



EdUSchool

October 2019



Inside This Issue

- 1 EdUSchool project goals
 - 2 Project consortium
 - 3 State of the art of Intellectual
- Output 1: Institutional description of University School concepts in Europe
- 4 1st Project meeting
 - 5 Literature on University Schools

*Enhancing European
Teacher Education
through University
Schools*



EdUSchool project goals

The professionalization of teacher education is a highly discussed phenomenon in Europe (Cain 2015, Smith 2016). One main topic in this discussion is the connection of theory and practice, especially the transfer from theory into practice and vice versa. The first focus is how to provide students with practical skills and knowledge during their professional education, which has led to a current 'practice turn' in teacher education. The second focus is how scientific insights can be implemented in the daily life routines of schools and how current challenges schools face can find their way into scientific research. This in mind, a deeper cooperation between schools and universities on the institutional and organizational level seems promising to build up a stable theory-practice-connection. An innovative concept here is the concept of University Schools similar to the idea of university hospitals, where teaching and research are supposed to build a productive combination. The intention of university schools is to build a strategic alliance with an university to educate the future teachers in study programs and to cooperate in research and school development processes (EdUSchool proposal 2018).

The aim of the Erasmus+ project EdUSchool (Enhancing European teacher education through University schools) is to develop a common European understanding of university schools and their concepts regarding to all stakeholders. With this, we want to make a significant contribution to the European teacher education system. In detail, the objectives in EdUSchool are:

- Establishing an European understanding of university schools as an important stimulus for the future of teacher education in Europe
- Identifying success factors for implementing university schools related to different stakeholders (i.e. non-governmental institutions)
- Identifying good practice activities of university schools in Europe to develop an orientation knowledge for teacher educators and teachers at university schools
- Development of an educational module for teachers at university schools
- Enhancing exchange processes for people who are working within the frame of university schools

To reach the aims, the EdUSchool project is split in four intellectual outputs: (1) Institutional description of University Schools concepts in Europe, (2) Good practice collection by comparing the theoretical concepts with practical implementation, (3) Development of an educational module for teachers acting within an University School concept, (4) Design of a (digital) handbook of the different possibilities to implement University Schools. In this newsletter, we present the results of the intellectual output 1, the institutional description.

EdUSchool Project consortium

University of Bamberg



Institute of Education University of Lisbon



Masaryk University



University of Erlangen-Nuremberg



Norwegian University of Science and Technology



State of the Art of Intellectual Output 1: Institutional description of University School concepts in Europe

The intention of the institutional description is to identify and describe organizational as well as communicational and co-operative patterns within the different implemented university school concepts in Europe. The focus is on the connection between universities and university schools. Other stakeholders will be included, too, such as teacher organizations, ministry, etc.. With this, we want to describe, analyze and systemize criteria-oriented concepts in teaching and learning between all stakeholders (school, university, governmental and non-governmental organizations) based on the concept of university schools. On the meso-level we want to find organizational and co-operative structures that have to be implemented to make governmental partners (like the ministry, school supervisory, etc.) and non-governmental partners (like teacher labor union) support the concept of university schools and strengthen the research-based view in teacher education programs. Additionally, we are interested in organizational and co-operative structures able to make teachers and future teachers become "reflective practitioners", and combine practice based and theory-focused research in order to contribute to a deeper understanding of education.

Despite similarities concerning the influence of governmental regulations on teacher education in general and the implementation of University School concepts in particular, the analyses show that the degree of governmental regulation and the degree of (de-)centralization varies throughout the national contexts. University School concepts in Norway and Czech Republic are part of a national strategy for development of teacher education, whereas in Germany, it is not a nationwide concept and it is limited on vocational schools. There are furthermore differences in institutional references of the different concepts. While in Germany and Czech Republic the concepts primarily are designed and carried out under participation of schools and universities, Norwegian University School concepts are anchored in wider structures under participation of local policy makers. University School concepts in Germany appear not to be limited. By contrast, the concepts in Czech Republic and Norway are negotiated in contracts over a certain period. In addition, degree of decentralization and University autonomy within the University concepts appear to impact the number of especially institutional and community stakeholders. Broader similarities are found within the main objectives of University School concepts in the respective countries. These can be summarized as the alignment of theoretical and practical training of teacher education students, school development and quality management at participating schools, and conducting research at schools as well as putting research into practice. Considering the question on professionalization of students and teachers at University Schools the insights shown above indicate a broad availability of measures for teacher education student's professionalization including both, practical trainings and theoretical reflection at University and University Schools. By contrast, there are only fewer concrete measures for University School teacher's professionalization anchored in the respective concepts. The professionalization of university lectures, yet, appears not be an issue for University School concepts

