

**Assessment, tutorial structures & initial teacher education of trainee students in the subjects
Political/Civic Education, Social/Cultural Studies & History in Europe—a comparative study—ITTP,
2009-12025**

The Civic and History Teachers' Education in Europe

First results of the European comparative study

With the support of the Lifelong Learning Programme (KA1) of the European Union.

Alois ECKER
University of Vienna, Austria
December 2012

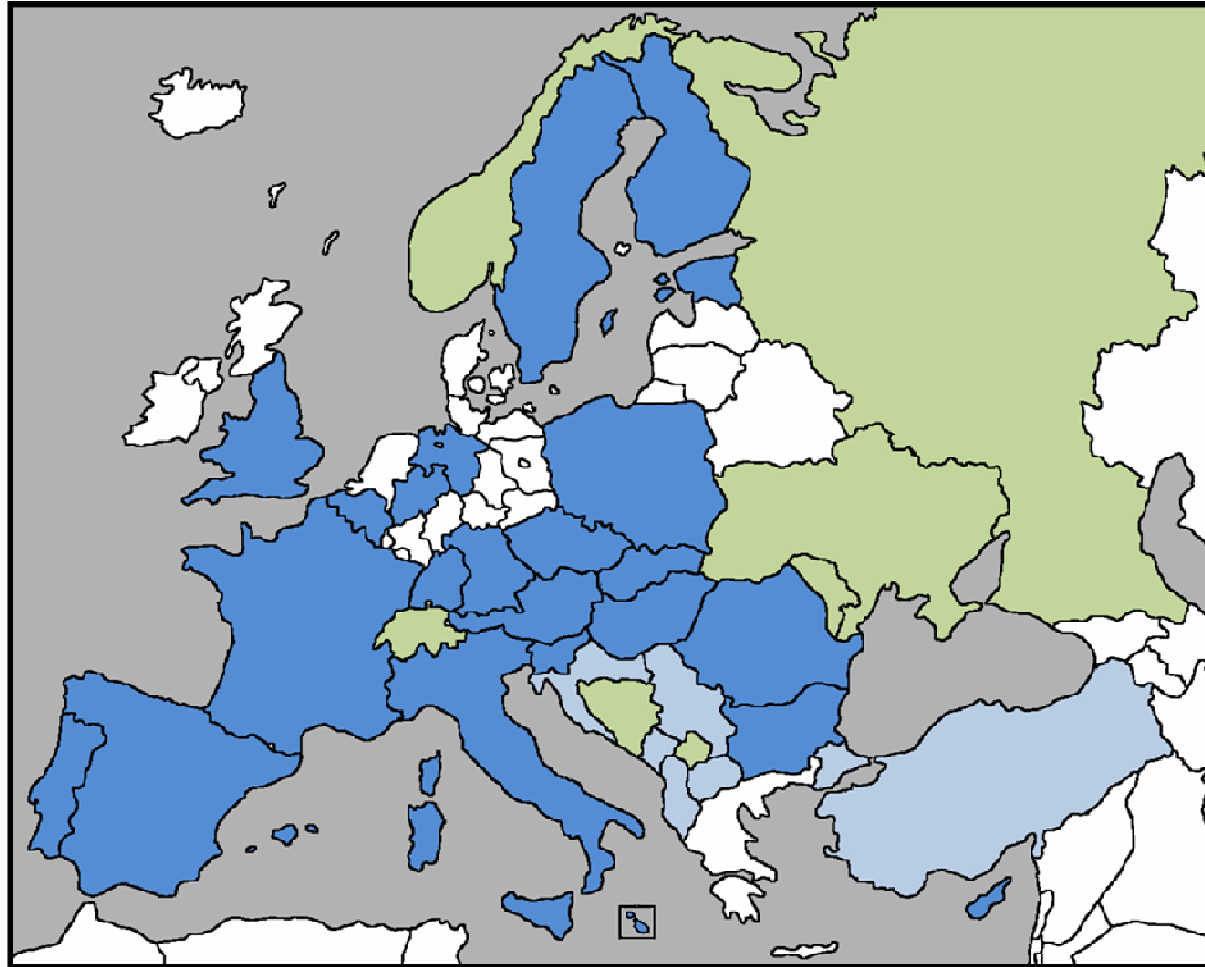
1. Introduction

Structure of presentation

- Statistics
- European trends in the conception and the organisation of teacher education, Institutional aspects, models of training
- The professional portrait in various teacher training curricula
- Trends as concerns content and methodology in teacher training curricula

The CHE-Civic and History Teachers' Education Study

33 European countries participated: www.che.itt-history.eu



- Member states of the European Union
- EU candidate countries
- Other members of EHEA

2. European trends in the conception and organisation of teacher education

Statistics

- Over 40 million students enrolled in tertiary education in the 47 countries of the European Higher Education Area in 2008/09
- More than 3,30 million students in our sample were enrolled as teacher trainees - either for primary or for secondary education.
- More than half a million of students enrolled in studies of subjects history, geography and/or social studies
- Over 150 000 trainee teachers in the CHE-subjects.
- See also <http://www.eurydice.org>
- Since 2006/07 an increasing interest in teachers' job, p.ex. at Vienna University + 320%

EHEA: Students enrolled in tertiary education in 2008/09

Number	RU	TR	UA	DE	UK	FR	PL	IT	ES	RO	NL	BE	SE
TOTAL	9909160	2924281	2798693	2438600	2415222	2172855	2149998	2011713	1800834	1098188	618502	425219	422580
ISCED 5A	7513119	2013638	2364541	1998060	1806862	1548740	2096200	1966014	1472132	1069723	609868	205507	377191
ISCED 5B	2244125	874697	399332	440540	526667	552397	21304	6300	251491	573	885	207207	25478
ISCED 6	151916	35946	34820	:	81693	71718	32494	39399	77211	27892	7749	12505	19911
Number	CZ	HU	PT	AT	FI	BG	AL	SK	DK	CH	NO	LT	IE
TOTAL	417573	397679	373002	308150	296691	274247	242590	234997	234574	233488	219282	210744	182609
ISCED 5A	360029	358445	357325	258519	275777	242574	223032	222519	198786	165680	211095	146422	126794
ISCED 5B	32638	32323	398	31160	122	27724	17450	2061	28725	48732	1258	61383	48494
ISCED 6	24906	6911	15279	18471	20792	3949	2108	10417	7063	19076	6929	2939	7321
Number	AZ	AM	HR	MD	LV	SI	EE	MK	CY	IS	MT	LI	
TOTAL	180276	154639	139069	135147	125360	114391	68399	65200	30986	16919	10352	754	
ISCED 5A	142903	121444	92230	116084	102211	76318	42915	62836	17451	16312	9650	724	
ISCED 5B	35644	31803	43737	17205	21124	36079	23019	2135	13092	325	628	:	
ISCED 6	1729	1392	3102	1858	2025	1994	2465	229	443	282	74	30	

Notes: Reference year for Albania is 2009/10.

