

# **Teacher Education Programme for International Students**

**English-taught courses, autumn semester**

**University of Vechta**

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## I. Introduction

A semester abroad in Germany promises unique experiences for international students. Germany has much to offer, not only for students' personal development, but also for their professional competence development in the field of teacher education. The University of Vechta offers a great variety of courses for bachelor and master students in the fields of education, teacher education and related subjects. For international students in teacher education, we offer English-taught opportunities to obtain a practical and theoretical insight into the German educational system, and German and international traditions of education and teaching. Students can choose from a selection of English-taught courses in teacher education courses, to put together a tailored individual programme which expands their knowledge and their competencies.

### Learning environment

At the University of Vechta, we create a professional learning environment in a relaxed atmosphere, enhancing cultural exchange, intercultural experiences, and a sense of community among the students. This is why we offer a great variety of learning opportunities and social activities for international students from all over the world. Besides our great selection of specific English-taught courses in the field of education, and our comprehensive language courses, we offer a wide range of cultural events and activities to meet new people including:

- Mentoring Programme
- Brown Bag Lunch
- Sports programme
- Smoother start programme

### Campus Life

The University of Vechta has currently over 5300 students as well as 500 members of staff. The programme mostly takes place at the main campus as well as in several other locations around the town. Therefore, studying in Vechta is closely tied to living in Vechta. Larger cities such as Bremen and Hamburg with their rich cultural opportunities and UNESCO world heritage sites are easily accessible by train.

## II. Teacher Education Programme

The international teacher education programme is a one-term programme for Bachelor or Master students. Teacher education students acquire substantial skills in the areas of teaching, education, assessment and innovation.

### Structure and content

The international teacher education programme is offered in the autumn (winter) semester. A student's fulltime workload for one term corresponds to 30 ECTS (European Credit Transfer System).

Most units are part of the regular course plan of the Master of Education, but all courses can also be taken by bachelor students.

The programme consists of modules grouped in to the following units:

- **Global aspects of learning in institutions**
- **Principles of teaching**
- Sociological and educational concepts

### Choosing Modules

All modules are elective. There are no compulsory units or modules. Students are free to choose the modules according to their own interests and learning needs. All courses listed here are correct at the time of going to press; please note though that small changes to modules may occur from year to year. Since exchange students are typically bachelors or masters, all modules here can be completed at either level.

### Exam

The examination form can vary in the different modules. Typically students write assignments and give presentations. Please see the separate module descriptions for information on the examination form in each case.

UNIT I	Global Aspects of Learning in Institutions	
<p>Unit I gives insights into schooling from an international perspective.  <b>Topics to be discussed include:</b></p> <ul style="list-style-type: none"> <li>• Tasks and functions of institutionalized learning</li> <li>• Interdependency of schools and educational systems</li> <li>• Teaching for sustainability</li> <li>• Sustainability in learning contexts</li> <li>• Gender and diversity in education and science</li> </ul>		
<b>Study Modules</b>		<b>ECTS</b>
<b>BWM-13</b>	Schools of the World	5
	BWM-13.1 Comparative Study of Schools in the World	
	BWM-13.2 Comparative Study of Education Systems in the World	
PB-14	Sustainable Development	6
PB-15	Sustainable Development in societal and political contexts	6

UNIT II	Principles of Teaching	
<p>Unit II teaches</p> <ul style="list-style-type: none"> <li>• Basics of teaching models and their respective implications for learning at school</li> <li>• Background knowledge regarding development conditions of 'typical' teaching methods</li> <li>• Practical knowledge for implementations of different teaching methods in your own lessons</li> </ul> <p><b>Important topics to be covered are</b></p> <ul style="list-style-type: none"> <li>• Student/teacher relationships</li> <li>• Parents and school</li> <li>• Teaching structures (rules, routines, group activation, learning arrangements)</li> </ul>		
<b>Study Modules</b>		<b>ECTS</b>
<b>BWM-15</b>	Educational partnerships between parents and schools	5
	BWM-15.1 Parents and School: Theoretical foundations	
	BWM-15.2 Parents and School: Project work	
<b>BWM-1</b>	School Education	5
	BWM-1.1 Organization of School	
	BWM-1.2 Organization of teaching and learning	

