

Presentation of FAU

LeadVET Transnational Project Meeting

Trondheim, 7. June 2022

Johannes Seitle, Karl Wilbers
Friedrich-Alexander-Universität Erlangen-Nürnberg



Agenda

Presentation FAU & University School



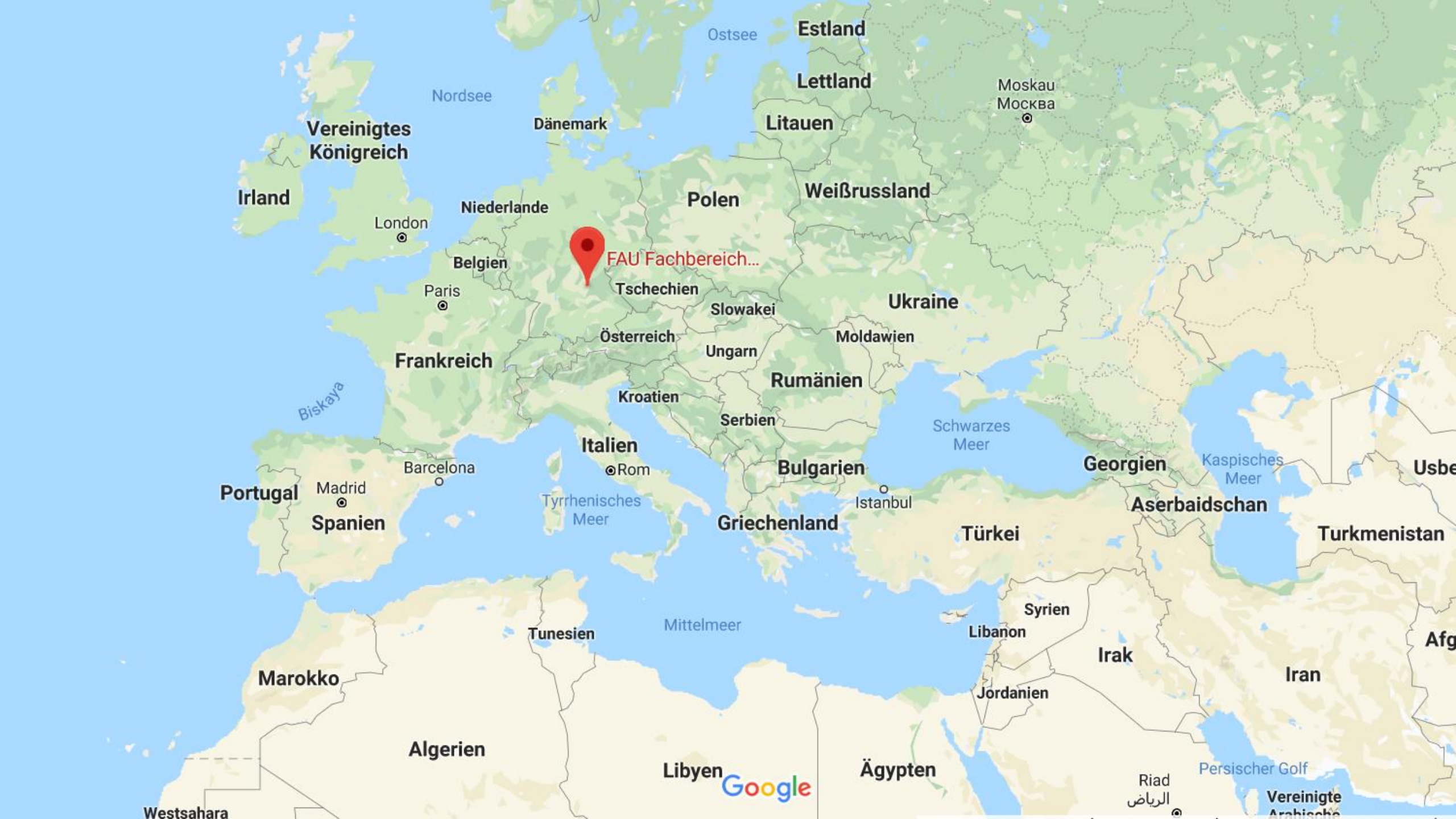
01 The FAU

02 University School at FAU



LEADVET

The FAU



Estland
Lettland
Litauen
Polen
Weirussland
Ukraine
Georgien
Aserbaidschan
Turkmenistan
Iran
Afg

Ossee
Nordsee
Dnemark
Polen
Tschechien
Slowakei
Ungarn
Rumnien
Bulgarien
Trkei
Syrien
Libanon
Jordanien
Irak
Libyen
gypten

Moskau
Москва
London
Paris
Frankreich
Italien
Rom
Barcelona
Istanbul
Madrid
Tunesien
Algerien
West sahara
Riad
الرياض

Vereinigtes Knigreich
Irland
Niederlande
Belgien
Frankreich
Portugal
Spanien
Marokko

Biskaya
Tyrrhenisches Meer
Mittelmeer
Schwarzes Meer
Kaspisches Meer
Persischer Golf

FAU Fachbereich...

