

Velkommen!

Tervetuloa!

Geldiniz!

Willkommen!

The Nuremberg University School Concept

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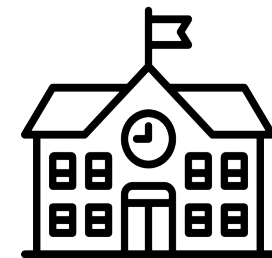
The Nuremberg University School Concept in a Nutshell

- **Name:** University School or as it officially called: Didactics of Vocational and Business Education (Berufs- und Wirtschaftspädagogische Didaktik I & II (BWD))
- **Curriculum I:** From the 1st Master's semester on
- **Curriculum II:** Winter and summer semester, 10 ECTS each, Start with BWD I in winter, BWD II in summer
- **Involved Partners:** 6 – 7 partner schools in Nuremberg, Fürth, Erlangen and Herzogenaurach
- **Idea:** Weekly observation of teaching lessons with an assigned mentoring teacher incl. individual teaching trials
- **Tasks:** Assignments discussed in a total of 3 attendance blocks at the University (Blended-Learning-Concept), uploaded to an LMS and finally summarised in a Portfolio (50 % of the grade)
- **Basis:** Weekly summary of the learning units of the textbook „Designing Business Lessons“ (Wirtschaftsunterricht gestalten)
- **Tests:** 3 MC-Tests of 20 minutes each in the semester (the other 50 % of the grade)



University School:

Linking studies and the everyday life of vocational schools as well as science and practice



- Introduction based on a government declaration by the Bavarian State of Ministry of Education and Cultural Affairs (StMUK) of 26th of March in 2009:

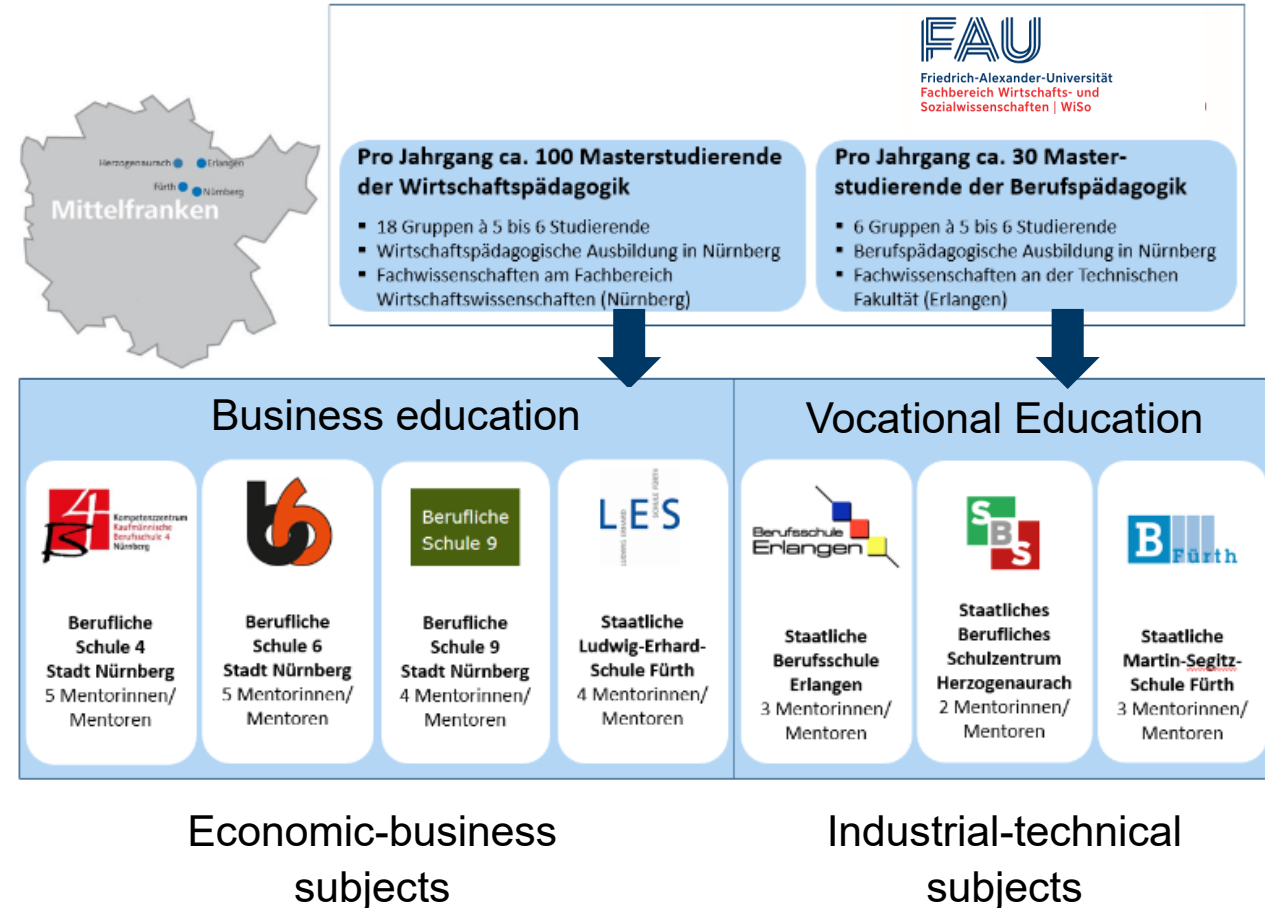
• *„Teacher education in Bavaria should be further developed in a quality-oriented manner so that there is an optimal networking of studies and school, of theory and practice in the first and second phase of teacher training“*