<b>UNIT III</b>		<b>Sociological and educational concepts</b>
<p>Unit III encourages students to think about schooling and childhood in an interdisciplinary way. Education and childhood can be viewed through a sociological, education studies, childhood studies or social work lens. Classroom discussion and documentary, cinema, and artistic representations of teaching, childhood, and children will be used to reflect on perspectives from a range of disciplines, and investigate some of their valuable concepts.</p> <p>Key topics covered include:</p> <ul style="list-style-type: none"> <li>• Critical reflection on teaching</li> <li>• The relevance of migration/’race’, gender, class, and disability to education</li> <li>• Education’s role in society and social reproduction</li> <li>• Changing views of childhood and child raising, and their relevance for contemporary education</li> </ul>		
<b>Study Modules</b>		<b>ECTS</b>
PB 108	The Sociology of Education	6
PB 109	Childhood	6
EW-1	Basic theories and terms of educational science EW-1.1 Introduction to Educational Science EW-1.2 Education and socialization	6

## **Detailed Module Descriptions**

In the following you will find detailed information for every module.

**UNIT I: Global aspects of learning in institutions**

<b>Title</b>	<b>Schools of the World</b>
<b>Level</b>	<b>Master (can also be taken as a bachelor course)</b>
<b>Access Criteria</b>	<b>None</b>
<b>Course Number</b>	<b>BWM-13</b>
<b>ECTS</b>	<b>5</b>
<b><u>Description</u></b>	
<p><u>Competences, 'knowledge and understanding'</u> After completing this module students will have acquired</p> <ul style="list-style-type: none"> <li>• Knowledge of the interdependence between schools and the education system</li> <li>• Knowledge of alternative models to traditional school types and the ability to criticize both the traditional and the alternative models applying well-reasoned criteria</li> <li>• Knowledge of new models of school and what difference schools can really make</li> </ul> <p><u>'Skills'</u> Students will be able to</p> <ul style="list-style-type: none"> <li>• Compare different schools and educational systems applying various criteria and evaluate their single value in this context</li> <li>• Estimate limits of school development by analysing educational systems</li> </ul> <p><u>'Content'</u></p> <ul style="list-style-type: none"> <li>• Comparison as a method</li> <li>• Schools and educational systems in different countries</li> <li>• Progressive schools as a specific type of school</li> <li>• Context between educational systems and schools</li> </ul>	
<b><u>Form of Examination</u></b>	
Presentation and a short essay or a term paper	
<b><u>Module Coordinator</u></b>	
<p><b>Jun.-Prof. Dr. Frederike Bartels</b> <b>Faculty I – Education and social sciences</b> University of Vechta 49377 Vechta</p>  <p>frederike.bartels@uni-vechta.de</p>	

<b>Title</b>	<b>Sustainable Development/ Sustainable Development in societal and political contexts</b>
<b>Level</b>	<b>Bachelor (can also be taken at master level)</b>
<b>Access Criteria</b>	<b>None</b>
<b>Course Number</b>	<b>PB-14 /PB-15</b>

<b>ECTS</b>	<b>6 each</b>
<b><u>Description</u></b>	
<p><u>Competences, 'knowledge and understanding'</u> After completing this module students will have acquired</p> <ul style="list-style-type: none"> <li>• Basic knowledge of the guiding principles for sustainable development</li> <li>• Basic knowledge of theoretical positions in and current discussions about sustainable development</li> <li>• Basic knowledge of research areas and fields of action relevant to sustainability</li> </ul> <p><u>'Content'</u></p> <ul style="list-style-type: none"> <li>• Critical examination of major theories and concepts of sustainable development (Germany and Europe as well as non-European countries)</li> <li>• Critical examination of research areas and fields of action relevant to sustainability</li> <li>• Application of knowledge acquired in student projects referring to education and communication processes based on sustainable development</li> </ul>	
<b><u>Form of Examination</u></b>	
Presentation or a term paper	
<b><u>Module Coordinator</u></b>	
<p><b>Prof. Dr. Marco Rieckmann</b> <b>Faculty I – Education and social sciences</b> University of Vechta 49377 Vechta</p> <p>marco.rieckmann@uni-vechta.de</p>	
	

