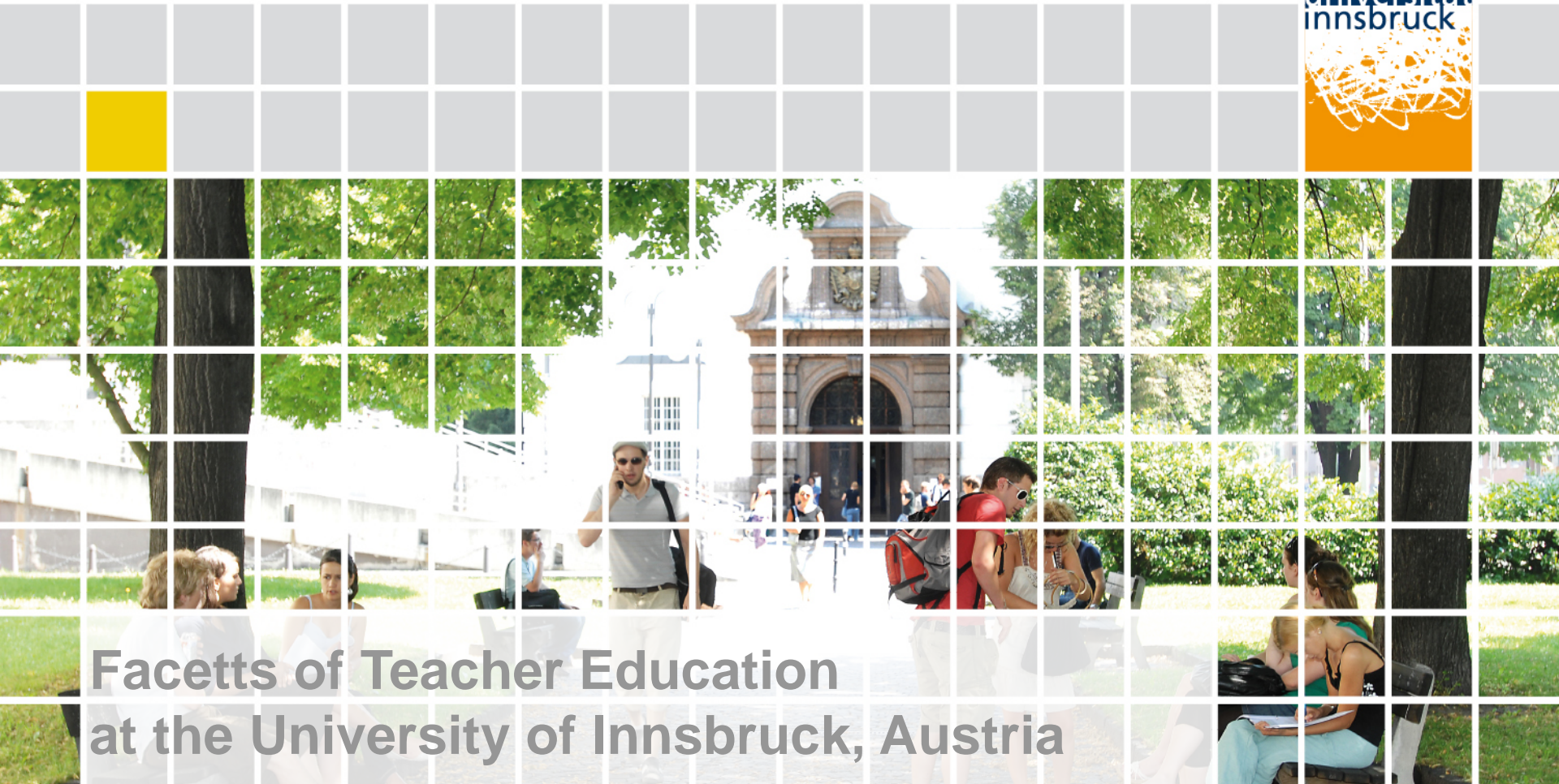


Universität Innsbruck

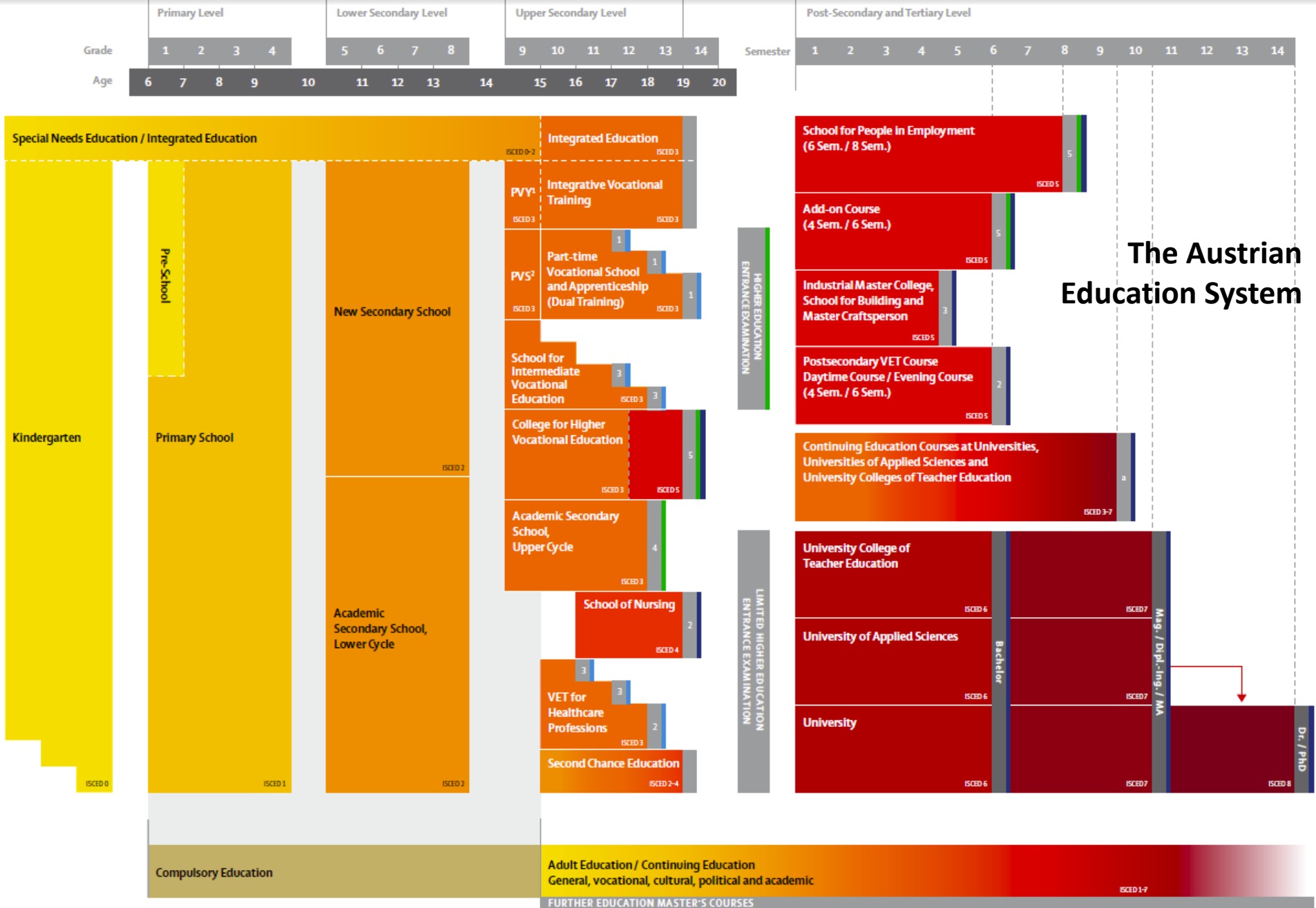
School of Education | Fakultät für LehrerInnenbildung



Facetts of Teacher Education at the University of Innsbruck, Austria

**Christian Kraler, Department of Teacher Education
University of Innsbruck**

8.2. 2017
University of Pretoria



Key Education System

- 1 Apprenticeship Examination
- 2 Diploma Examination
- 3 Leaving Examination
- 4 Reifeprüfung