- Solution: University Schools (analogous to university clinics)
- Nuremberg first, other locations second: Prof. Karl Wilbers sat down with school leaders, seminar teachers (those who are responsible for the second phase of teacher training) and responsible persons of the Ministry and developed the concept of the Nuremberg University School
- In Nuremberg since winter semester 2009/2010 for the studies of business education (economics) and vocational education (technical)
- Now: Every teacher education location for business education and vocational education has their own university school concept: Munich (2x), Bamberg, Bayreuth



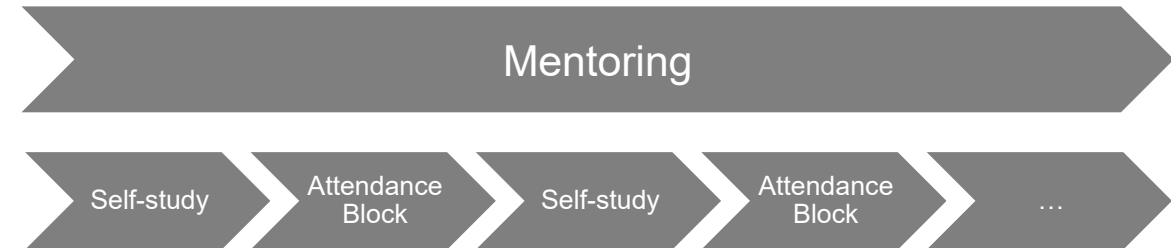
The University School Network

- Approx. 100 students of the master's programme business education (economics) and approx. 30 students of the master's programme vocational education (technical)
- 23 Mentors in 6 to 7 University schools
- University Schools in:
 - Nuremberg
 - Fürth
 - Erlangen
 - Herzogenaurach



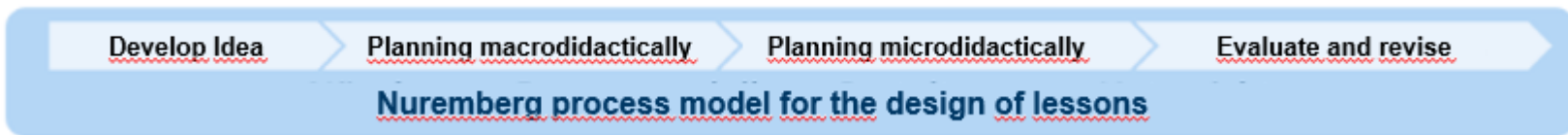
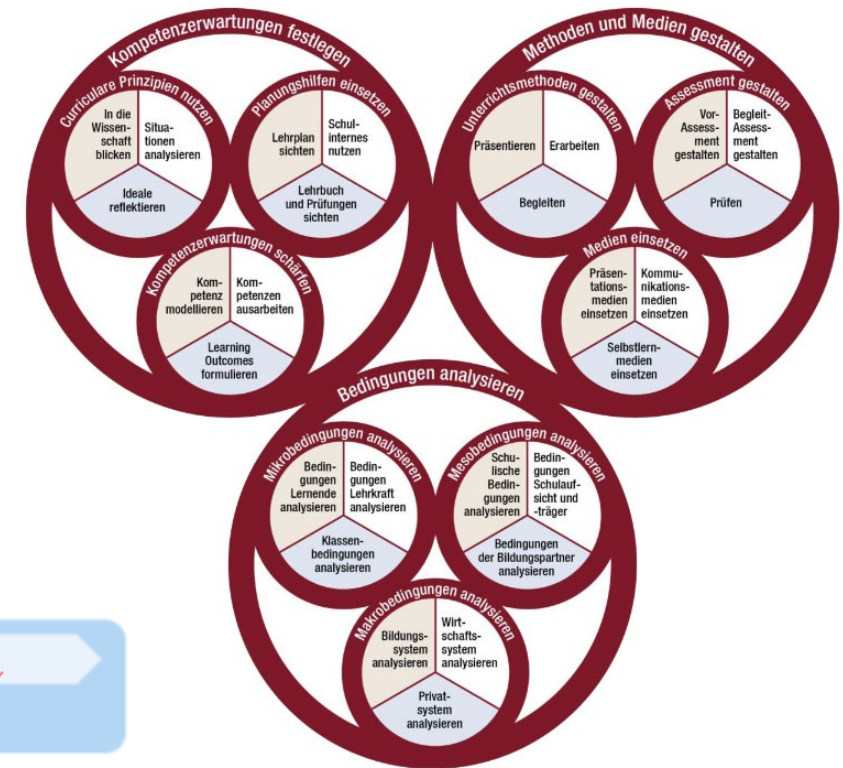


