



Leonardo da Vinci



Universität
Stuttgart



HAMK
HÄMEEN AMMATTIKORKEAKOULU

Welcome!

Tervetuloa!

Sveiki atvykę!

PROPETO

2nd partner meeting

Bine ati venit!

Benvenuto!

Herzlich willkommen!

AGENDA

24th January	
9:00 – 9:30	Opening of the meeting <i>Prof. Nickolaus and Stephan Abele</i>
9:30 – 10:15 10:30 – 11:15 11:15 – 12:00	1. Presentation (Stephan) 2. Presentation (Mario) 3. Presentation (Liliana)
12:00 – 13:00	Lunch
13:00 – 13:45 13:45 – 14:30 14:30 – 15:00 15:00 – 15:30	4. Presentation (Riitta or/and Taru) 5. Presentation (Ausra) Coffee Break Developing General experience report on VET teacher qualification improvement: discussions and suggestions <i>All partners, moderated by Stephan Abele</i>
15:30 – 16:00	Printing General experience report on VET teacher qualification improvement: suggestions on format, etc. <i>All partners, moderated by Ausra Fokiene</i>
18:30 or 19:30	Social evening
25th January	
9:00 – 10:15	1. To what extend do the analysis results contribute to PROPETO? 2. ???
10:35 – 12:00	Upcoming activities – overview of the next WPs + discussions <i>Ausra Fokiene</i>
12:00 – 13:00	Lunch
13:00 – 15:30	Summing up the results of the meeting (including a short coffee break) <i>Stephan Abele and Ausra Fokiene</i>

General information on Stuttgart, its University and our department

- **Stuttgart....**

 -is the capital of the federal state Baden-Württemberg.

 -has about 600.000 inhabitants.

 -has four universities and two universities of applied sciences.

- **The University of Stuttgart....**

 -has almost 21.000 students.

 -is especially known for engineering; about 10.000 students attend engineer courses.

 -provides a training for vocational teacher at the Department of Vocational Education.

- **The Department of Vocational Education....**

 -is part of the Institute for Educational Science and Psychology.

 -has about 300 students who attend mostly the vocational teacher training.

 -focuses on the training of vocational teachers, conducting empirical studies and examining vocational learning-teaching processes.



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propeto

Leonardo da Vinci programme project

**DEVELOPMENT OF SYSTEMS FOR VOCATIONAL TEACHER QUALIFICATION
IMPROVEMENT**

LT/06/B/F/PP-171009

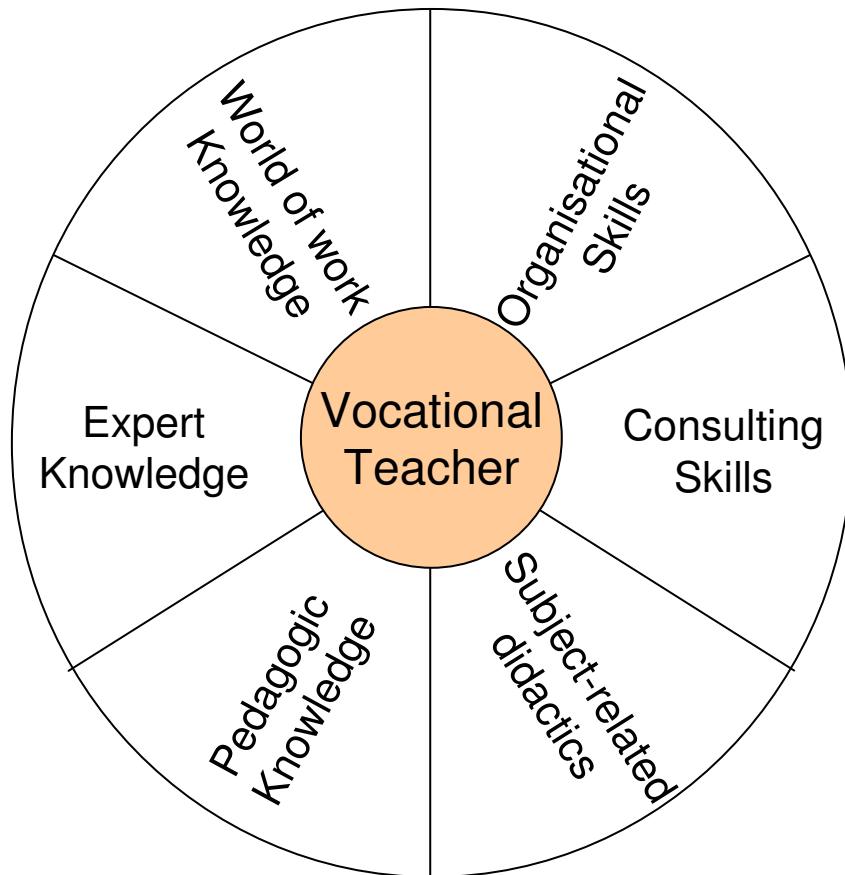
**Analysis of the Vocational Teacher Training in Germany
- Structure, Problems, Perspectives -**