5 Admission to further studies on case-by-case basis

Initial Vocational Qualifications

General Higher Education Entrance Qualifications

Higher-level Vocational Qualifications

¹ Pre-Vocational Year
² Pre-Vocational School

ISCED – International Standard Classification of Education 2011



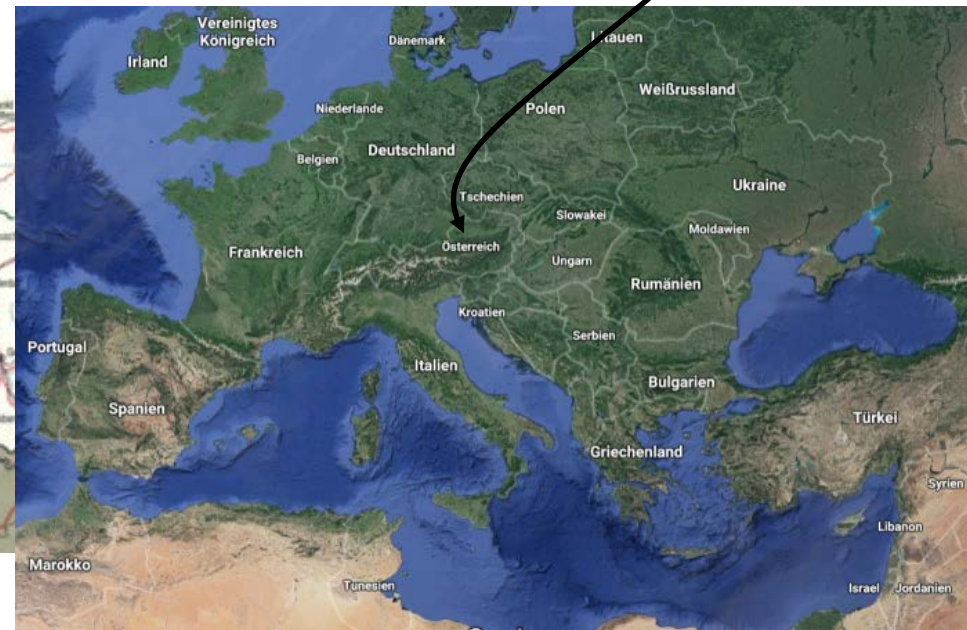
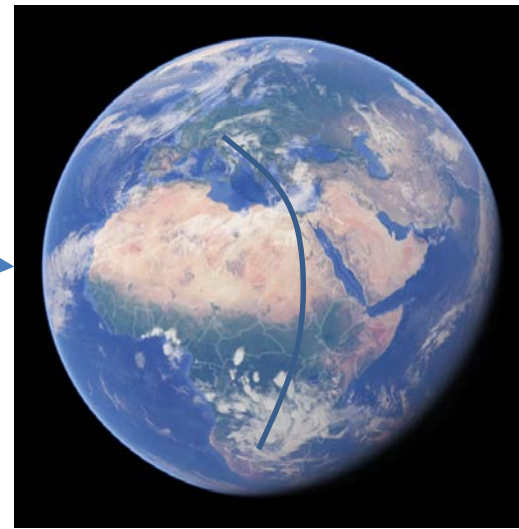
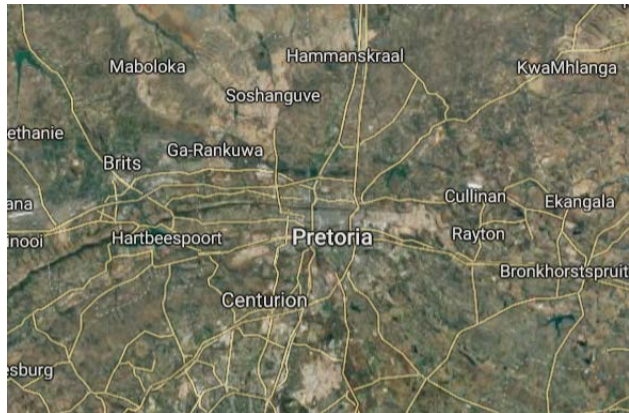
I. Setting the Scene



Department of Teacher Education
and School Research
University of Innsbruck



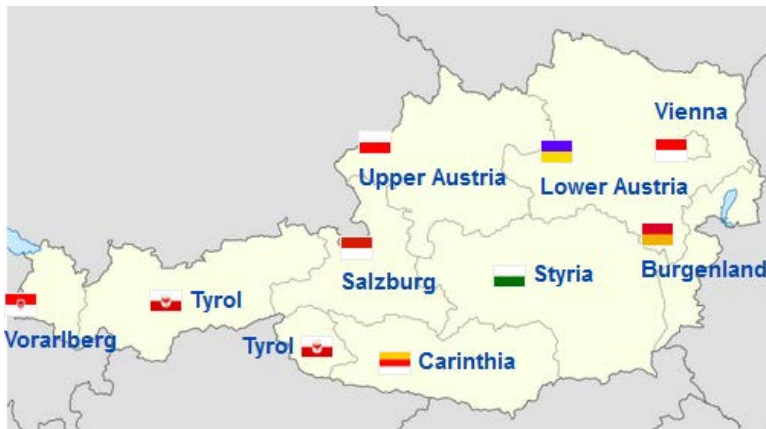
Innsbruck





I N N S B R U C K





Ethnic groups (2012)

- 82.3% Austrians
- 5.2% ex-Yugoslavs
- 2.7% Germans
- 2.2% Turks
- 7.6% Others

Area

83,879 km²

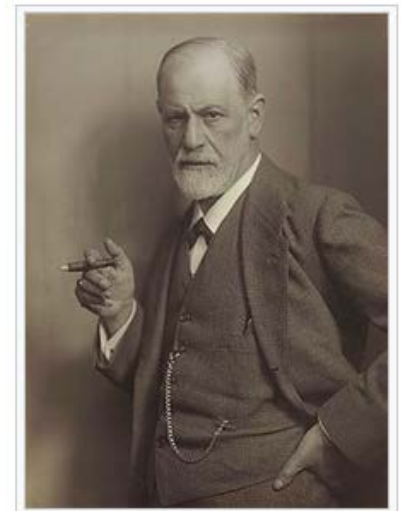
Drives on the

Population 8,794,267

right!