Blended Learning scenario supplemented by mentoring at the university school

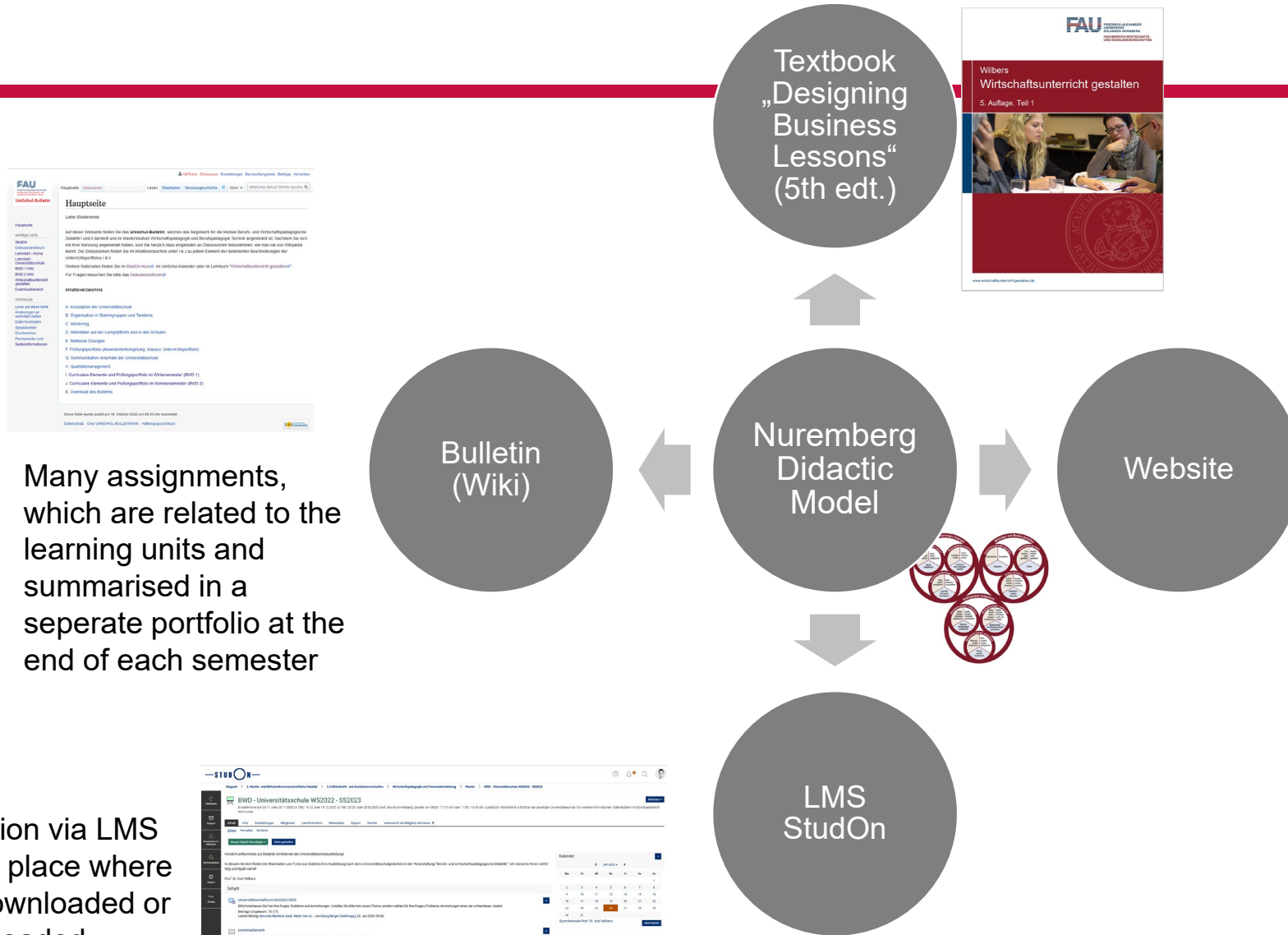


Nuremberg Didactic Model as the Theoretical Basis for ... Everything

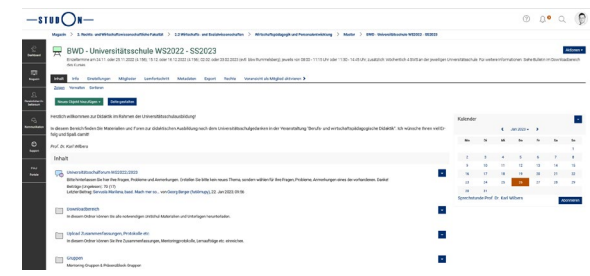
- Structural model (right) and process model (below) in one
- 3 areas: Designing methods and media, determine competence expectations, analysing conditions
- Nuremberg Didactic Model is basis for the textbook, which is deepened in 24 learning units



