

**2023 Annual Report
of the Center for
Teacher Education
and Educational
Research (ZLSB)**

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Dear Readers,

With the end of 2023, the federal and state quality offensive for teacher education (QLB) entered the “past future” stage at the TUD. What was once supposed to be the future for us - we had written two large applications - has now become the past. After ten years of intensive work, this closes an important chapter in teacher education at the TUD. A subsequent initiative is not foreseeable at the moment. So it is time to look back and forward without the “Qualioffensive”, to pack up the old and unpack the new:

The first meetings for the initial application were held in spring 2012, and then at the end of 2013, an initial mantle paper was produced with the help of many stakeholders. It stated that the QLB would „set the entire location-specific teacher training in Germany in motion, not only evaluating what has been developed in recent years, but also discussing what needs to be gained. Here, each participating university faced with the central problems, such as phasing, internships, coordination between the subjects, subject didactics and educational sciences, linking these areas and centers for teacher education.“

How true. It happened just as it was written. Funding was provided for projects that sought to break up the central, traditional patterns of teacher training in a locally relevant manner and to inject new impetus into the „permanent construction site of teacher education“. At the TU, this resulted in the TUD-Sylber project (Synergetic Teacher Education in an Excellent Framework) with a focus on organizational development, quality improvement and regional networking. With its funding, TUD-Sylber was the largest project in East Germany and ranked seventh in Germany overall.

The 2023 annual balance sheet of the ZLSB is a good example of what the last few years of implementing by the QLB. It also indicates the lasting effect of the QLB in the future. Organizationally, it has finally been possible this year to establish a time slot model, to prevent overlap on students' timetables. Teacher training has become part of the TUD's quality management (also through the ZLSB's own evaluation culture) and a wide range of offers now mark the university's links between the 1st and 3rd phases and other regional players. Quite apart from this, the “Professional Qualification of Teachers” (BQL), which is based at the ZLSB, shows that the TUD is not only committed to undergraduate teacher education, but also to alleviating the shortage of teachers a little by giving career changers the opportunity to become recognized teachers at Saxon schools.

Beyond the improvement of organizational development, quality improvement and regional networking,

2023 also marks another turning point for the future of the teacher education centers at Saxon universities, as their status and role has been significantly upgraded by the legislature this year. While the Saxon Higher Education Freedom Act (SachsHSFG) from 2013 only stated succinctly in one sentence under the paragraph “Central Institutions” that a “university that offers teacher training courses shall form a central institution to coordinate them” (Section 92, [1] sentence 4), the centers were given their own paragraph in the new Higher Education Act 2023 with a total of nine paragraphs and nine bullet points (!!!). The very first paragraph reads like the ZLSB's future program for the next few years after the QLB. Here are the tasks from the legal text (§ 99 [1]):

(1) ...

1. management of initial and continuing teacher training,
2. participation in the design of study and examination regulations,
3. ensuring the coherence of the courses offered,
4. designing and coordinating university teacher training programs,
5. promotion of young academics,
6. initiating and coordinating interdisciplinary research in connection with teacher training and supporting educational research,
7. planning and organization of practical school studies,
8. participation in student counseling,
9. quality assurance in teacher training programs and support in the evaluation of teaching.

...

Conclusion: The Teacher Training Quality Campaign has taught us, on the permanent „construction site of teacher education“, to always look boldly ahead into the future of at least a decade. So let's see how we will think and write about the „past future“ in ten years' time, looking back on 2033!

Prof. Dr. Axel Gehrmann
Managing Director of the ZLSB



Photo: Lassig

Report from the Head Office

2023 - A Year Full of Change

The TUD-SYLBER project, which was funded by the federal and state governments for seven years as part of the Quality Initiative for Teacher Education, came to an end in summer 2023. During this time, the TUD successfully worked on the further development of structures and content in teacher education. The Academic Affairs Office for Teacher Education was established, quality assurance in teacher education was strengthened and cooperation between educational science, subject didactics and subject science was stepped up.

This type of cooperation between the departments is exemplified by the TEACHERMANIA teacher education festival, where many players in teacher education came together. The festival was held for the second time last year and offered numerous workshops and information for student teachers. The event, which was organized by the ZLSB, included offerings on topics such as digital learning, inclusion and sustainability. Culinary and musical highlights were also provided.

The ZLSB was also present at an international level. The International Networking Days in June 2023 brought together education experts from 14 countries to discuss current challenges in teacher education and plan future collaborations. The event included workshops on inclusion, digitalization and teacher shortages. Participants also had the opportunity to visit schools and other educational institutions in Dresden. The „Education for Sustainable Futures“ symposium brought together international representatives of teacher education and



Photo: Steffen Schreiber

other educational stakeholders. The event shed light on the question of how sustainability can be integrated into teacher education. Participants were able to take away many new ideas and make international contacts. The synergy with the Teacher Academy Project - Teaching Sustainability (TAP-TS) significantly strengthened networking and international exchange in 2023. The EU-wide TAP-TS project focuses on innovative educational approaches to promote sustainable action. In the first year of the project, teaching-learning packages were developed and tested in collaboration with partners from seven countries. The findings from the first 12 months will be incorporated into future teacher-learning events that promote the practical implementation of ideas.

The year 2023 was also characterized by structural changes. A new „Research and Transfer“ sub-division

Photo: Steffen Schreiber





Organizational Structure of the ZLSB, ©ZLSB

was created at the ZLSB. This includes research into inclusion, lateral entry and quality assurance. At the end of the year, there was a change in management. Martin Neumärker left the ZLSB temporarily to support the interests of teacher education for the entire Free State of Saxony at the Saxon State Ministry of Science, Culture and Tourism (SMWK). Juliane Sichler will take his place in management. As the former head of the Academic Affairs Office at the ZLSB, she brings many years of expertise and experience in TUD teacher education to her new role.

Stabilizing Student Numbers and Expanding the Range of Study Programs

The number of students on the four teacher education courses has stabilized. Teacher education continued to be the largest student group in 2023, accounting

for around 14% of all TUD students. With 790 newly enrolled teacher education students, student numbers remain stable. However, the number of newly enrolled students in the teaching degree at vocational schools for the winter semester 2023/24 is striking, with a decline of 27% compared to the winter semester 2022/23. Teaching at grammar schools remains the most popular course among first-year students.

From the winter semester 2023/24, the range of courses on offer was expanded to include biology for the teacher education courses for secondary schools, grammar schools and vocational schools. This change is relevant, as surveys show the popularity of the subject. In addition, the range of courses on offer was expanded at the start of the 2023/2024 winter semester to include automotive engineering for teachers at vocational schools. The ZLSB coordinated the introduction of the specialization.

General Manager

Juliane Sichler

➤ ZLSB Management



General Manager Juliane Sichler, Photo: Steffen Schreiber

Academic Affairs Office for Teacher Education



Photo: Steffen Schreiber

Range of Courses Expanded with New Subjects

The reform of the Teacher Examination Regulations of the Free State of Saxony (LAPO I) from 2022 led to the integration of new subjects at the TUD, including Biology and Automotive Engineering. The adaptation of the study documents in accordance with the reformed LAPO I was carried out through comprehensive procedures, which led to the legally binding publication of all 80 study documents in March 2023.

Biology Expands the Range of Subjects in the Teacher Education Program

From winter semester 2023/24, the subject biology for secondary schools, grammar schools and vocational schools was added to the canon of subjects for teacher education students at the TUD. Surveys of first-year students in recent years have shown how relevant this change is. Biology was repeatedly named as one of the most popular subjects, which students were unable to study. The Nc-limited subject increases the number of

possible subject combinations in all Dresden teacher education courses to 367.

The course was set up at the Faculty of Biology, where Prof. Dr. Monique Meier holds the professorship for subject didactics. Born in Brandenburg, she took up the professorship at the end of 2022. In order to also optimize the organizational aspects of the education, Prof. Meier relies on close cooperation with various institutions at the TU, such as the Botanical Garden and the ZLSB.

New Specialization Enriches the Range of Courses in the Vocational Teaching Profession

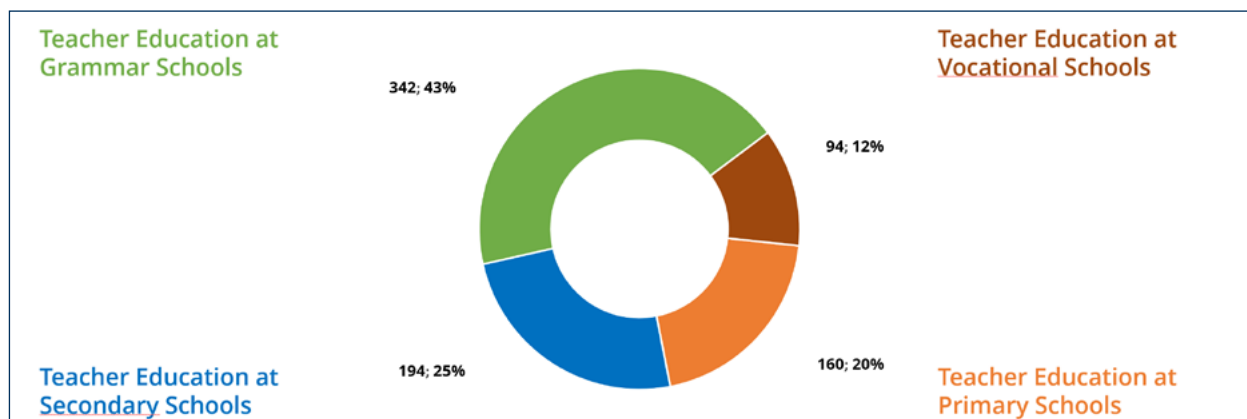
With the start of the winter semester 2023/2024, the range of courses for the teaching profession at vocational schools was expanded to include a second specialization in automotive technology. Efforts have been underway since 2020 to introduce automotive technology as a separate vocational subject area. The ZLSB coordinated the establishment of the specialization and the associated committee process.

Teaching degree program again largest student group at TUD

In the winter semester 2023/24, 4,004 of the 28,950 students across the university are enrolled in the four teacher education courses. This means that all teacher education students together make up approx. 14% of all TUD students. 790 teacher education students were enrolled in the first semester out of 6,131 university-wide. These almost 13% of TU first-year students are distributed among the teaching degree programmes as follows: The teaching degree programme for grammar



Visit from Prof. Monique Meier (left in the picture) at the ZLSB, © Steffen Schreiber



Freshmen in teacher education programs in winter semester 2023/24 (as of: 12/01/2023, university statistics from the TUD)
© ZLSB

schools has the most new students with 342, followed by the teaching degree programme for secondary schools with 194 and the teaching degree programme for elementary school with 160. 94 new students were welcomed to the teaching degree programme for vocational schools in their first semester. The Selma portal was recently set up for newly enrolled students to register for examinations.

The Most Popular Subjects and Disciplines

Across all subjects and semesters of study, the most studied subject is German, with a total of 1,350 students enrolled. This is followed by the subjects history, mathematics and English, with nearly 700 students each. The most frequently chosen subjects in the vocational education program are health and nursing, with 236 students, and social, with 171 students.

Welcome Ceremony for Freshmen

The first semester event for all newly enrolled student teachers of the winter semester 2023/24 took place on October 4, 2023 in the Audimax auditorium in the Hörsaalzentrum building. Around 700 of the 790 newly enrolled students took part in the event. After introductory words from the Dean of the Faculty of Education, Prof. Wustmann, and Prof. Gehrmann, the Managing Director of the ZLSB, the students received important information from the academic affairs office staff to make the start of their studies at the TUD easier.

The focus was on advice about how to use important sources of information and how to navigate the study programs. Furthermore, support services were presented, such as additional tutorials for creating class schedules from the MTC@TUD project. Information about registration for language courses via TUDIAS, relevant deadlines, and rules for examinations in the first semester of studies was also presented. With the support of the two faculty students' councils for general education and vocational education, as well as other players in teacher education, popular gift bags given out at the start of university were distributed to the first year education students. In addition, the academic affairs office organized an information fair on the ground

floor of the Hörsaalzentrum building, where the two faculty students' councils were also represented.



A celebratory graduation ceremony in the Audimax auditorium © FSR ABS

Graduation Ceremony for Teacher Education Graduates

As in previous semesters, the ceremonial presentation of diplomas for graduating teacher students (elementary school teachers, secondary school teachers and grammar school teachers) was organized by the Student Council for General Education Schools in summer semester 2023. On July 28, 2023, 137 of the graduates were present in the Audimax auditorium. The diplomas were presented with great applause by the employee of the State Office for Schooling and Education. The ceremonial opening speech was given by the Dean of Education, Prof. Dr. Cornelia Wustmann. The Trade Union for Education and Science (GEW) presented gifts to the best final grades and the Sächsische Lehrerverband [Saxon Association of Teachers] (SLV) was once again able to award the examination prize to the best final thesis chosen by a jury. Dr. Ingwersen gave a motivating speech at the end of the ceremony to congratulate the graduates and send them off into their teaching traineeships.

Head of the Academic Affairs Office for Teacher Education

Juliane Sichler

➤ [More information on studying teacher education](#)

TUD Senate Decides to Introduce A Time Slot Model In The Teaching Degree Program

At its meeting on April 12, 2023, the Senate of TU Dresden decided to introduce a time slot model to enable timetable planning, without overlap, in all teacher education courses for the winter semester 2023/24. The decision was preceded by seven years of thorough consideration of approaches to overlap-free planning at universities as part of the „Synergetic Teacher Education“ (TUD-Sylber) project, which is funded by the Federal and State governments as part of the Teacher Education Quality Initiative. The key points for the model were developed in close cooperation with the university management, the Faculties, the schedule and room planners and the Central University Administration.

Mathematical Approach to Avoid Schedule Overlaps

Due to the high complexity of teacher education - more than 300 subject combinations can be studied at TUD alone - students are often faced with overlapping courses. In the worst case scenario, this leads to an extension of the duration of studies, as courses cannot be attended as planned, or even to students dropping out. The urgency of this is confirmed by students in a survey conducted by the ZLSB, in which 80% of them stated that they were affected by overlaps in their studies, 45% of them frequently to very frequently.