Federal Republic, divided into nine states





Innsbruck in the „heart of the Alps“

Two-time host of the Olympic Winter Games in 1964 and 1976 and host of the 2012 Youth Olympic Games. Innsbruck takes pride in being a sports capital of Europe.

„Almost everyone I met has already been to Innsbruck.“

Innsbruck is a perfectly situated home base for trips to other parts of Austria as well as neighboring countries. Trains will take you to famous European cities such as Salzburg or Munich in less than two hours, or to Zurich or Verona in three and a half. The Munich airport, one of Europe's largest, is only two hours away.

II. University of Innsbruck



Facts and Figures

1669 Date of foundation

16 Schools

125 Degree programs

28,290 Students

4,650 University staff

Faculties (Schools)

Architecture
Biology
Chemistry and Pharmacy
Economics and Statistics
Education
Engineering Science
Geo- and Atmospheric Sciences
Humanities 1 (Philosophy and History)
Humanities 2 (Language and Literature)
Mathematics, Computer Science and Physics
Psychology and Sport Science
Political Science and Sociology
Management
Catholic Theology
Education
Law



Research Excellence

Award-winning researchers

Since its foundation, faculty and students of the University of Innsbruck have received grants and research funding from acknowledged national and international sponsors and have won such renowned awards as the Nobel Prize (four times in the 20th century) or the Austrian Wittgenstein Prize (twice in the last 20 years). On a European level, Innsbruck scientists received nine ERC Grants within the past six years.



Research Areas:

- [Alpine Space - Man and Environment](#)
- [Cultural Encounters - Cultural Conflicts](#)
- [Molecular Biosciences](#)
- [Physics](#)
- [Scientific Computing](#)

Studying at the University of Innsbruck

A wide range of degree programs

The University of Innsbruck offers a total of [125 degree programs](#). (Bachelor, Master, Diploma, Teacher Training programs, PhD)

Certified by the European Commission

The University of Innsbruck is the only university in Austria and one of the few in German-speaking countries to be awarded both the ECTS and the Diploma Supplement Labels of the European Commission.

Approximately 40 % of the Innsbruck student population is of non-Austrian nationality. The high percentage of international students contributes to an active transfer of knowledge between the countries concerned and at the same time to an extremely international academic environment at the University of Innsbruck itself.

Facts and Figures

17 Faculties

79 Departments

125 Degrees & Programs

28,290 Students

11,347 International Students

4,016 Degrees awarded

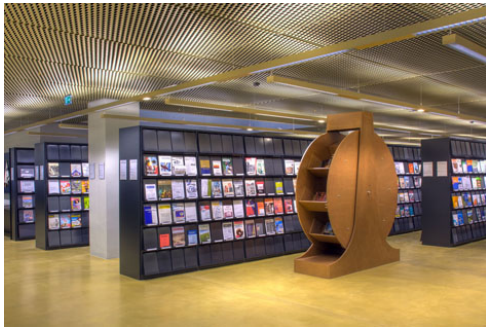
Facilities and University Life



Botanical Garden (1793)



Archaeological Museum (1869)



The University Library (ULB)



University Sports Center (USI)

International Outlook

Research on an international level

The strong international orientation in the area of research is reflected in the *large number of publications by Innsbruck scholars written in collaboration with foreign partners (72 % of the publications on the Web of Science)* and the strong and broad network with international partners.

The University of Innsbruck has a great number of *international research partners*, especially in its neighboring countries Germany and Italy, but also in non-European countries such as the USA, Canada, Australia, Japan, and China.

The Centers for Area Studies and Academic Networks represent an important interface for the international focus of the University of Innsbruck. They stand for interdisciplinarity and diversity and offer both a platform and a network for students, lecturers and researchers alike.

- Canadian Studies Centre (est. 1997)
- Interdisciplinary France Focus (est. 2001/02)
- Italian Center (est. 2005)
- Center for Inter-American Studies (est. 2009)
- Russian Center (est. 2011)
- Austria-Israel Academic Network Innsbruck - AIANI (est. 2013)
- Britain-Innsbruck Academic Network - BRITINN (est. 2017)



Faculty of Teacher Education

Department of Subject Didactics

Started in 2012

**Department of
Islamic Theology and Religious Education**

Started in 2017

**Department of
Teacher Education and School Research**

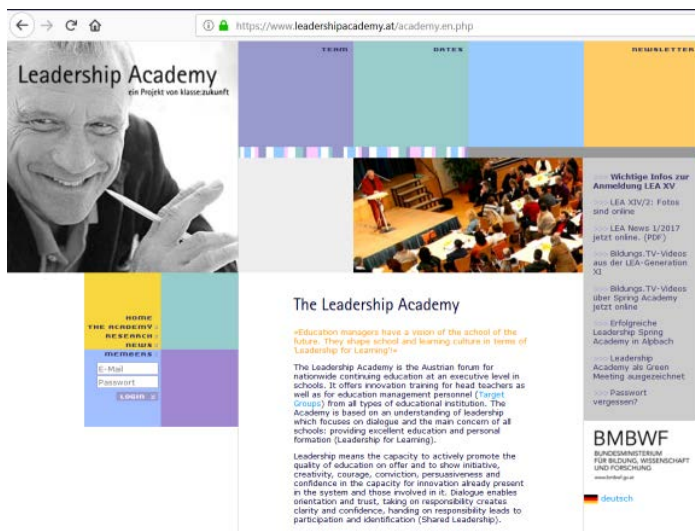
1986: start as special university unit for school practice
organizing teaching practice