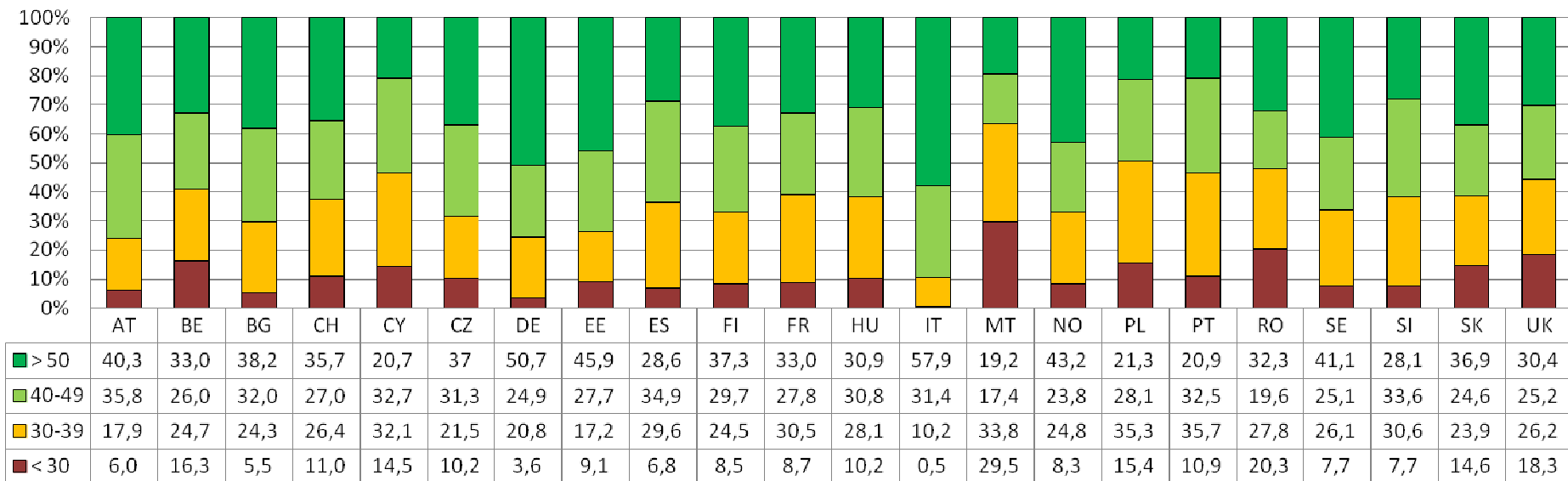
Source: Eurostat, UOE and additional collection for the other EHEA countries.

Demographic turn

- More than 50% of secondary teachers in Europe will retire during the next 10 – 12 years
- A challenge - a risk - a chance
- Not only a demographic turn but:
- A social change: who are the new teachers?
What is their political, cultural, social background?
- A cultural change: What history will they teach? What values will they live? What ideas of a history pupil/ of the civic education teaching in the classroom will they bring in?
- Which conception of history and civic education teaching in the classroom should be enforced by teacher education?
- What can be done by teacher education to make the new generation of CHE-teachers enough self-confident to organise the history classroom as a multiperspective discourse?

Age Distribution of teachers in Secondary Schools (ISCED 2 & 3), year 2009/10

Distribution of teachers by age group in general (lower and upper) secondary education (ISCED 2 and 3), public and private sectors combined, 2009



Source: Compilation from Eurydice (2012) Key data on education, Brussels, pp. 124

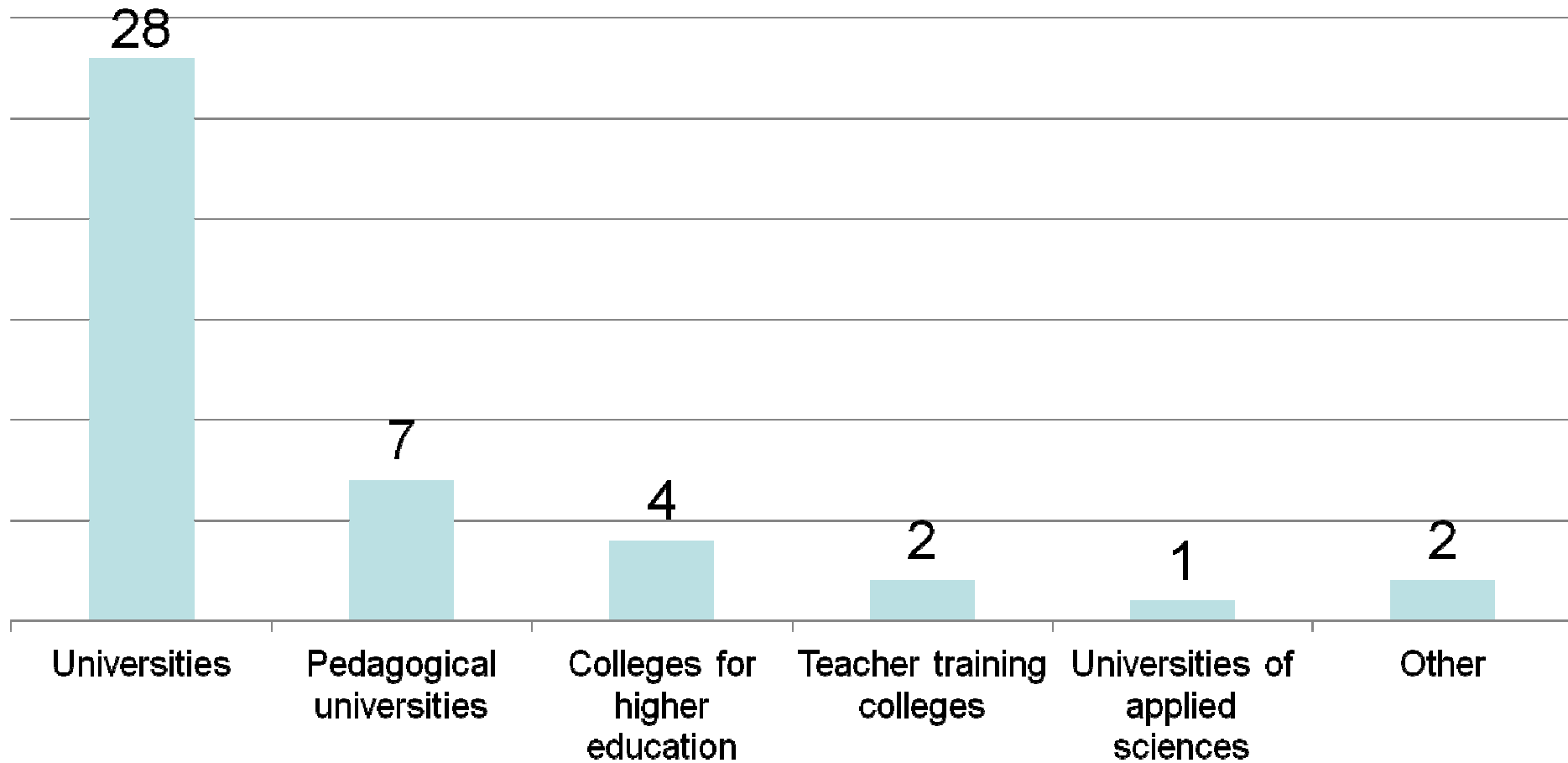
The Civic and History Education Teacher – an academic profession all over Europe

- Initial teacher education (ITE) has been established widely at universities or pedagogical universities – a general shift from secondary to tertiary education since the 1990ies
- With the Bologna process ITE has been organised in many countries on BA and/or MA-level
- Deregulation, Modularisation of teacher education, more variety in forms of curricula and training concepts

Questions:

- Which responsibilities to be kept by the national state administration?
- Which responsibilities to be given to private/independent suppliers?
- Which responsibilities to be developed on European level?