University of Stuttgart
Institute for Educational Science and Psychology
Department of Vocational Education

Stephan Abele



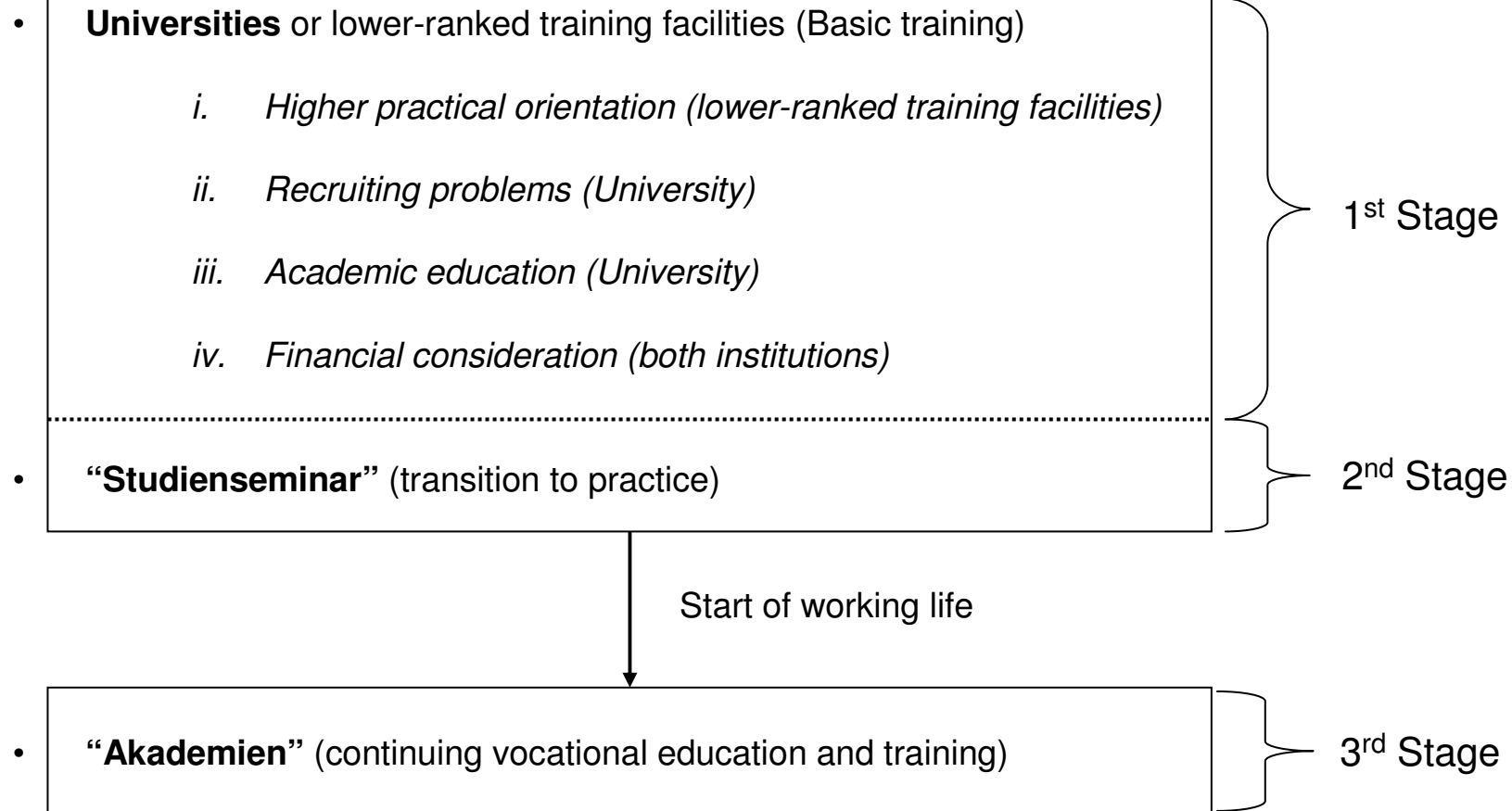
(Ideal) Characteristics of a Vocational teacher



