3. Chinese-German International Forum

International lecture event with partner regions of the Vechta Anhui Network of Teacher Education

On 30/11/2022 an international lecture event will be held from 9.00-12.00 (German time) and 16.00-19.00 (Chinese time) under the slogan: "Teacher education in higher education institutions in times of Covid-19 pandemic: reflections, challenges and perspectives". All interested parties, including researchers, students, and teaching staff, are invited to attend.

The English-language event with the participation of renowned international researchers is organized by the Department of Elementary Education of the University of Vechta in cooperation with the teacher training universities in Lower Saxony's partner region Anhui Province, under the leadership of Huainan Normal University (PR China). The aim is to promote scientific exchange in the field of education and training and to support the strengthening of cultural and social dialogue.

The event is realized via the Vechta platform BigBlueButton: https://webmeetings.uni-vechta.de/b/maa-o6b-ckg-0ik

For questions and prior registration, please contact the coordinator Ms. Maasch: friederike-sophie.maasch@uni-vechta.de

Program:

9.00-9.30   **Opening Ceremony**

Prof. Dr. Gang Cheng – President of Huainan Normal University (PR China)

Prof. Dr. Junhe Liao – Dean of the School of Education of Huainan Normal University (PR China)

Prof. Dr. Frederike Bartels – Founding member of the VANTE network, University of Vechta (Germany)

9.30-9.50   **Keynote speech 1:**

Practical application of project teaching based on double line integration: take the direction of Chinese in primary education as an example

Prof. Dr. Fang Huang – Huainan Normal University (PR China)

9.50-10.10   **Keynote speech 2:**

Deconstruction and reconstruction: The teaching logic of intelligent classrooms

Prof. Dr. Yanling Li – Huainan Normal University (PR China)

10.10-10.30   **Roundtable Discussion**

Prof. Dr. Junhe Liao – Dean of the School of Education of Huainan Normal University (PR China)

All audiences are welcome to join!

10.30-10.50   **Keynote speech 3:**

Perspectives of Austrian novice teachers and student teachers on education research in response to the COVID19-pandemic

Prof. Dr. Heike Wendt, Lisa-Maria Lembacher & Ricarda Derler – Institute of Education Research and Teacher Education, University of Graz (Austria)

10.50-11.10   **Keynote speech 4:**

Partner school networks - practical experiences abroad in times of COVID-19

Vera Willgosch, Center for Teacher Education, University of Vechta (Germany)

11.10-11.30   **Keynote speech 5:**

LAYA - A digital and inclusive learning platform for teaching and learning in teacher education in times of crisis

Prof. Dr. Frederike Bartels & Constantin Mauf-Clausen – Department of Educational Science, University of Vechta (Germany)

Prof. Dr. Marie-Christine Vierbuchen & Nicole Vieregg – Department of Special Education in the Field of Learning, University of Flensburg (Germany)

11.30-12.00   **Roundtable Discussion**

Prof. Dr. Junhe Liao – Dean of the School of Education of Huainan Normal University (PR China)

All audiences are welcome to join!

12.00-12.10   **Closing Remarks**

Prof. Dr. Junhe Liao – Dean of the School of Education of Huainan Normal University (PR China)

We are looking forward to a lively exchange!

The VANTE-Team

Speakers:

Prof. Dr. Frederike Bartels	Dr. Frederike Bartels is an assistant professor at the University of Vechta (Germany) since 2017. She has been investigating various aspects of improving teaching and learning in the elementary school sector. Among others, she is head of the two teacher education projects "International Mobility in the Master of Primary School Education – MAPS" and LEILA "Strengthening Inclusive Education in Iraqi primary Schools".

Ricarda Derler, B.A.	Ricarda Derler is a researcher at the Institute of Education Research and Teacher Education at Graz University (Austria). There she studied inclusive education and social pedagogics with a focus on elementary pedagogics.