1st Project meeting

On the 4th and 5th of February, the kick-off event took place at the university in Bamberg. Every partner from Germany, Norway, the Czech Republic and Portugal were represented. A goal of the meeting was achieving a common understanding of the project aims and to collectively introduce the first content. To do so, it was important to gain insight in the currently differing concepts of University Schools, so every partner introduced themselves and their present concepts. In addition, Mr. Jochen Hofman, head of the Department for Vocational Schools and Teacher Education, of the Bavarian Ministry of Education, gave an introduction to the Bavarian school system and the Bavarian University School concept. A visit at the Vocational School III in Bamberg provided the participants with insight in the collaboration and joint projects of the same and the University of Bamberg.



Upcoming Events

Stay connected with our upcoming events

3rd partner meeting	Jan 22 nd and 23 rd , 2020
IO 2 Good practice collection	March 2020
4th partner meeting	May 26 th and 27 th , 2020
IO 3 Educational Module	July 2020
IO 4 Handbook	September 2020
Multiplier Event	September 8-10, 2020



EdUSchool YouTube Channel



Literature to University Schools

The project consortium compiled during the project work a first literature list to the main idea of University Schools as well as examples from European countries. You will find the literature list also available on our website www.university-schools.eu.

- Ariav, T. & Smith, K. (2006). Creating partnerships between teacher education institutions and the field: An international view with the emphasis on the Professional Development School (PDS) model for professional development. In M. Silberstein, M. Ben-Peretz, & N. Greenfeld. (Eds.): *New Trends in Teacher Education- Partnerships between Colleges and schools- The Israeli story*. (pp. 21-67). Tel Aviv, Israel: Mofet Institute.
- Bader, C., Lehner, W. & Wilbers, K. (2019). Die Ausbildung berufs- und wirtschaftspädagogischer Professionals in Universitätsschulen. Eine Beschreibung der Nürnberger Universitätsschulkonzeption. 2. Auflage. Nürnberg: Lehrstuhl für Wirtschaftspädagogik und Personalentwicklung.
- Gerholz, K.-H. & Wilbers, K. (2018). Mehr als Transfer: Universitätsschulen als Kooperationsraum zur Verbindung von Wissenschaft und schulischer Praxis. *berufsbildung, Zeitschrift für Praxis und Theorie in Betrieb und Schule*, H. 170/2018, 6-9.
- Gerholz, K.-H. & Wilbers, K. (2019). Universitätsschulen als modernes Kooperationsformat zwischen Schule und Universität. *SchulVerwaltung Bayern*, 42. Jg./9, 255-260.
- Gerholz, K.-H. & Wilbers, K. (2019). Universitätsschulen als modernes Kooperationsformat zwischen Schule und Universität. *SchulVerwaltung Bayern*, 42. Jg./9, 255-260.
- Gerholz, K.-H. (2018). Universitätsschulen als (ein) Kooperationsmodell wirksamer Lehrerbildung. *Wirtschaft & Erziehung*, 2/2018, 45-50.
- Kalsperger, M. & Wilbers, K. (2011). Szenarien für »M-Learning« in der beruflichen Bildung. In M. Amberg & M. Lang (Hrsg.), *Innovation durch Smartphone & Co. Die neuen Geschäftspotenziale mobiler Endgeräte* (S. 287–303). Düsseldorf: Symposion Publishing.
- Lehner, W., Riebenbauer, E., Stock, M. & Wilbers, K. (2014). Ausgewählte Instrumente zur Förderung der Selbstreflexion in schulpraktischen Phasen. Was ein Grazer Raster und eine Nürnberger Safari mit Hamburg verbindet. In N. Naeve-Stoss, S. Seeber & W. Brand (Hrsg.), *Lehrerbildung und Unterrichtsentwicklung aus der Perspektive des lernenden Subjekts. Digitale Festschrift für Tade Tramm zum 60. Geburtstag* (S. 1–16).
- Lejonberg, E., Elstad, Sandvik, L. V., E., Solhaug, T. Christophersen, K.-A. (2018). Mentors of Preservice Teachers: The Relationships between Mentoring Approach, Self-efficacy and Effort, *International Journal of Mentoring and Coaching in Education*, Vol. 7 Issue: 3, pp.261-279.