Complex Design Requires a Complex Infrastructure



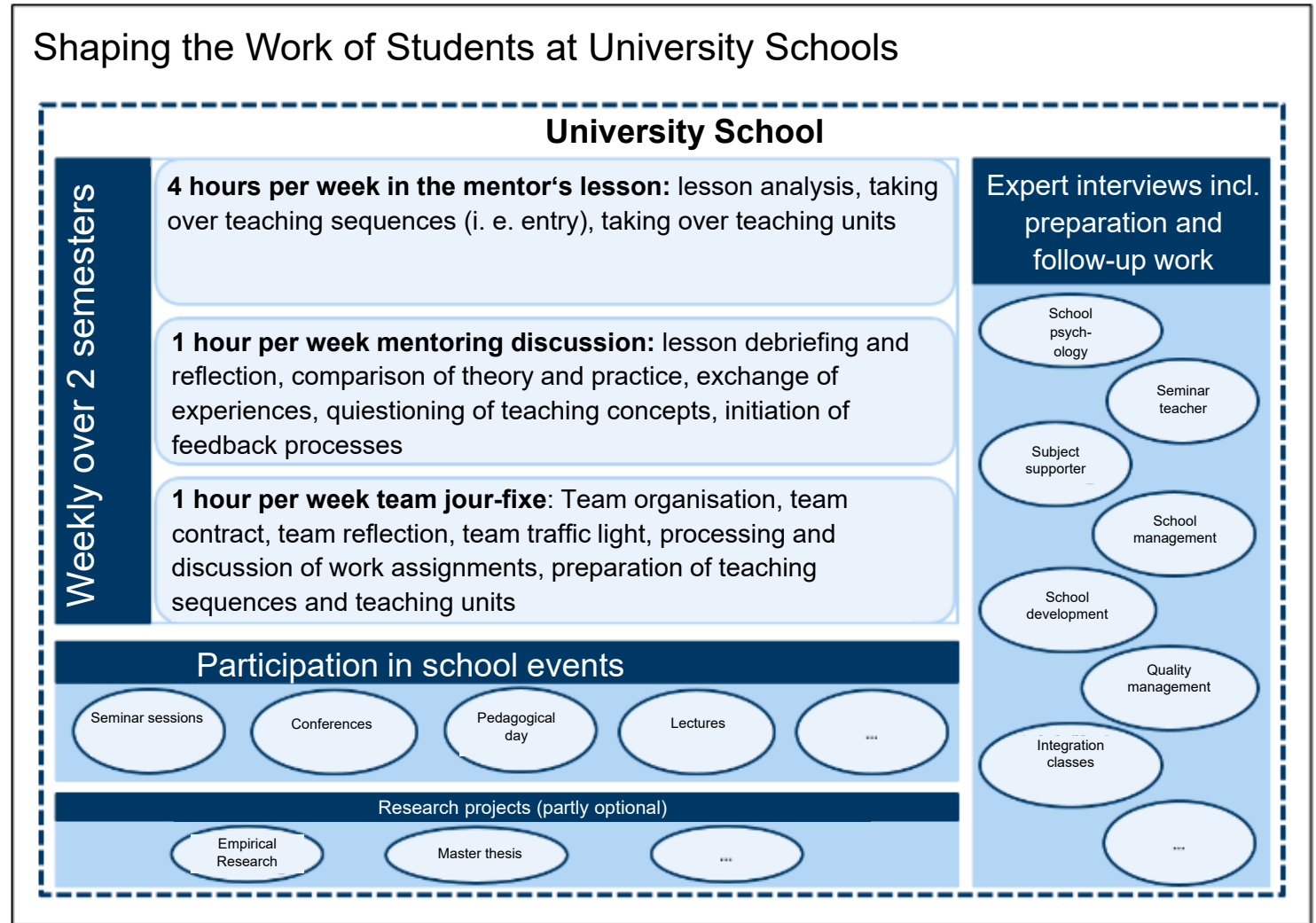
- Many assignments, which are related to the learning units and summarised in a separate portfolio at the end of each semester



- Support through a variety of tools and apps
- Textbook (5th edition) as well as tools and apps are available free of charge via website: <https://www.wirtschaftsunterricht-gestalten.de>

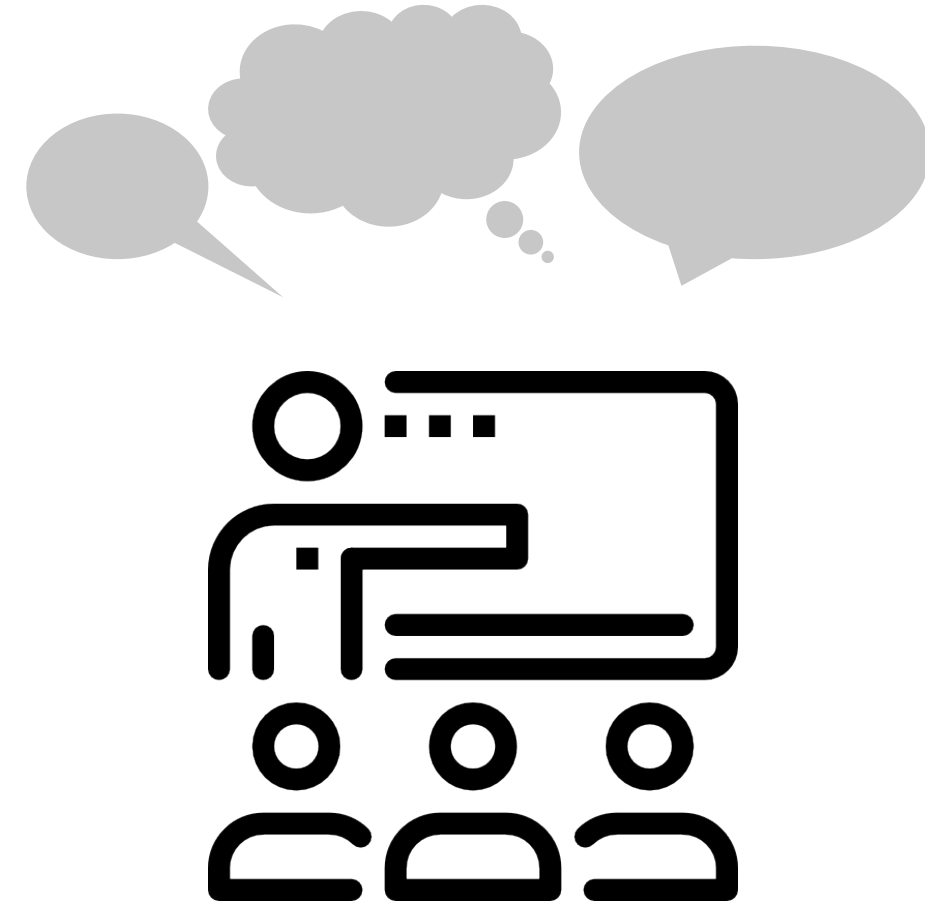
What Happens During the Observation of Teaching Lessons at Schools?