1998: Department status

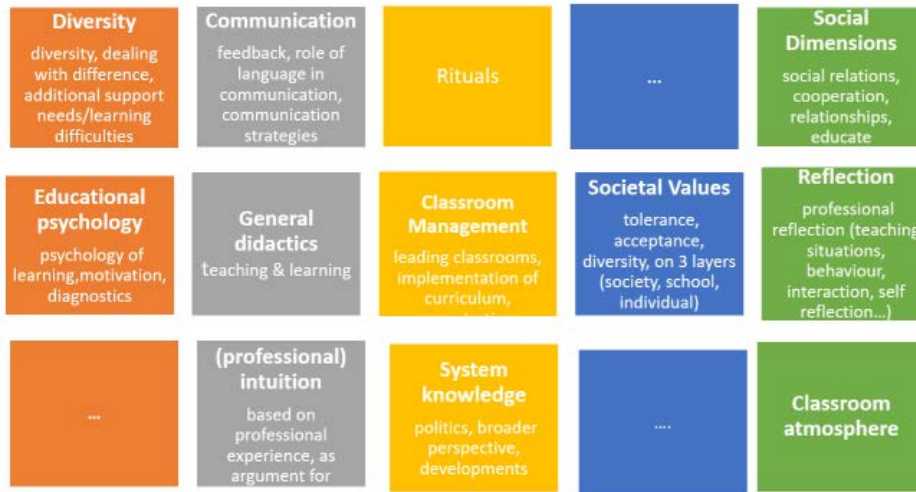
2012: Faculty status

III. Department of Teacher Education and School Research

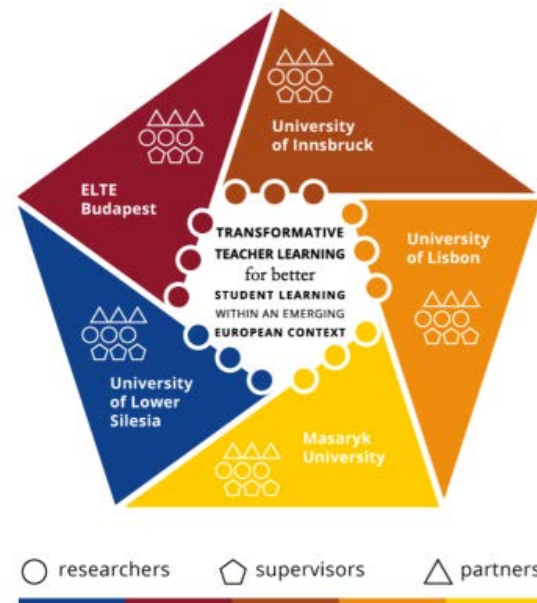




Austrian Leadership Academy (LEA)

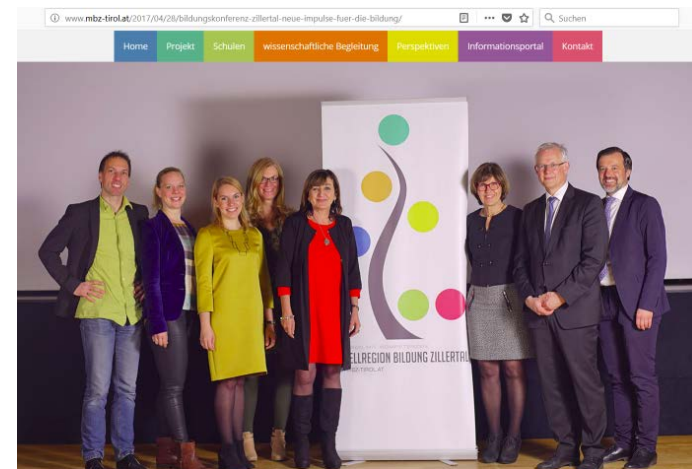


Pedagogical Knowledge in Teacher Education (pKiTE)



EUROPEAN DOCTORATE IN TEACHER EDUCATION (EDiTE)

Horizon2020



Regional School Development (model region: Tyrol, Vorarlberg)

≠ assumption

- observation
- conclusion

structure bound

(tradition, practices,...)