- Lejonberg, E., Elstad, Sandvik, L. V., E., Solhaug, T. Christophersen, K.-A. (2018) Developmental relationships in schools: pre-service teachers' perceptions of mentors' effort, self-development orientation, and use of theory, *Mentoring & Tutoring: Partnership in Learning*, 26:5, 524-541.
- Oolbekink, H., Hadar, L., Smith, K., Helleve, I., & Ulvik, M. (2017). Teachers' Perceived Space and their Agency. *Teaching and Teacher Education*, 62, 37-47.
- Sandvik, L. V., Solhaug, T., Lejonberg, E., Elstad, E., Christophersen, K.-A. (2019). Mentor's perceived integration into teacher education programmes. *Professional Development in Education*. Accepted.
- Sandvik, L. V., Solhaug, T., Lejonberg, E., Elstad, E., Christophersen, K.-A. (2019). Predictions of school mentors' effort in teacher education programmes. *European Journal of Teacher Education*. Accepted.
- Smith, K. (2010). Assessing the Practicum in teacher education – Do we want candidates and mentors to agree? *Studies In Educational Evaluation*, 36, 36-41.
- Smith, K. (2012). Formative assessment of teacher learning: issues about quality, design characteristics and impact on teacher learning. *Teachers and Teaching: theory and practice*, 19(2), 228-234.
- Smith, K. (2015). Mentoring- a profession within a profession in (H. Tillema, G. vanWesthuisen, & K. Smith (eds.) *Mentoring for Learning - Climbing the mountain*. Sense publishers.
- Smith, K. (2016). Partnerships in Teacher Education - Going beyond the Rhetoric with a Special Reference to the Norwegian Context. *Centre for Educational Policy Journal*, 6 (3), 17-36.
- Smith, K. & Tillema, H. (2006). *Portfolios for professional development- A research journey*. New York: Nova Science Publishers, Inc.
- Smith, K. & Ulvik, M. (2014). Learning to teach in Norway- A shared responsibility. In McNamara, J. Murray and M. Jones (Eds.) *Teacher learning in the workplace: widening perspectives on practice and policy*. (pp. 261-276). New York: Springer.
- Smith, K. & Ulvik, M. (2015). An Emerging Understanding of Mentors' Knowledge Base. in (H. Tillema, G. vanWesthuisen, & K. Smith (eds.) *Mentoring for Learning - Climbing the mountain*. Sense publishers.
- Tillema, H., Smith, K. & Leshem, S. (2011). Dual roles- conflicting purposes: A comparative study on perceptions on assessment in mentoring relations during practicum, *European Journal of Teacher Education*, 34(2), 139–159.
- Tillema, H., vanWesthuisen, G. & Smith K. (Eds.) (2015). *Mentoring for Learning - Climbing the mountain*. Sense publishers
- Ulvik, M., Helleve, I. & Smith, K. (2018): What and how student teachers learn during their practicum as a foundation for further professional development, *Professional Development in Education*, 44:5, 638-649.
- Ulvik, M. & Smith, K. (2011). What characterises a good practicum in teacher education? *Education Inquiry*, 2(3), 515-534.
- Ulvik, M. & Smith, K. (2019). Teaching about Teaching- Teacher Educators' and Student Teachers' Perspectives from Norway. In J. Murray, A. Swennen, & C. Kosnik (Eds.) *International Research, Policy and Practice in Teacher Education*, Switzerland: Springer (123-137).
- Wilbers, K. & Gerholz, K.-H. (2018). Mehr als Transfer: Universitätsschulen als Kooperationsraum zur Verbindung von Wissenschaft und schulischer Praxis. *berufsbildung, Zeitschrift für Praxis und Theorie in Betrieb und Schule*, 9–12.
- Wilbers, K. & Lehner, W. (2016). Die Gestaltung der Universitätsschule in Nürnberg. In P. Bodensteiner & H. Käfeler (Hrsg.), *5 Jahre Universitätsschule. Bilanz und Perspektiven* (S. 17–29). München: Hanns-Seidel-Stiftung.
- Wilbers, K. (2018). *Wirtschaftsunterricht gestalten* (3. Aufl.). Berlin: epubli.