- Groups of 4 to 6 students per mentoring teacher
- New composition for the new semester
- Tandems or Tridems are formed within the group

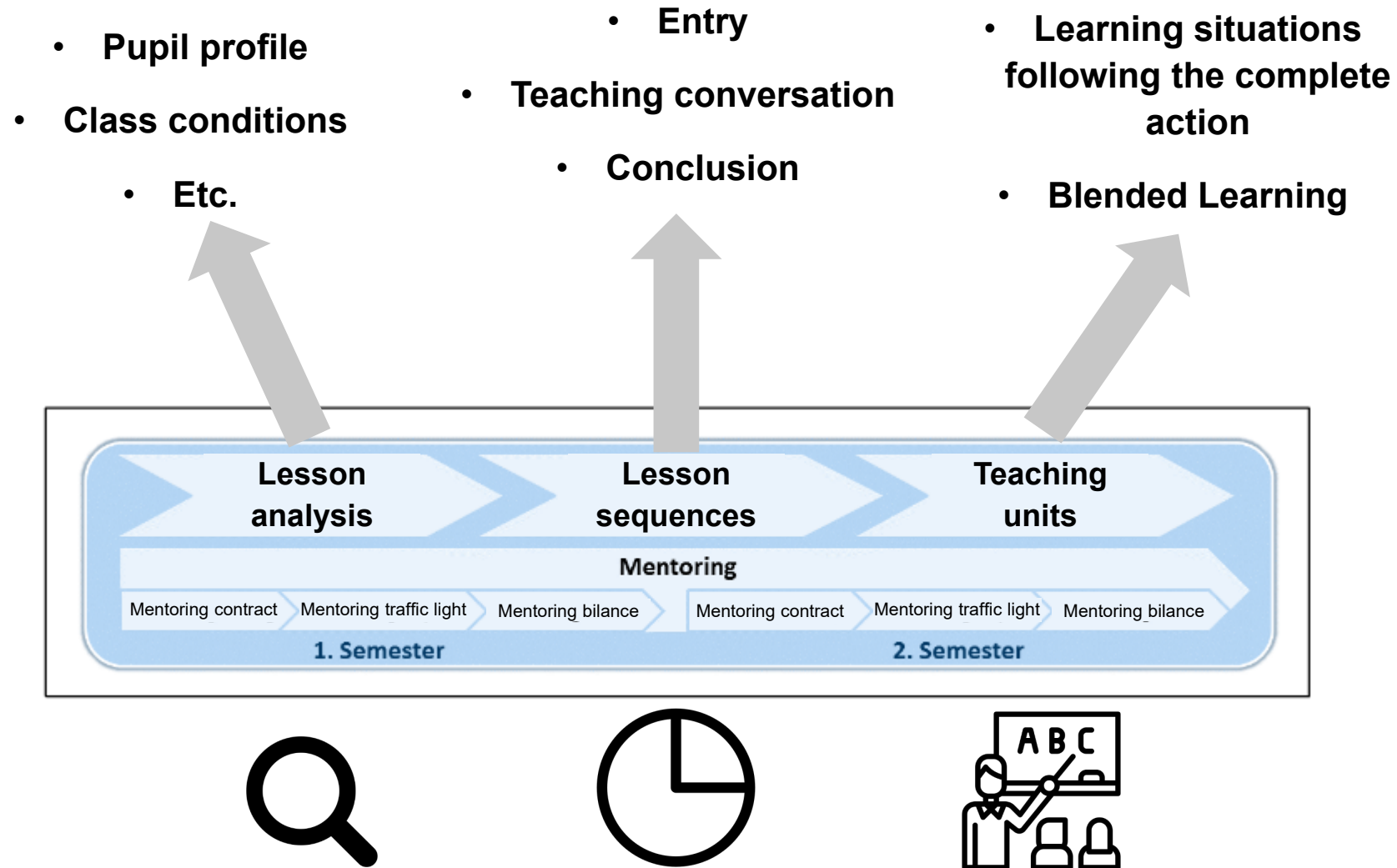


What Happens During the Attendance Blocks?