Better coordination between the timetable planners of the 17 Faculties alone is not enough to avoid overlaps in the teaching degree. This requires more complex mathematical approaches to course planning, such as time slot models, with which other universities have already had very good experience for many years. The project team in the Teacher Academic Affairs Office has also exchanged ideas on this in the nationwide network „Overlap-free students at universities“. Finally, TUD commissioned Prof. Kreuzer, Professor of Mathematics at the University of Hamburg, to create the model. His approach combines a good mix of concrete time specifications and possible leeway that planners can use individually. The subjects were divided into subject groups and each group was given core and optional times that can be freely planned.

Successful Adaptation for Overlap-Free Schedule and Improved Study Conditions

In several discussion drafts, the Academic Affairs Office team tailored the model to the needs of TUD in collaboration with Prof. Kreuzer. These included the consideration of laboratory and workshop times, times for events spanning several academic years, the study days of lateral entrants as well as times for committees and individual subject requirements. A model was achieved which, with appropriate planning of the subjects,



Photo: AdobeStock/ ra2 studio

enables 100 percent overlap-free teaching in the teaching profession at elementary school, 97.4 percent in the teaching professions at secondary schools and grammar schools and 94.3 percent overlap-free teaching in the teaching profession at vocational schools.

An advisory board has accompanied the various development phases and supported the coordination with the Faculties and the university management. Now the model has to prove itself in practice. The experience gained will be evaluated and incorporated for further optimization. Even if many existing times could be taken into account in the development of the model, its introduction will initially lead to a change in familiar times in one place or another. In the long term, however, it will create more predictability and, it is hoped by all involved, better study conditions for the 4,000 student teachers at TUD.

Head of the Academic Affairs Office for Teacher Education

Juliane Sichler

Course Manager

Christine Hähnliche

➤ [More information on overlap-free studying](#)

Academic Success in Teacher Education



TEACHERMANIA – das Lehramtsfestival © Steffen Schreiber

Support for Teacher Education Students at the TUD (MTC@TUD)

Since the end of 2017, Making Teachers Confident has been supporting student teachers at TUD from the start of their studies to the transition to their professional future, helping them to successfully master their studies and develop personally. To make it even easier for first-semester students to start their studies, the three-week introductory phase began on 18 September 2023, during which the ZLSB's Academic Affairs Office for Teacher Education once again organized support services. In addition to the orientation tutorials, which promote networking among students from the same subject and introduce relevant advisory institutions and contact persons as part of a campus tour, digital tutorials on timetable construction were offered. Experienced tutors helped first-year students to create their individual timetables and provided information on other aspects of study organization. Due to the change in the teacher examination regulations (LAPO I) and the reformed study documents, there was a great need for support, particularly with regard to supplementary studies. Around 400 students took advantage of the tutorials and rated them as an important and helpful offer at the start of their studies. An interactive digital campus tour was offered for those who wanted to explore the campus on their own without missing out on exciting facts.

2nd Teachermania Inspires Students and International Guests

For the second time, this year's TEACHERMANIA brought together a festival for the teaching profession with interesting workshops and information offers from numerous players in teacher education in a relaxed

atmosphere. In perfect summer weather, schools, trade unions and teacher education institutions presented themselves with a variety of stands on Weberplatz. The event was organized by the ZLSB. Prof. Axel Gehrman, Managing Director of the ZLSB, was extremely satisfied with the number of visitors: „As in the previous year, we are delighted with the great interest shown by student teachers and lateral entrants and the lively exchange.“

Interactive Workshops and Information Market Offer Insights into the Teaching of Tomorrow

For all those who wanted to prepare for the school of the future, the event offered exciting workshops on topics such as digital learning, inclusion and sustainability in addition to the information market. In the interactive seminars, participants learned, for example, how to conduct lively classroom discussions or how to use digital learning tools effectively. They also learned how the arrangement of chairs and tables can improve the learning experience for students. The variety of topics



Photo: Steffen Schreiber

was particularly important to the organizing team: „We offered a wide range of activities to meet the interests of student teachers, lateral entrants, lecturers and those interested in teacher education.“

International Networking, Culinary Delights and Music

A special highlight of the 2nd TEACHERMANIA was the combination with the International Networking Days. In a public forum, interested parties had the opportunity to discuss current developments in their countries with the international guests. There was also the opportunity to obtain information about a stay or internship in Hong Kong, Uganda, Israel, Indonesia or Japan. A panel discussion rounded off this bonus package. In addition to professional input, culinary delights were of course also provided. Chilled soft drinks and freshly tapped beer, grilled food, Jordanian cuisine and offerings from Café Blau left nothing to be desired. Loop musician „Ju von Dölzchen“ provided a multi-faceted musical prelude with a wide range of instruments. At the end of the event, guests could dance to the Balkan music of the „Balkaneros“, a band from the Dresden University of Music.



Photo: Steffen Schreiber

Shortly after the event, the ZLSB organization team was already looking to the future. „We are extremely satisfied with the response from both our students and our international guests, and we are already looking forward to the 3rd TEACHERMANIA next year,“ concluded Prof. Axel Gehrmann.

Orientation Platform Research & Practice (OFP)

As part of the Research and Practice Orientation Platform (OFP), an ALL YOU CAN ASK on the topic of „Education and mediation in museums“ took place in July 2023 in cooperation with the Deutsches Hygienemuseum Dresden. On the museum's premises, museum employees from various fields of work reported on their professional biographies and everyday working life. The event was attended by around 30 students, who had many questions answered afterwards and greatly appreciated the authentic insight into the professional field.

The Research and Practice Orientation Platform project expired at the end of 2023. The aim was to provide practical insights and contribute to orientation in the professional and research landscape. Innovative formats were developed and implemented as part of the project. In addition to Q&A sessions, excursions and project weeks, students were also able to get to grips with the doctorate and discuss ideas with practice partners. For example, student teachers were also given the opportunity to deal with the topics of learning difficulties and learning therapy.

Lecture Series 2023: Insight Into State Exams, Traineeship And School Law

Once again this year, the round table event took place under the motto „What the Stex? & What the Ref?“ took place again this year. In addition to information events organized by the State Office for Schools and Education (LaSuB) on the first state examination and the preparatory service, the Trade Union for Education and Science (GEW) on the topics of permanent employment and finances in the traineeship, interested students were given an insight into school law in a workshop run by the Saxon Teachers' Association (SLV) or were able to improve their writing skills in a writing workshop run by the TUD Writing Center. There was a lively exchange with lecturers and university teachers on the choice and limitation of topics for their academic work. In addition, a main education manager from the education center in Dresden gave a practical presentation of the competence-oriented preparatory service and in exchange rounds with students and trainee teachers, first-hand experiences with the first state examination and the traineeship were reported.

The round table event is very well received by students in the last third of their studies, as the content is not part of the course and there is little information available. Increased cooperation between the ZLSB and stakeholders such as the LaSuB and the trade unions will counteract this information gap.

Project Coordination

Anja Schanze, Mathis Heinig

➤ [Making Teachers Confident Project](#)

➤ [Orientation Platform Research & Practice](#)

Research and Transfer



Photo: AdobeStock/ MIND AND I

Research Accompanying Teacher Education

Results of the First Student Survey in the Teaching Profession after the Corona Pandemic are Available

Following an interruption due to the pandemic, first-year students on teacher education courses in the winter semester of 2022/23 were surveyed again for the first time since 2019 about their career choices and interests, their educational biography and their expectations with regard to teacher education. As part of the central introductory event for all first-semester teachers, 677, or over 80 percent, of all first-year students took part in the survey at the start of their studies.

Focus on the Expectations and Uncertainties of First-Year Students

For the first time, the extent to which first-year students have realistic expectations of the course content and the organization of the teacher education course was surveyed at the start of the 2022/23 course. After all, disappointed expectations are a reason for low student satisfaction. An initial look at the data shows that students expect to learn teaching-related skills such as imparting knowledge and dealing with pupils during their studies. Uncertainty becomes clear when it comes to the proportionate relationship between subject-specific and pedagogical-psychological and subject-didactic teaching content. In addition, a large proportion of respondents do not expect to attend courses with students from other degree programs. The first-year students also do not expect lecturers on teacher education courses to be primarily academics. Detailed

evaluations are still pending - it is already clear that the results will provide important findings for the further development of information for prospective students and prospective teacher education students.

Continuity and Slight Changes

A comparison of the findings of the current student survey with the surveys from the years up to 2019 indicates that the most recent student cohort does not differ significantly from the student cohorts before the coronavirus pandemic in terms of key characteristics. Only the average age of first-year students has fallen slightly compared to the years before the pandemic. On average, first-year students in the winter semester 2022/23 are 20 years old. In terms of previous experience, the respondents hardly differ from first-year students in previous years. One in six respondents had already studied at TU Dresden before starting their teacher education program. However, only very few can look back on a completed first degree. Among the first-year students studying to become teachers at vocational schools, two thirds have previous professional experience in the form of an internship, education and/or work experience in the professional field matching their chosen department. This represents a slight decrease compared to the last cohorts surveyed.

First-Year Students at the TUD with a Strong Connection to Saxony

At 80 percent, the proportion of first-year students from Saxony is still slightly higher than before the pandemic. Most first-year students chose TU Dresden as



Photo: Crispin-Iven Mokry

their place of study due to the attractiveness of the city and the Dresden region as well as its proximity to their hometown. In this respect, the respondents did not differ from previous cohorts. There is therefore hope that many of the first-year students will contribute to meeting the demand for teachers in Saxony's regions in a few years' time.

Career Choice Determines Students' Expectations of Teacher Education Courses

At the beginning of their studies, many student teachers have expectations and ideas about studying to become a teacher that do not correspond to reality. This is possibly due to the fact that prospective students inform themselves more about the desired profession than about the content and structure of the teacher education course. This is indicated by the results of a survey conducted by the ZLSB among more than 650 first-year students on teacher education courses at TU Dresden. Unrealistic expectations are widespread, both in terms of course content and study conditions. For example, 70 percent of those surveyed assume that they will be able to acquire all the skills required for the teaching profession at university. Many are apparently unaware that the teacher education course is only the first of two phases of teacher education. Indeed, qualification for the profession is only complete at the end of the preparatory service that follows the degree course.

Clarification of Misconceptions Regarding Course Content and Vocational Education

More than one in two students believe that the course content corresponds to the school curriculum in the respective teaching subject. However, this is not the case. Instead, the content of the degree course is based on the level of knowledge and academic discourse in the respective discipline, at degree level. More than half

of those surveyed also expect the course to provide guidance on how to behave as a teacher. Even with regard to this assumption, the expectations of many students will not be fulfilled, as the degree course is not professional education that provides the tools for practicing the profession. On completion of their studies, graduates possess not only in-depth specialist knowledge, but above all the skills to analyze and understand learning and teaching processes, to critically reflect on and further develop their own professional actions as teachers and to find their own solutions to new pedagogical challenges.

Information Deficits of First-Year Students

Only a minority of students expect to frequently attend courses that are designed for students in the respective discipline. More than half of those surveyed expect to attend courses that are specifically tailored to student teachers. Only a few students are also aware of the fact that the lecturers at the university are academics.

„The fact that many first-year students are not sufficiently aware of the structure and objectives of teacher education courses becomes clear when you look at the findings on the information behavior of respondents before starting their studies,“ explains Anna Schwalbe, who conducted the survey. „There is much to suggest that career choice, rather than study choice, was at the heart of the decision-making process. As a result, many first-year students have obviously not informed themselves in detail about the structure and content of teacher education courses.“

If students are now confronted with academic degree programs in which practical school phases and concrete professional relevance only make up a limited proportion, this can lead to disappointment, frustration and dissatisfaction. Studies show, however, that realistic expectations contribute to academic success. With this in mind, TU Dresden is keen to prevent common misunderstandings and misconceptions about studying by providing information in a targeted manner.

Quality Assurance in the Teacher Education Degree Programs

Anna Schwalbe

➤ [More information on research in the area of teacher education](#)



Photo: Steffen Schreiber

Project Reports

Review Of 7 Years Of Synergetic Teacher Education in the TUD-SYLBER Project

In summer 2023, the „Synergetic Teacher Education“ (TUD-Sylber) package of measures funded by the Federal and State governments as part of the Teacher Education Quality Campaign came to an end after a seven-year project period. Members of seven Faculties and the ZLSB have been working on further developing the structures and content of teacher education.

Measures to Strengthen Teacher Education at the TUD

Among other things, the Teacher Academic Affairs Office was founded, quality assurance in teacher education was intensified, the promotion of early-career researchers was expanded and cooperation between educational science, subject didactics and subject science was strengthened. In addition, research, materials and teaching/learning concepts were developed in current subject areas such as digitalization, dealing with heterogeneity, learning locations in out of school. In particular, the focus was on the cooperation between the various stakeholders in teacher education within TU Dresden as well as networking with non-university partners, e.g. in the education centers of the preparatory service and in regional schools.

Key results, products and successes were presented and put up for discussion at the event to mark the end of the TUD-Sylber project on March 28, 2023 in the Dülfersaal at TU Dresden. Project participants, partners

and guests jointly discussed perspectives for the subsequent use and continuation of the products and processes created in the project.

Successes, Prospects and Challenges in Teacher Education in Dresden

Despite the many successes and progress made in the project work, there are still complex challenges in teacher education even after the end of the „Qualitätsorientierte Lehrerbildung“ funding program, which must be permanently addressed and dealt with in the long term. „Teacher education at TU Dresden has become much more visible with TUD-Sylber,“ summarized Vice-Rector Academic Affairs Prof. Michael Kobel, „and we now have a much clearer picture of where the problems lie that we need to continue to work on.“ Prof. Anja Besand, who has been involved in TUD-Sylber as a didactic specialist since 2016, emphasizes: „I hope that the project will succeed in maintaining this visibility and the high status of teacher education. After all, education teachers is one of the university's most important tasks.“



Photo: Ante Beslic

TUD at the Final Congress of the Teacher Training Quality Campaign

After almost ten years, the Quality Campaign for Teacher Education (QLB) comes to an end at the end of the year. The final congress of the funding program took place in Berlin at the beginning of October, where TUD's QLB projects also presented selected results for the last time.