Type of institution offering full study programmes to become a teacher of secondary school education for subject History or similar subjects in the study year 2009/10 (A1.1.1-2)



Organisation of full study programmes

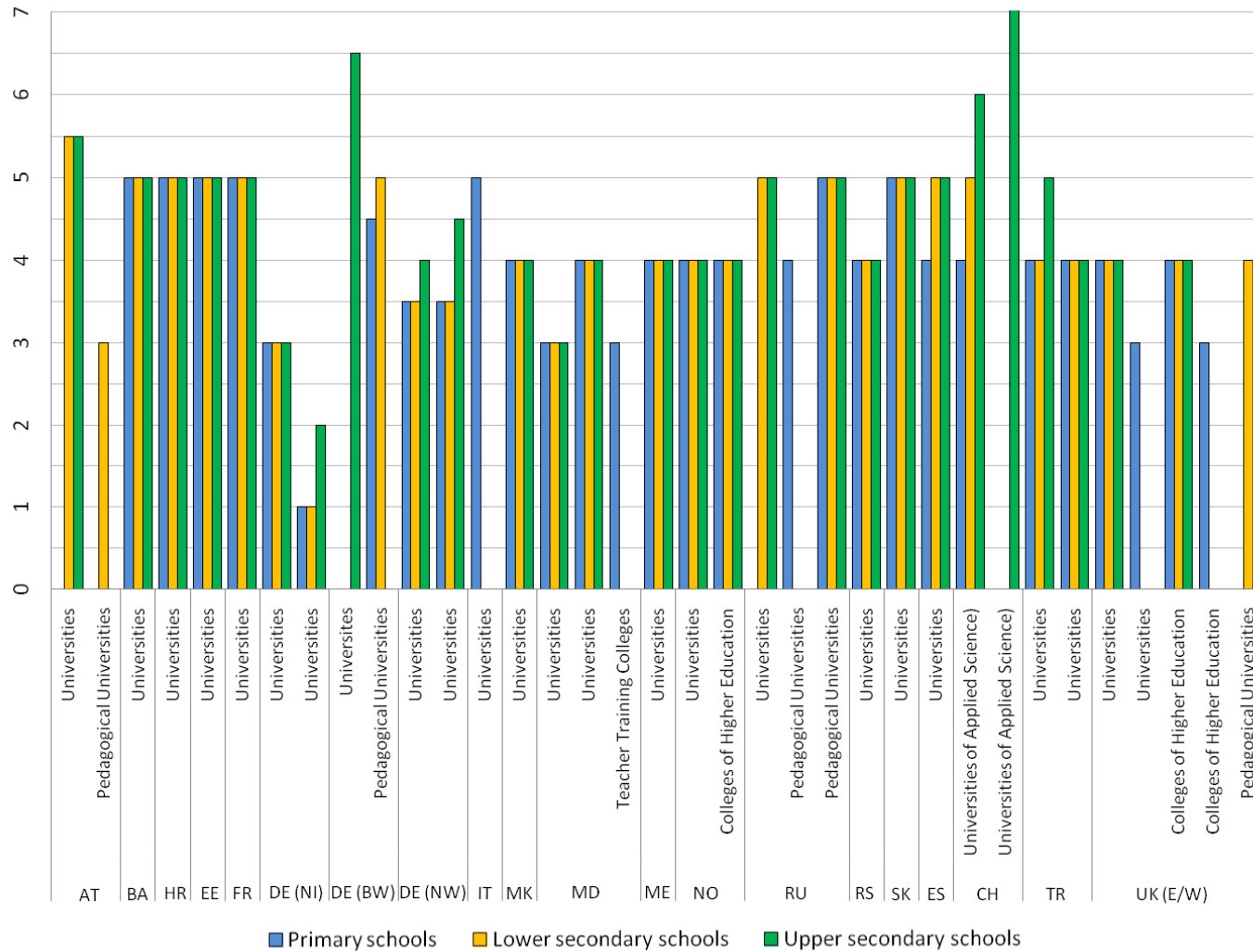
- Most teachers in the CHE subjects (=History, Civic/Citizenship education, Social Studies, Politics, Cultural Studies) are still educated by full study programmes of History
- Depending on the level of accreditation for a certain school level the average length of studies vary between 3 and 5 years
- An average percentage of 20% within these studies is given to professional training (= subject didactics, general didactics, practical training), although there is a big variety in concepts and curriculum structures
- Two third of countries have established entry requirements – but only one fifth of countries organise qualitative forms of assessment

Country-Overview: Full study programmes in Teacher education with subject 'X as the major subject



	History	Civic/ Citizenship Education	Social Studies	Politics	Cultural Studies
AL	X	X			
AT	X				
BA	X				
BE nl	X		X	X	
BG	X				
CH	X	X			
CY	X				
CZ	X		X		
DE (BW)	X			X	
DE (BY)	X		X		
DE (NI)	X			X	
DE (NW)	X		X	X	
EE	X				
ES	X				
FI	X				
FR	X				
HR	X				
HU	X				
IT	X				
MD	X	X			
ME	X				
MK	X		X		
MT	X				
NO	X		X		
PL	X				
PT	X				
RKS	X	X			
RO	X				
RS	X				
RU	X				
SE	X		X		
SK	X	X			
SL	X				
TR	X		X		
UA	X				
UK (E/W)	X	X	X		