1. Which institutions should be in charge of the vocational teacher training?
2. How should the vocational teacher training be organised?
3. Which contents should be taught?
4. What do we know about the students, the vocational teachers and the effects of their education?
5. What problems occur within the vocational teacher training?
6. How could we overcome these problems?



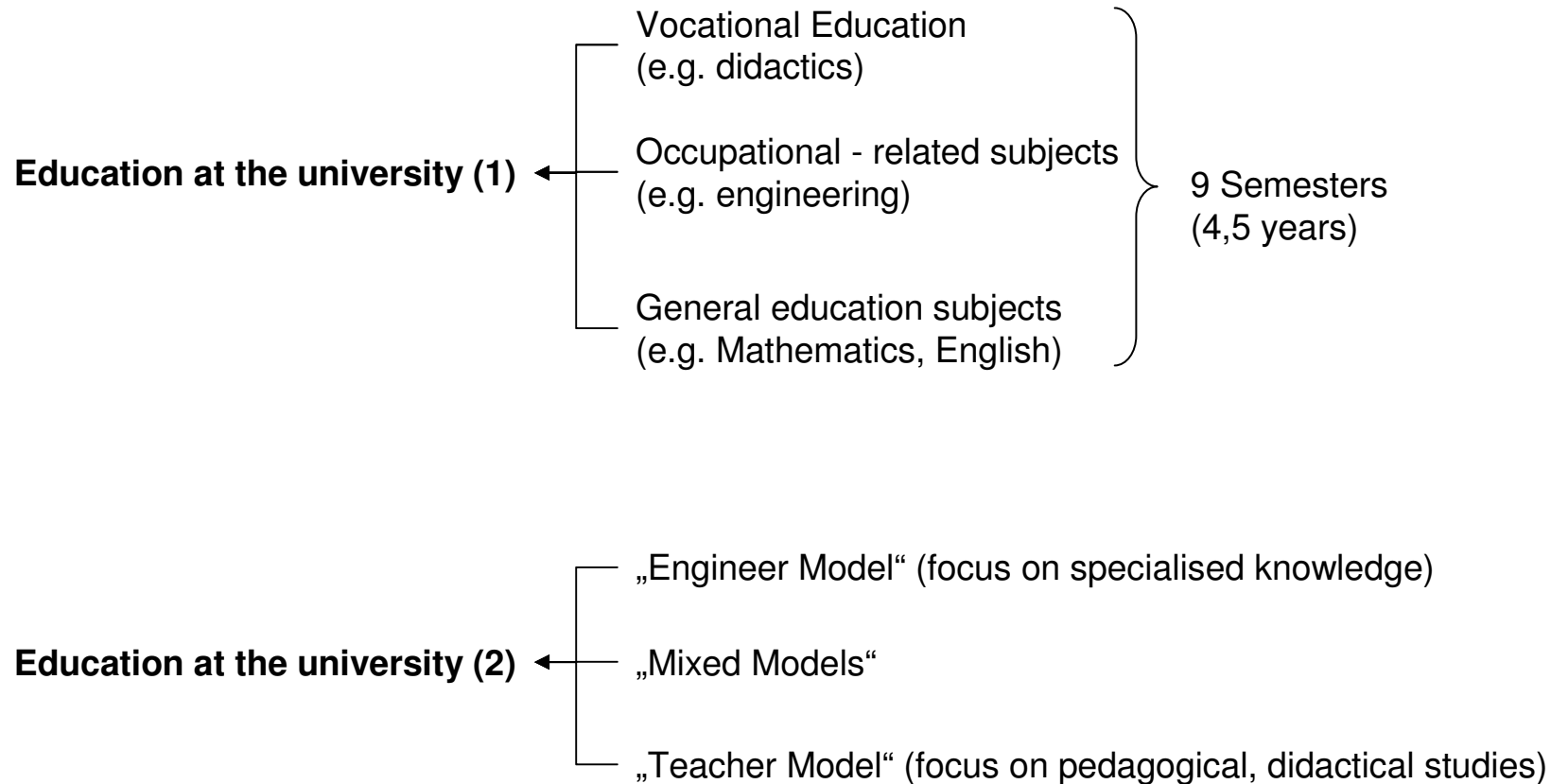
1. Which institutions are in charge of the vocational teacher training in Germany?