Google

Some facts on FAU

Established 1743

Around 40,000 Students

Three university locations in Erlangen, Fürth and Nuremberg

661 Professorships

13,000 members of staff

5 Schools:

- School of Humanities, Social Sciences and Theology
- School of Sciences
- School of Engineering
- School of Medicine
- School of business, Economics and Law



University School of FAU

Frame of the FAU-Conception



Study programmes at FAU: VET Business Education & VET Electrical / Mechanical engineering

Groups: Approx. 5 students & 1 mentor (stable for 1 term)

Knowledge acquisition phase: 24 Learning Units in 2 terms

Frequency: Weekly schoolwork & monthly reflection events in small groups

Scientific points of reference

- Professional learning communities (Hall & Hord, 2008; Hord & Sommers, 2008; Peterson & Deal, 2009)
- Communities of practice (Wenger, 2007)

FAU University School

– **Joint enterprise:**

- Negotiated (→ extensive code of conduct: “bulletin”)

– **Mutual engagement:**

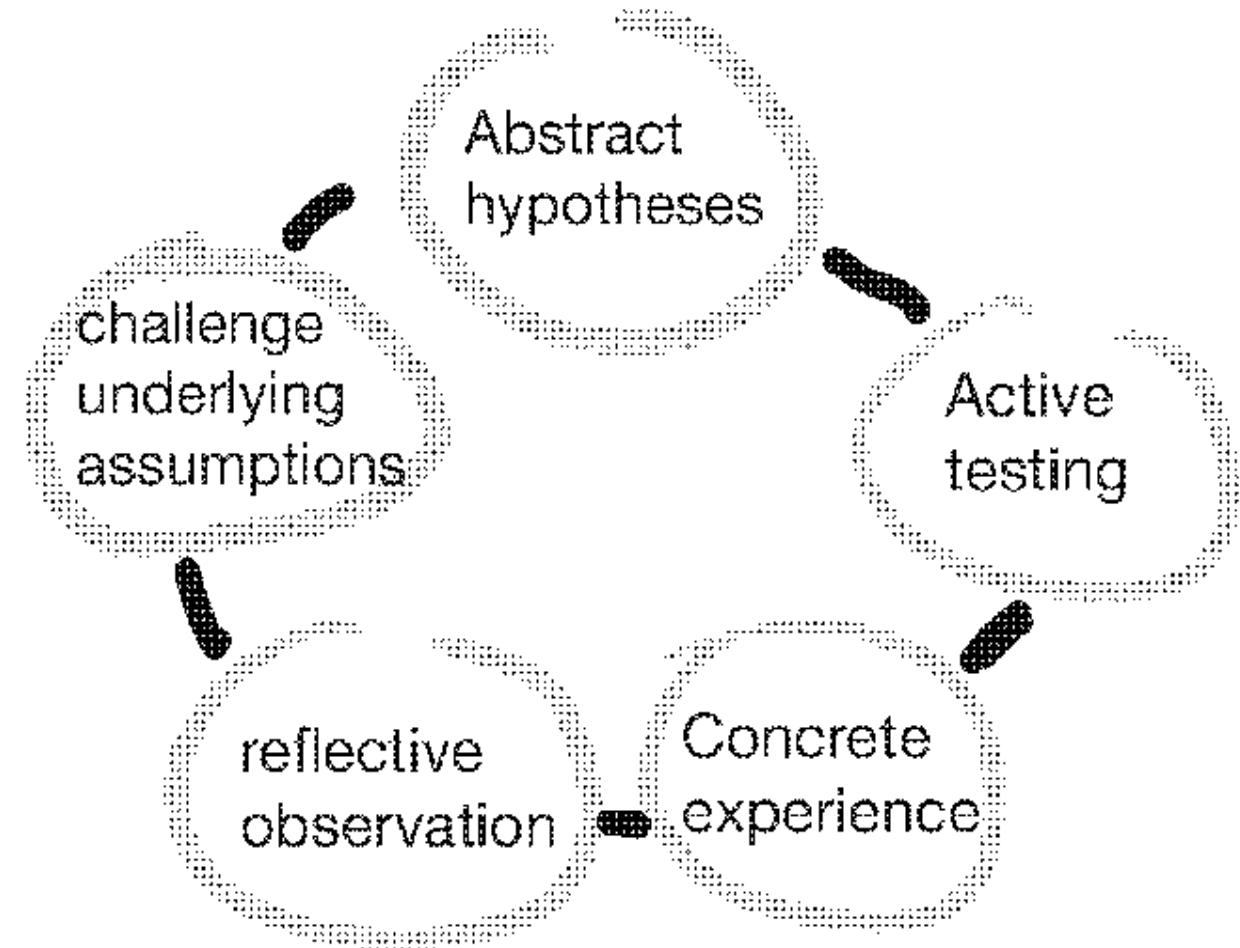
- Teachers, head teacher, students, scientists (→ diversity & partiality)
- Learn together (→ focus of doing things together)