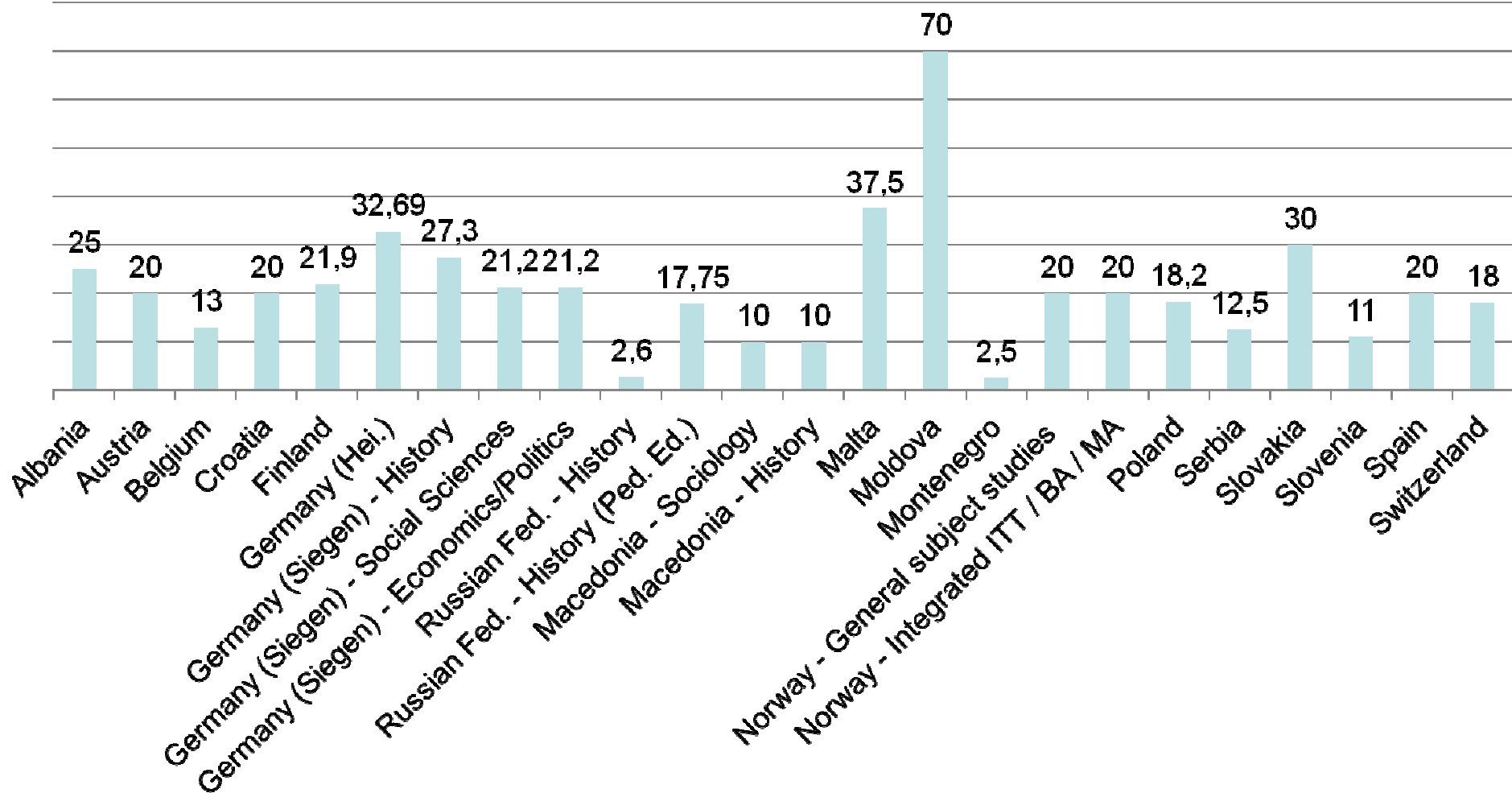
Length of teacher training studies – certification for school level, 2010



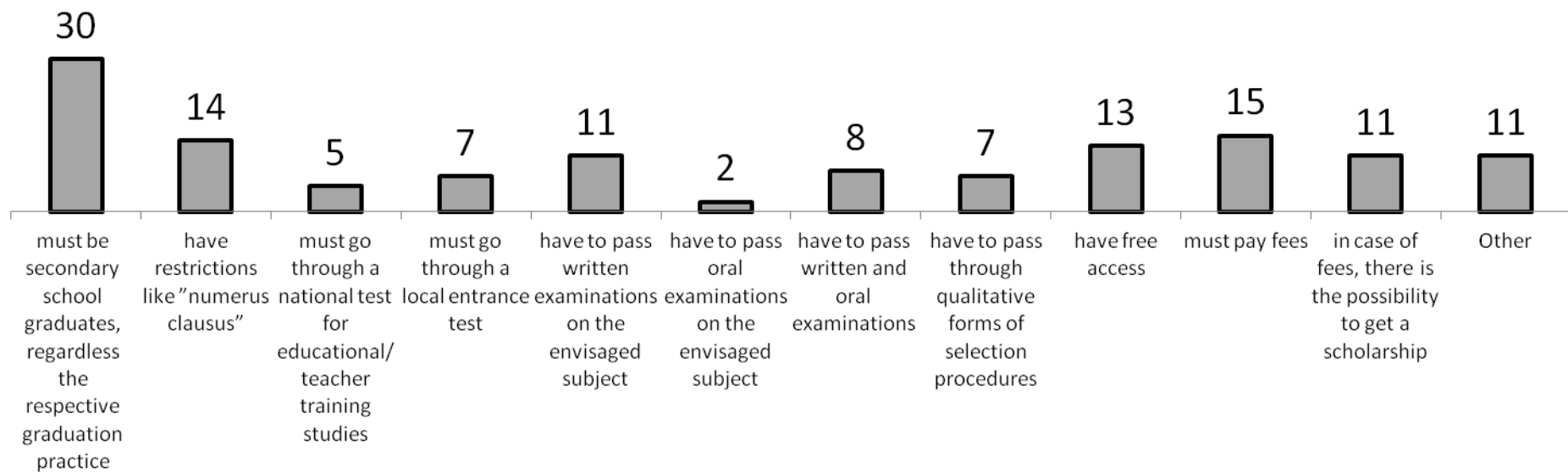
Proportion of professional training of teacher training studies
for upper secondary schools. (B4.1.4)



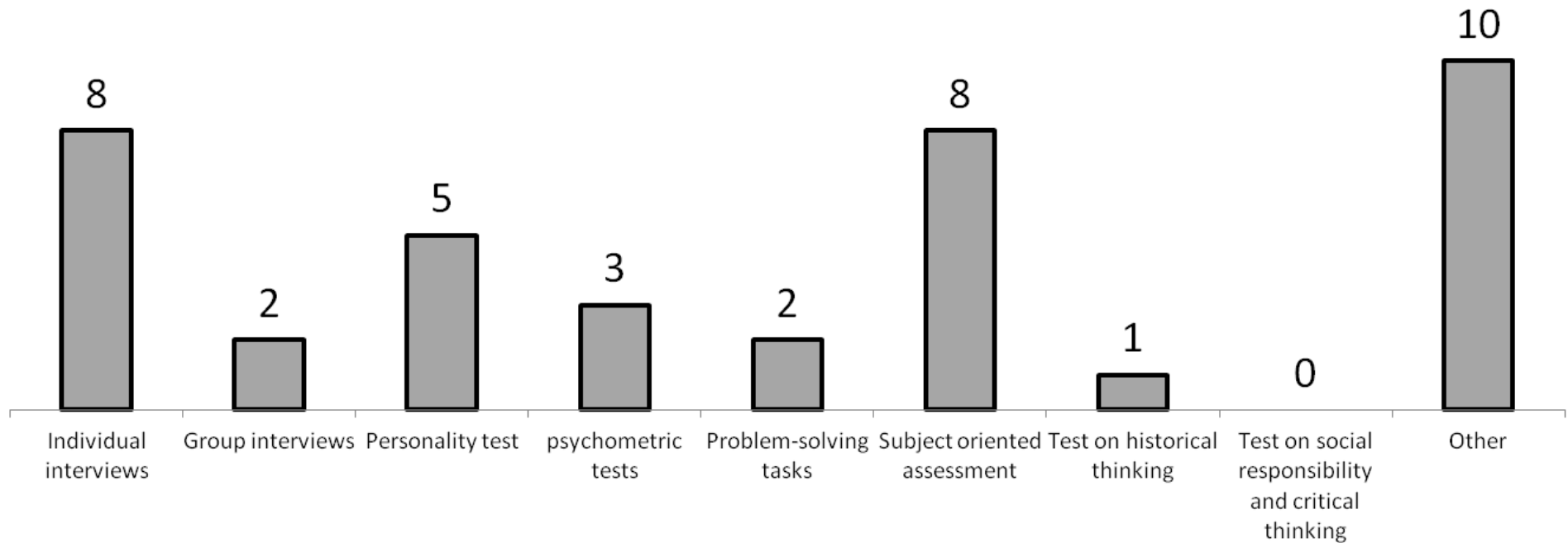
Minimum time devoted to professional training in %



