

Call for Application

Intercultural Learning Week

"Humboldt International Teacher Training. Intercultural Learning in Germany and South Africa"

You would like to get to know another education system during your "Praxissemester", participate in an exchange with South African students of education and work on your research project (LFP) in an international context? Apply for the Intercultural Learning Week in January 2023 at HU!

The **Intercultural Learning Week** is part of the project "Humboldt international Teacher Training. Intercultural Learning in Germany and South Africa". The aim of the project is the exchange between students in teacher education of Humboldt-Universität (HU) and the two South African universities Stellenbosch University (SU) and University of the Western Cape (UWC). The exchange will be carried out by means of joint work on research topics, school visits in the respective other country and joint seminar sessions (online). The joint research topics are: "Historical Awareness", "Multilingual Education", and "Inclusive Education" (see p. 4-5 for more details).

Humboldt International Teacher Training - Programme Cycle:

The programme cycle consists of four different parts. Students may apply to participate in the whole cycle or choose to take part only in some of the activities. The **Intercultural Learning Week** forms the start of the cycle and is followed by a research seminar (LFP), a Winter School in South Africa and a Winter School in Berlin. To be eligible for the **Winter Schools**, students need to participate in both the **Intercultural Learning Week** and the **research seminars**. Students interested only in the participation in the **Intercultural Learning Week** and/or the **research seminars** are welcome to apply or register for those parts.

1. Kick-off Intercultural Learning Week (on-site and online, 22.01.-27.01.2023):

- Getting to know each other between students from HU, SU and UWC.
- Joint sessions between the three universities on the topics Historical Awareness, Multilingual Education and Inclusive Education
- Keynote, discussions and workshops on anti-racist education, anti-bias approach in the school context, and excursions to historical sites in Berlin (walking tour)
 - Applications by 6. December 2022
 - Mandatory participation if you wish to apply for the Winter Schools

2. Continuation in the research seminar (LFP-Seminar, summer term 2023)

- Development of the research question, methodology and in-depth content.
- The research seminar is also open to students who are not going to South Africa but are doing their *Praxissemester* at a German school abroad or at a school in Berlin.
 - Registration via AGNES (March 2023)

3. Exchange Winter School South Africa (4 weeks August/September 2023)

- Data collection and observation at South African schools together with student teachers on site
 - Accompanying programme at the universities on the research
 - Upon return, continuation of the internship semester at a school in Berlin
- *Six scholarships are available for HU students. The selection of scholarship holders will take place in February 2023. Requirements: short statement after participation in the Intercultural Learning Week and participation in a research seminar (LFP) in the summer term 2023.*

4. Completion Winter School Berlin (4 weeks January 2024)

- Six students from SU and UWC visit Berlin: observation and data collection at Berlin in schools (*Praxissemesterschulen*)
- Accompanying programme of the Winter School
- Final presentation of the research projects (LFP) and/or presentation of the research data

Application Process for the Intercultural Learning Week

Places for the Intercultural Learning Week for HU students:

- 20 places across the research projects

Requirements:

- (provisional) enrolment in the M.Ed. programme.
- Intention of doing the "Praxissemester" in 2023/24
- For the specialisation Historical Awareness: primary school teacher training programme, preferably with the subject "Sachunterricht"
- For the specialisations Multilingual Education and Inclusive Education: all subjects of the ISG/GYM/BS, preferably English, other foreign languages, and special needs education.

Application until 6. December 2022:

Please apply with an e-mail to: pse.international@hu-berlin.de if you would like to participate in the **Intercultural Learning Week**. This should include the following information:

- Brief description of your motivation to participate in the Intercultural Learning Week.
 - Which main research topic is most interesting to you?
 - Have you already dealt with the topic in your studies?
- Will you complete the practical semester in the winter term 2023/24 (Sept. 2023 - Jan. 2024)?
- Please indicate whether you are interested in participating in the two Winter Schools (South Africa 08/2023 and Berlin 01/2024). A separate application (short statement) for the Winter School in South Africa will be possible in February 2023.
- As an attachment in a pdf file
 - Curriculum vitae
 - Certificate of study (Studienbescheinigung)
 - Proof of academic achievement (Bachelor's degree or Transcript of Records)



- If available proof of English language skills (e.g. Bachelor's degree certificate in English/American Studies or English, language certificate from the HU Language Centre or equivalent certificates).