Prof. Dr. Fang Huang	Dr. Fang Huang is an associate professor in the School of Education of Huainan Normal University (PR China). She is mainly engaged in research on primary language education and teaching, and teaching and research in the field of primary Chinese teaching education. Prof. Huang holds a master's degree in Education.

Lisa-Marie Lembacher, M.A.	Lisa-Maria Lembacher is a social pedagogue and student researcher at the Institute of Education Research and Teacher Education. She holds a master's degree in adult education from Graz University (Austria).

Prof. Dr. Yanling Li	Dr. Yanling Li is an associate professor in the School of Education of Huainan Normal University (PR China). She is mainly engaged in research on teachers' teaching behavior, the theory and practice of intelligent teaching, and mental health education in primary and secondary schools. Prof. Li holds a master's degree in Education.

Constantin Mauf-Clausen, M.A.	Constantin Mauf-Clausen obtained his B.A. in teaching English and German in secondary schools. He graduated with a master's degree in Literary and Cultural Theory. He switched careers and is currently working on obtaining a B.Sc. in Computer Science. At the University of Vechta (Germany), he is involved with LAYA as a developer since 2020. With LAYA, he aims to create a tool that is inclusive in every aspect.

Prof. Dr. Marie-Christine Vierbuchen	Dr. Marie-Christine Vierbuchen is the head of the Department of Special Education and professor in the Field of Learning Disabilities at the European-University of Flensburg (Germany). She leads several international research projects to improve inclusive education in Germany and other countries. Prof. Vierbuchen is an expert in the topics of inclusive education and teaching, as well as inclusive classroom management. She offers several workshops and courses on cooperative learning, classroom management and inclusive education in general.

Nicole Vieregg, M. Sc.	Nicole Vieregg acts as the coordinator of the project "Special Educational Needs (in Regular Schools) – Train the Teacher Trainer" (SEN-T³) at the University of Flensburg (Germany). She is a computer scientist and further develops LAYA Iraq with Constantin Mauf-Clausen (University of Vechta). She specializes in inclusive design in software development as well as collaborative digital tools.

Prof. Dr. Heike Wendt	Dr. Heike Wendt is professor for Education Research and head of the Institute of Education Research and Teacher Education at the Faculty of Environmental, Regional and Educational Sciences of Graz University (Austria). Her research interests include international comparative research and school development with a focus on questions of equity and transitions of education systems. She served for more than 10 years as national research coordinator for Germany's participation in international large-scale assessment studies and is involved in numerous international research projects and partnerships.

Vera Willgosch, M. Ed.	Vera Willgosch studied Biology and German Studies at the Universities of Vechta, Kassel and Szeged (Hungary). She has been working at the Centre for Teacher Education at the University of Vechta (Germany) since 2019 and coordinates the areas of internationalization of teacher education and language learning support for refugee children and young people, as well as a project to support German schools abroad in the area of study orientation. In her work as a teacher in the field of German as a second language, she has been supporting students in secondary schools since 2018.

Short presentation of keynote speeches:

Keynote speech 1: Practical application of project teaching based on double line integration: take the direction of Chinese in primary education as an example

Speaker: Prof. Dr. Fang Huang

"Learning to teach" is the process by which teacher educators learn to integrate their knowledge and skills and develop their teaching competencies. Project-driven teaching provides the necessary linkage and reliance for teacher trainees to "learn to teach". The project-driven teaching design and practice of the subject-specific course "Literacy and Writing in Primary Chinese Teaching" is taken as an example. The results show that project-driven teaching is effective in helping teacher trainees to 'learn to teach'. Reflecting on the practice, it is found that the project-based design of the curriculum is the prerequisite for the implementation of project-driven teaching, while teacher and student role competency is the key; information technology is the guarantee; and "teaching-learning-assessment consistency" is the endogenous motivation for the successful implementation of project-driven teaching.