2. How is the education organised?

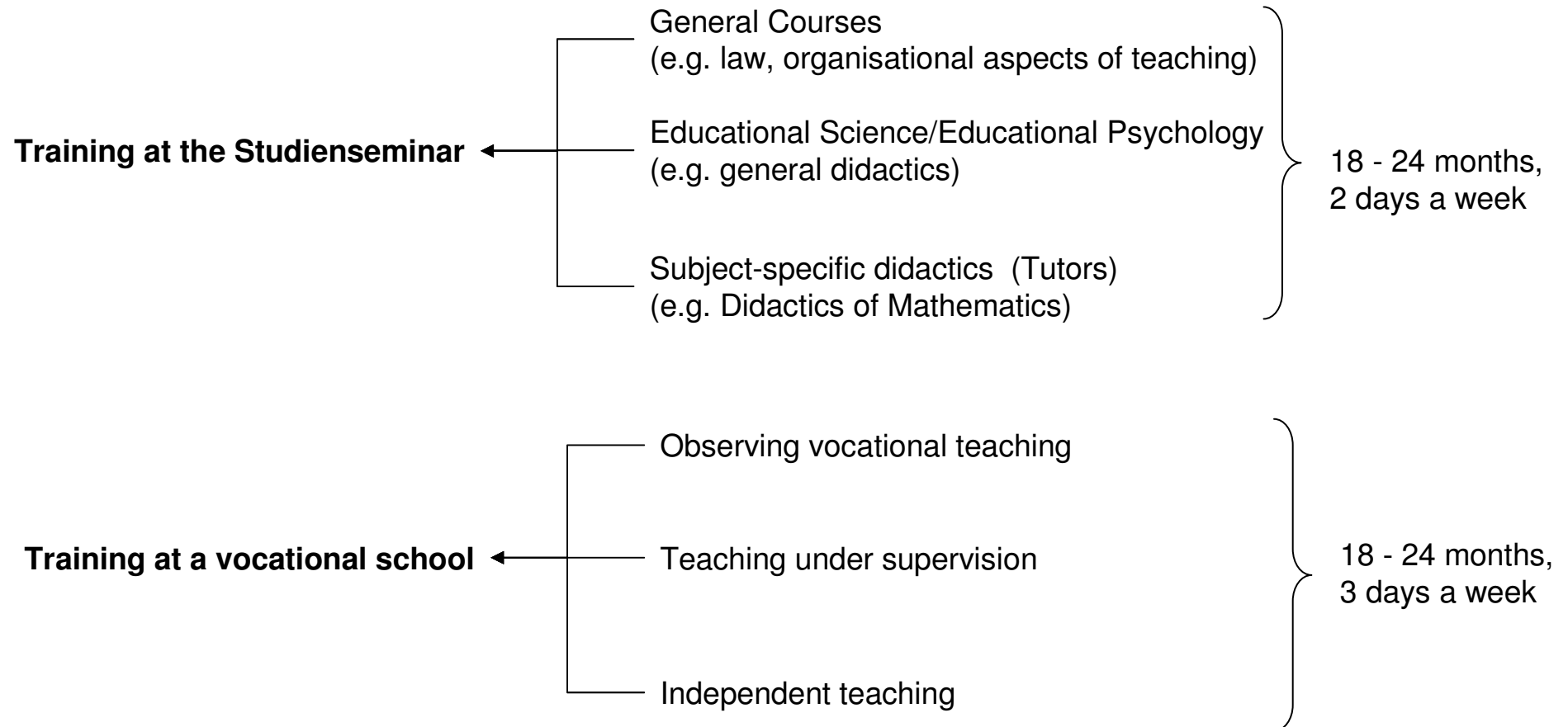
2.1 General structure (1st Stage)