Successful Lateral Structures and Innovative Approaches in the Focus of the TUD-SYLBER Project

Dresden's largest QLB project, „Synergetic Teacher Education“ (TUD-Sylber), demonstrated the cross-institutional structures that were created in the course of the project at ZLSB in order to deal with cross-faculty cross-sectional tasks in teacher education: from the organization of studies and student support to the quality assurance of degree programs and the promotion of early-career researchers to the networking of university teacher education with non-university stakeholders. The TUD-Sylber-BBS project, which is dedicated to the teaching profession at vocational schools, presented new ways of recruiting students for this teaching profession and, together with QLB projects from other universities, presented innovative approaches to occupational field analysis in personal vocational departments. The discussions focused on the cooperation between universities and state training institutions for the preparatory service.

For TUD, as for the numerous other funded universities from all over Germany, the challenge now is to secure and permanently anchor the achievements of the third-party funded projects. The first steps in this direction



Photo: Prof. Axel Gehrmann

have already been taken together with the Saxon State Ministry of Science.

Review of the Final Congress of the Teacher Training Quality Campaign in Germany

At the final congress, representatives from universities throughout Germany and the education administrations of the Federal and State governments agreed that the Teacher Training Quality Initiative had triggered a developmental boost in teacher training and put the teaching profession more firmly on the agenda of universities. However, there was also agreement that - not least in view of the shortage of teaching staff - considerable efforts are still required to strengthen teacher training.

TUD-Sylber Project Coordinator

Dr. Rolf Puderbach

➤ [More information on the TUD-SYLBER project](#)

Photo: PantherMedia / siraanamwong



Digital Learning Map of Saxony Expanded to Include Service Area

Extracurricular learning locations offer valuable opportunities to enrich lessons. They enable interdisciplinary, action-oriented learning with a regional focus. The Saxony Learning Map was developed with this potential in mind, enabling teachers to find suitable learning locations for their lessons. In addition to searching for and finding a suitable learning location on the digital learning map of Saxony, the planning and implementation of learning location visits with school classes is now also supported by many tips and materials, right through to the finished lesson concept.

With the help of the learning map, teachers can explore the educational landscape around the school location, find extracurricular learning locations according to their needs and filter offers precisely for their lesson plans. Despite the simplifications offered by the learning map in the search for a suitable extracurricular offer, the planning and implementation of a learning location visit still involves considerable additional effort. In order to provide even more support for motivated teachers, a service area has now been set up on the Learning Map that addresses precisely this hurdle.

What's new?

To facilitate the organization of learning location visits, the service area contains a list of funding opportunities (financial support for travel to and from the location, admission fees, trips lasting several days, etc.), an overview of the legal situation of learning location visits with a checklist and a prepared information letter to parents/guardians. The organization of the learning processes on site is supported by suggestions for lesson planning and a collection of methodological ideas. The



Foto: AdobeStock/Monkey Business

offer is supplemented by information on how learning processes at the extracurricular learning location can be designed in a problem-oriented way or in the sense of ESD.

At the heart of the service area is the collection of materials, in which complete practical examples for lessons at a very specific extracurricular learning location are available for download with the corresponding materials so that they can be integrated into your own lessons. Further links and literature references round off the offer. The Learning Map of Saxony is thus expanding its range of services into an all-round offer for extracurricular learning. Thanks to the new service area, the integration of extracurricular learning locations is now even better supported.

Research Assistant

Oda Schlünz

➤ [More information on the Digital Learning Map of Saxony](#)

Photo: AdobeStock/Robert Kneschke





Photo: Steffen Schreiber

TUD's Liaison Office for Teacher Education for Regional and Cross-Phase Networking Continues its Work

Since 2019, the ZLSB's Teacher Education Liaison Office has been dedicated to networking and cooperation with schools and other non-university educational stakeholders in rural areas, as well as cooperation between university teacher education and the second phase of teacher education, the preparatory service. Following the end of funding as part of the Federal and State governments' „Teacher Education Quality Initiative“ as part of the TUD-Sylber project, the work of the Liaison Office can now be continued with financial support from the Saxon State Ministry of Science. As a new member of staff in the Liaison Office, Oda Schlünz will take up the reins from July in order to bundle, further develop and consolidate the collaborations that have been established over the past four years and to implement new ideas.

University and Regional Education Stakeholders Work Together to Strengthen Teacher Recruitment

Everyone involved benefits from intensive networking between the university and regional education stakeholders: schools in rural areas can demonstrate to prospective teachers that they are an attractive place to work in the future. Schools and student teachers get to know each other at an early stage through internships, work shadowing and excursions. In this way, the cooperation can promote the recruitment of urgently needed teachers in rural regions. At the same time, cooperation with schools and extracurricular places of learning helps to enrich the course with additional references to school practice and to give students insights and practical experience in the desired professional field. The Liaison Office maintains an extensive cooperation network and initiates and arranges collaborations, for

example between lecturers at TUD and committed teachers in the region.

Strengthening Teacher Education through Cross-Institutional Networking

In addition to networking with partners in the focus regions of Upper Lusatia and the Ore Mountains, the office is dedicated to strengthening cross-institutional networking between teacher education and preparatory service. The aim of the cooperation between TUD and the State Office for Schools and Education (LaSuB) with its teacher education institutions is to increase cross-phase coherence in teacher education. In this area of activity, the various contacts between LaSuB and TUD are to be taken up and existing approaches to exchange and cooperation are to be strengthened and systematized. The common goal is a coherent qualification across all phases, in which the transitions between the phases are not experienced as breaks. Rather, the aim is to enable continuous skills development across the phases of teacher education, which does not end with the completion of the traineeship, but is continued in teacher education.

Oda Schlünz is the new contact person in the Teacher Education Office. She is a qualified teacher of German and ethics and has several years of professional experience at grammar schools in Saxony. As a Research Associate in the TUD-Sylber project, she has been helping to shape teacher education at TU Dresden from a didactic perspective since 2019. Under the title „Learning Landscape Saxony“, she has dedicated herself to extracurricular and interdisciplinary learning and therefore has numerous contacts to schools, extracurricular learning locations and initiatives in the regions around the university location Dresden.

Research Assistant

Oda Schlünz

➤ [More information on the Liaison Office for Teacher Education](#)

Synergetic Teacher Education for Future Vocational School Teachers (TUD-SYLBER-BBS)

On December 31, 2023, after almost 4 years, the project „Synergetic teacher training for the teaching profession at vocational schools“ (TUD-SYLBER-BBS), funded by the federal and state governments as part of the quality offensive for teacher training, came to an end. In 6 interdisciplinary sub-projects, based at the Faculty of Education and Economics, intensive work was carried out in the two interlinked focal areas of student recruitment and quality and structural development to break through the specific problems of this type of teaching profession, such as a lack of prospective students, unsatisfactory promotion rates and high fluctuation, and to sustainably improve the quality of the course.

Original Measures for Student Recruitment and Quality Assurance in Teacher Training

To this end, the causes of the shortage of prospective students and recruitment potential in target groups that had previously received little attention were first empirically investigated and innovative student marketing measures were developed. The dual study model „School Assistants in Qualification“ (SchulAQ), which was piloted as part of the project, also broke new ground in student recruitment: With the help of adapted study structures and a specially developed coaching offer, 25 additional students with a background in vocational qualifications (technician/master/bachelor) were recruited for the industrial-technical teaching profession. The quality of teacher training itself was also examined in a variety of ways:

Teaching Development and Improving Study Quality: Successful Approaches in Vocational and Business Education

Complex teaching-learning arrangements were developed in cooperation between subject-specific science and vocational didactics, which help to make subject-specific teaching more problem-oriented and thus significantly increase the coherence between individual study components. The strengthening of reflexive references to the professional world of work as well as to school practice in the personal vocational subjects was achieved through the involvement of students in vocational research to identify core professional tasks and their curricular preparation. The resulting online archive of didactically prepared professional action situations will be available to teachers of all phases and students after the end of the project and can be used both in teacher training and in vocational school lessons.

With the establishment of regular academic year discussions with students and course leaders, a participatory element was created to supplement the existing quality management system, in which existing problems

in the structure and course of studies can be identified and dealt with at an early stage. The intensive analysis of the professional skills development of vocational and business education students has provided valuable insights. This data on prerequisites, potential and the course of their professionalization enables targeted measures to be taken to improve the quality of studies and to support students.

Final Conference on the Cooperative Further Development of Vocational Teacher Training

Numerous networking formats initiated by the project with the 2nd and 3rd phases of vocational teacher training contributed to the transfer of the approaches and results gained in the project beyond the university and to making them usable for the cooperative further development of coherent vocational teacher training across all phases. A highlight of this was the final conference „Professionalization of teachers for the teaching profession at vocational schools - cross-phase challenges and potentials“ on 24 November 2023 with numerous scientists from TU Dresden and other locations, representatives of vocational school centers, the State Office for Schools and Education, the Saxon Teachers' Association, the Chamber of Crafts and Trades and the Saxon State Ministry of Education and Cultural Affairs. The results achieved were presented in various formats and put up for discussion in thematic workshops. There was room for a passionate exchange of opinions as well as for the initiation of further cross-phase and cross-institutional cooperation and the development of approaches for using the results beyond the end of the project period.

In his welcoming address, Prof. Dr. Michael Kobel, Vice-Rector for Education at TUD, once again emphasized the importance of the work carried out and called on TU Dresden to ensure a broad and attractive range of courses in the variety of professional disciplines even after the end of the teacher training quality offensive, to enable different access routes to study and to ensure the attractiveness, studyability and continuous improvement of study quality.

Project Coordination

Dr. Holger Sachse

PraxisdigitaliS: Designing Digital Practice in Saxony

Praxisdigitalis - Shaping Digital Practice in Saxony

The BMBF-funded joint project „PraxisdigitaliS - Praxis digital gestalten in Sachsen“ of Leipzig University and Dresden University of Technology aimed at the sustainable digitalization of teacher education and was successfully completed in 2023. During the project period (March 2020 to December 2023), numerous measures tailored to the relevant target groups were implemented in order to develop reflection-based skills for prospective teachers with regard to digital media and digitally organized learning. The focus was on cooperation between the locations and the sustainability of the measures. This was coordinated at the TUD by the ZLSB. The content was implemented at the TUD's Chair of Computer Science Education with the Digital Lehr@mt Lab sub-project, which tested computer science skills using a „Teaching Lab“.

Cooperation and Networking

The members of the joint project regularly exchanged information about their research results and developed joint work results at virtual and face-to-face meetings of the network and the working groups. In this context, the cross-location and interdisciplinary development of a catalog of digitization-related skills for teacher education in Saxony (DiKoLiS) was completed. The resulting open access publication is published under an open CC license. The PraxisdigitaliS anthology „Digitalisierung in der Lehrer:innenbildung“ was also published in 2023 with scientific contributions from the sub-projects of both locations as well as from other actors in this field, including employees of the ZLSB. At the concluding series of events entitled „Digitalization in teacher education: Best practice and experiences from the PraxisdigitaliS project“, the project participants from the various subject didactics, departments and interdisciplinary working groups presented their results on the future, digitally enriched design of university teaching and school lessons on eleven individual dates in the summer semester of 2023. The final event in December provided a summary and conclusion in the context of accompanying events and developments.

Digital Media in Schools

The lecture „Digital Media in Schools“ with a focus on the computer science dimension, which was already attended by TUD teacher education students in the winter semester 2021/22, was also offered in the supplementary studies at the TUD in the winter semester 2022/23. As part of the cooperation with Leipzig University, the course took place in hybrid form, with the Leipzig students attending the lecture in person while the Dresden students took part virtually. The aim of the event was to teach students which computer science skills are required in their future teaching activities and can be taught to students. At the beginning of 2023, students were able to earn credit points in this



Photo: PantherMedia / Artur Verkhovetskiy

transferred lecture for the last time. Since the winter semester 2023/24, the TUD's supplementary studies have offered a comprehensive range of courses on the topic of digital media in schools.

Teaching Award of the Joint Project Praxisdigitalis

Digital teaching in teacher education serves as a role model for students, who develop a positive attitude towards digitalization and opportunities for the digital design of teaching and learning processes and later transfer them to schools. Therefore, one of the central measures of the joint project was the second awarding of the „Prize for outstanding digital teaching in Saxon teacher education“ to anchor digitalization-related skills in teacher education. In September 2023, the teacher education centers of the three major Saxon universities, Leipzig University, TUD and Chemnitz University of Technology, jointly awarded this teaching prize, which was divided among three winners. The continuation of the teaching award beyond the project period is assured. It was possible to integrate the teaching award into the Saxon Teaching Award of the Saxon Ministry of Science, Culture and Tourism (SMWK), which the SMWK awards every two years to university lecturers in Saxony. In this way, teacher education receives special appreciation and recognition.

Project Coordinator

Dr. Nicole Zabel

➤ [More information on the PraxisdigitaliS collaborative project](#)

Successful Educational Research at the ZLSB

In the last two years 2022, nine new teachers were seconded to TUD by the Ministry of Education and Cultural Affairs. During their time at the university, they will take on tasks including university teaching, teacher training for teachers in schools and delivering the mentor qualification, for school-based mentors. In addition, an academic qualification, usually a doctorate, is planned.

Support in The Doctoral Process: Workshops on Empirical Educational Research

The ZLSB's Graduate Forum for Teacher Education supports teachers throughout the entire doctoral process. In the first year of the secondment, the focus is on introducing students to the methods of empirical educational research. Nine workshops have been held since September 2022, including an introduction to qualitative research, design-based research, empirical data collection methods, questionnaire construction and sampling, as well as the evaluation of statistical data and qualitative content analysis.

