University of Education Weingarten
Mapping Report

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0) Introduction to the Mapping Report

The aim of this mapping report is to provide an overview of the current research at the College of Education, its research structures and the practices of the research cycle in the Department of Education. Comparison with other project partners should be possible by providing the starting point for the survey of local strategies and the action-plan. The sources of information for this report include responses from three mapping workshops of teachers, teacher educators and mentors from university placements. The second workshop was with faculty members, administrative staff and the headmaster's office, and the third workshop was with students. The basis for the institutional information of the University of Teacher Education is a bulletin from 2019, the notes from the International Offices and internal papers on research strategies. The activities of the subject of educational science play a supporting role in the statement of one workshop. The collaboration with the Department of Teacher Education and representatives of the practical schools on the development of research collaboration, responses from the departments on the development of the UoE Research Strategy 2017-2025, as well as information and strategy documents from previous years published on the UoE websites.

1) General introduction: Institutional details

Name of institution: University of Education Weingarten
Name of faculty: Faculty of Education
Name of department: Department of Education
Contact person, position: Thomas Wiedenhorn, Senior lecturer,
Number of staff involved in mapping exercise: 20 students, 4 teacher educator,
Number of research-active staff: approximately 12 research active staff, although the 34 university teachers:

Employees: 260
Total number of students: 3650
Forschungsnetzwerke: International Lake Constance University, Erasmus+, DAAD

2) General introduction, summarising the institutional information gathered in part 1 of the mapping exercise

Ongoing discussions about how to improve Teacher Education in Germany have led the University of Education in Weingarten (Germany) to introduce a new curriculum for teacher studies. Two of the biggest changes are that students now have to do three internships at school during their studies which have to be passed like regular exams.
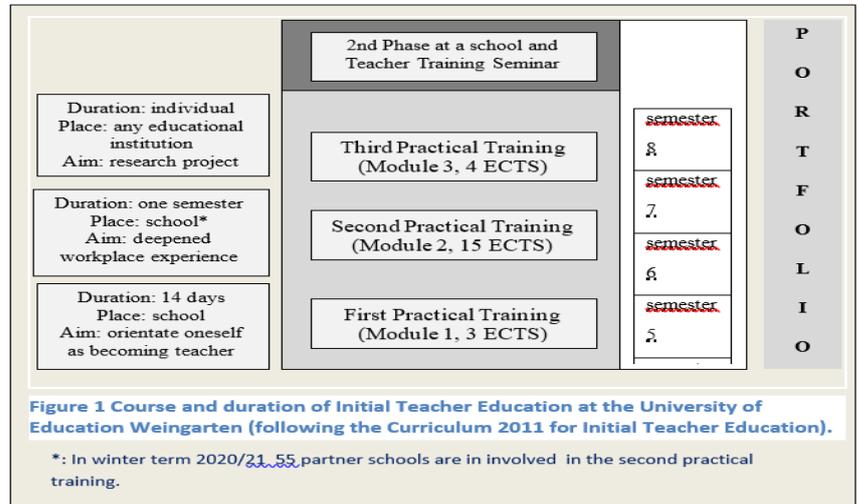
Introduction to the University of Education Weingarten (Pädagogische Hochschule Weingarten, PHW)

The University of Education Weingarten (Pädagogische Hochschule Weingarten, PHW) offers a variety of under- and postgraduate studies within the fields of education and educational sciences as well as fields not genuinely related to education. Within teacher education we offer study courses for primary school (ISCED 1), lower secondary (ISCED 2) and vocational school (ISCED 4). Other Bachelor and Master programs qualify our students for working in i.e. ISCED 0 institutions, for Counselling in Educational Settings, in Media and Education Management, School Development and so forth. In the winter term 2020/21 we

have app. 3600 students (app. 2200 teacher students in total and app. 340 first semester students in teacher education courses), 45 university professors and about 120 lectures. Generally, teaching staff has at least three years of teaching experience in a school.

Structure of Teacher Education at the University of Education Weingarten

Unlike other Universities in Germany, Universities of Education have a long tradition is offering integrated Initial Teacher Education Programs. These consist of university seminars and lectures and compulsory internships (see Figure 1). As university and workplace learning are both integrated in and connected with disciplinary and professional subjects and Educational Sciences and

Figure 1 Course and duration of Initial Teacher Education at the University of Education Weingarten (following the Curriculum 2011 for Initial Teacher Education).

*: In winter term 2020/21, 55 partner schools are in involved in the second practical training.

schools (and other educational institutions; for an example see Fig. 2), we put a strong emphasis on theory, research and professional practice. All lecturers involved in Teacher Education Courses are obliged to visit und counsel students during their internships. In order to proceed in the study course, students have to pass exams at university and the internships.