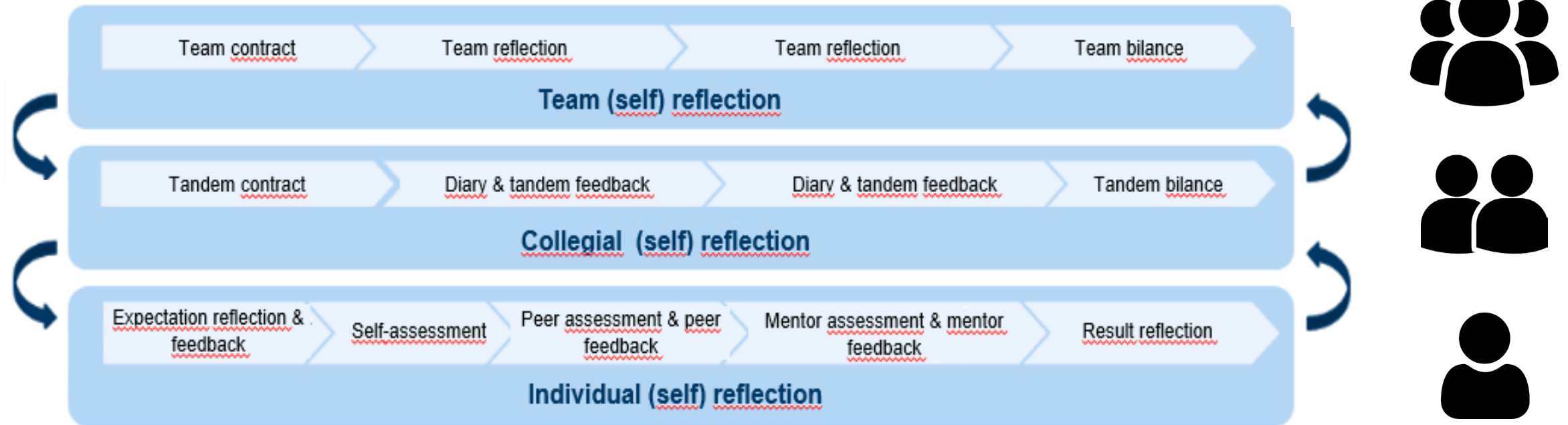
- 3x per semester, four groups (Thu early/late & Fri early/late) with up to 35 students attend the university for about 3 hours
- Attendance Block \neq Lecture
- Opportunity to:
 - **Deepen and question the theory from the self-study material**
 - **Present work assignments**
 - **Share experience**
 - **Introduce difficulties**
 - **Discuss alternative perspectives**
- Individual blocks are outsourced from the university and take place in premises that cater to vocational education of young adults with disabilities, e. g. youths with learning disabilities or visual impairments



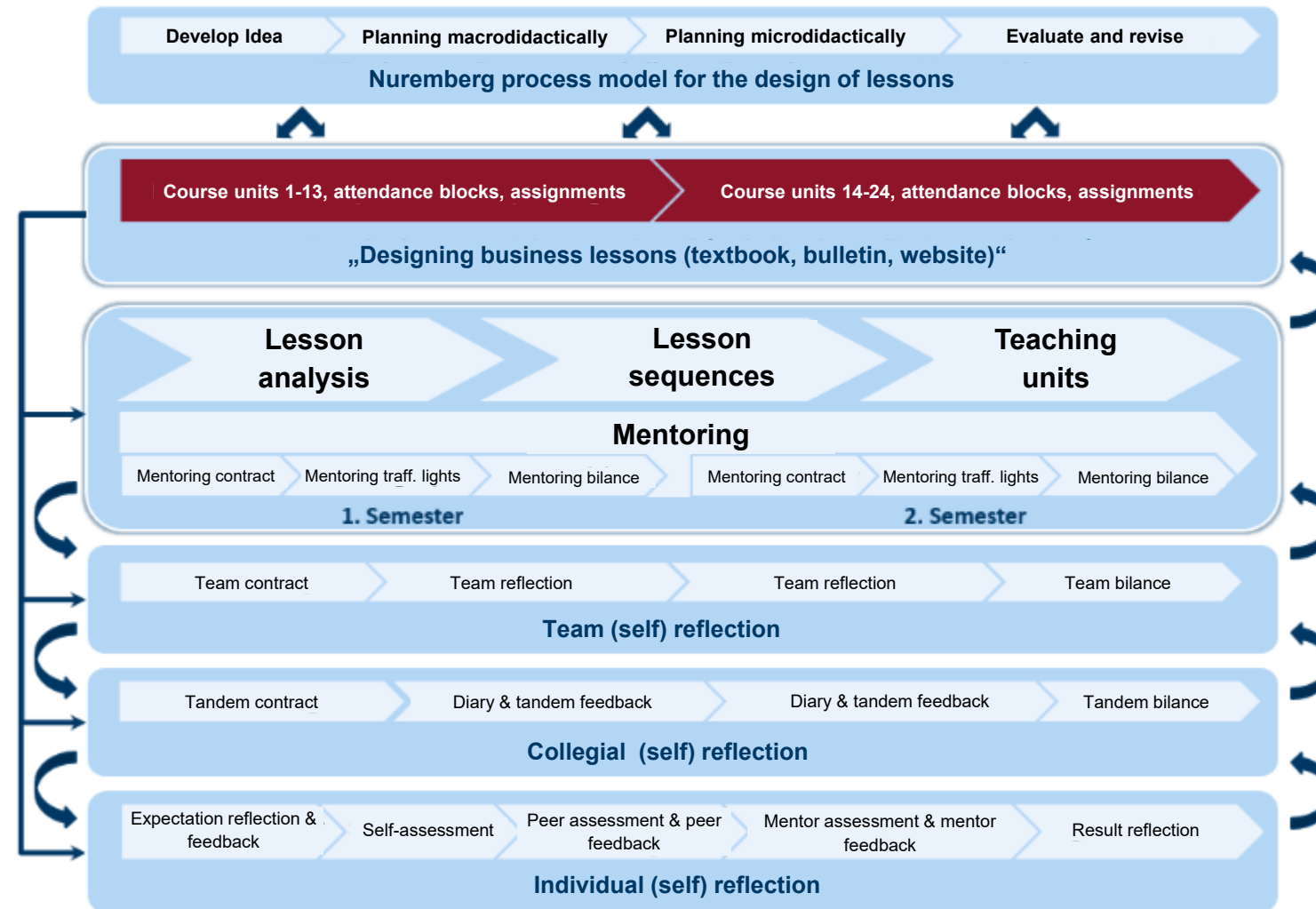
Procedure of the 2 University School Semesters from a Macro Perspective