Interdisciplinary Exchange and Successful Dissertations at the ZLSB Graduate Forum

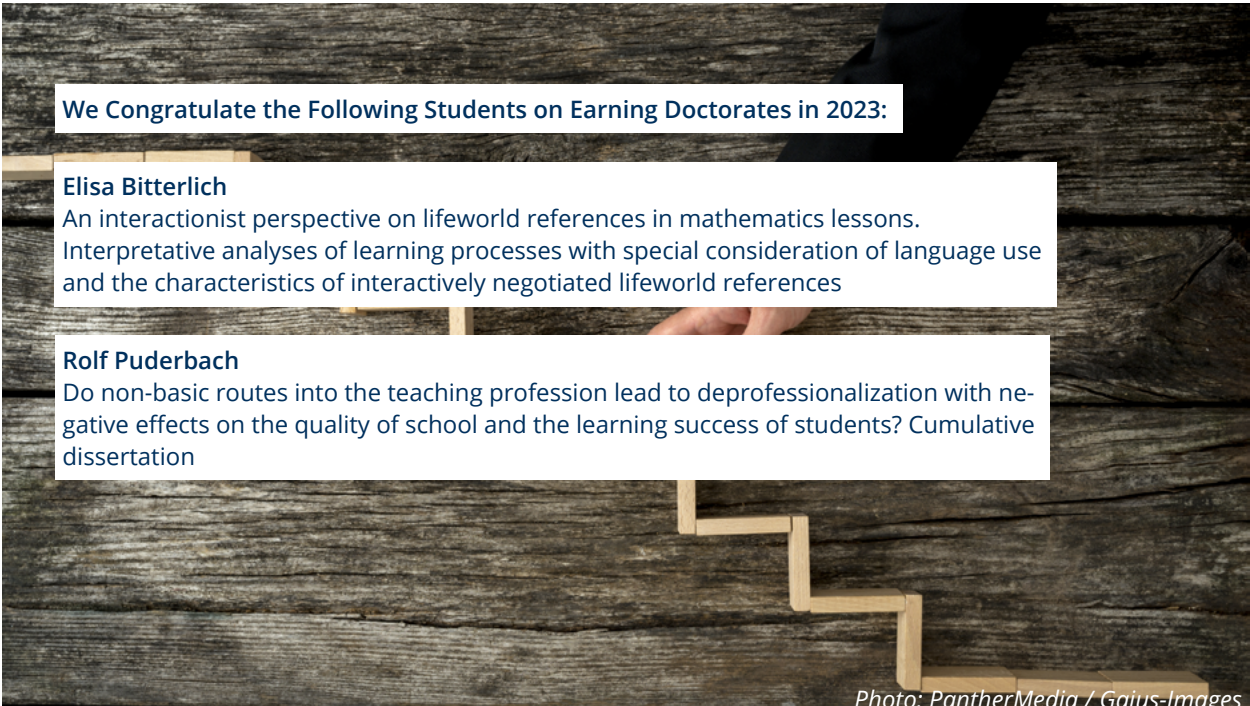
In the further course of their research projects, the seconded teachers will have the opportunity to discuss interim results and challenges in the research process with colleagues in regular research colloquia and research workshops. Over the past few years, the Center for Teacher Education and Educational Research has become a place for interdisciplinary exchange between postdoctoral teachers.

„Thanks to their many years of professional experience, the teachers bring with them a high level of expertise that not only improves the supervision of student teachers, but can also have a lasting influence on empirical educational research at TUD,“ emphasizes Dr. Frank Beier, who heads the Graduate Forum for Teacher Education. This is also evidenced by the eight successfully completed dissertations by seconded ZLSB teaching staff since 2019.

In addition to teachers in higher education, the Graduate Forum for Teacher Education is also open to all other people who are active and interested in the field of empirical school, teaching or teacher education research at TUD.

Graduate Forum

Dr. Frank Beier



We Congratulate the Following Students on Earning Doctorates in 2023:

Elisa Bitterlich

An interactionist perspective on lifeworld references in mathematics lessons. Interpretative analyses of learning processes with special consideration of language use and the characteristics of interactively negotiated lifeworld references

Rolf Puderbach

Do non-basic routes into the teaching profession lead to deprofessionalization with negative effects on the quality of school and the learning success of students? Cumulative dissertation

Photo: PantherMedia / Gaius-Images

Teaching



Photo: AdobeStock / Bartek

Establishing ESD as a Topic in Teacher Training Courses: New Online Lecture Series for Teachers and Students

The state initiative „SDG 4 - Education for Sustainable Development in University Teacher Training in Saxony“ aims to anchor Education for Sustainable Development (ESD) in teacher training. The ZLSB at TU Dresden is involved in this by offering further training for multipliers, providing teaching and learning opportunities for student teachers and developing concepts for the implementation of ESD in the educational sciences, subject sciences and subject didactics.

Multiplier Training and ESD Orientation in the Summer Semester 2023

As a first step, teachers seconded to the TUD took part in training as multipliers for the topic of ESD. In workshops, they explored how aspects of education for

sustainable development can be integrated into subject-specific seminars. As multipliers, the group discuss the integration of ESD in subject teaching and educational sciences with other colleagues beyond the ZLSB.

In the summer semester of 2023, an online lecture series by the ZLSB entitled „ESD Orientation“ introduced participants the basics of education for sustainable development (concepts, discourses, guidelines and strategies) and showed practical examples of the integration of ESD across subject boundaries and as part of a whole-school approach. The online workshops were led by experts from the Saxon Ministry of Education and Cultural Affairs, the State Office for Schools and Education, other universities and civil society.

Offer for Students and Teachers of all Subjects and School Types

Dr. Rachel Bowden, who coordinates the ZLSB's ESD activities, explains: „The course is aimed at both students and teachers of all subjects and school types. Teacher trainees can earn credit points as part of the elective module „ESD Basics and Practice“ by combining the online lecture with a classroom seminar and participation in courses of the Erasmus+ Teacher Academy Project Teaching Sustainability.



Photo: Rachel Bowden

Consultant on Education on Sustainable Development

Dr. Rachel Bowden

➤ [More information on the states' initiative on education on sustainable development](#)

ESD Excursion to Bremerhaven: Focus on Extracurricular Places of Learning

Extracurricular places of learning play a special role in education for sustainable development (ESD), as they embody interdisciplinary and holistic education around current topics. Two outstanding examples are the Climate House and the German Emigration Center in Bremerhaven.

The Klimahaus Bremerhaven as an Interactive Science Museum

The Klimahaus Bremerhaven is an interactive science museum that takes visitors on a journey along longitude 8° East. It impressively conveys the diversity of the Earth's climate zones and allows visitors to experience the different climatic conditions, from deserts to polar regions and rainforests. The importance of climate protection and the effects of climate change on our world are made clear. The numerous exhibits, the elaborate interior design and the exemplary nature of the life stories and conditions are very well suited to illustrating the complexity of climate change to pupils.

The Auswandererhaus as an Extracurricular Learning Venue For Ethics and ESD

The Auswandererhaus (Emigration House) is a museum that brings the history of German emigration to America to life. It interactively presents the living conditions, motivations and challenges of emigrants in the 19th and 20th centuries and allows visitors to immerse themselves in the fates and experiences of these people. The Auswandererhaus is ideally suited as an extracurricular place of learning in the context of ethical and philosophical education. Ethics and ESD are closely linked, as together they help to create an awareness of the importance of sustainability and ethical behavior. Teaching ethical values such as justice, respect for the environment and social responsibility is crucial for promoting sustainable behavior.

Six seconded teachers at the ZLSB explored the potential of extracurricular places of learning in practice in Bremerhaven at the end of August as part of the current ESD state initiative. In terms of content, the excursion provided space and time to discuss ESD in relation to different disciplines and perspectives. Both museums enabled immersive experiences in the transfer of knowledge and provided impetus for critical discussion. „It was very enriching to come together as a group and get to know each other. We are all in different Faculties, so activities like this are all the more important,“ emphasized one teacher following the excursion.

Consultant on Education on Sustainable Development

Dr. Rachel Bowden

ZLSB Project „Zukunftsbotschafter:innen“ Awarded the Eku - Future Prize

The project called Zukunftsbotschafter:innen (“Future Ambassadors”) was awarded the eku - Zukunftspreis 2023 in the „eku idea“ category and receives prize money of 2,500 euros. The prize package, endowed with a total of 1.1 million euros and awarded by the Saxon State Ministry for Energy, Climate Protection, Environment and Agriculture (SMEKUL), recognizes outstanding projects in the field of energy, climate and the environment.

ESD Integration in Teacher Training

Because schools have a key role to play in preparing young people for the challenges of the future, teachers are needed who are capable of doing this. The Future Ambassadors project was launched to integrate education for sustainable development into the teaching of prospective teachers. The initiators, Ines Röhrborn and Volker Kreß, were actively involved in the smaller ESD school working group and developed a concrete offer for prospective teachers. The planning takes into account different types of schools (primary, secondary, grammar and vocational schools) and focuses on action-oriented methods.

The project focuses on testing methods and techniques that future teachers can use to positively “instigate” not only their students, but also their colleagues in schools to make necessary changes to their habits. The so-called everyday challenges are used as a central instrument in the supplementary course. These are self-chosen tasks aimed at correcting one's own habits with regard to sustainable action. Participants deal with topics such as efficient time management, reducing packaging waste and meat consumption.

Award for Innovative Contributions to Ecologically Sustainable Development in Saxony

The eku - Future Prize 2023 recognized a total of 219 entries from companies, scientific institutions, municipalities and civil society stakeholders. Environment and Climate Protection Minister Wolfram Günther was impressed by the growing diversity and creativity of the participants and emphasized the importance of commitment in times of climate crisis. The eku - Future Prize for Energy, Climate, Environment is an initiative from the “Start 2020” immediate action program and honours projects that make an exemplary contribution to ecologically sustainable development in Saxony. The award ceremony for the prize-winning ideas and projects will take place on March 13, 2024 at a public ceremony in Chemnitz.

School Teachers Seconded To The University

Ines Röhrborn

Teaching and Learning Space for Inclusion

Week of Encounters: Events in June 2023 in the Teaching and Learning Space for Inclusion

June 07, 2023

As part of the Schule.evangelisch.inklusiv network meeting, we welcomed 26 teachers to a full-day training event in the Teaching and Learning Space for Inclusion. The focus was on testing inclusive materials in order to reflect on innovative ways of inclusive teaching and learning. The teachers were particularly enthusiastic about digital learning settings, such as the virtual tour of the Anne Frank House, and digital extensions of analog working materials, such as digital notebooks or the Anybook Reader.

June 08, 2023

At the 2nd „TEACHERMANIA“ Teacher Training Festival, the Teaching and Learning Space for Inclusion could be explored both virtually and in more detail at an information stand and in a workshop. On the one hand, materials from the space were shown and discussed and, on the other, the scientific basis for the project was presented. A survey was also carried out at the Teachers' Festival on the wishes for a classroom of the future, which showed that those present would particularly like to see modern digital devices and information on how to use them. The insights gained will be fed back into the project and reflected upon.



Photo: Steffen Schreiber

June 09, 2023

The „Teaching and Learning Space for Inclusion“ project was also made transparent at the International Networking Days. 18 international partners from seven countries took part in the „Multi-cultural and inclusive classrooms“ workshop and reflected together on topics such as inclusive schools, multilingualism, cultural exchange, sustainability and much more on site in the teaching-learning space.

“Genialsozial - Your Work Against Poverty” - Pupils Support at the ZLSB

The idea behind the project is „genialsozial“: students from Saxony work for a day in public institutions and donate the money they earn to social projects to support other children around the world and give them (educational) prospects. Four students also visited the ZLSB to make a contribution to the social project.

In public relations, we welcomed two tenth-grade students from the Pestalozzi-Gymnasium in Heidenau. The two students were able to gain their first experience in PR by actively assisting with a video production and evaluating information materials planned for the future.



Photo: Steffen Schreiber

In the area of inclusion, two fifth-grade pupils from the Tolkewitz grammar school spent a morning working in the teaching-learning room. First, the students were allowed to test the available materials and try out virtual learning. The pupils then created their own „classroom of the future“. They also used the Anybookreader to discuss further training material for teachers, demonstrating that technology can not only be used to support learners, but also to activate them.

In the final feedback on the day, one of the learners said: “Today was a bit unusual for me as I had never done anything like this before. It’s new for me that this classroom contains virtually all the materials for all subjects. I thought it was cool that we were able to get active ourselves with the VR glasses. It’s practical that the e-board is also projected onto the other wall by a projector. I thought today was a very cool day.”

ZLSB Colleagues Awarded with Outstanding Digital Teaching Award for Educational Escape Room

The „Prize for Outstanding Digital Teaching in Saxon Teacher Education“ was awarded for the second time. Tina Czaja and Dr. Frank Beier from the ZLSB convinced the five-member jury with their educational escape room and sensationally achieved 1st place. They were honored at a festive awards ceremony in Leipzig, where the first-place winners received prize money of 1,000 euros as well as a SMART Podium 624 device worth 2,300 Euro. The teaching award is a measure in the joint project „PraxisdigitaliS - Praxis digital gestalten in Sachsen“, which again this year motivated numerous applications from all over Saxony.

The teaching award honors the contribution of university didactics to anchoring digitality in teacher training and supports digital cultural change in universities and schools. The jury reviewed the submissions and selected the three best concepts.

Innovative Teaching Concepts Honored: Award Winners Promote Inclusive and Digital Learning

The seminar „Escape from your classroom! Thinking inclusion and digitalization together.“ by Tina Czaja and Dr. Frank Beier was awarded 1st place. Students step out of their role as recipients and develop a stimulating learning environment themselves, specifically an educational escape room on the topic of migration and flight. The jury was impressed by the combination of inclusion and digitization, with the integration of the Open Educational Resources concept and the gamification approach being particularly positively highlighted. Another appealing aspect was that the Escape Room has a cumulative character, as new products from students can always be incorporated and further developed.

Second place went to Anselm Vollprecht, research assistant at Faculty II: Department of Music Teaching at the Carl Maria von Weber University of Music Dresden, with his newly developed course „Developing and testing utopias of online music making“. In this course, participants learn through practical exercises how to use digital tools to enable collaborative online music making and develop new forms of artistic collaboration.

Dr. Sebastian M. Herrmann, a research assistant at the Institute for American Studies at the University of Leipzig, was awarded 3rd place for the seminar „Nation and Imagination“. He implemented a digital seminar reader with a hypertext structure that allows students to build a mental map while reading.