2. How is the education organised?

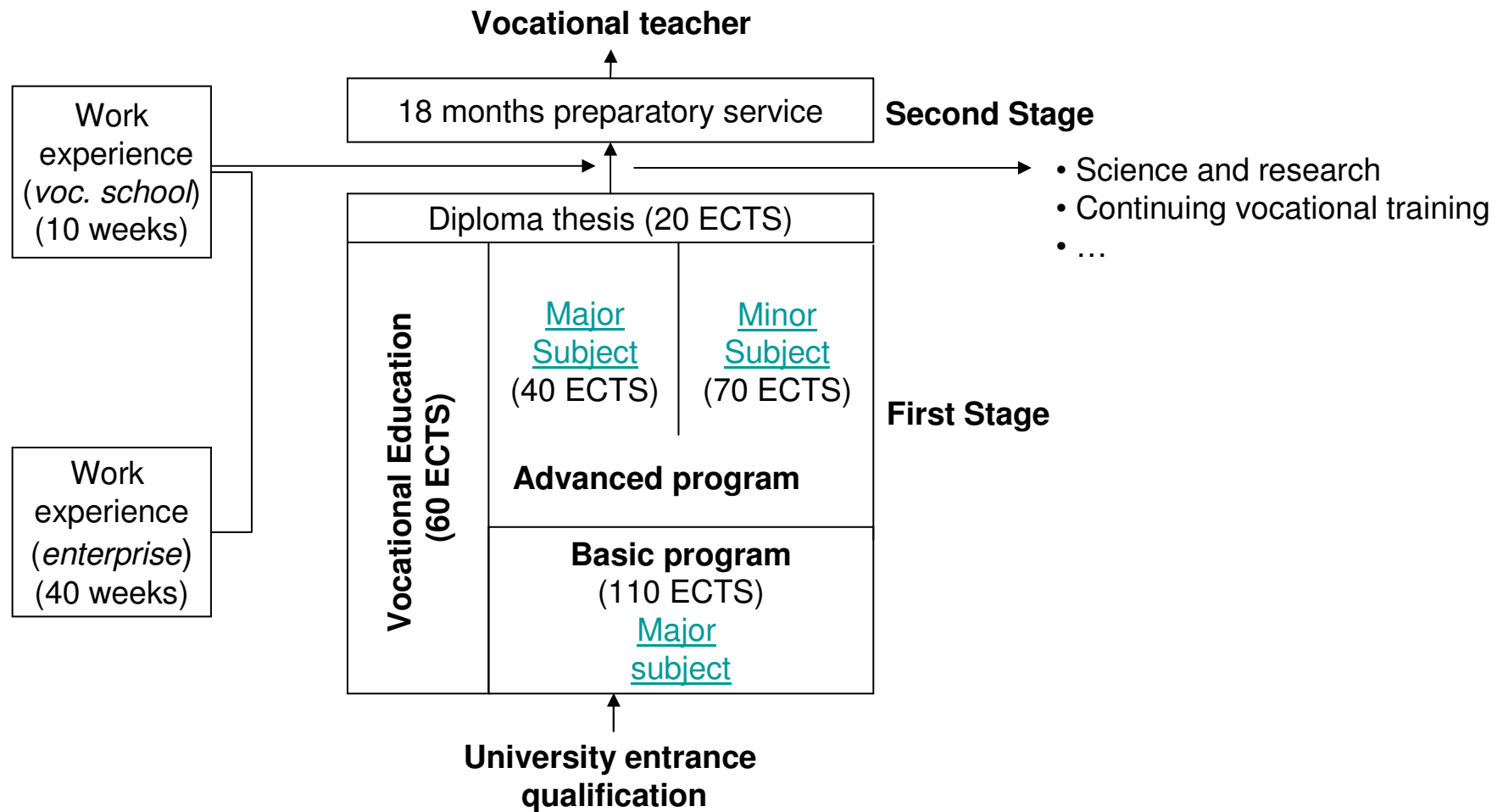
2.2 General structure (2nd Stage)