## **UNIT II: Principles of Teaching**

<b>Title</b>	<b>Parents and School</b>
<b>Level</b>	<b>Master (can also be taken as a bachelor course)</b>
<b>Access Criteria</b>	<b>None</b>
<b>Course Number</b>	<b>BWM-15</b>

<b>ECTS</b>	<b>5</b>
<b>Description</b>	
<p>Students work in project groups, examining topics related to parents and schools from an international perspective</p> <p><u>'Content'</u> The aim of the module is</p> <ul style="list-style-type: none"> <li>• To give students an insight into possible partnerships of parents and schools referring to bringing up and educating children</li> <li>• To underline an understanding of a good relationship between parents and schools as a condition for successful and sustainable learning both at school and at home</li> <li>• To discuss expectations and perspectives of parents towards schools, as well as expectations and perspectives of teachers towards parents, in order to deal with possible challenges, and open up opportunities.</li> </ul>	
<b>Form of Examination</b>	
Presentation with a short essay or term paper	
<b>Module Coordinator</b>	
<p><b>Jun.-Prof. Dr. Frederike Bartels</b> <b>Faculty I – Education and social sciences</b> University of Vechta 49377 Vechta</p>  <p>frederike.bartels@uni-vechta.de</p>	

<b>Title</b>	<b>School Education</b>
<b>Level</b>	<b>Master (can also be taken as a bachelor course)</b>
<b>Access Criteria</b>	<b>None</b>
<b>Course Number</b>	<b>BWM-1</b>
<b>ECTS</b>	<b>5</b>
<b>Description</b>	
<p>Student learns about key aspects of the German school system as well as the design of school lessons and teaching.</p>	

**'Content'**

- In general: teacher professionalism between classic pedagogy, educational standards and empirical school research
- Competence area of teaching: articulation schemes vs. open lessons or opened lessons; (cross-cultural) dimensions of teaching quality
- Competence area of education: terms of education and styles of education; a systemic view on education difficulties
- Competence area of evaluation: product evaluation and reference standards; portfolios and reflections
- Competence area of innovation: coping strategies; current school development models

**Form of Examination**

Written exam or presentation and a short essay or a term paper

**Module Coordinator: N.N.**

Prof. Dr. Daniel Scholl

**Faculty I – Education and social sciences**

University of Vechta

49377 Vechta

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**Unit III: Sociological and educational concepts**

<b>Title</b>	<b>The Sociology of Education</b>
<b>Level</b>	<b>Bachelor</b>
<b>Access Criteria</b>	<b>None</b>
<b>Course Number</b>	<b>PB 108</b>
<b>ECTS</b>	<b>6</b>
<b><u>Description</u></b>	
<p>Students will be invited to:</p> <ul style="list-style-type: none"> <li>• Give Anglo-Saxon definitions of education and define <i>Bildung</i> from a German perspective</li> <li>• Explain what the sociology of education examines and how</li> <li>• Investigate recent developments in educational sociology</li> </ul>	

- Reflect critically on education, discuss critical pedagogies
- Explain the relevance of migration/'race', gender, and social class to education and teaching
- Think about disability, inclusion, and education
- Consider education's role in social reproduction

**Form of Examination**

**Portfolio including a short presentation**

**Module Coordinator**

**Magnus Frampton MA**  
Faculty I – Social work  
University of Vechta  
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<b>Title</b>	<b>Childhood</b>
<b>Level</b>	<b>Bachelor</b>
<b>Access Criteria</b>	<b>None</b>
<b>Course Number</b>	<b>PB 109</b>
<b>ECTS</b>	<b>6</b>
<b>Language</b>	<b>English</b>

**Description**

**Students will be invited to:**

- Look at childhood from an interdisciplinary perspective
- Consider the evolution of the discipline of childhood studies, and value its contribution to understanding childhood and child-raising
- Appreciate how ideas of children and childhood have changed over time
- Consider the roles of psychology and social work in understanding childhood
- Think about how children's rights discourses influence education