Keynote speech 2: Deconstruction and reconstruction: The teaching logic of intelligent classrooms

Speaker: Prof. Dr. Yanling Li

Supported by the development of artificial intelligence, big data and other technologies, information-based teaching in colleges and universities is moving towards intelligent teaching, and teaching organization forms such as flipped classroom, intelligent classroom and online/offline hybrid teaching have been gradually promoted in colleges and universities, and have played an important role in educating people. On the one hand, the deep integration of information technology and teaching gives teaching and learning a more flexible and wider space, making the teaching and learning behaviors visible, recordable and traceable, thus making education and teaching efficient and accurate. On the other hand, more than ever, teaching needs to emphasize the subjectivity of people and the generation of interpersonal consensus. The ultimate goal of smart teaching is to cultivate smart talents who can adapt to future development with the help of smart technology. The ultimate goal of intelligent teaching is to cultivate intelligent talents who can adapt to future development using intelligent technology. The updating of curriculum and teaching objectives, the deconstruction of teaching content, the enrichment of teaching resources and the application of various intelligent teaching models are all aimed at enlightening the "wisdom" of innovative talents. "Wisdom" is not only a means, but also an end, through the integration of information technology into the classroom to promote student learning and wisdom development. Following this teaching philosophy, the author has made continuous breakthroughs and innovations in the teaching philosophy and teaching methods of the main course General Psychology in recent years, forming new models and new methods with popularization value.

Keynote speech 3: Partner school networks - practical experiences abroad in times of COVID-19

Speaker: Vera Willgosch

International experiences are becoming increasingly important in teacher education, because in view of globalization, migration and multicultural classrooms, the requirement profiles for teachers have changed considerably. The University of Vechta is responding to these developments by making adjustments at the structural, curricular and organizational levels in the Bachelor's and Master's programs. The partner school network founded by the Centre for Teacher Education in cooperation with the International Office is one of the measures that should support student mobility. In the short lecture, the possibilities of the international partner school network as well as other measures in the area of internationalization of teacher education will be presented.

Keynote speech 4: Practice experience in teacher education and perceptions of research needs in response to the Covid-19 pandemic

Speakers: Prof. Dr. Heike Wendt - Lisa-Marie Lembacher - Ricarda Derler

In this recently conducted study, the researchers analyzed to what extent groups of students, enrolled in teacher education programs in Austria that differ in their practice experience, also differ in their perception of educational research. Written arguments on gaps and challenges in education in response to the Covid-19 pandemic written as an examination of a methods lecture at one of the major universities in Austria were qualitatively analyzed and emphasis compared between the two groups (n= 234). Significant differences on views on how educational sciences should focus on the pandemic and related issues of concern were found, with teachers in qualification being significantly more concerned with themes of well-being, that are also related to the social-function of schooling; and teacher education students with the modes of facilitation and practicalities. The finding is in line with other studies arguing that practical experiences of teacher education students shape the perception of research and thus the paper is of relevance for debates on scientific knowledge and practical professional knowledge in teacher education.

Keynote speech 5: LAYA - A digital and inclusive learning platform for teaching and learning in teacher education in times of crisis

Speakers: Prof. Dr. Frederike Bartels - Prof. Dr. Marie-Christine Vierbuchen - Nicole Vieregg - Constantin Mauf-Clausen

LAYA – Learn As You Are – is an inclusive eLearning System first developed by Humboldt-Universität zu Berlin (Germany) and Kopf, Hand + Fuß, an inclusive organization for adult education. As part of the projects "Improving Inclusive Teacher Education in Iraq", "Special Educational Needs (in Regular Schools) – Train the Teacher Trainer" and "Digital and Inclusive - Innovative Teacher Training for Primary School Teachers in Iraq", LAYA has been further developed for Iraq and the Kurdistan region, to be integrated into the university curriculum. We will discuss how LAYA (Iraq) can support education in crises such as the pandemic, where teaching and learning had to be rethought as a result of contact restrictions.