The ZLSB and the PraxisdigitaliS team would like to congratulate all award winners. The „Award for Outstanding Digital Teaching in Saxon Teacher Education“ is intended to create best-practice examples of particularly successful and innovative digital teaching that can be implemented in university didactics in the long term and thus improve quality standards. Outstanding digital teaching serves as a role model for student teachers, who not only develop a positive attitude towards digital tools in the classroom as a result, but also transfer this knowledge to schools. All seminars were conducted in the summer semester 2022 and winter semester 2022/23.

Research Assistant

Tina Czaja

➤ [Further Information on the Teaching and Learning Space for Inclusion](#)

The award winners with representatives from the award-awarding universities, Photo: Swen Reichhold



The Second Career Qualification of Teachers for Schools in Saxony (BQL)



Photo: Steffen Schreiber

A successful Saxon model for alternative teacher training

2023 was a successful and positive year for the second career qualification of teachers of secondary school subjects (WTH/S, computer science, mathematics, physics, German) and primary school subjects (primary school didactics) at TUD. In addition to the very effective academic training, which has so far enabled more than 800 teachers to successfully graduate from the TUD, it has also succeeded in impressing with various future-oriented project activities in a regional and national context.

For example, the primary school team of the second career qualification program held an outstanding hybrid workshop week right at the beginning of the year. For this, BQL GS and BQL.Digital received the TUD Teaching Award for Diversity-Sensitive Teaching 2023. In the spring, while computer science students explored the historical traces of digital technology in the Technical Collections, the „Centre for Tactile Internet with Human-in-the-Loop“ (CeTI) presented the capabilities of AI for the school context in the field of primary school didactics. AI also became a tool in the area of second career qualification for teachers of German for secondary schools. For example, there was a workshop on poetry interpretation in which ChatGPT was used and critically and constructively scrutinized. The BQL/ZLSB team received the GFF 2023 Teaching Award for the workshop series „How artificial intelligence could positively change the school of tomorrow

- opportunities, challenges, risks“. In the summer, the entire BQL team received the University Pearl of the Month from the Stifterverband für die deutsche Wissenschaft e.V. This recognized the Dresden model of the alternative pathway into the teaching profession as a role model in the national context.

The starting signal for the first certificate course in the BQL program with 30 participants from all over Saxony was given in September. The technology/computer course, for which the TUD is responsible in terms of content and organization, lasts 18 months and focuses on skills in the areas of technology and computers. A further certificate course in ethics is planned for 2024

At the beginning of the winter semester, we also welcomed the 1045th participant (since 2017) in the second career qualification for teaching staff. The very stable and profitable year 2023 came to a close with a cross-phase workshop day on the topic of „Queer identities and schools“ together with the teacher training center and various Dresden associations.

Project Coordination BQL

Dr. Peggy Germer

➤ [More information on the second career qualification of teachers](#)

First Hybrid Workshop Days in Second Career Qualification

For the first time, participants in the second career qualification for elementary school teachers (BQL GS) experienced a hybrid workshop week (09.-12.01.2023). The focus was on the learners' exploratory, problem-solving and creative engagement with materials and situations. The learning opportunities included a spatial exploration with the Actionbound app, an examination of Maria Montessori's teaching and learning methods and language-sensitive teaching. The BQL-GS participants tried out working independently in the learning workshop and created creative learning boxes for their own learning process.



Photo: Malte Krone

The Workshop Days 2023 were an experiment between the analog and digital worlds. Both the 80 or so participants and their lecturers were asked to rethink their didactics and thus open up their approach to learning stimuli. The result of the four-day workshop reflected an intensive examination of four different offerings:

- „Introduction to workshop work“
- „Planning, carrying out and evaluating spatial explorations“
- „Teaching according to Montessori?“
- „Overcoming language barriers in a language-sensitive way“

Project Coordination BQL

Dr. Peggy Germer

➤ [Further information on the workshop days](#)

Lateral-entry Newcomers for the School Subject Computer Science Explore the Dresden Museum of Science and Technology

As part of the 15th Dies Academicus, the team from the second career qualification for computer science teachers explored historical traces. Together with lecturers, 20 teachers visited the Dresden Museum of Science and Technology to learn about the development of computing technology from its beginnings to the present day.

The curator for information and communication technology, Dr. Pulla, gave them a historically interesting tour of the largest European collection of typewriters with over 1600 objects. The newcomers to teaching computer science were shown facts about the history of typing and computing. These range from the beginnings in the 19th century to the widespread use of computers at the end of the 20th century. A special highlight was the original desk of Prof. N. J. Lehmann from the Willers Building. Prof. Lehmann was director of the new „Institute for Computer Engineering“ from 1956 to 1968. The legendary D 4a, one of the first universally programmable automatic calculators, could be seen on his desk. It was based on transistors and consisted of integrated input and output, as well as keyboard operation.

Exchange of Experiences and Insights into the Diversity of Computer Science Education

The milestones of GDR computer technology, innovations from the USA, the USSR, Western Europe and Japan encouraged the participants to talk about their own first programming experiences in their youth. Afterwards, the lateral entrants shared many entertaining anecdotes about their professional (IT) careers to date. The day ended with a personal exchange of experiences with lecturers from the Chair of Computer Science Education. Among other things, this showed the possibilities of attending within one's own computer science class and offered the opportunity to talk about the second career qualification outside of the lectures. The diversity of the content of the scientific training, their own professional experience and the benefits for computer science teaching were not only a great added value for their own school practice on this day.

Subject Coordinator BQL Computer Science

Anne Hamann

➤ [More information on the second career qualification of teachers in the subject of computer science](#)



Photo: Ante Beslic

Teaching Prize for Diversity-Sensitive Teaching 2023 Awarded to the BQL Elementary School Team

Since 2020, teaching concepts have been recognized with the Diversity-Sensitive Teaching Award at TU Dresden. The aim is to highlight the diversity and relevance of diversity-related topics and aspects in the context of teaching. This year, the idea „Hybrid workshop work - an open teaching-learning concept for prospective elementary school teachers (BQL-GS)“ was selected for the Teaching Award 2023. The team of the in-service qualification of elementary school teachers was able to implement overarching and inclusive aspects of TU Dresden's 2030 Diversity Strategy in a targeted manner with the regular open workshop learning.

The BQL-GS team, with the support of the BQL.digital team, designed a workshop week in which participants were able to organize their work phases independently, but could also decide just as independently whether they wanted to participate in the events in person or online. All courses were planned both digitally and in

person in order to remove as many access barriers as possible. The workshop work that won the teaching award was preceded by a fundamental change in structural framework conditions that consciously integrates the reflexive handling of uncertainty. When planning the workshop, diversity was taken into account through joint, deliberately diverse scenarios using differentiation and support services. The workshop team's decision to offer the participants four learning opportunities each, both face-to-face and online, is based on the experience of teaching, in which future teachers are excluded from face-to-face teaching for various health-related reasons, but also on the experience of fathers and mothers from distant regions of Saxony. They are often at a disadvantage because daycare centers or schools open late or close early, or travel is simply too time-consuming.

Diversity as a permanent cross-sectional task of the school and academic space also leads to a continuation of the workshop learning in the following semesters. Thanks to the award, funding is available for future Diversity-Sensitive Teaching Award projects - a number of such projects are already in the development phase.



Photo: Ante Beslic

Project Coordination BQL

Dr. Peggy Germer

➤ [More information on the teaching award](#)

Artificial Intelligence in Elementary School?

On May 16, 2023, the „Centre for Tactile Internet with Human-in-the-Loop“ (CeTI) presented key areas of its work and special module offerings for schools as part of a course on subject teaching for the extra-occupational qualification for elementary school teachers in Saxony (BQL).

The CeTI Cluster of Excellence is part of TU Dresden and conducts research into digitalization, artificial intelligence (AI) and tactile internet with over 100 scientists from disciplines such as electrical engineering, computer science, medicine and psychology.

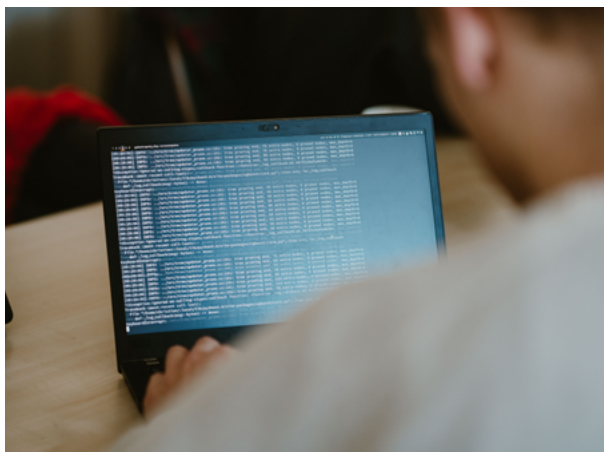


Photo: Sebastian Weingart

Playful Insights, Creative Ideas and Future-Oriented Approaches in Local Science Lessons

In the seminar, the participants were able to find out in a playful way what capabilities AI can have. For example, the AI demonstrated how quickly it can find out terms drawn on a tablet or how deceptively realistically it can reproduce human faces. The participants also gained experience of human-machine interaction in an experimental way: They operated a virtual light switch using ultrasonic sensors or made a globe rotate on the PC screen using hand movements.

Following the presentation, the training participants worked together with BQL Grundschule lecturer Katharina Weinhold to develop approaches for embedding the CeTI's offerings in elementary school and special school subject lessons. This resulted in many creative ideas, e.g. in the learning area „Living and learning together“ and the learning area „My body and my health“ (senses). The critical classification of the topic of AI in the school context and the ideas about a very uncertain future were given great importance in the discussion. The conclusion of the seminar was that despite the many opportunities offered by AI, pedagogical questions about the truthfulness of information should always be addressed in the school context. The training participants did not consider excluding the topic of AI - neither for special schools nor for elementary school.

The world we live in is constantly changing due to new developments. It is therefore important to create an open environment at primary school age that enables contact with the AI-influenced world of work. The CeTI's contribution to the seminar on subject teaching shows that the requirements for the professionalization of teachers are also constantly changing.

Former Lecturer for BQL at Primary Schools

Katharina Weinhold

New Certificate Course for Teachers in Technology/Computers Launched at TUD

In July 2023, the ZLSB and the subject WTH/S took a pioneering step in teacher training. The first group of teachers successfully began their certificate course in technology/computers (TC), which was specially designed for non-specialist teachers at secondary schools, community schools, special schools and grammar schools.

The course, for which the TUD is responsible in terms of content and organization, marked the start of an 18-month training journey on which the 30 participating teachers from all over Saxony will learn and test basic and innovative teaching concepts in the field of technology and computers.

The aim of this training format is to increase the quality of teaching in the subject of T/C at schools and to provide teachers with the necessary tools for successful lesson planning.

The TC certificate course was already very popular when it was introduced. A further 30 teachers are expected to complete the course in 2024. In addition, the ZLSB is planning to introduce a further certificate course with a focus on ethics, which is aimed specifically at teachers in the primary sector. This course will be run in close cooperation with the Chair of Didactics of Philosophy and of Ethics and is scheduled to start in summer 2024.

Former Project Coordination BQL

Thomas Bárány

University Pearl of the Month July 2023 Goes to the Project BQL

Growing absenteeism, full classrooms and a lack of young teachers have characterized the German school landscape for more than a decade. Saxony has been countering this with the academic training of teachers since 2017. The alternative approach to teacher training with the second career qualification program (BQL) enables newcomers to the profession in particular to complete the necessary stages of professionalization in parallel to everyday school life. For this, the BQL program of the Center for Teacher Education and Educational Research (ZLSB) at TUD received the University Pearl of the Month for July 2023. This year, the monthly awards of the German Stifterverband für die deutsche Wissenschaft e.V. are under the motto: „Rethinking Teacher Education“.



HOCHSCHULPERLE[®]

Photo: Stifterverband für die Deutsche Wissenschaft e.V.

BQL makes an innovative and high-quality contribution to the academic training of lateral entrants. With a success rate of more than 80%, around 800 teachers have completed the program to date. „Due to the massive shortage of teachers, we need many more of these innovative solutions. The Saxon approach shows how teacher training can be designed in a new and future-oriented way,“ said the Stifterverband jury when awarding the July University Pearl of the Month to the Dresden stakeholders.

Innovative Teacher Training with a Focus on Practical Integration, Digitalization and Inclusion

The BQL program enables further education participants to gain qualifications at the TU on two days a week while working at school. On the other three days, they teach at schools in the Free State of Saxony. The innovative combination of school practice and academic study in real time promotes the linking of school activities with academic and didactic knowledge.

The key success factors of the continuing education program are specifically designed curricula that are based on modules of the undergraduate teaching degree and at the same time tailored to the knowledge and skills of teachers in continuing education. This allows current school challenges to be reflected on a theoretical basis and practical solutions to be adapted. The design of digital learning scenarios in addition to established learning formats (such as lectures and face-to-face seminars) has proven to be an effective tool in

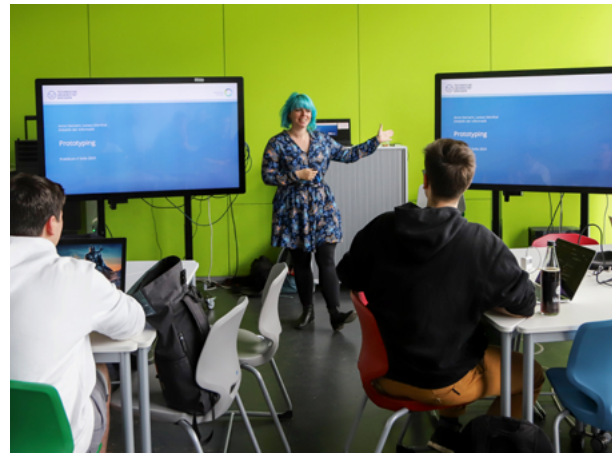


Photo: Didactics Computer Science

order to meet the specific needs of the learning group. This makes training more flexible, reduces travel distances and makes it more family-friendly. At the same time, this framework also makes an active contribution to expanding the media and digitalization skills of the participating teachers.