**Form of Examination**

**Presentation or essay**

**Module Coordinator**

**Magnus Frampton MA**

**Faculty I – Social work**

**University of Vechta**

**49377 Vechta**

**magnus.frampton@uni-vechta.de**



<b>Title</b>	<b>Basic theories and terms of educational science</b>
<b>Level</b>	<b>Bachelor</b>
<b>Access Criteria</b>	<b>None</b>
<b>Course Number</b>	<b>EW-1</b>
<b>ECTS</b>	<b>6</b>
<b><u>Description</u></b>	
<b><u>Students are invited to learn about</u></b>	
<ul style="list-style-type: none"> <li>• Basic pedagogical concepts and processes (socialisation, education, learning, enculturation and value development)</li> <li>• History of pedagogy/educational science</li> <li>• Discussion of different theories and methods of educational science</li> </ul>	

- Basic anthropological preconditions of education (maturing, theories on cognitive and social development, social learning theories, ecological systems model, constructivism)
- Objectives, norms and values in education (normative aspect of education, pedagogical responsibility, etc.)
- illustration and training of basic principles of scientific work

**Form of Examination**

Presentation and a short essay  
or term paper  
or project report

**Module Coordinator**

**Prof. Dr. Margit Stein**  
**Faculty I – Education and social sciences**  
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**III. Admission**

You can apply for a full-time degree and enrol as a regular student at the University of Vechta. However, degree seeking international students who do not study in the context of a partnership agreement can only enrol for the winter semester.

Information on study programmes and application deadlines can be found here:

<http://www.uni-vechta.de/studium/studienangebot/>

**International degree seeking students must apply through the web-based ‘Application Portal’, only.**

[Here](#) you can find the Application Portal

For admission to a degree programme, applicants must prove they have a qualification for admission to higher education and that their level of English is sufficiently high. International degree seeking students need to have certain German language skills.

**Please also note:**

[German language skills](#)

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#### **IV. Advisory services and support**

During your stay at the University of Vechta, you will be looked after by the International Office, which should be your first port of call after arriving in Vechta.

It is advisable to arrive in Vechta early enough for you to take part in the induction week at the beginning of the semester. In addition to finding out about how to organize and plan your studies, you will also gain information about the structure of the University of Vechta and have the chance to get to know other students from your degree programme or courses.

We offer a preparatory course before term starts which is called the Smoother Start Programme. We strongly advise you to participate in it, in order to manage all your formalities after arriving in Vechta, improve your German language, and make new friends. You find a short video with information [here](#).

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#### **V. International Office**

The International Office is the 'international hub' of the University of Vechta. In addition to coordinating and running international programmes, we also attract third-party funding and promote the process of internationalization at the university with innovative ideas and concepts. Our work focuses on encouraging international mobility for all members of the University, but above all, students.

The International Office also organizes extracurricular language courses, enabling students to prepare themselves for their studies in Germany or abroad.

**Contact:**

+49 (0) 4441 15135

international.office@uni-vechta.de

University of Vechta  
International Office  
Driverstr. 22  
D-49377 Vechta  
Germany

#### VI. Scholarship Programmes

Our scholarship opportunities are limited to existing cooperation programmes. In your own interest, please contact us well in advance at: [✉international.office\(at\)uni-vechta.de](mailto:international.office(at)uni-vechta.de).

You can also search for scholarship programmes for your educational profile in the [scholarship database](#) of the German Academic Exchange Service at [www.daad.de](http://www.daad.de) (where you will also find the application form for a DAAD scholarship). Your application must be submitted to the branch office of the DAAD in your home country or to a German diplomatic mission.

This website [Scholarshipportal](#) integrates the funding opportunities for studying, working or performing research in one of the European nations. The portal aims to stimulate and help students worldwide to find and select appropriate scholarships to study in Europe.

Programme developed by: Jun-Prof. Dr. Frederike Bartels, Julius Busch & Magnus Frampton