→ change of patterns

[illegible]

Why is it so difficult to make a change in (teacher) education?

[illegible]

- reason(s)
- findings

hard: - time

- content
- structure

educational system

bureaucracy- & state driven



Ascending and Descending

1960 Lithograph

M.C. Escher

Question ...

How ...

~> transformation

~> development

~> improvement

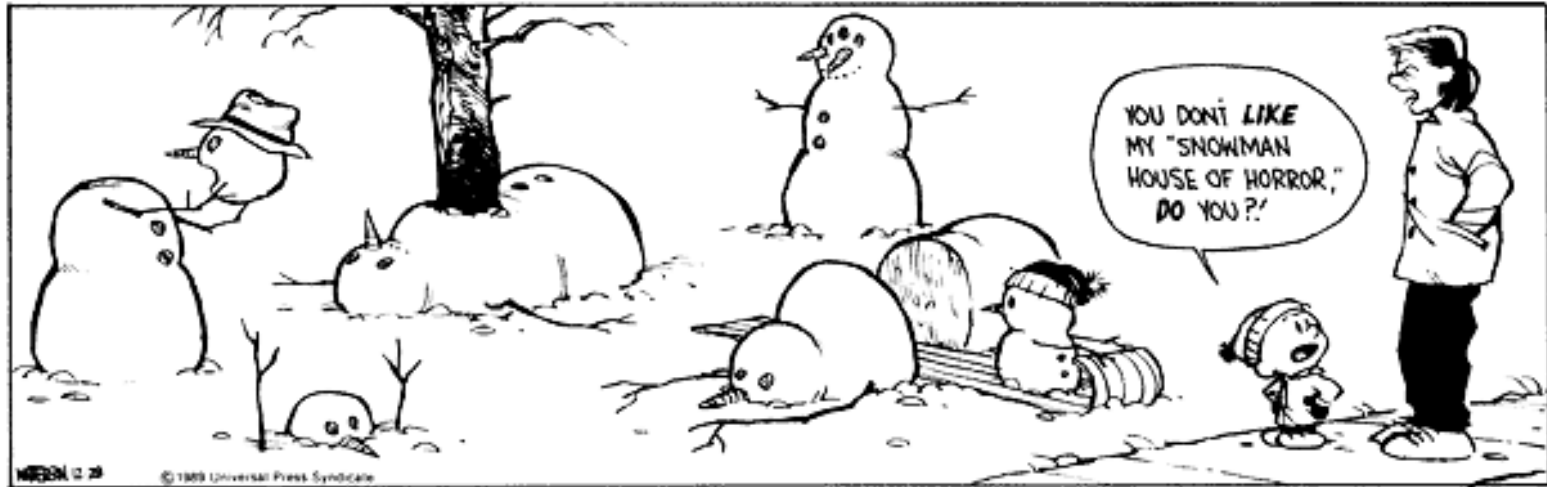
- means
- strategies
- content ("back to the 'things themselves'")

Observations

- + fact based arguments
- + scientific arguments
- + common sense
- + expenses
- + quality

sticking points

- hierarchical structures
- power
- interpretational sovereignty
- angst & insecurity
- lack of information/time
- ...