The BQL programme also has a large number of its own structures, including a learning workshop and a media lab, as well as numerous professionally relevant additional offerings in the areas of digitalization and inclusion. In addition, comprehensive scientific monitoring of the program not only ensures the quality of the training, but also provides well-founded results on the (educational) biographies, learning requirements and professional development of lateral entrants in Saxony. The alternative path to professionalization through the BQL programme is therefore a valuable and sustainable contribution to solving the shortage of teachers.

Project Coordination BQL

Dr. Peggy Germer

[➤ More information on the University Pearl Award](#)

Queer Identities and School - (Not) an Issue?

Are there really already experiences of homophobia and trans hostility in elementary school? How important is it to deal with queer identities in primary school? Where can affected parents, children and teachers find help? This is what newcomers, lecturers, associations and a representative of the teacher training center spent a whole day discussing on December 7, 2023 as part of various thematic workshops.

The fact that this workshop day was able to take place at all is primarily thanks to the BQL-GS team of the in-service teacher training program. This includes the lecturers of the primary school team, but also BQL. Digital, who won the Diversity-Sensitive Teaching Award



Photo: Dr. Peggy Germer

of TU Dresden 2023 and were thus able to support the idea of the day and invited associations such as Gerede e.V. and LAG Queeres Netzwerk Sachsen.

Raising Awareness for Queer Identities and Approaches to Action in Schools

The workshop day on the topic of „Queer identities and school“ began with a classification of the diversity dimensions „gender“ and „sexuality“ in TU Dresden’s Diversity Strategy 2030 by Dr. Peggy Germer. She emphasized that diversity should be anchored in mission statements, curricula and teaching/learning materials as a cross-cutting issue in schools. However, there is often a lack of sensitive awareness of the different facets of diversity in order to take consistent action against discrimination.

In the following workshop, Britta Borrego from the Queer Network Saxony laid the conceptual foundations for gender identity, gender expression, sexual orientation and physical characteristics or biological sex. This made it possible for all attendees to provide a technically sound basis for the intensive and sometimes very emotional discourse. Britta Borrego pointed out that the coming out of primary school children should be taken seriously and referred to identifying features. After the theoretical input, she reported on her experiences. She told of a child who identified as neither a boy nor a

girl and was therefore told to go to the school’s disabled toilet during the break. However, only one teacher at the school had the key. If this teacher was not present, the child could not go to the toilet. To avoid this unpleasant confrontation, the child stopped drinking for weeks and months. The result was chronic cystitis.

Deep Insights into Queer Identities in Primary Schools and Gender Equality in the Education Sector

In their workshop, Liam Rogall and Anne-Marie Tombrägel (Gerede e.V.) asked about the experiences of lateral entrants on the situation of queer pupils at elementary school. A lively discussion ensued about how queer children, as well as gay or lesbian parents, are perceived in and by schools. Through the book presentation „Raffi and his pink tutu“ (Riccardo Simonetti), both speakers from Gerede e.V. gave an insight into the „glitter box“ they had brought with them and showed a child-friendly approach to diversity at primary school age in a vivid way. Both associations pointed out that they are contact partners for schools in Saxony.

In subsequent discussion rounds, Martin Helbig (participant in the BQL training course for primary schools) went into more depth on queer identities. The relevance of gender-appropriate language, e.g. for later career choices, should not be underestimated and was underpinned by Aurica Borszik (BQL lecturer for primary schools) with film contributions. Dr. Anja Mede-Schelenz (BQL lecturer for primary schools) addressed the topic of gender-equitable teaching materials, noting that the topic is hardly touched upon in teaching and learning materials. Dr. Melanie Wohlfahrt (BQL lecturer for primary schools) offered an open discussion framework on the topic: Queer identities: What’s it to me? The discussion rounds were very well attended. During the breaks, the participants were able to take a tour of the gender alphabet and expand their knowledge.

Project Coordination BQL

Dr. Peggy Germer

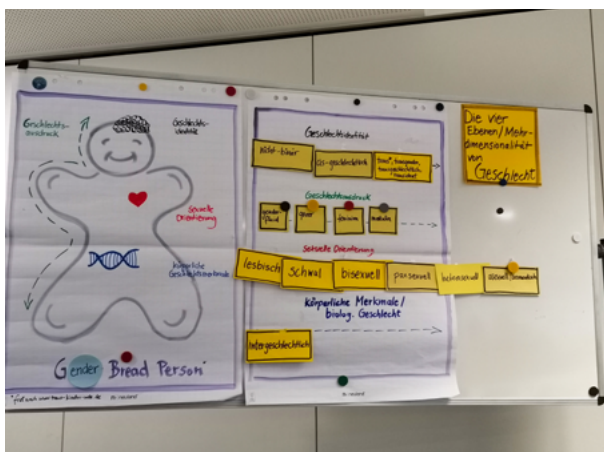


Photo: Dr. Peggy Germer

BQL.Digital: The New Media Lab is Open!

Last year, the team at BQL.Digital worked intensively on the development of digital teaching and learning offerings for the part-time qualification of teachers at TUD. These efforts resulted in a variety of self-study modules, workshops, and support measures that benefit both participants and lecturers in the BQL program with their digital challenges. As an independent structural unit within BQL at TUD, BQL.Digital provides comprehensive support for newcomers in the field of digital education. This support includes technical and media didactic support, tailor-made self-study modules, as well as interactive workshops and the opportunity to use the media lab. Topics covered include the use of collaborative and interactive tools such as CryptPad, TaskCards, LearningSnacks, and H5P, the production of explanatory videos using stop-motion techniques, and engagement with current trends such as ChatGPT and social media.

New Self-Study Modules Developed for 2024

In 2023, intensive work was done on new self-study modules on „Podcast Use in Schools,“ „Creating Explainer Videos for Teaching,“ and „Digital Snacks - Tools for Mathematics Teaching.“ These modules will be completed in 2024 and made available to newcomers. The learning modules offer a structured learning path with information pages, explanatory videos, and screen-casts. Experts from the teaching profession share their experiences with the tools in the videos. After completing a module, participants can test their knowledge in a knowledge quiz and exchange ideas in an OPAL forum.

BQL.Digital Media Lab Opens its Doors

After the conceptualization phase in 2022, the media lab at ZLSB was officially opened in early 2023. Since then, exploratory workshops on green screen technology, podcast recording, and creating explanatory videos have increasingly taken place in the Ludwig-Ermold-Straße premises. Numerous lecturers visited the lab to familiarize themselves with the facilities and technical capabilities. Additionally, initial promotional films and podcasts were produced.



Podcast-Production in new media lab, © J. Klapper

New Workshops at BQL.Digital

In 2023, BQL.Digital conducted 34 workshops with a total of 414 participants. The most popular workshop topics included creating explanatory films using stop-motion techniques, digital services at TUD, and an introduction to the media lab, each with six to eight sessions. In addition, workshops on podcasts, green screen technology, and AI workshops on topics such as poetry interpretation and image generation were highly popular. Additionally, a new workshop on social media in primary schools and an Actionbound workshop were offered.



Explanatory-Films-Workshop of BQL.Digital © J. Klapper

Research Activities Visible Nationally and Internationally

In 2023, the BQL.Digital team continued its active participation in conferences and exchanges with other researchers to present and discuss research results. Since the workshop on creating explanatory videos received positive feedback from newcomers and teacher training students (insert sentence about workshop statistics), the results of this teaching-learning arrangement were presented, discussed, and further developed on March 23, 2023, as part of the 4th Symposium on Digital Learning at TU Chemnitz.

During the final conference of the BMBF project „Teacher Education Panel (LAP)“ on May 25, 2023, Dr. Peggy Germer and Dagmar Oertel presented results on the development and support of digitalization-related competencies in the part-time qualification of teachers at primary schools under the theme „Media-related Professionalization of Newcomers for Primary School Teaching - Enable, Accompany, Research.“

On June 1, 2023, BQL.Digital presented its own OPAL courses „BQL.Digital“ and „The Media Lab at ZLSB“ during the OPAL User Day in a lecture. This presentation particularly addressed the integration of external tools for information dissemination and the customization of the appearance of OPAL courses using Cascading Style Sheets (CSS).



BQL.Digital at symposium in Chemnitz © BQL.Digital

On June 9, BQL.Digital introduced its own digital offerings as well as the newly established media lab to an international audience at the International Networking Days at ZLSB in Dresden. Furthermore, a scientific paper titled „BQL.Digital: Support for Digital Teaching and Learning in the Part-time Training of Teachers“ was published (The conference proceedings will be released in early 2024) and the topic was presented as a poster at the Workshop on E-Learning on September 18, 2023.

Finally, on November 17, 2023, BQL.Digital presented numerous workshop examples and its own self-study modules during the TUD Teaching Day as part of a poster tour.

BQL.Digital: Diverse Teaching Approaches Awarded

In 2023, the activities of BQL.Digital were awarded with several awards. The team received the 2023 Diversity-Sensitive Teaching Award from TUD, presented by the Prorektorat for University Culture and the Diversity Management Department of the University. This award was jointly presented to the BQL-GS team and BQL.

Digital for the successful implementation of a hybrid learning workshop concept.

Furthermore, the BQL team, consisting of Dr. Anja Mede-Schelenz, Katharina Weinhold, Stephanie Richter, Fritz Hoffmann, Dagmar Oertel, and Malte Krone (both from the BQL.Digital project), was honored with the Teaching Award of the Society of Friends and Sponsors of TU Dresden e.V. (GFF) for their outstanding workshop series titled „How Artificial Intelligence Could Positively Change Tomorrow's School - Opportunities, Challenges, Risks.“

Another recognition was received for the „Schooltopia“ course in the field of pedagogy and subject teaching in the primary school newcomer program BQL. This course covers topics such as „School Development, Artificial Intelligence & Future Workshop“ and is specifically aimed at teacher training students and newcomers. The initiative was led by Dr. Anja Mede-Schelenz, Katharina Weinhold, Martin Helbig, Malte Krone, and Dagmar Oertel (both from the BQL.Digital project) and was presented in the E-Learning Showcase Gallery 2023 at TUD.“

Research Assistants BQL.Digital

Dagmar Oertel, Chrstin Nenner, Claudia Hottas

The Team BQL/ZLSB receiving the GFF-Teaching Award, Photo: TUD



International Affairs



Photo: Unsplash/Kyle Glenn

Teacher Academies

Innovative Educational Approaches for Sustainability - A Look at the TAP-TS Project and its Experiences in the First Year

Innovative educational approaches are crucial for raising young people's awareness of the importance of sustainability in terms of environmental protection and social and economic transformation. To this end, the transnational TAP-TS project engages student teachers, teachers and teacher educators from across Europe in the co-design, testing and ongoing development of transdisciplinary learning and teaching materials.

Successful Summer School at the Cyprus Pedagogical Institute in Cyprus

A highlight of the first year of the project was the summer school at the Cyprus Pedagogical Institute (CPI) in Larnaca, Cyprus, at the end of June. This event offered student teachers, teacher educators and teachers from partner countries an intensive week of workshops and reflection sessions focused on learning, teaching and thinking about sustainability. A field research day was organized in collaboration with the CPI's Department of

Environmental Education, where participants explored approaches to cleaning up an oil spill, discussed EU climate policy and participated in an underwater citizen science exercise.

Development and Testing of Teaching Materials in the TAP-TS Project

In order to develop suitable teaching materials for all country contexts, the seven teaching-learning packages were developed in collaboration with all project partners. The materials were then tested in professional learning events, which was particularly appreciated in the evaluation. „Overall, the main outputs of the project (teaching-learning packages and courses) were carefully designed and worked well when tested in the pilot courses,“ the report states. In addition, KR Education recommends that GreenComp, the reference framework for sustainability skills, be more clearly incorporated into the teaching-learning packages to strengthen them. In this way, teacher trainers and teachers can be offered even better guidance to determine which educational measures contribute to specific competencies.

TAP-TS Project Consortium with Broad Expertise and Experience

The project consortium behind TAP-TS, which consists of universities, schools, educational agencies and civil society organizations from seven different countries, offers great potential for the ever-growing network. The various stakeholders bring a wide range of expertise and experience to the table. The report by KR Education, which is accompanying the project as part of a learning evaluation, confirms that this diversity is



Logo: © TAP-TS



Photo: Rachel Bowden

both a strength and a challenge. Examples include the teaching philosophy, how lessons are delivered and the theoretical underpinning of the teaching-learning packages to be developed. Where some focus more on the theoretical foundations, others place more emphasis on practical validity.

Successful TAP-TS Teacher Learning Events: Practical and Valuable Development Opportunities for Teachers

Already, the TAP-TS Teacher Learning Events have received overwhelmingly positive feedback from participants, as the activities have been perceived as practical and valuable for both their own development and the development of their students. The professional learning events were also used to test different modalities. Participants showed a strong preference for face-to-face events, as the communication was considered more emotional, immersive and real than in online-only workshops. The combination of online and face-to-face sessions was particularly appreciated, as the online part provided background knowledge and an enormous amount of material for the classroom, while the face-to-face sessions involved the exchange of ideas on a personal level.

The findings from the first year of the project will be incorporated into future project work. Further hybrid events are being planned, which will promote the practical implementation of ideas and the exchange between participants - both online and in person at an international level.

TAP-TS Project Coordinator

Dr. Rachel Bowden

➤ [More information on the TAP-TS project](#)

➤ [Project website](#)

New Seminar Offers Structured Preparation for International Mobility

After almost three years of the pandemic, it is now easier to study abroad again as part of a teacher training course. In order to support those interested in planning and structuring a stay abroad, a preparatory seminar for student teachers was held for the first time in the winter semester 2022/23. The seminar, led by Prof. Axel Gehrmann and Dr. Yi Li, aimed to create both the organizational and content-related prerequisites for successful student mobility.



Photo: PantherMedia / kasto

In the first part of the seminar, the participants received comprehensive organizational planning assistance for their stay abroad. Among other things, they were made aware of time, financial and administrative aspects. In preparation for their educational studies, the students were introduced to the school education systems of selected countries (Germany, Great Britain, Ireland, Israel, Japan, South Africa and the USA). In working groups, they discussed school and teacher education and compared organizational structures, institutional contexts and teaching-learning cultures in the target countries. In the third part of the seminar - „Society, teaching and school in literature“ - the participants designed individual posters and presented books they had chosen themselves about a country of their choice. This allowed the students to reflect on their knowledge and understanding of education and culture in a different context. Through this combination of different teaching-learning activities, the participants not only strengthened their organizational, communication and teamwork skills, but also acquired media and technology skills.