Entry requirements for teacher education studies – forms and procedures B4.3.2



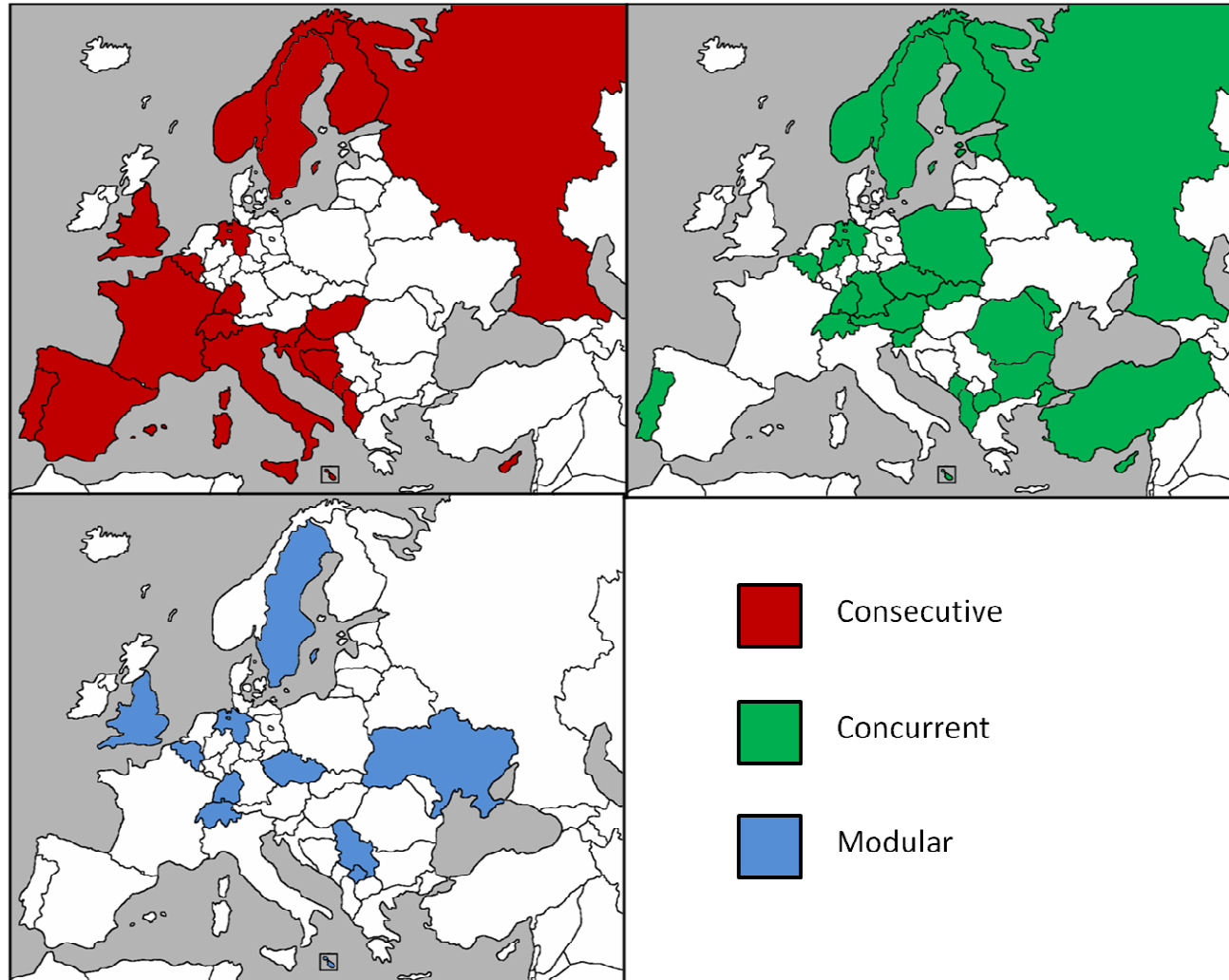
Qualitative forms of selection procedures at the entrance of studies B4.4.1



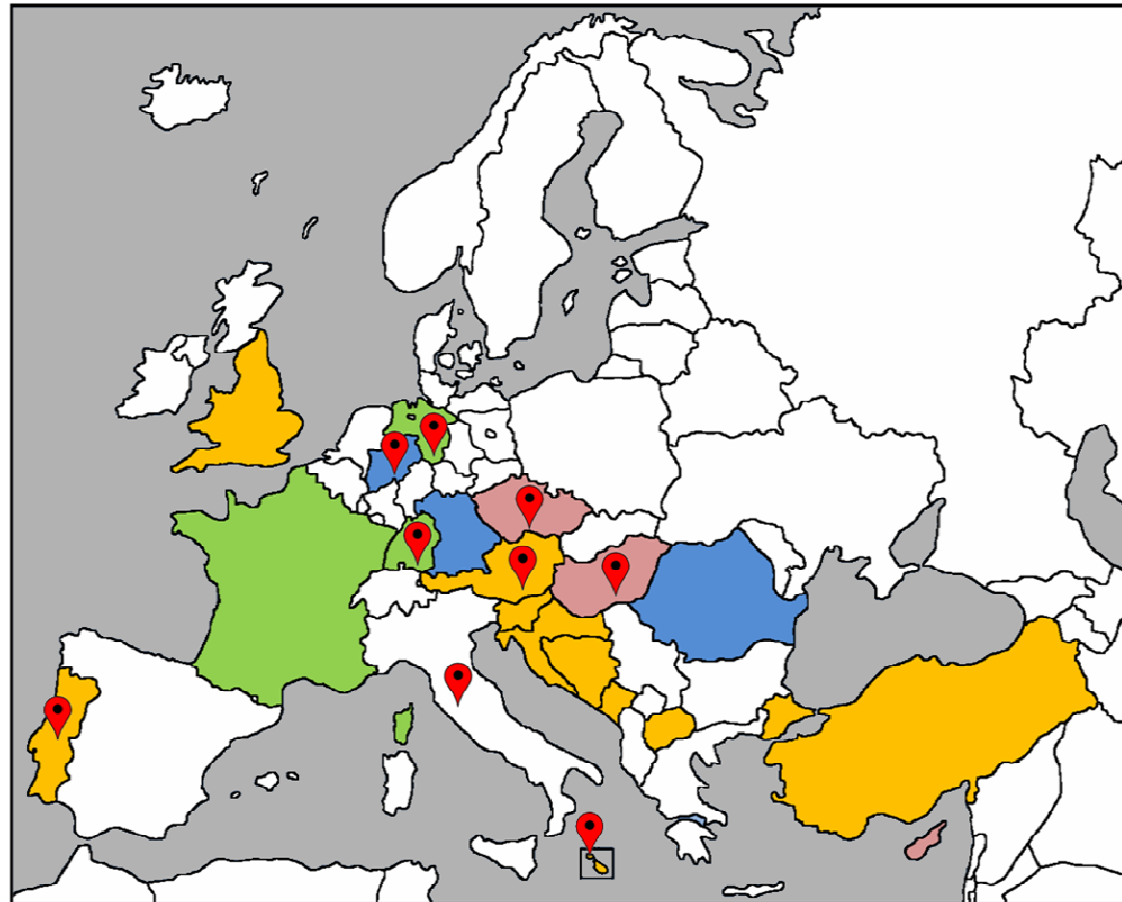
Models of training, Induction phase, Forms of studies and Combination of subjects

