaching-Learning Room “Inclusion” is located in Seminar Building II (Room 22) and, in 2019, was further equipped with a wide range of materials and technology as well as furniture. The aim here was to enable the greatest possible flexibility in needs-based conception and use of individual teaching and learning settings. In this room, regular teacher training courses were already taking place in 2019. Initial cooperation meetings with non-university partners (e.g. the “Landesblindenschule Chemnitz” (State School for the Blind Chemnitz)) and inter-university events (workshops for visually impaired students) were held. Within the framework of the research seminar on dyscalculia, pupils from the 139th elementary school in the city district of Dresden-Gorbitz used the room for a special mathematics day, during which substantial learning environments were tested and evaluated together. Regular open-space times allow students to use the room for their own studies and research.



Photo: Beier

## Evaluation

The aim for 2020 is to continuously adapt the equipment on the basis of current innovations and recommendations as well as feedback from users, and also to expand the circle of users. [Pesch]

Contact person: Frank Beier

<https://tu-dresden.de/zlsb/forschung-und-projekte/lehr-lern-raum-inklusion>

## .:DigiBlock:. – Digital support during block internship A

The number of students studying at TU Dresden to become teachers at vocational schools has been rising rapidly since 2016. In the third semester, students do their block internship A of four weeks' duration during the lecture-free period. In the winter semester 2019/20, 95 students doing their block internship were supervised. In the winter semester 2020/21, 165 students from a wide variety of school subject combinations are expected.

The challenges of internship include observing lessons and documentation in different schools, fields of learning and subjects, preparing and carrying out their own first attempts at teaching or writing a scientific paper to analyze lessons. During these four weeks, contact with the university is greatly reduced. Up to now, e-mail contact with the supervising lecturers has been the preferred means of communication. However, this has proven to be very time-consuming in view of the increasing number of students and has often been less than clear. Therefore, further support services are necessary, which address and support different user behavior in a variety of ways.

This is where the "DigiBlock" project comes in. It was applied for at the end of 2019 within the framework of the multimedia funds of TU Dresden, and funding was approved until 30.09.2020. With the help of the OPAL online platform for academic teaching and learning, support materials

such as presentations or PDF documents have already been made available to students for several years. The current project expands the functionality through the following innovations, including: Restructuring and design of a clearly arranged starting page, surveys (e.g. user behavior, feedback from the block internship), digital enrollment when selecting supervising lecturers, expansion of the range of materials (e.g. samples), a growing FAQ list with frequent questions about block internship A, a forum in which students can help each other with questions and problems or present their own examples, a checklist with the components of the "Belegarbeit" (semester thesis), which can be checked off individually by each user according to the level they have reached, explanatory videos as well as online consultation hours and online submission of the "Belegarbeit".

As part of the evaluation, the program is continuously analyzed and further optimized. A final survey will be conducted in June 2020, in which, among other things, the use and effectiveness of the platform will be investigated. An abstract of the practice-oriented project was also submitted for the annual conference of the GeNeMe 2020 ("Gemeinschaften in Neuen Medien" - Communities in New Media). [Schulze]

Contact person: Peter Schulze

Wir möchten Sie ermutigen, das **Austauschforum** aktiv zu nutzen und Ihre Fragen, Themen, Probleme u.a. zu teilen oder zu diskutieren und sich gegenseitig zu unterstützen. Profitieren Sie von den Erfahrungen Ihrer Kommilitoninnen und Kommilitonen! Auch wir bringen uns gern in diesen Austausch unterstützend mit ein.

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# International Affairs

## Teacher education in the global exchange



IFTE 2019 - International Forum on Teacher Education in Kazan (Photo: Germer)

### ZLSB in Kazan

The Vth International Forum on Teacher Education on the topic "Developing competences: Key Issues and Values" took place from 29.05. to 31.05. at the Kazan Federal University (KFU) in Tatarstan. Located 800 kilometers from Moscow, the KFU has established itself as the third largest university in Russia and has thus grown to become one of the most important higher education institutions in the post-Soviet era. 9000 teacher training students are trained here for the Federal Republic of Tatarstan and beyond. In the 19th and early 20th centuries, the university already had an influence radiating beyond the city. Tolstoy, Lenin and Lobachevsky studied here.