Due to the positive feedback and the steadily growing number of international cooperation partners, the seminar will be offered again in the summer semester 2023.

IMPRESS

Maria Richter-Babekoff

➤ [More information on the IMPRESS project](#)

International Networking Days to Promote Global Educational Exchange and Future Cooperation

School authorities and universities around the world are facing enormous challenges, such as the shortage of teachers, digitalization and the 2030 Agenda. The International Networking Days from 8 to 13 June 2023 brought together 30 international education experts, researchers and teachers from 14 countries (including Uganda, Israel, Indonesia, Mozambique, Japan, Australia and Hong Kong) to discuss current challenges in teacher education and future collaborations. „The Networking Days offered a unique opportunity to gain shared experiences through personal contact. This interpersonal contact creates trust and is an extremely important resource both when exploring new international cooperation partners and when consolidating existing contacts,“ emphasizes Maria Richter-Babekoff (International Affairs Advisor at the ZLSB). At the same time, the guests were given an insight into Saxon teacher training in the first and second phases, into schools in the Dresden area and into the Saxon education administration.



Photo: Steffen Schreiber

The „TEACHERMANIA“ teacher training festival took place at the same time as the International Networking Days kicked off. Dr. Esther Namugumya (Dean of the School of Education, Nkumba University), Mustika Aji Hertanto (Catholic University of Saint Augustine of Hippo), Prof. José P. Castiano (Vice-Rector of the Universidade Pedagógica Maputo) and Prof. Axel Gehrmann (Managing Director at the ZLSB) discussed the topic of „Schools of the Future“ on a panel.

Prof. Ronald Tetzlaff (Chief Officer Technology Transfer and Internationalization) presented internationalization at TU Dresden. Afterwards, the students had the opportunity to make contacts with the guests for possible stays abroad as part of their teacher training.

International Perspectives: Inclusion, Digitalization, and Teacher Shortage in the Focus of Workshops

The cross-cutting topics of inclusion and heterogeneity as well as digitalization are the subject of the work of



Photo: Steffen Schreiber

the colleagues worldwide. In the „Multi-Cultural and Inclusive Classrooms“ workshop, the guests presented their research findings and experiences, including intercultural projects, joint schools in a Jewish-Arab context and the role of multilingualism for sustainable development. Another workshop entitled „Digital Technologies and Learning“ dealt with current challenges and opportunities of digital learning in various countries. The contributions focused on the topics of data protection, the cost of digital media in the classroom, available tools and services and the speed of technological development.

Just like key competencies, the shortage of teachers is a challenge faced by almost all education systems. In the workshop „Teacher Profession and Teaching as Second Career“, similarities and differences in teacher training were identified. The participants discussed the shortage of teachers, alternative training programs such as lateral entry and the demands that teachers face today. This resulted in many areas for future collaboration.

Behind the Scenes: Exchange of Ideas and Strategies in the Saxon Education System

Afterwards, the participants were given an insight into the Saxon State Ministry of Culture. The meeting, which was led by Werner Glowka (Head of Department 3 - Principles/Vocational Schools) as well as Dr. Georg Ronny Müller and Nicolai Schenke, provided an inviting platform for a lively exchange of ideas and strategies,



Photo: Steffen Schreiber



Photo: Steffen Schreiber

including the „Saxony 2030 - A State of Education“ strategy project. At the State Office for Schools and Education(LASUB), Hans-Dieter Kretschmann (Head of Department) and Doris Kästner (Head of Training at the LASUB) presented the second phase of teacher training in Saxony. They gave the audience an overview of the organization, the duration of the preparatory service and the curriculum and invited them to an active exchange. Part of the group also visited the SchoolLab of the Faculty of Computer Science at TUD and learned about the German educational landscape with goals and challenges in the field of computer science education.

Successful Collaboration and New Impulses in Teacher Education

The ideas from the workshops were used in further rounds to derive future cooperation opportunities and scenarios for mobilities between the partner institutions. To this end, the participants presented exemplary projects that illustrate successful practical models. Kunto Nurcahyoko (Vice Rector of the Catholic University of Saint Augustine of Hippo) presented various focal points of the Borneo mobility program. Dr. Dr. phil. Julia Koinova-Zöllner (Lecturer and Erasmus+ Coordinator Faculty of Education) presented the „Inclusion International“ concept to better support student teachers

in motivating, planning and carrying out internships and study visits abroad. Dr. Esther Namugumya (Dean of the School of Education, Nkumba University) gave an overview of the education system and schools in Uganda and emphasized the intercultural and community-related benefits of international mobility.

Finally, the guests had the opportunity to visit various schools and institutions: At the Freie Evangelische Schule in Coswig, the MANOS Gymnasium and the 117th Primary School. Some of the group attended a workshop as part of the BQL lateral entry program at Dresden International University.

The International Networking Days were a great success and offered a valuable opportunity to strengthen global dialog and cooperation in teacher training and to provide new impetus.

IMPRESS

Maria Richter-Babekoff

➤ [More information on the IMPRESS project](#)

Photo: Steffen Schreiber





Photo: Steffen Schreiber

Dresden Symposium Combined Teacher Training with Sustainability

The „Education for Sustainable Futures“ symposium brought together international representatives of teacher training at TU Dresden at the end of November. Under the auspices of the ZLSB, university members, head teachers, school teachers and other educational stakeholders discussed how sustainability can be incorporated into teacher training in the future. Its director, Prof. Axel Gehrmann, was very satisfied with the outcome: „We had over 60 participants in total, who contributed many exciting topics during the lectures, workshops, school visits and leisure activities and built up a close network over the five days of the conference.“

International Contact Forum Strengthens Global Connections in Teacher Education

Axel Gehrmann sees the dovetailing with the annual meeting of the Teacher Academy Project - Teaching Sustainability (TAP-TS), which took place at the same time, as a great benefit. „We were able to generate a perfect synergy here, with everyone benefiting from

each other's input.“ The student teachers from Dresden also benefited from the ZLSB's large international network. For them, the symposium was a good opportunity to make initial contacts for possible stays abroad. On November 28, the ZLSB's international contact forum offered the opportunity to spend an entire evening getting to know the various offers from schools and universities from all over the world, members of the international ZLSB network IMPRESS. „The response was great and there was a lively exchange between our students and the representatives of our international partner institutions,“ says Gehrmann.

Symposium Delivers Fresh Ideas and Tools for Implementation

As a result of the symposium, the participants took many new ideas and tools back to their educational institutions with which they want to successfully integrate the concept of sustainability into everyday teaching. The ZLSB also feels encouraged on its path. „We already have an active ESD [Education for Sustainable Development] process underway and hope to be able to incorporate the topic of sustainability even more strongly into teacher training in the future. The symposium has provided us with many new approaches,“ concludes Axel Gehrmann.



Photo: Steffen Schreiber

IMPRESS

Maria Richter-Babekoff

➤ [More information on the IMPRESS project](#)

➤ [More information on the TAP-TS project](#)

Student Teachers Gain Intercultural Experience in Israel and Japan

There are many advantages to studying abroad as part of a teacher education program. Two student teachers from TU Dresden were able to experience these benefits to the full and completed a stay abroad with the help of the ZLSB project IMPRESS in Israel and Japan. This gave them experiences that had a lasting impact on their views and future prospects.

Teacher training abroad as a key to intercultural competence

When studying abroad, students learn to become more independent and self-confident and develop adaptability and communication skills. In addition, student teachers have the opportunity to test their pedagogical skills and teaching methods in a new context during a stay abroad. This can provide them with new perspectives and approaches to teaching that they can later apply in their everyday working life. One of the most important benefits of a stay abroad for student teachers is the development of intercultural competence. When abroad, students have the opportunity to immerse themselves in a completely new culture and environment. This not only promotes an understanding of cultural diversity, but also teaches students how to deal effectively with people from different cultural backgrounds. A skill that is highly valued in a globalized world. Improving intercultural competence is the focus of the IMPRESS project.

Inspiring teaching internship in Tel Aviv

Sanya is studying English, WTH/S and German as a second language to become a secondary school teacher and decided to complete an internship at the ZLSB's partner school, the Tabeetha School Jaffa in Tel Aviv, last summer semester. Her arrival was overshadowed by initial concerns due to the conflicts in the region, but these immediately disappeared after the warm welcome she received. During her internship at Tabeetha School, Sanya was able to create a flexible timetable and sit in on various classes and subjects according to her interests and Department. Occasionally she taught herself in consultation with the teachers there and learned a lot about behavior and classroom management. She encountered an impressive diversity of languages, with English being the main language of the school. It turned out that everyday school life is more relaxed compared to German schools and the interns are given much more freedom.

„The experiences in Israel, the exchange with international teachers and the local students were more than enriching and have strengthened me in my future role as a teacher. In addition, Israel is one of the most exciting countries I have ever been to and I felt really comfortable and at home after a very short time,” says Sanya, looking back on her stay in Tel Aviv.



Photo: Adobe Stock / Nikokvfrmoto

Educational semester abroad in Japan: first experience of measuring radiation in the Fukushima region

Erik is studying geography and history to become a secondary school teacher and has been spending a semester abroad at Osaka University in Japan since the beginning of October. He recently attended an informative workshop on radiation and its effects in the region around the Fukushima power plant. The Okuma and Futaba venues have only recently become habitable again after being closed due to the reactor accident. The aim of the workshop was not only to convey the scientific basics, but also to shed light on the social, economic and cultural changes in the affected region. The workshop brought together around 150 students from Tokyo and Osaka, including around 30 international participants. The organizers attached great importance to including different fields of study, which led to a stimulating discussion.

„The opportunity to discuss what I had seen with international students gave me the chance to take a different perspective on nuclear energy. Previously, I was convinced that nuclear energy could be a way to reduce our CO2 emissions and serve as a bridging technology. After the discussions with those affected by the nuclear accident and the sight of endless mountains of black sacks full of contaminated soil, my opinion changed 180 degrees,” Erik sums up.

IMPRESS

Maria Richter-Babekoff

➤ [More experiences abroad](#)

Stops On the ZLSB Trip Through Israel's Educational Landscape

Educational stakeholders from the ZLSB and LaSuB Dresden traveled to Israel in June 2023. Stops on the trip included the teacher training Kibbutzim College of Education in Tel Aviv, the ORT Braude College of Engineering with a focus on vocational education in Karmiel, and the Tabeetha School in Jaffa, where a student teacher from TUD was currently completing a three-month internship.

Exploration of Media Didactic Innovations and Mindful Pedagogy at the Kibbutzim College of Education

If you look at the homepage of our long-standing partner institution, the Kibbutzim College of Education (KCE), you will find words of guidance from the Rector, Prof. Dr. Smadar Donitsa-Schmidt. She emphasizes that the college reflects the „unique world view as an academic institution“.

The KCE was founded back in 1939 as an initiative of the kibbutz movement. The aim was and is to design and develop a training facility for school and pre-school teachers that encompasses the ensemble of school, community and nature. Around 6000 students are now being trained at the KCE. This means that every fourth teacher in Israel is a graduate of the KCE.

The relationship between the KCE and the ZLSB has existed for several years. Cooperation is maintained in teaching and research as well as in the area of student and staff mobility (project: IMPRESS). In May 2023, the International Networking Days took place, at which partners of the KCE were guests. This year, the focus of the visit to the KCE was on exploring its media didactic possibilities. The ZLSB stakeholders were introduced to an interactive room for projecting a three-dimensional illusionary world (Cave Automatic Virtual Environment). The group experimented with tasks for finding different places and landscapes on earth in the virtual world for geography or science lessons and created small pieces of music in the style of Bach for music lessons. On the other hand, the participants from the ZLSB - guided by



Photo: Dr. Peggy Germer

Reuben Bareili (Maker Education Evangelist and Head of Design & Makerspace at Pedagogical Innovation Center in KCE) - determined the route of Lego vehicles between start and finish in the makerspace under computer control. Mr. Bareili gave a very practical explanation of the techniques of „critical thinking“ as a form of 21st century skills for successful students.

In addition to technology, the areas of people and nature completed the basic scientific areas on the tour through the KCE. The group of educational stakeholders



Photo: Dr. Peggy Germer

from Dresden experienced the connection between people and nature, e.g. in the sense of a pedagogy of mindfulness, for example in the context of a special workshop on contemplative pedagogy with Dr. Neta Bar Yosef (KCE). In a yurt available for courses on the KCE campus, she used mindfulness exercises and thoughts on a poem by Zelda to explain how literature and self-awareness can be combined for one's own self. This could be a conscious way of counteracting the stress of everyday life - especially for student teachers. A campus tour of the Pedagogical Innovation Center made it clear that Kibbutzim College focuses both on slowing down through mindfulness for each individual, but also on consciously dealing with digital transformation.

Diverse Insights: Visit to Tabeetha Jaffa School - 160 Years of Intercultural Educational Experience

The Tabeetha Jaffa School was the second stop on the visit to Israel. The school is celebrating its 160th anniversary this year. Around 330 pupils from more than 40 different nationalities learn together here from elementary school to high school, regardless of religion, culture or language. The language of instruction is English and the school concept is based on the English education system.

The ZLSB provides support and guidance for student teachers during their internship. At the Tabeetha Jaffa School, the ZLSB stakeholders met with Sanya Erbacher, a student from the 6th semester of the English/Economics/Technology/Home Economics/Social Studies teaching degree program at TUD, who was currently



Photo: Dr. Peggy Germer

teaching and interning there for a few months. She enthusiastically reported on how her stay in Israel had shaped her and that she would like to try out different didactic and methodological approaches of the Israeli (foreign) school in Germany.

Kate Freedman (Head of Primary) gave the ZLSB group a very practical insight into the teaching-learning rooms and individual classes and answered many questions from the German participants. The visit to Jaffa School ended with an impressive tour of the building's history, including information about a special box of cookies that Thomas Cook always sent here at Christmas and about famous personalities such as Bryan Adams, who spent part of his school years here due to his father's military diplomatic service.