- Teacher education is either organised alongside the consecutive model, the concurrent model, or in modular form.
- More and more countries offer an induction phase at the end of initial education. There is a big variety as concerns form and length of such induction.
- To acquire a teaching diploma, trainee students have to pass final exams and/or a variety of assessment procedures including practical training under supervision of a mentor teacher.
- Teacher education in subject „History“ is organised in a big variety of forms and combinations all over Europe. This implies different conceptions of the subject on both, the epistemological/ conceptual and the thematic level of „History“.


Consecutive, concurrent, modular model of training (B3.2.1)




Length of induction phase (B.4.2.2)



 < 6

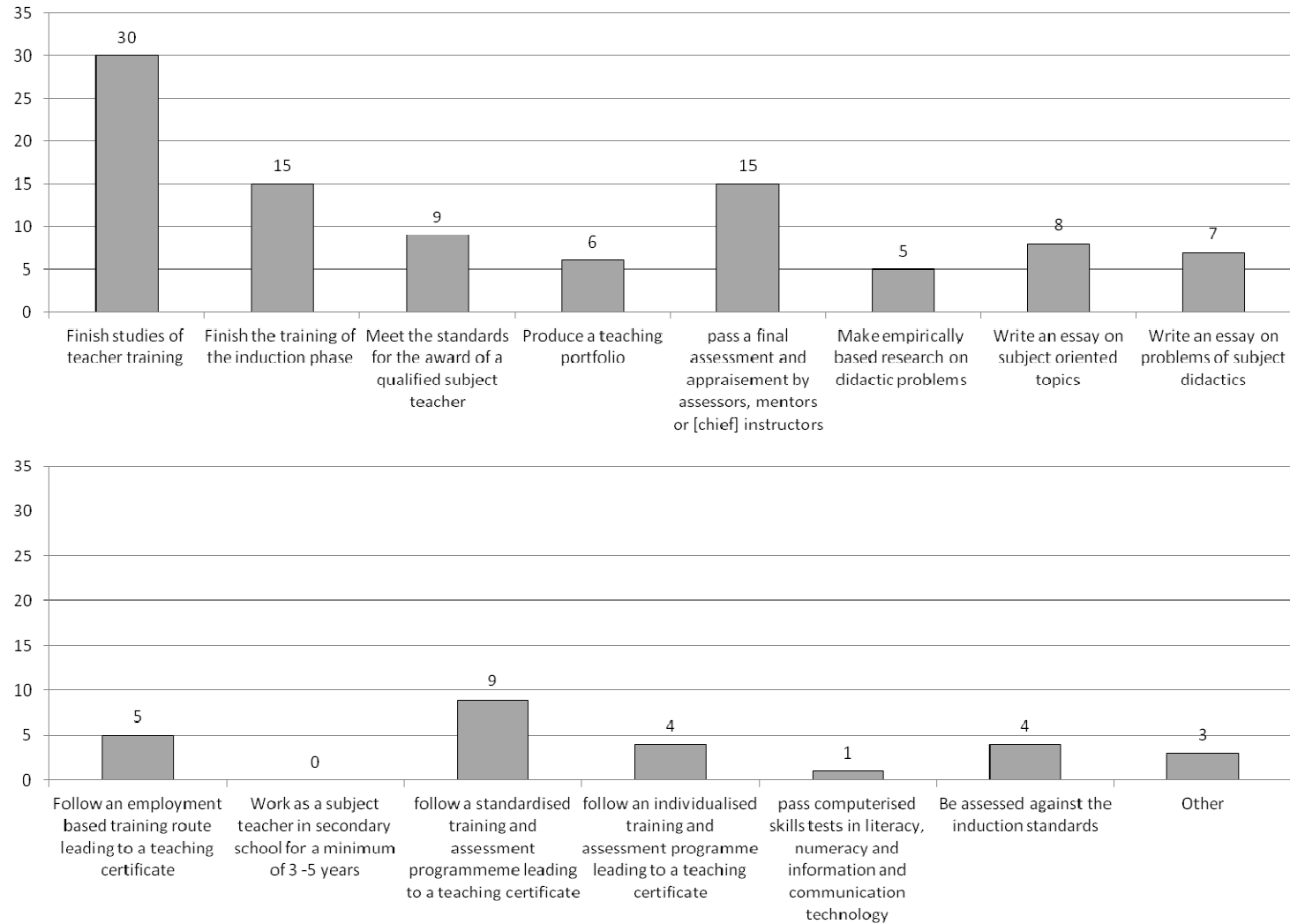
 13-18

 6-12

 19-24

 Certification
required

To acquire a teaching diploma (B4.6.1)



Forms and/or combinations in studies of History (B3.1.1)





Country	Institutions				
Albania	U Tirana	■			
	U Elbasan			■	
Austria	U Vienna				■
	PU Styria				■
Belgium	VU Brussels	■			
	EH Brussels				■
Bosnia and Herzegovina	U Sarajevo	■			■
Bulgaria	U Sofia H	■	■	■	
Croatia	U Zagreb	■		■	
	U Zagreb	■		■	
	U Zagreb			■	
	U Rijeka	■			■
	U Osijek		■	■	
	U Split			■	
	U Pula	■		■	
U Zadar	■				

Country	Institutions				
Cyprus	U Cyprus	■			
Czech Republic	U Prague PSS	■			
	U Prague E				
Estonia	U Tartu	■			
	U Tallin	■			
Finland	U Turku	■	■		■
Germany (A.)	U Augsburg				■
Germany (G.)	TU Brunswick			■	
	U Hannover			■	
Germany (H.)	U Heidelberg				■
	PU Heidelberg		■	■	■
Germany (S.)	U Siegen				■

■	As single subject
■	As a major-minor model
■	In fixed combination with other subjects
■	In variety of combinations with other subjects