One of the many USPs of the University School: Guided Reflection

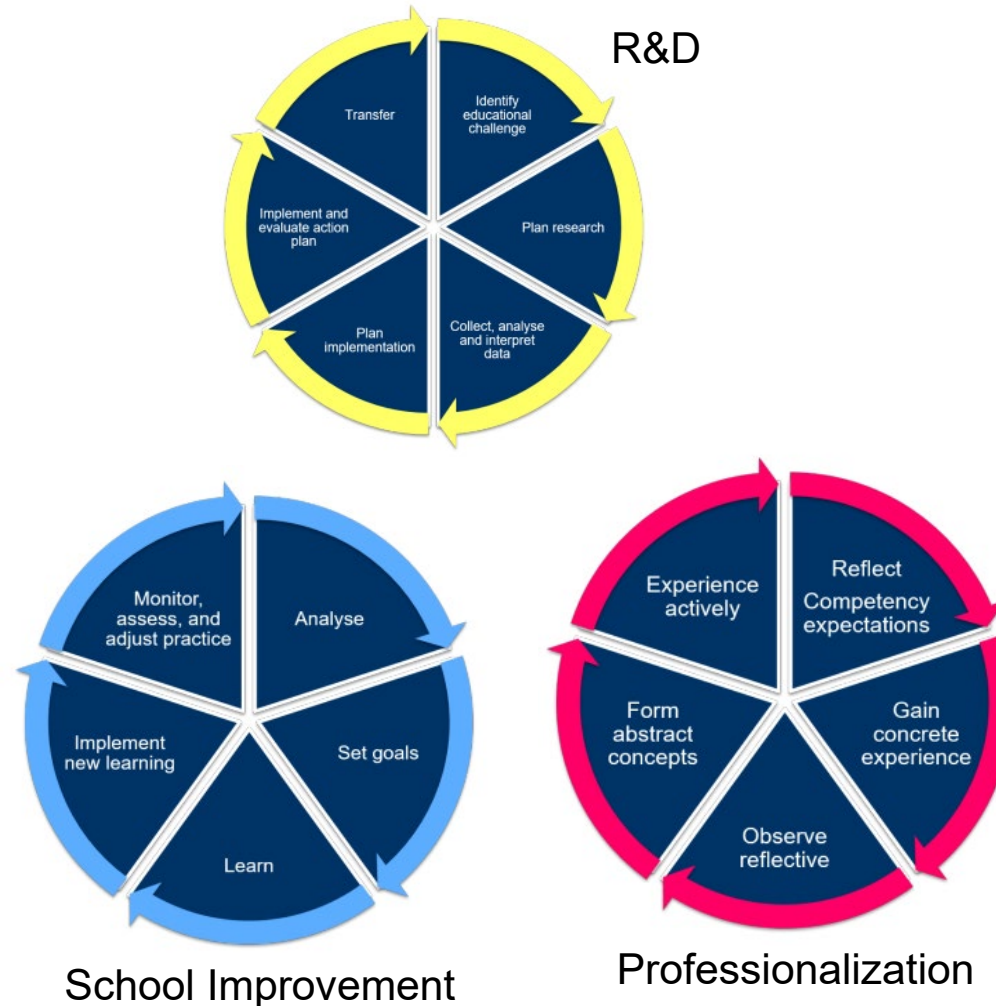


The Attempt of an Overview



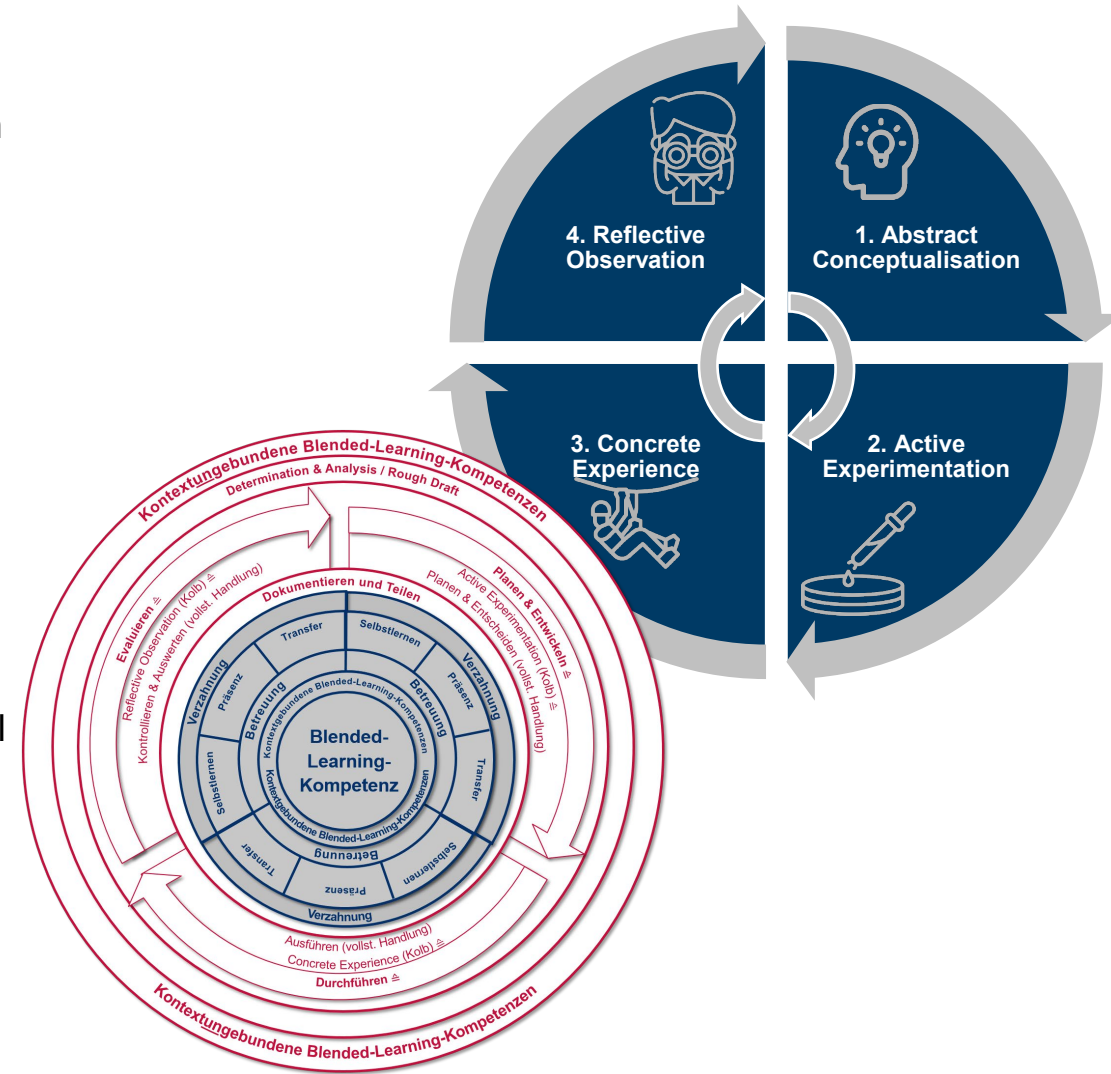
- Obligatory: **Empirical Research** during BWD II (5 ECTS)
 - Students work on research projects at the university schools in the sense of research-based learning
- Obligatory to do the module but optional to do it at a university school: **Practical School Studies II** (5 ECTS)
 - Otherwise the students can gain experience at other bavarian schools, e. g. schools located at their hometown
 - Practical School Studies I as a part of the Bachelor
- Optional: Possibility to write the **Master's thesis** in cooperation with a university school as a practice partner

- In the context of Empirical Research:
„Predecessor“ project of LeadVET: **EduSchool**
- Project of NTNU (NO), Masaryk University Brno (CZ), University Lisbon (PT)
- Work package of the FAU: Developing the triple helix as a frame of reference for good practice
- Three overlapping processes represented as a helix, which are strongly interwoven with each other
- Research & Development, professionalization, school (institutional) development



What's new: Implementation of an Assignment of Blended Learning since Summer Semester 22

- Task: Development, implementation, documentation and evaluation of a blended learning scenario in the scope of an extended teaching unit (90 min presence + asynchronous self-learning and asynchronous transfer)
- Why: The Bavarian school regulations state that distance learning is also possible upon request, students should therefore be prepared for a possible use of blended learning
- The design of my assignment is my personal research project, the university school provides the empirical field
- Research paradigm: Design based research
 - Design is based on Kolbs (1984) experiential learning
 - Orientation towards a self-developed blended learning competency model



Tusen Takk!
Kiitos Paljon!
Çok Teşekkürler!
Vielen Dank!