The content and assessment criteria for passing the

Figure 1 Course and duration of Initial Teacher Education at the University of Education Weingarten (following the Curriculum 2011 for Initial Teacher Education).

internships are set by the subjects in charge of the practical trainings: Educational Sciences for the first and the subjects (such as Math, English, P.E.) for the second internship; for the third one students choose a topic for their own research (inquiry) project and criteria are set by the tutor (lecturer). Content and assessment for exchange students doing their practical training are arranged individually.

For all organizational and legal matters concerning the internships the university runs a specialized office. It is in charge of, among other things, qualifying teachers and partner schools for the second practical training or allocating university lectures and students to our partner schools.

3) Research governance at your institution: an overview on internship

School Adoption (SATE) in the Integrated Term Practicum

The SATE project at the University of Education Weingarten consists of three elements: the integrated term practicum, the adoption week, and the teachers' continuing professional development activities during this week. Although this last part is a constitutive element of the project because it offers the participating teachers the unique opportunity for continuing professional development together as a team without cancelled lessons for their pupils. Instead, the first two elements are described in detail (Figure 2). Course of the integrated term practicum for student teachers at universities of education in the state of Baden-Württemberg an integrated term practicum (from now on, ITP) at a local school is obligatory. Partnership schools involved in the ITP are normal public schools; they are neither governed

(Darling-Hammond, 2017) nor led by the universities of education. Involved teachers are not specifically selected nor trained for the work with student teachers. For student teachers for Primary Schools (ISCED 1) the ITP is part of the Bachelor Program, for student teachers for Lower Secondary Schools. The activities are based on the current school development objectives of the school and agreed with the responsible school authorities. The German term is "Integriertes Semesterpraktikum". However, individual universities, faculties or subjects do offer (training) courses for involved teachers. The International Standard Classification of Education (ISCED 2011) is a framework for organizing education programs and qualifications by applying uniform definitions to facilitate comparisons of education systems across countries.

4) Report on the workshop(s) (Workshop 1-3)

A total of three workshops were conducted with university staff, members of the rectorate, students and teacher educators, as well as with headmasters and teachers from the practicum schools. Each workshop had at least 4-8 participants and the delivery was based on a semi-structured focus group discussion. As a starting point, questions related to (1) the importance and relevance of educational research for teacher education and school development were posed. In the second pool of questions, the (2) existing dialogue between the stakeholders and (3) the use of the results and in the (4) step a SWOT analysis of the current situation.The discussion took a different course in each group and the focus shifted to other topics depending on the working contexts and experiences of the participants. A short summary of the individual workshops and the individual results is given below.

Main topics of the workshop discussion (1-3)

In the 1st workshop mainly the research-related connection between school and university was discussed. The participants highlighted the institutional aspect of the exchange of research knowledge in relation to persons (e.g. teachers or university lecturers) who carry out this exchange. The search was on for intersections or transition points at which the exchange would take place. Knowledge is understood as a research-based knowledge that has arisen in university research. Practical school research, for example, first emerged in the course of the subsequent group or plenary discussion. In the first development phase in the 5-6 groups, the main topic was school as an institution and university and their exchange of scientific knowledge. According to the statements of all groups, this is bound to persons who realize this exchange. Initially, the results of the research are only discussed or re-connected in scientific research at the universities.

In the 2nd workshop, trainers, teachers and university lecturers met, all of whom were able to draw on common experiences in the teaching profession at the Realschule. This background of experience formed the starting point for the round of introductions, in which the participants first talked about their shared school experiences. On the basis of the key questions, a round of questions was held, which focused on a common understanding of the concept of research and the implementation of research findings in practice. The following research institutions were identified: the educational plan, further training by university lecturers, information material for schools and publications, the collegial exchange with colleagues and with associations. The participants cited the discussion on integration inclusion, gender mainstreaming, the digitalisation of schools and the further didactic development of teaching as important scientific topics. These were fields of innovation that were introduced into a social and specialist debate through research. As a rule, the various positions would be filled by scientific experts in the media.

In the 3rd workshop two members of the extended rectorate, Tim Kaiser (research consultant) and Kristin Rheinwald (consultant for studies and teaching), met the head of the Academy for Continuing Education (AWW) Monica Bravo-Ganström, the transfer manager of the Institute for Educational Consulting at the PH Weingarten and Christoph Stamen (educational scientist) and member of the project "Heads-Up". Ute Mehner, who is responsible for third-party funding and research administration in the budget department, was added to the workshop group. The participants thus consisted of members from administration, management and research management/professional training. The different backgrounds of experience became clear in the introduction round. First, the participants described their current fields of work against the background of their professional biographies. On the basis of the key questions, the generation of "new" knowledge, the role of PH research centers in research, transfer strategies and Citizen Science were discussed. One question was to what extent which institutions have the monopoly position in this process. In relation to schools and other administrative institutions, such as the State Education Authority and the Regional Council, the PH has such a "research monopoly" with corresponding powers of interpretation, yet in research contexts the participants have to weigh the purpose and means of research funds against each other. It was discussed whether the research process represents a process of self-assurance and whether the PH with its indirect research should be anchored in the field of basic research.