Hungary	U Pécs							
Kosovo	U Prishtina							
	U Prishtina							
Macedonia	U Skopje							
Malta	U Malta							
	U Malta							
Moldova	SU Moldova							
	PSU Csisinau							
	SU Basarabeasca							
Montenegro	U Podgorica							
Norway	U Bergen							
	U Bergen							
Poland	U Wroclaw							
	U Wroclaw							
Portugal	U Lisbon							
Romania	U Bucharest							
Russian F.	FU Moscow							
	PU Stavropol							

Serbia	U Belgrade							
Slovakia	U Bratislava							
	U Nitra							
Slovenia	U Ljubljana							
	U Maribor							
Spain	U Valladolid							
Sweden	U Umea							
Switzerland	FHNW Aarau							
	FHNW Aarau							
	FHNW Aarau							
	FHNW Aarau							
Turkey	TU Ankara							
	U Gazi							
	U Marmara							
	U Atatürk							
Ukraine	Kharkiv NPU							
	PreCarpathian NU							
	Kherson SU							
United Kingdom (E/W)	MMU							

	As single subject
	As a major-minor model
	In fixed combination with other subjects
	In variety of combinations with other subjects

3. The professional profile of the history teacher

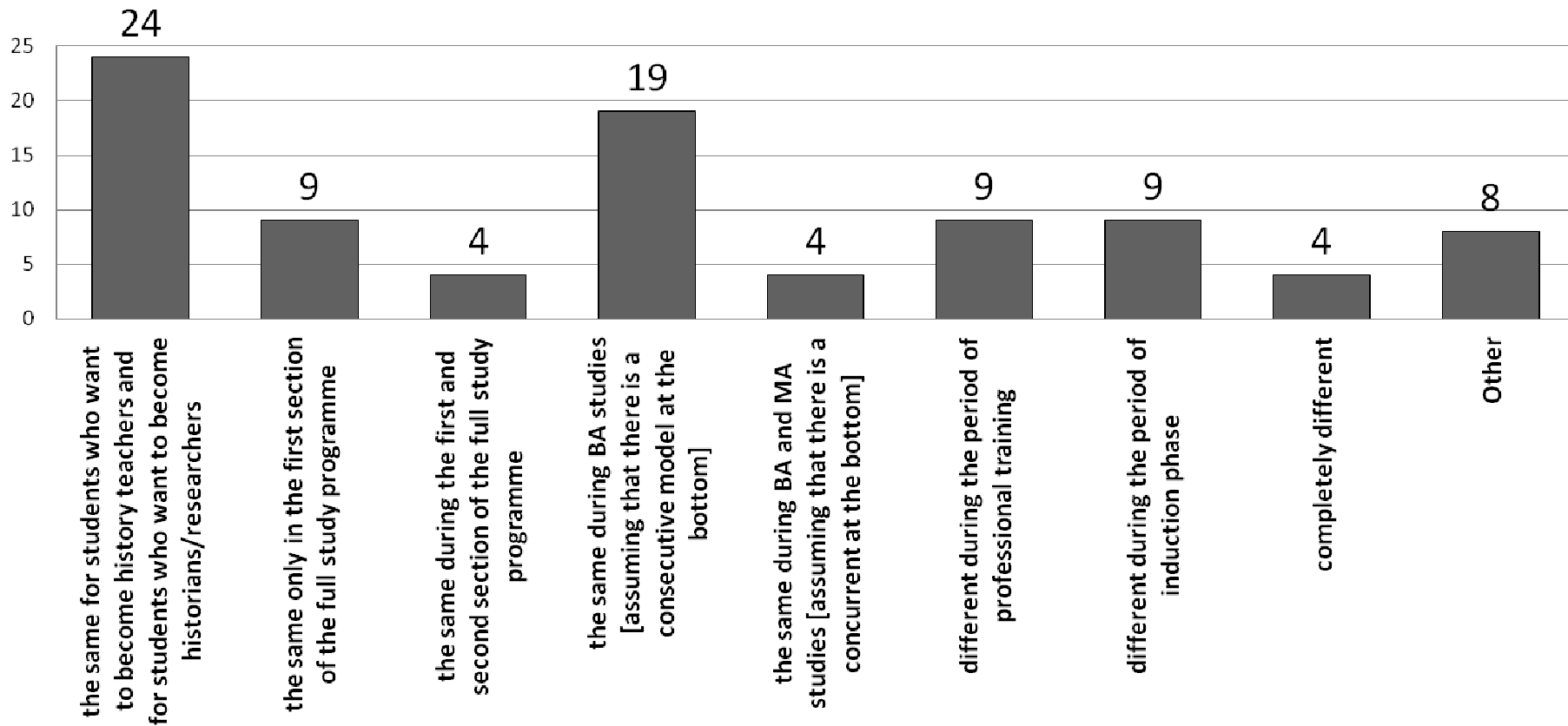
Training academic, didactic and
communicative skills

Growing focus on the profession of teaching – but weak conceptual and theoretical basement

- Since the pilot study has been conducted, a growing focus on the profession of teaching can be observed.
- Nevertheless, the conceptual and theoretical basement of teacher education remains weak, the idea of a specific training/education also as regards aspects of the subject itself, is rarely realised, p.ex. 2/3 of countries report about the academic history curriculum to be similiar to the subject training in the teacher education curriculum.
- Only a few teacher training institutions have realized