– **Shared repertoire:**

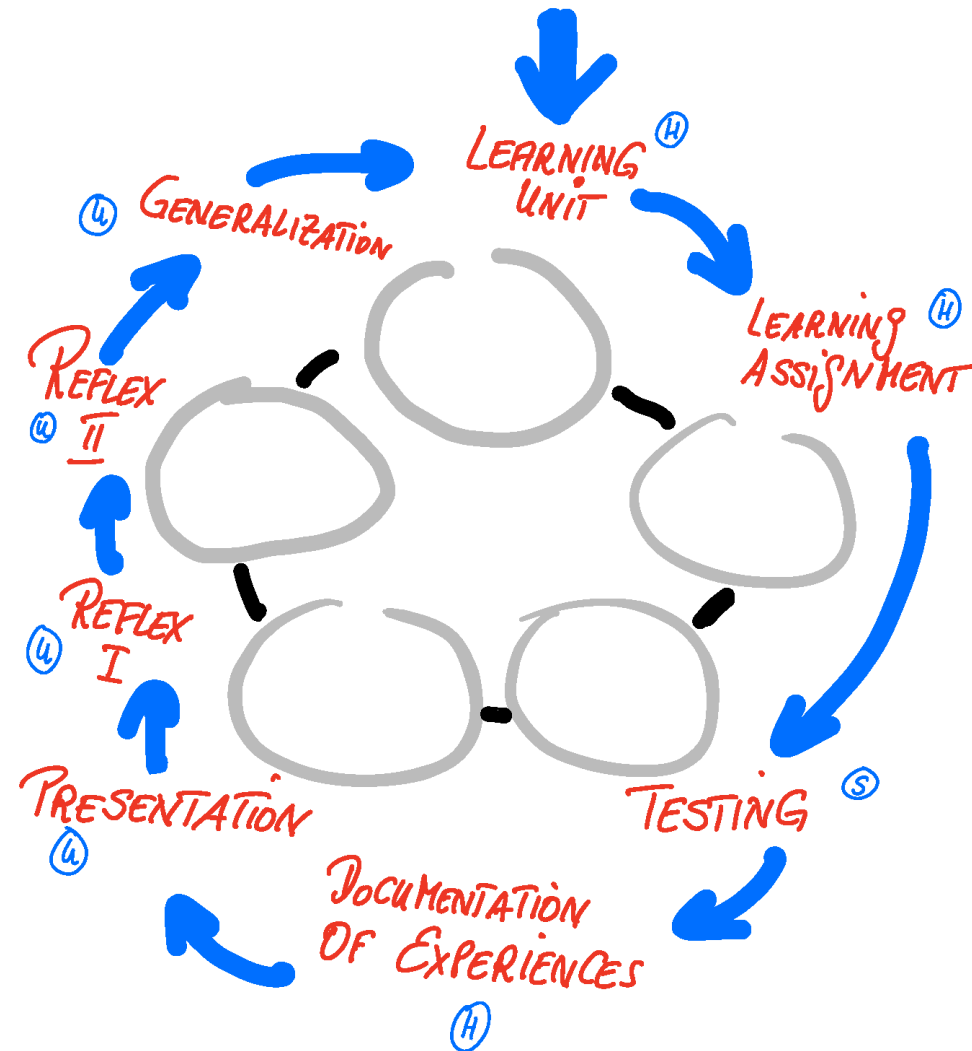
- Repertoire of abstract concepts and hypotheses in form of a underlying ‘living’ textbook
 - Repertoire of artefacts of (student) work
-

Scientific reference points

- Learning from experience (Kolb, 1984; Kolb & Kolb, 2005)
- Reflexion of teachers (Korthagen, 2002)
- Conceptual change (Hewson, Beeth & Thorley, 1998)
- Teacher beliefs (Pajares, 1995)