Not discuss topics in the workshop
In the 1st workshop group, which consisted primarily of a group of people with a focus on higher education, the various institutions of scientific exchange were not so much discussed. Instead, the focus was on the relationship between school and university. One group of students explicitly excluded research by students in MA or BA theses because they did not consider it to be sufficiently science-based. The group of people who can conduct scientific research was kept very small. The student positions were repeatedly relativised by the PHD students, who were able to offer a wider horizon of experience.
A back-reference or discussion of scientific knowledge as a discourse in school, family and communities was also only considered to a very limited extent, since there was a very narrow understanding of science. Due to the time frame, the various levels of scientific research and their facets could only be included to a very limited extent. The groups were also only able to identify a research strategy to a very limited extent. According to their models, this is done using the top-down procedure. What was only partly in the focus was how the topics came into the research community of the universities and what kind of quality the research results of the universities delivered. This would have been an important question, especially for practice-oriented research.
As results, the students created two posters, which on the one hand take up the exchange between university and school as a cycle and regard teacher training as a central element of exchange on the other hand. The scientific knowledge is passed on to the students at university, which is also made public in publications, and on the other hand passed on to teachers from practice through lectures and teacher training. Also, the educational plan concentrates on its task of being a medium of knowledge transfer. These are the two essential elements that students give priority to when exchanging science and practice.

In the 2nd workshop group which consisted primarily of a group of people with the focus on teacher training and teacher education, the topic of governance was only touched on, but further questions of governance and structure in relation to the underlying power

constellations were not deepened. The "carriers" or media of scientific knowledge that transport content such as educational plans, teaching media or handouts, brochures or websites were not discussed further. Its long duration was discussed in the context of the educational plan. The colleagues discussed the extent to which BP would then be able to reflect current topics. Compared to the students, the circulation of scientific knowledge to the institutions was not discussed to the same extent. Rather, the focus was on practicability, influence or meaning. To a very small extent, the school was seen as a buyer of research results, as an initiator of research processes or even as a participant in research processes, i.e. unlike the students, a theory-practice transfer was only conditionally drawn in an experience-based view and the circulation was defined as a one-sided process.

In the 3rd workshop group, which consisted primarily of a group of people with the focus on teacher training and teacher education, the topic of the intentional location of the knowledge institutions and the transfer of knowledge to the school was not discussed comprehensively. The immanent and latent control strategies that could be part of specific governmental movements were not deepened further.
This is a group of people who work together at university. They worked together on an equal footing in this institution.
Unfortunately, Mrs. Rheinwald, who acts as a lecturer for research and teaching, was only able to participate in the workshop at the beginning. Her position was not included in the map, which was largely the responsibility of Monica and Martin. The other participants temporarily took part in the discussions and added to them, but were temporarily arrested in side discussions. Monica and Martin, for example, had a clear surplus of speaking time and distinguished themselves as spokespersons in the creation of the poster. All in all, however, their ideas and the ideas of all those involved were incorporated into the presentation.

Results of Workshops 1-3

The most important result of workshop 1 was highlighted by the group was the representation of scientific knowledge by persons who are usually institutionally located. In the student model, arrows represented the persons representing the scientific transfer.

Students (exclusively) attribute the research of scientific knowledge and technologies to the universities. From the university, the transfer aims in the direction of the school. A re-transfer of, among other things, practical knowledge back to the university is conceived as a more complex exchange process (theory-practice linkage).

Students see the scientific exchange between university and school as the most important. All other research interaction contexts play a secondary role.

The most important result of workshop 2 described by the group was the decoupling of scientific research from school practice, which functions at most as a customer in research operations, but is not integrated into them. The involvement of the school actors in the research process from the beginning was seen as desirable.

The trainers and teachers distinguish between scientific knowledge on the one hand, which serves, among other things, as a career building block, and practical research, which can be relevant for school practitioners, who, however, primarily fall back on reflected best practice examples.

The trainers and teachers describe the circulation of knowledge as a complex process that they locate at different system levels (society - economy - politics: macro level; school - micro level). In contrast to the students, the process of research initiation and the circulation of scientific knowledge are not the same. Knowledge is not institutionally connected.