This year's International Forum on Teacher Education was attended by more than 600 international participants. To begin with, keynote speeches discussed the different systems of teacher training in the world and reported on the conditions conducive to success for a school of the future. There were overviews by Manuela Keller-Schneider (Switzerland), Ian Menter (Great Britain) and Mourat Tchoshanov (USA). These and other participants were also present at the international conference "Teacher education in (Trans)Formation: Global trends, national processes and local factors" at TU Dresden in November 2018, where they had discussed current problems of teacher education and national paths towards solving them.

At the Vth International Forum in Kazan, the teacher trainers of the Centre for Teacher Education and Educational Research (ZLSB) of TU Dresden

and of the Institute of Psychology and Education at KFU, who have been cooperating for many years, focused on cross-national topics and presented them in joint symposia. These included focal points such as "Approaches to professionalization in continuing teacher education in Germany and Russia (using the example of Technical University Dresden and Kazan Federal University)" and "Digital technologies as condition for the modernization of pedagogical education". In the forums and discussions, attention was drawn to different historical realities of teacher education and it was debated how - against an obviously similar background - current developments for the future of teacher education are emerging. In this way, discussions on demographic change, the urban-rural divide and lateral entry into the teaching profession became a nucleus of further joint debates on research and development in the teaching profession. [Germer]



### Representatives of the ZLSB in Israel

As early as November 2018, promising contacts with colleagues from Israel were established at the international conference "Teacher Education in (Trans)Formation" at the Centre for Teacher Education and Educational Research (ZLSB) of TU Dresden. In initial talks, the outlines of possible collaborations emerged, which have now been very successfully strengthened during an

exploratory trip that took place from 22.06. to 29.06.2019.

During that time, participation in the seventh international conference “The Story of Innovation in Teacher Education” at the MOFET Institute in Tel Aviv offered an excellent opportunity to compare current challenges in teacher education in Israel and Germany, to introduce the current projects of the ZLSB to an international audience of experts, and to receive and exchange information about teacher education projects in other countries. Among other things, there were interesting overviews on democratic responsibility, global migration and scientific excellence in education by Marilyn Cochran-Smith (Boston College, USA), Adi Ninio Greenberg (Tel Aviv University, Israel) and James A. Banks (University of Washington, USA).

In addition to the three-day conference, further meetings with representatives of Israeli teacher education were on the agenda. At the Kibbutzim College of Education, Technology and the Arts in Tel Aviv, the delegation gained valuable insights into the teacher training practice at one of the most renowned universities and the largest teacher training institution in Israel. In addition to conversations on current challenges in Israeli teacher education, online cooperation and student exchange, the ZLSB staff were treated to a comprehensive and informative tour of the campus of the Kibbutzim College, and promising opportunities for cooperation were discussed. A further item on the program of the trip was a visit to the Israeli elementary school Nofei Yam. The delegation of the ZLSB was able to gain insight into ongoing school lessons and enjoyed an intensive exchange with elementary school teachers and the school management.

The last stop of the trip took the ZLSB staff to the north of Israel, to the city of Karmiel and the Braude College of Engineering. On site, in addition to a tour of the college, the main topic of discussion focused on the opportunities for cooperation in the area of vocational training. At the end, exchange programs for teacher training students, research visits for scientists in teacher training and joint research projects emerged as the tangible perspectives of the future joint cooperation.

In view of the increasing internationalization of teacher education, the prospects for cooperation with the Israeli partners are promising. The ZLSB is envisaging a further, very fruitful partnership in teacher education and is already looking forward to meeting the Israeli colleagues again at an international workshop on teacher education in October 2019 in Dresden.[Schanze, Barany]



## International Work Meeting in October 2019

12 representatives of the ZLSB's most important university partners met for an informal three-day work meeting from 20 to 23 October 2019. Together with colleagues from the USA (El Paso and Pennsylvania), Hong Kong, Japan (Tokyo and Kobe) and Israel (Tel Aviv and Karmiel), the ZLSB team exchanged views on the digitization of education and alternative paths into the teaching profession.