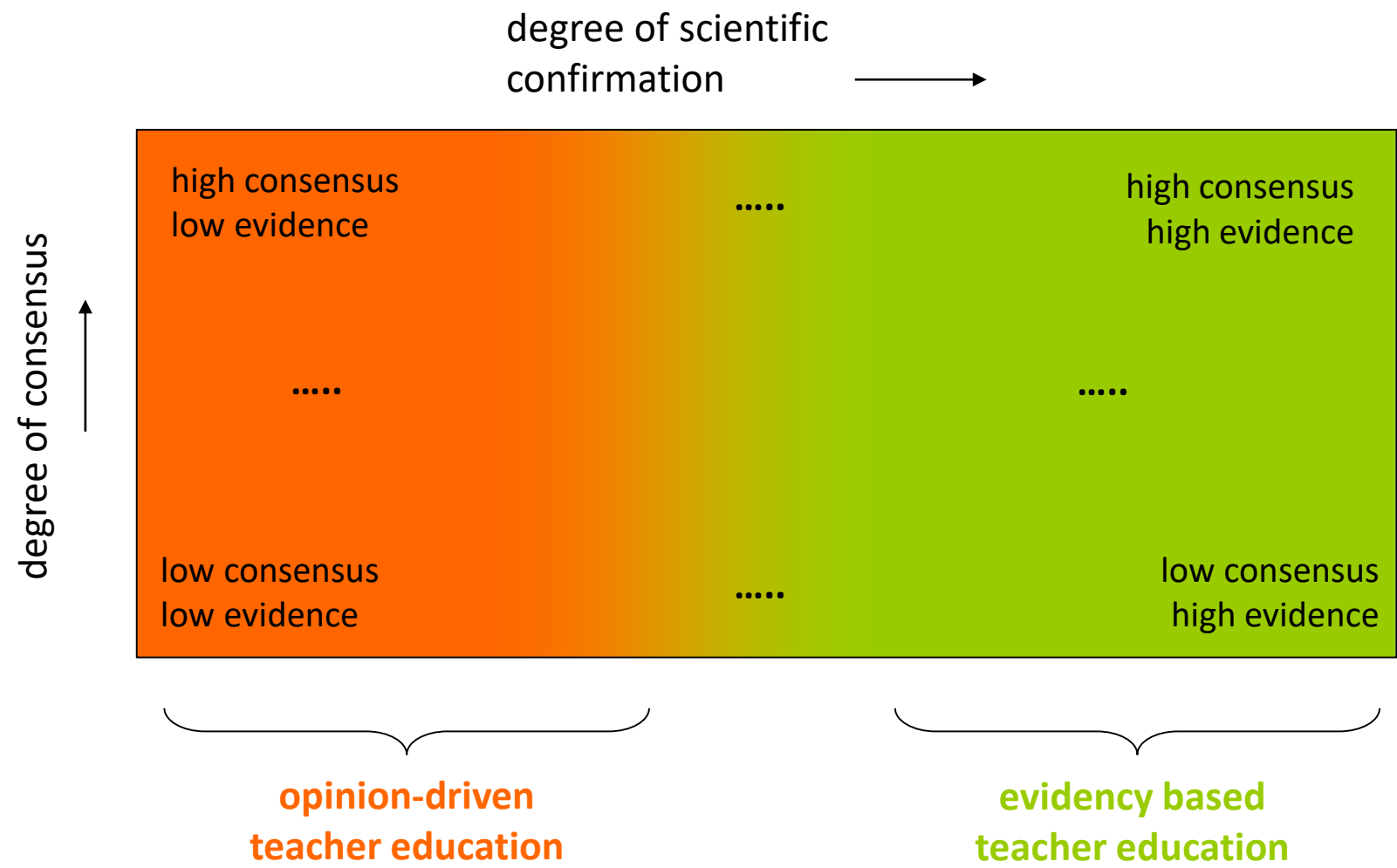
Teachers tend to teach the way they are taught rather than the way they are taught to teach.

e.g. Tandem Teaching



Question ...

The problem of evidence based TE
(Kraler 2009)



Bochum Inventory of Personality (BIP)

- aims to systematically assess job-relevant personality character traits
- measures 14 personality characteristics



Differences Beginners Beginners/Masterstudents

Mean	Sample	Beginners	Masterstudents
Power motivation	52,55855856	53,8	51,33928571
Achievement motivation	43,67567568	43,61818182	43,73214286
Leadership motivation	56,22522523	56,23636364	56,21428571
Conscientiousness	53,82882883	54,47272727	53,19642857
Flexibility	50,98198198	52,74545455	49,25
Action orientation	52,14414414	51,78181818	52,5
Social sensitivity	52,96396396	53,76363636	52,17857143
Openness to contact	69,38738739	69,70909091	69,07142857
Sociability	60,10810811	61,2	59,03571429
Teamorientation	45,87387387	43,70909091	48
Assertiveness	47,72972973	49,01818182	46,46428571
Emotional Stability	54,52252252	56,05454545	53,01785714
Working under pressure	48,98198198	50,50909091	47,48214286
Self-confidence	58,34234234	58,69090909	58



From Best Practice to Next Practice ...

A shift through research-based teacher education ...