Contact:

Kathinka Rosenkranz | Coordinator |
Humboldt International Teacher Training (HIT)
Professional School of Education (PSE)
pse.international@hu-berlin.de | pse.hu-berlin.de/HIT

Save the date: 22.11.2022 | 16:00-18:00 hs | Information on "Praxissemester im Ausland" including the project "Humboldt International Teacher Training" via [zoom](#).

Meeting-ID: 695 6632 7832 | Passwort: 12345

We happily take questions before during our consulting hours or via e-mail:

Tuesdays 13:30-14:30h and Wednesdays 15:45-16:45h via [zoom](#)

Meeting-ID: 652 2668 5470 | Passwort: 574432

Research Topics

Historical Awareness Among Primary School Children

How do students learn about recent history? How do teachers teach recent history?

This sub-project focuses on awareness of contemporary history and the conditions that facilitate contemporary-historical learning among primary school children. Just as successful understanding in present-day Germany is linked to knowledge about National Socialism and the Holocaust, equally necessary is an examination of one's personal orientation toward the history of the division of Germany as well as the apartheid period and the colonial period before apartheid in South Africa. The sub-project will build on the findings of recent empirical work in Germany and South Africa.

A related focus on the education of primary school teachers could examine the history of teacher education in South Africa and Germany (as a subset of an historical understanding of changes in curriculum and pedagogy).

The empirical focus will be on primary schools (children) and higher education (Teacher Education programme – student teachers; lecturers). A special perspective of the subproject will be the trauma-sensitive support of the different actors (researchers, students and children). The confrontation with contents such as the Holocaust and apartheid can lead to stresses that require a supportive approach. With that in mind, aspects of research ethics will frame the subproject.

Multilingual Education

Due to its embedded nature within the countries' societies, the topic of Multilingual Education is dealt with in different ways in research and teaching at the three participating universities. Germany has a large variety of migration languages, minority languages and foreign languages in school curricula. In contrast, in South Africa there is a high level of linguistic diversity among the native population. Based on these different contexts, questions of comparative linguistics, language policy and socio-linguistics could be investigated further. Specifically, core topics of the cooperative and individual research are the integration of linguistic diversity in educational institutions and the development of a pedagogy of multilingualism. Beyond being topics of research, these issues are important for students with regard to their future professional work as teachers.

Inclusive Education

Inclusive education has been defined as a "systematic approach to education for all learners of any age; the goal is to provide all learners with meaningful, high-quality educational opportunities in their local community, alongside their friends and peers" (Watkins, 2017, p. 1). In this sense, inclusive education entails teachers to embrace student diversity and to commit to adapt their instruction in order to meet the learning needs of all students. In order to foster children's academic and non-academic outcomes (i.e. well-being, motivation, interest), inclusive teaching approaches such as differentiated instruction have been applied to inclusive classrooms. Besides evaluating inclusive teaching methods, research into inclusive education and the preparation of preservice teachers has gain significant attention not only in Germany and South Africa, but also internationally (Liebner & Schmaltz, 2021; McKenzie et al., 2020; Qi & Ha, 2012). Given that teaching in inclusive settings requires new or additional skills, behaviours and beliefs (Bransford et al., 2005; Gilor & Katz, 2017), modifications in teacher education programmes have become necessary in order to prepare preservice teachers to effectively address students' individual learning needs. However, recent studies conducted in Israel (Gilor & Katz, 2017) and Germany (Liebner & Schmaltz, 2021) have revealed that

there is a great difference between the various types of initial teacher training within countries. Additionally, preservice teachers feel unsatisfied with their initial teacher education and express a strong need to have more practical experiences in real classrooms (Eret-Organ et al., 2017; Spencer et al., 2018). With this background, the present project recognizes the crucial role that teacher education plays in the future professionalization and teaching effectiveness of preservice teachers (Watkins, 2017). Bearing this in mind, the project's main objective is to explore preservice teachers' perceptions on the way initial teacher education has prepared them for differentiated instruction. This research project will follow a mixed method approach, where both quantitative and qualitative data will be collected. Furthermore, the project will be exploring different initial teacher education programs at two countries (Germany and South Africa).