# IMPRESS — New internationalization project at the ZLSB



Participants at the IMPRESS Kick-off Meeting on 16 December (Photo: Lohse)

## The Project

The goal of the ZLSB project IMPRESS – short for: Internationality via Mobility Projects, Research and Education Synergies – is to strengthen the internationalization of teacher education at TUD. The project is funded by the DAAD program “Lehramt. International” from August 2019 until the end of 2022.

The planned measures of the project include advising students in teacher training degree programs about mobility and developing innovative, digitally supported formats for teaching intercultural competence, especially for students in teacher training degree programs. A network of foreign partner schools is intended to facilitate doing school internships abroad. The introduction of international, open teaching and learning formats in teacher training degree programs and the organization of network meetings and international conferences also contribute to a sustainable internationalization of teacher training at TU Dresden.

Thanks to the ZLSB’s efforts to promote international networking in recent years, it was possible to recruit more than 20 universities from Finland, Ireland, Hong Kong, Japan, Israel, Jordan, Poland, Russia, Slovakia, the Czech Republic, the USA and South Africa for cooperation in the project.

## Team

The IMPRESS team includes Maria Richter-Babekoff as project coordinator, Dr. Gesine Seymer as coordinator of student mobility and Anna Lorenzana Bäumlner, responsible for public relations.

<https://tu-dresden.de/zlsb/forschung-und-projekte/impress>



Prof. Axel Gehrmann (2nd from left) and Martin Neumärker (3rd from right) with the IMPRESS team: Dr. Gesine Seymer (left), Maria Richter-Babekoff (3rd from left), Anna Lorenzana Baumann (2nd from right) and Julian Hoischen (right) (Photo: Lohse)

## Kick-off meeting from 16 to 20 December,

2019

35 international guests from the fields of teacher education and education policy as well as teachers from 17 countries accepted the ZLSB's invitation to the kick-off meeting of IMPRESS from 16 to 20 December, 2019. A lively exchange of ideas took place in four thematic workshops on current fields of research in international teacher education, practical phases in the first qualification phase as well as out-of-school places of learning and interculturalism in the classroom. This has provided the ZLSB with an impetus and with starting points for both joint research projects and for the development of intercultural teaching programs together with the partner universities, as well as for the modeling of practical phases in teacher training degree courses abroad. During a visit to a memorial for victims of the Nazi judicial system at "Johannisfriedhof" (St. John's Cemetery) with a class from the Dresden-Tolkewitz grammar school, the participants gained insights into a local out-of-school project that promotes civic learning.

A further focus of the kick-off meeting was the establishment of an international school network at the ZLSB, which students will be able to draw on when planning school internships abroad. A strategy workshop at the end of the kick-off meeting revealed the need for and the interest in further cooperation in the following main topics:

- Civic Education
- Teaching skills in the 21st century
- "Glocalization" in education
- Practical phases of teacher training
- International comparison of alternative paths



Contact forum for students (Photo: Lohse)



Participants at kick-off meeting (Photo: Lohse)

- into the teaching profession
- Out-of-school school places of learning
- Intercultural learning
- Digital technologies and
- Project-based learning

### Services for students

At an informational event on 28 November 2019, staff members of the Academic Affairs Office for Teacher Training and of the IMPRESS project, together with representatives of the International Office and the LEONARDO-Office Saxony, informed interested students of teacher training degree programs about opportunities of international mobility in teacher training. Two students gave vivid and motivating accounts of their experiences during school internships in Denmark and South Africa.

On 18 December 2019, at an international contact forum, the students had the opportunity to come into direct contact with teachers and principals from 15 countries. The teachers that were invited to the kick-off meeting of IMPRESS gave short presentations in the "Dülfer-Saal" about their schools and highlighted possible deployments for students of teacher training at TU Dresden. Afterwards, they were available for personal conversations. Many students seized this opportunity to take their first steps towards a stay abroad. [Lorenzana Bäumlér]

<https://tu-dresden.de/zlsb/lehramtsstudium/auslandsaufenthalte>

# Digitization

## 4th TUD-Sylber-Conference “Digitization in Teacher Education” on 16.11.2019



Panel discussion on digitization (Photo: Schellhammer)

Digitization is currently one of the key issues in Saxony's education system - as it is in the whole of Germany. How can digitization-related skills be taught to students? How can a digital educational infrastructure be created that simplifies organizational processes and supports learning and teaching? These and other questions are not only of concern to schools. Teacher education institutions are also facing challenges when it comes to enabling future teachers to teach digitization-related skills and to make fruitful use of digital media in the classroom.