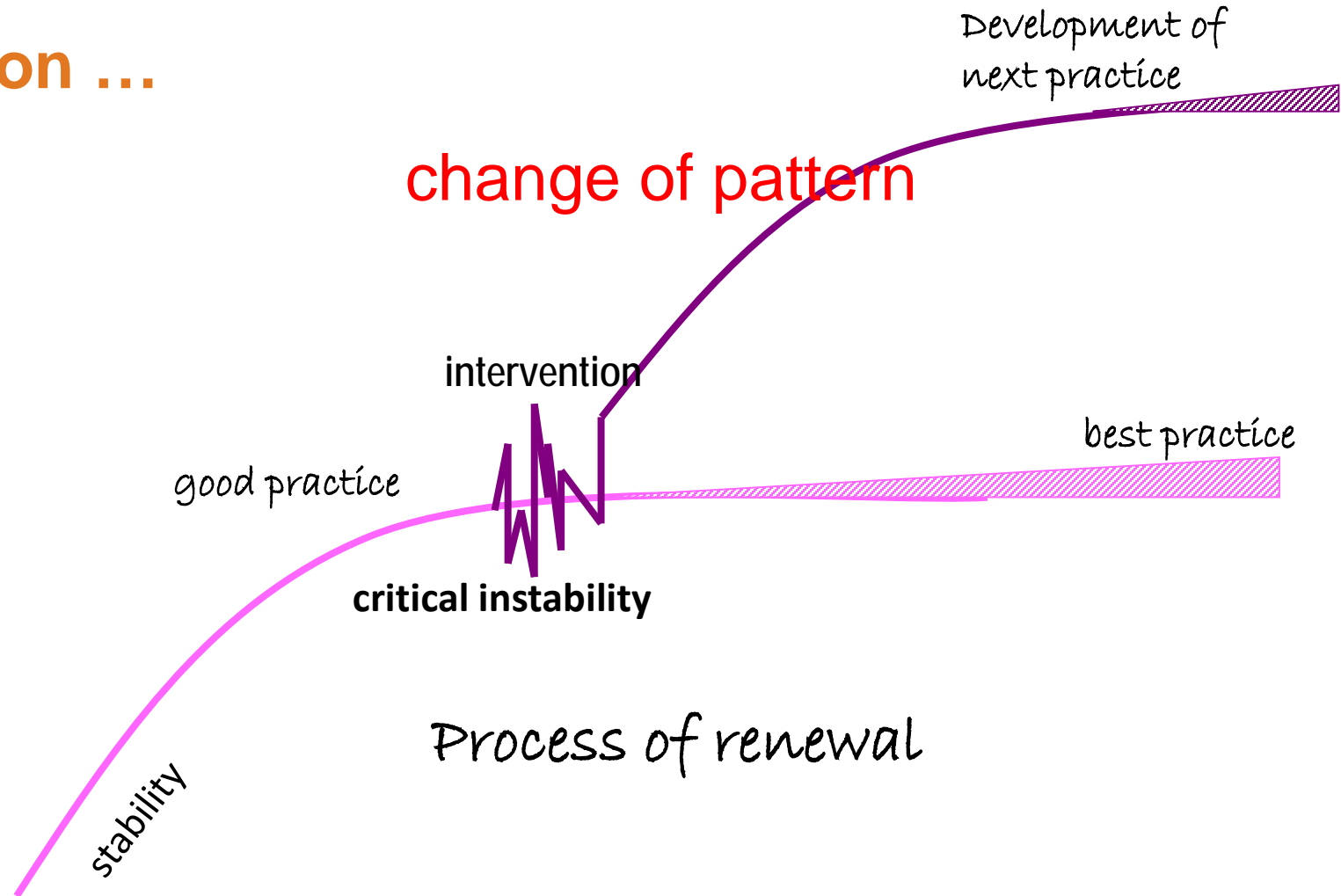
Best practice & Next practice	What makes the difference?
shift	What is meant?

Definitions:

- **best practice**: trying to achieve more by intensifying the efforts
(*more of the same*)
- **next practice**: finding a novel way of dealing with a challenge
(*change of pattern*)
- **shift**: (setting an intervention) to *change* the pattern

A shift from best practice to next practice

Question ...



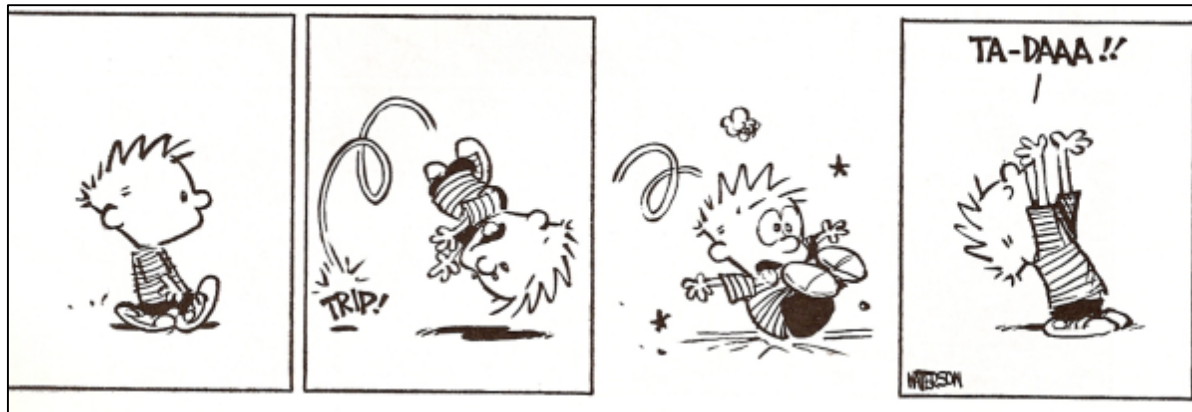


IV. Conclusion



Conclusion

- Research orientation has given a boost on TE programme
- Internationalization as a vital mirror for development
- Critical mass of staff necessary for breakthrough
- Team structure is crucial for coherence in curriculum delivery
- Open mindedness as a catalyst for new developments



Real Conclusion

→ tranquility: 無爲

→ fault tolerance

→ quantum of insanity

→ creativity and ...