2. How is the education organised?

2.3 The Stuttgart Example of an “Engineer Model” (at present)





2. How is the education organised?

2.4 The Stuttgart Example of an “Engineer Model” (in the future)

- Bologna process (BA/MA)
- Modular structure
- Major and Minor Subjects remain the same
- General completion 2009/2010
- Teaching Qualification (MA)



2. How is the education organised?

2.5 Where do Tutors work and which curriculum is their teaching based on?

- Teaching staff at the University: professors, lecturers and tutors
- Tutors for technical didactics at the University (1st Stage)
 - i. Occupational - related /technical didactics (e.g. Didactics of Mechanical Engineering)*
 - ii. Accompanying of the school placements (preparation and debriefing)*
 - iii. Vocational teacher (4 days a week) and lecturer at the university (once a week)*
- Tutors at the Studienseminar (2nd Stage)
 - i. Law and organisational aspects of teaching*
 - ii. General Didactics and Educational Psychology*
 - iii. Occupational - related didactics (e.g. Didactics of Electronics)*
 - iv. Vocational teacher and lecturer at the Studienseminar*



3. Which contents are part of the curriculum at the university?

- Basic Curriculum (Vocational/Business Pedagogic sections of the German Society for Educational Sciences)
- Current curriculum for Vocational Education in Stuttgart (overview)

Topics (Selection)
Fundamentals of vocational education: <ol style="list-style-type: none">1. Introduction to Vocational Education (Lecture+Tutorial)2. Organisation of Vocational Education in Germany (Lecture+Tutorial)3. Research Methods (Lecture+Seminar; partially project - oriented))
Didactics of vocational education and further education: <ol style="list-style-type: none">1. Didactics and Methods of Vocational Education (2 Lectures+Seminar)2. Technical Didactics
Conditions and structures of vocational learning: <ol style="list-style-type: none">1. Diagnostics (Seminar)2. Pedagogical Psychology (Lecture or Seminar)3. Teaching - learning Research
Work and school placements



4. What do we know about the students, the vocational teachers and the effects of the education?

- Apprenticeship, professional experience and vocational school experiences
- Interests in different scientific disciplines (Major and Minor Subjects)
- Declining motivation in vocational education/occupational-related subjects; high motivation in the Minor Subject
- Appreciation of independent work and work with young people
- Request for a closer link between theory and practical work
- Correlation between teacher characteristics and students' learning gains
 - i. Expert knowledge and subject-related didactic (Mathematics)
[Baumert et al. 2007]
 - ii. Quality of teacher education, teachers' knowledge and subject-related education
[Wayne/Youngs 2003]



5. What problems occur within the vocational teacher education?

- Lack of connection between theory and practice from students' perspective
- Improvement of subject-specific didactics
- Dissatisfying cooperation between first and second stage



6. How could we overcome these problems?

- Improvement approaches
 - i. Project-oriented learning processes*
 - ii. Curricular changes concerning subject-related didactics (project-oriented instructions)*
 - iii. Coordination of curricula of first and second stage*



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**Thank you very much
for your attention!**

University of Stuttgart
Institute for Educational Science and Psychology
Department of Vocational Education

Stephan Abele



Major subjects and Minor subjects

Major Subjects	Minor Subjects (Selection)
Computer Science	Computer Science
Mechanical Engineering	Mechanical Engineering
Electrical Engineering	Electrical Engineering
Civil Engineering	Civil Engineering
	English
	Politics
	Mathematics
	Theology