In order to capture the ongoing dynamics in this field of action in Saxony and to facilitate a dialog with different actors, the 4th TUD-Sylber Conference with the focus on “Digitization in Teacher Education” took place at TU Dresden on 16 November 2019. The fact that around 200 representatives from school managements, teaching staff, the State Office for Schooling and Education, the Saxon teacher training universities and other actors in school education took part illustrates the great interest in the topic.

The results of a survey of teaching staff in Saxony, which was conducted as part of TUD-Sylber and presented to the public for the first time, show that teachers are generally open-minded about digital media in schools. As many as 76 % of those surveyed (n = 810) agree with the statement that handling digital media and content is part of the school's educational task. At the same time, a pronounced need for further training is revealed, especially with regard to the use of media in

lessons.

Saxony's teacher training universities are devoting themselves intensively to the opportunities and challenges of digitization in the coming years, with the support of funds from the Quality Offensive in Teacher Training of the Federal and State Governments. Insights into future activities were provided by those responsible for the projects DigiLeG (TU Chemnitz), PraxisDigitaliS (Leipzig University and TU Dresden) and TUD-Sylber (TU Dresden), which include the establishment of digital learning environments, the teaching of digitization-related skills and the development of networking and qualification opportunities. [Puderbach]

## Coordination Office “Digitization in Teacher Education”

The Coordination Office “Digitization in Teacher Education” was opened during the 4th TUD-Sylber Conference on 16 November 2019. The Coordination Office is part of the TUD-Sylber sub-project “Digitization as a Cross-Sectional Topic for Teacher Education” under the direction of Prof. Nadine Bergner (Chair of Didactics of Computer Science), and is established at the Centre for Teacher Education and Educational Research (ZLSB) at TU Dresden.

Examining topics of digitization in education is relevant for all phases of teacher training. The coordinating office acts as a structuring element in dealing with the challenges and effects resulting from this. Accordingly, this is done across phases, subjects and school types along the entire teacher education chain.

### Central tasks of the Coordination Office “Digitization in Teacher Education”

- As a service facility, it accompanies the process of digitization of teacher training - and thus indirectly the digitization of teaching - and actively supports this process with its services
- It acts as an interface, linking the many actors in this field

## Initial services of the Coordination Office

- The Media Fact Sheets provide an insight into scenarios for the use of digital media in order to support learning situations in school
- The Media Stations are a learning opportunity based on the Media Fact Sheets and offer a low-threshold introduction to the various media in a workshop format, combined with a high degree of practical training afforded by directly trying out the media
- Reactivating the ZLSB working group “Digitization and Media Education” and ongoing support
- Packaging and providing relevant websites, documents and contact points regarding media education and digitization in schools on the website of the Coordination Office

The Coordination Office is primarily aimed at lecturers and students in teacher training degree programs. However, it is also meant for chief instructors, trainee teachers, as well as teaching staff and those in continuing education. [Riebeck]

**Contact person: Sindy Riebeck**  
<https://tu-dresden.de/zlsb/dil>

## Digital educational opportunities for lateral entry into the Teaching Profession

Since 2018, the Centre for Teacher Education has been developing a central online service for the lateral entry into the teaching profession. It is called BQL.Digital and is a central online course for networking and exchange among all lateral entrants and their lecturers at TU Dresden. More than 400 lateral entrants and over 40 lecturers are actively using the online service of BQL.Digital.