Digital Teaching Methods and Industry 4.0 at Braude College of Engineering in Karmiel

To reach the last stop of the educational trip through Israel, the ZLSB stakeholders traveled by train (Waggonbau Görlitz, by the way) across the country to the north to the town of Karmiel. The Braude College of Engineering, which has been in existence since 1995, is located here in picturesque surroundings. It is primarily dedicated to education in engineering and other technological fields and is characterized by teaching-oriented study



Photo: Dr. Peggy Germer

programmes with various universities abroad.

Together with the long-standing partners, the group from Germany discussed research approaches in the field of digital education and the initiation of possible internship mobilities for the vocational teaching profession. Dr. Miri Shacham (Senior Lecturer, Teaching Department and Center for Teaching and Learning), Dr. Yael Furman-Shaharabani (Senior Lecturer, Head of Practicum, Department of Teaching and General Studies, Braude College of Engineering Karmiel), Dr. Dan Cuperman (Braude College of Engineering, Senior Faculty Member), and Dr. Ira Raveh (Department of Teaching and General Studies) presented a study in which they examined the relationship between the use of digital teaching methods and lecturer stress. The quote presented by an Israeli teacher vividly reflects one reaction: „Jumping into online-teaching from face-to-face-teaching is traumatic...”

Findings from the last semester are to be evaluated in a comparative study. The successful further development of successful digital teaching with BQL.Digital of the ZLSB of TUD is planned for the following semesters. Together with colleagues from ORT-Braude College, the group from ZLSB visited the Advanced Manufacturing Institute after the exchange of experiences and was informed by Dr. Uri Ben Hanan (CTO) and Merav Grossman (CEO) about „Industry 4.0“ in practice.

The interaction of science education (starting with kindergarten) and the development of partnerships with educational institutions to arouse interest in technical professions was central.

The exciting exchange between the ZLSB and the Israeli educational partners on this trip not only raised new joint research questions, but also showed how important it is to continue to intensify relations and work together on forward-looking projects in the field of teacher training.

Project Coordination BQL

Dr. Peggy Germer

Digitalization



Photo: Adobestock / Africa Studio

Schullogin

Schullogin - the gateway to the central digital services at Saxon schools - also recorded numerous innovations and further developments in 2023. In particular, participation in the VIDIS pilot phase, the fundamentally changed messaging service and the introduction of a professional ticket system are key features that are visibly advancing digitally supported teaching and learning at Saxon schools. The confidence of the Saxon State Ministry of Education and Cultural Affairs in the stability and assertiveness of the Schullogin identity management system is also reflected in the contract extension, which financially secures the further development of Schullogin up to and including 2027.

Further Cooperation Agreed Until the End Of 2027

Since 2021, the Schullogin team at the ZLSB has been responsible for the operation, support and further development of the Schullogin single sign-on (SSO) platform and will continue its successful collaboration with the Saxon State Ministry of Education and Cultural Affairs in 2023. A major milestone at the end of 2023

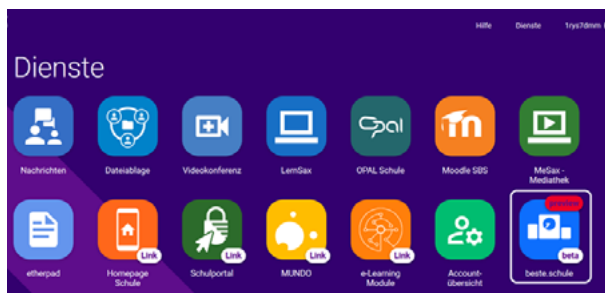
was the successful extension of the contract between TUD Dresden University of Technology and the Saxon State Ministry of Culture (SMK) for the period 2024 to 2027 and the firmly agreed cooperation with the Center for Information Services and High Performance Computing (ZIH). This creates a longer-term perspective for Schullogin as the central gateway to digital services for schools throughout Saxony, as well as for the now nine-strong multi-professional Schullogin team at the ZLSB. Numerous further developments and innovations are planned for the next four years of the contract, which will expand the range of services and possibilities available at Schullogin and, last but not least, provide innovative digital tools for Saxon schools. The expansion of the digital services available on Schullogin will be significantly influenced by the nationwide VIDIS project.

VIDIS Pilot Phase in Saxony with „beste.schule“

In June 2023, Schullogin started the pilot phase for the federal state of Saxony with VIDIS (mediation service for digital identity management in schools). VIDIS is a cross-state project of the FWU (Institute for Film and Image in Science and Education gGmbH) as part of the DigitalPakt Schule and, like Schullogin, aims to provide teachers and learners at schools with secure access to digital services relevant to education without having to remember different access data. As a media institute, the FWU is using VIDIS to standardize access to digital educational services of all kinds for more than 800,000 teachers and almost 11 million pupils in all 16 federal states, while ensuring that their use complies with data protection regulations. This represents a major step forward in the development of a cross-state educational media infrastructure, as VIDIS greatly reduces the



Photo: PantherMedia / depositedhar



The service overview of Schullogin with beste.schule© Schullogin

workload of many stakeholders in the school education system.

In Saxony, cooperation with VIDIS began with the digital class and grade book beste.schule from Schulverwalter UG, which can now be connected to Schullogin via VIDIS for specific schools. Teachers and students from selected pilot schools in Saxony can log in with their personal Schullogin access and access beste.schule directly from there. Authentication via the VIDIS interfaces takes place in the background. Schullogin thus helps to simplify the digital organization of everyday school life, as the services offered by beste.schule (the administration of grades, final grades and reports, keeping a digital class register with seating plans and task lists) are now possible directly via Schullogin access and separate registration with beste.schule is no longer necessary. The pilot phase was successfully completed at the end of 2023 and is now switching to „commissioning“ mode, with regular operations for VIDIS due to start at the beginning of the 2024/25 school year. The medium-term plan is for users to be able to select the digital services that are relevant to them from a „catalog“ of provided and tested digital services.

From 2024, it is planned to connect other digital services relevant to schools to Schullogin via VIDIS, such as the eLearning modules of the Free State of Saxony or HubbS - the hub for vocational schools. The FWU

ensures that services connected to VIDIS protect the digital identities of teachers and learners and guarantee secure access (in compliance with legal and data protection requirements) to the online services. If schools are interested in participating, have specific questions about the new features of VIDIS or wish to report other potential services, they can contact the Schullogin support team at any time, which can now offer support in an even more targeted manner thanks to the introduction of a professional ticket system.

New Ticket System in Schullogin Support

Schullogin Support moved to the web-based open source helpdesk OTOBO at the end of 2023 and will continue to be managed by the Schullogin team. The new system is intended to help professionalize the support offering in the future. By introducing a professional ticket system, requests can be better monitored and processed more quickly so that no tickets are forgotten in the event of illness or vacation of a Schullogin team member, for example.

OTOBO also offers the option of a customer portal and extensive FAQ portal, which schools can use to enter inquiries directly into predefined forms and which may enable enquirers to find an answer to their question before they send a message to support@schullogin.de. The FAQ section in particular is already well developed and will serve as the first level of support once finalized. After all, the Schullogin team receives around 50 to 100 inquiries a month from users on a wide range of topics, some of which can be solved largely independently by the enquirers with the help of FAQ articles.

New Messaging Service with More Features

Another key change at Schullogin in the third and fourth quarters of 2023 was the switch of the mail client from Rainloop to Roundcube. For Schullogin users, this change was almost seamless, as messages in the inbox and outbox, for example, were automatically transferred to the new messaging service and the email address <<login name>>@schullogin.de remained

Insight into the new ticket system © Schullogin

ID#2024021463000012 — Ich benötige ein neues Passwort

Zurück | Entpernen | Checkliste | Priorität | Ticket kategorisieren | Personen | Kommunikation | Warten | Beobachten | Schließen | MasterSlave | Verschiedenes | Verschieben

▼ Artikelübersicht - 3 Artikel

NR.	ABSENDER	VIA	BETREFF	ERSTELLT
3	Schullogin Support	E-Mail	Ich benötige ein neues Passwort	14.02.2024 09:04
2	Schullogin Support	E-Mail	Ich benötige ein neues P [.]	14.02.2024 09:00
1	Elsa Bitterlich	E-Mail	Ich benötige ein neues Passwort	14.02.2024 09:00

▼ #3 - Ich benötige ein neues Passwort - Schullogin Support - 14.02.2024 09:04 via E-Mail von Elsa Bitterlich

Um die Links im folgenden Artikel zu öffnen, kann es notwendig sein Strg oder Shift zu drücken, während auf den Link geklickt wird (abhängig vom verwendeten Browser und Betriebssystem).

Markieren | Nachrichtenprotokoll | Drucken | Teilen | Umlisten | Weiterleiten | Antworten

SS

Guten Tag,

vielen Dank für Ihre Nachricht.

Bitte wenden Sie sich hierfür an die für SaxSVS-verantwortliche Person Ihrer Schule. Die Passwörter für Schullogin können direkt in SaxSVS zurückgesetzt werden.

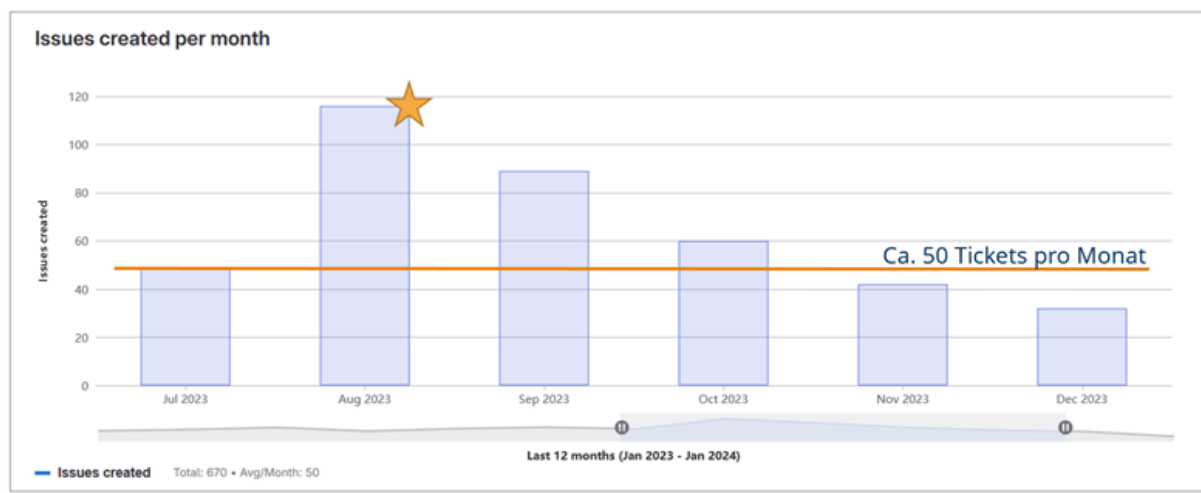
Eine Anleitung dafür findet sich hier und kann gern an die Schule weitergegeben werden.

• <https://docs.schullogin.de/15-Schnellstart/20-Accounts-verwalten/20-Passwort/index.html>

▼ Ticket-Informationen

Typ: Anfrage stellen
 Alter: 4 m
 Erstellt: 14.02.2024 09:00
 Status: warten auf erfolgreich schließen
 Warten bis: 23 h 59 m
 15.02.2024 09:04
 Sperre: gesperrt
 Priorität: 3 normal
 Queue: Schullogin
 Service: Accounts: Passwort vergessen
 Service-Level-Verabbarung: Standard
 Kundennummer: elsa.bitterlich@tu-dresden.de
 Erfasste Zeit: 15
 Besitzer: Elsa Bitterlich
 Verantwortlicher: Elsa Bitterlich
 Urheber: Uni

Support: Anfragen per E-Mail Schuljahr 2023/24



Inquiries by email in Schullogin support in the 1st school semester 2023/24, © Schullogin

unchanged. Only manually created contacts and contact lists had to be transferred to the Roundcube messaging service via export and import if required. After initial difficulties, users can now look forward to predefined contact groups in which, for example, the school login accounts of their own school are pre-sorted according to class level. Furthermore, Roundcube now allows users to send encrypted messages using PGP keys, for example. A few changes for school-specific user-friendliness in Roundcube are still pending and are planned for 2024.

Working Paper „Schullogin in Teacher Training“

One vision of the Schullogin team is for prospective teachers to be given access to Schullogin even before they start their traineeship as part of their university teacher education program. This would give them authentic insights into and digital skills for the central digital services of Saxon schools and would enable them to cooperate more effectively with the teaching staff and students at the placement school during the first phase of teacher training. Furthermore, a Schullogin account

offers the opportunity to collect materials and drafts for teaching during the teacher education program and to take them seamlessly - i.e. without intermediate storage on private or insecure storage media - into the second phase of teacher training. To achieve this, the possibilities must first be defined at a technical, administrative and organizational level, for which the Schullogin team developed a comprehensive concept paper in 2023 and submitted it to the SMK. Among other things, this also includes ideas for a comprehensive role concept, in which the specific user roles of student teachers, university lecturers and trainee teachers are taken into account.

Project Coordination

Sindy Riebeck

➤ [Home page Schullogin](#)

➤ [Further information on the Schullogin project](#)

➤ [Digitalization in teacher training and in schools](#)



Zentrum für Lehrerbildung, Schul- und Berufsbildungsforschung

Der Beitrag von Schullogin zur phasenübergreifenden Zusammenarbeit in der Lehrpersonenbildung

Version 1/Stand 20.12.2023

1. Einordnung und Rahmenbedingungen

Phasenübergreifende Zusammenarbeit im Lehramt gehört hinsichtlich der digitalen Kompetenzen von Lehrpersonen zentral in die unterschiedlichen Phasen der Ausbildung als auch der Fort- und Weiterbildung aktiver Lehrpersonen. Perspektivisch sollte die phasenübergreifende Zusammenarbeit darin bestehen, dass verschiedene an der Lehramtsausbildung Beteiligte kooperieren. Leitgedanke dahinter ist, dass diejenigen Personen zusammenarbeiten, die als Dozierende die erste Ausbildungsphase an Universitäten

Concept paper „Schullogin in teacher training“

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Photo: PantherMedia / stokkete

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