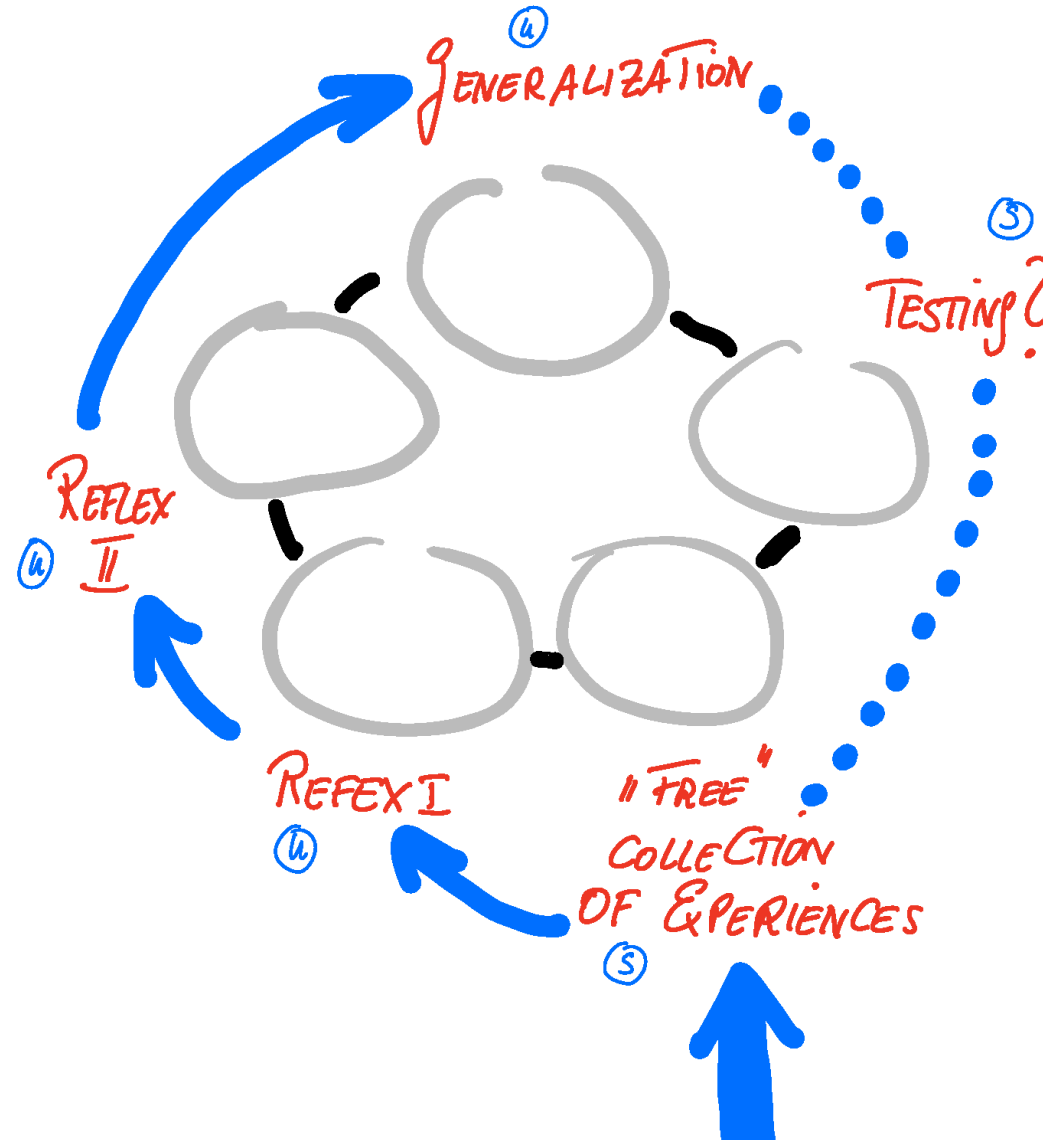


Mode 1: Concept-based experiential learning



1. Reflecting Models for instructional design/didactics
2. Using principles for the construction of curricula
3. Competence modelling: Professional competencies
4. Competence modelling: Personal competencies
5. Competence modelling: Cross/general competencies
6. Using planning aids (e.g. syllabus)
7. Elaborating expected learning outcomes
8. Annual planning (e.g. sequencing learning units)
9. Assessing the initial level of student's competence
10. Arranging teaching forms and using media
11. Presenting and using visual aids
12. Identifying special pedagogical needs and analysing the learner's environment
13. Understanding Adolescence
14. Analysing classroom conditions, e.g. class climate
15. Teachers' self-assessment
16. Performing classroom conversation and use of communication media
17. Supporting cooperative learning
18. Using simulations
19. Developing, implementing and evaluating of learning situations
20. Analysing the school environment
21. Working together with internal and external partners
22. Identifying Megatrends and taking them into account
23. Creating exams
24. Evaluating and revising lessons

Mode 2: Unstructured experiential learning



Mode 3: Research-based experiential learning