Since the beginning of 2019, within the framework of the OPAL learning platform, this online service has been developed and expanded with a lot of new blended-learning content for the lateral entrants: This has resulted in various learning modules including learning videos and online tests for the area of “Digital Media in the Classroom”, which presents useful digital tools and software solutions for teaching (including interactive whiteboards, online tests, digital pinboards such as “Padlet”, learning apps, etc.). In particular, a close exchange with the new Coordination Office “Digitization in Teacher Education” from from

the TUD-Sylber project took place in the design process of the Media Fact Sheets for the learning modules of BQL.Digital.

In addition to the new blended-learning content at BQL.Digital, interested parties were also able to further educate themselves in several days of workshops on the topic of “Digital media in elementary schools”.

The activities of BQL.Digital were presented to a wider audience and discussed with experts at the OPAL User Day, at the 4th TUD-Sylber Conference “Digitization in Teacher Education” and at the “Workshop on E-Learning 2019”. The international partners of the ZLSB also enjoyed a lively exchange on BQL during the workshop “Digitalization and Lateral Entry” at the international work meeting in October 2019.

In 2020, BQL.Digital is being further developed: More blended-learning content and new digital learning formats for lateral entrants are being created in the online service “BQL.Digital”. [Oertel]

**Contact person: Dagmar Oertel**  
<http://tiny.cc/BQLdigital>



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## Publications

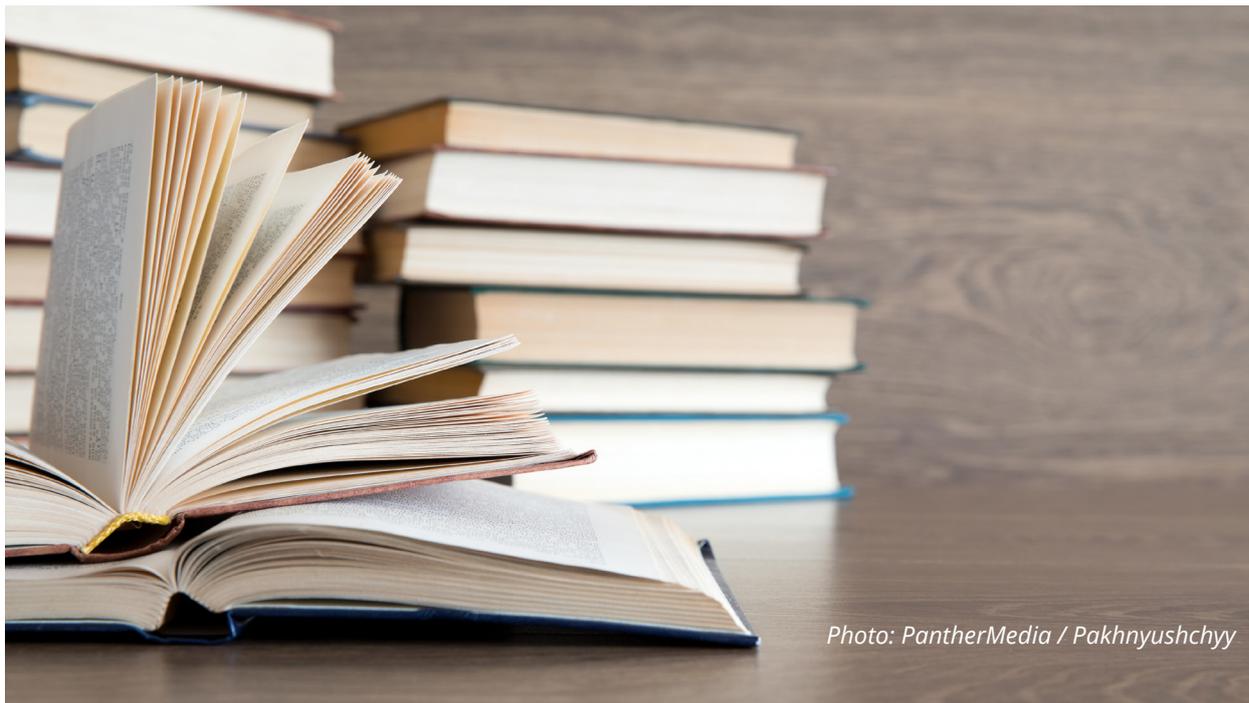


Photo: PantherMedia / Pakhnyushchyy

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