The trainers and teachers discuss the connections of knowledge transfer primarily at the micro and macro levels, but they see these as two independently functioning cycles, which in practice are tied to each other at most via training courses and conferences, and less via publications.

The most important result of the group 3 was the decoupling of the researchers from the institution university or school, since they are obliged to work with third-party funds and their own reputation. This leads to a personal perspective on research. Researchers are defined as autonomous, market- and career-oriented subjects who are guided by interests and committed to the scientific community.

Students are mediators between school as an institution and university and thus carry an important medium of knowledge circulation. These act at different system levels (society - economy - politics: macro level; school - micro level). In contrast to students, the process of research initiation and the circulation of scientific knowledge is not the same. Knowledge is not institutionally connected.
Continuing education instructors and teachers distinguish between scientific knowledge on the one hand, which serves as a career building block, among other things, and practical research, which can be relevant for school practitioners, who, however, primarily fall back on reflected best practice examples.

The trainers and teachers discuss the connections of knowledge transfer primarily at the micro and macro levels, but they see these as two independently functioning cycles, which in practice are tied to each other at most via training courses and conferences, and less via publications.

5) General conclusions

The basic result of the three workshops with university staff, members of the rectorate, students and teacher trainers as well as with head teachers and teachers from the placement schools is reflected in the SWOT analysis. Each workshop had a specific thematic focus with different key concepts and aspects.

Basic commonalities were the perspective on the governance approach, the theory-practice linkage and the central moment of the university practice phases for the exchange of the different institutions in the educational transfer process. The group of teachers in particular focused on the cooperation between school and university. In the following SWOT analysis, it was possible to work out the specific weaknesses and strengths overall:

SWOT-analysis		Knowledge management / knowledge transfer	
		Strengths	**Weaknesses**
		S1: University internships as theory-practice interface S2: Education plans as links S3: PHs as knowledge generators	W1: Lack of connection to previous knowledge and experience W2: Education plans W3: University lecturers as research experts
Theory-practice combination, educational biographies, training courses	**Opportunities** O1: Cooperation of all school practice actors O2: Training plan as a jointly coordinating working paper O3: joint actor-specific research	**S1&O1**: According to all focus groups, university internships represent the most important interface between the different knowledge transfer institutions, in which ideally all the actors involved can be involved (WS_1). All participants must be involved as equal players. (WS_2) **S2&O2**: curriculums are the most relevant link between school and university in the opinion of students and teachers. (WS_1+2). It is the competence-oriented basic paper that orients and guides teaching work. The educational plan work represents a link between school and university through which knowledge is exchanged. **S3&O3**: University of Education are seen by students (WS_1) and university teachers (WS_3) as generators of scientific knowledge; university teachers are predominantly involved in the research process.	**O1&W1**: The university practical phases represent a decisive coordination challenge for the students, the school mentors and university supervisors* with regard to the minimum requirements, specialist fields of competence, teaching (planning) requirements, etc. The integrated semester internship in particular requires intensive communicative understanding and adaptation to previous student experience. The challenging transition process represents a problem area with high drop-out rates for students due to the frequent lack of institutional networking (E2BS, knowledge transfer strategy of the PH and SMS). **O&W2**: Educational plans or module manuals provide orientation and guidelines for all actors, which are often not per se "readable" and decipherable for students. These must be reduced through special measures and projects or appropriate coaching must be implemented. **O&W3**: At the interface, there are few cooperative practical projects, which are also evaluated and empirically investigated from all sides.
	Threats: R1: Realistic assessment of the university practical phases	R&S1: For students, internships represent the maximum reflected practical experience and give it special significance.	**R&W1**: There are few interfaces and networks between school, university and administration in terms of content and personnel, empirically there are few findings

	R2: The curriculum as a top-down control instrument R3: Hierarchies in the research process	Universities try to make theoretical-practical experience possible through internships; schools and colleges experience universities and administrations as a hierarchical-delegating system, R&S2: Internships basically represent a transfer window in which educational processes are understood as a top-down strategy, in which LuL, SuS, students and university lecturers are involved, R&S3: Knowledge transfer is to be implemented as a bipolar teaching, learning and transfer process between schools and universities with low thresholds, media-based and actor-based knowledge transfer in an attempt to involve schools and students more closely	for an effective-indicative practice-theory structure **R&W2**: The use of educational plans is the central starting point of a school-based communication process. It serves as a guide with different readings and role-specific perspectives. **R&W3**: LuL as mentor's experience university practical phases not as phases of knowledge transfer, but as a hierarchically structured learning phase for students. They rarely see themselves as professional learning communities in cooperative settings. From the student's point of view, the knowledge transfer between school and university is reduced to the curriculum as a communicative and competence-oriented basic paper.