1.7. Similarities of academic history curriculum and ITT-curriculum

Similarities of academic history curriculum and ITT-curriculum



Aims, conceptual and theoretical basement of curricula, D 2.3.1-7

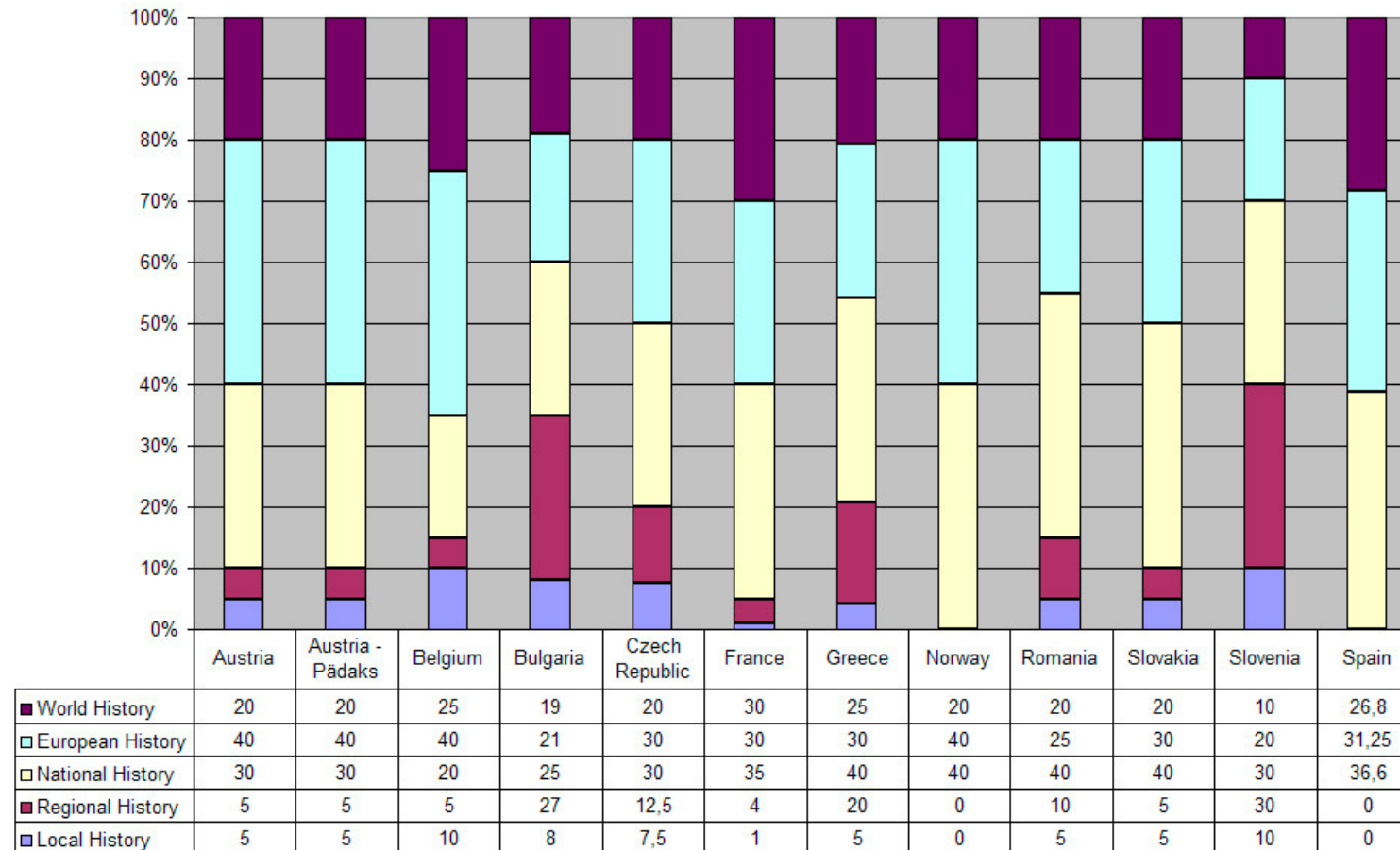
- On average much emphasis is given to subject knowledge (75 to 80% of all courses), but
- Compared to previous studies, more time is given to pedagogical/ didactic skills, to organisational and societal responsibilities (see examples) and to training of practical skills
- Concepts – answers are rather heterogenous, there is no common standard on a European level: some curricula start from general basic competencies trainee teachers are expected to acquire, others describe subject oriented knowledge and skills, a third group puts emphasis on the scientific abilities and the theoretical understanding of
- References to theories in history didactics or theories in didactics of civic education are relatively rare

4. Subject history courses

From national narratives to a plurality of historical narratives

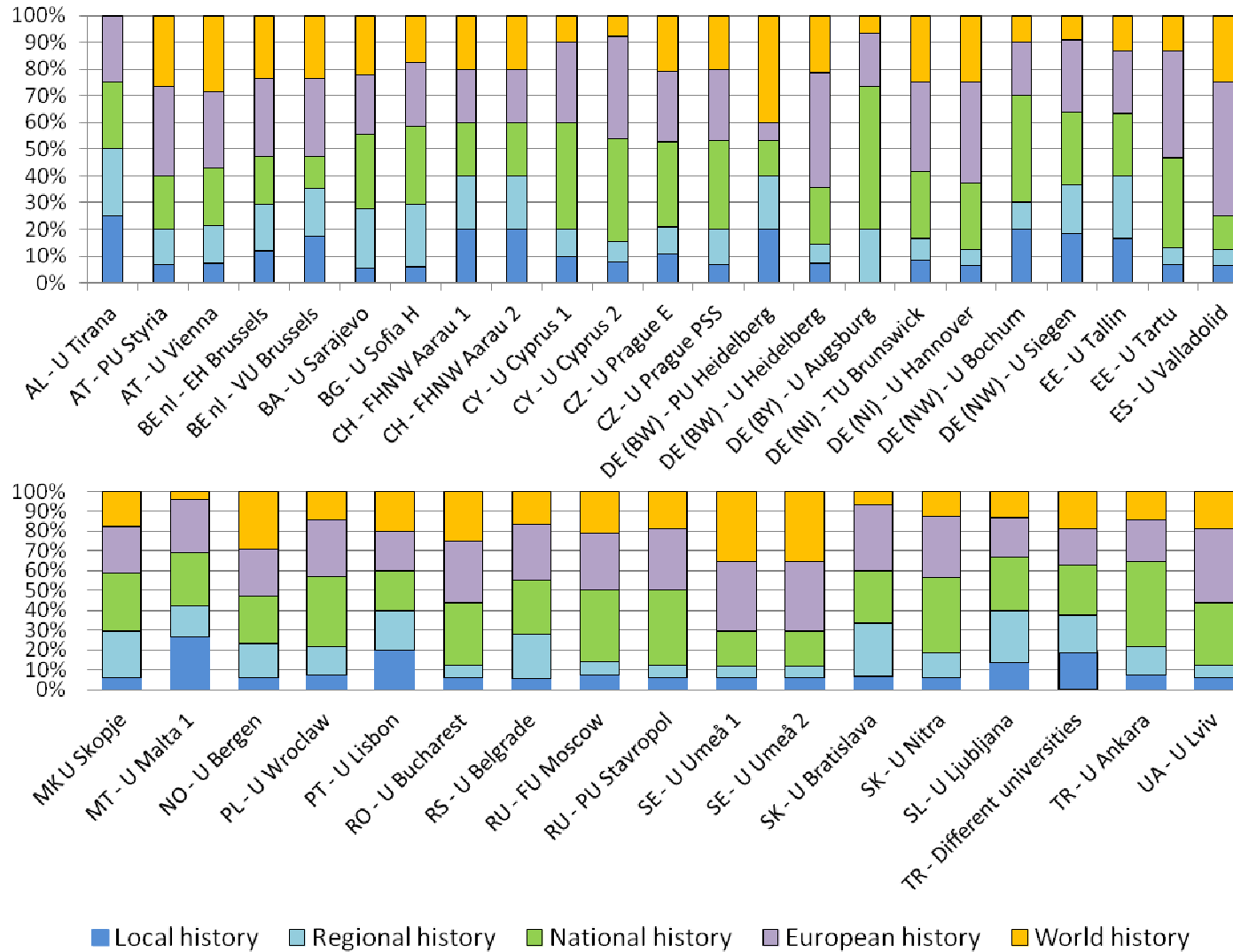
- History“ – in 19th and early 20th century:
a national (and/or nationalistic) narrative
- These concepts still have a strong influence on the way(s),
history is seen, investigated and taught today
- The pilot study on ITT for history teachers (1998-2000)
confirmed the picture „national history and the construction of
national identity through history remain the predominant
issues in all concepts, regardless of all differences and
variations“
- The first general comparative study (2003-2006) did not differ
much from these first results
- The CHE study gives evidence of less emphasis on national
narratives and on political history, while there is
- a trend to European and global aspects

ITT Curricula– Proportion of Local, Regional, National, European and World History, 2002/03



Education for history teachers in Europe

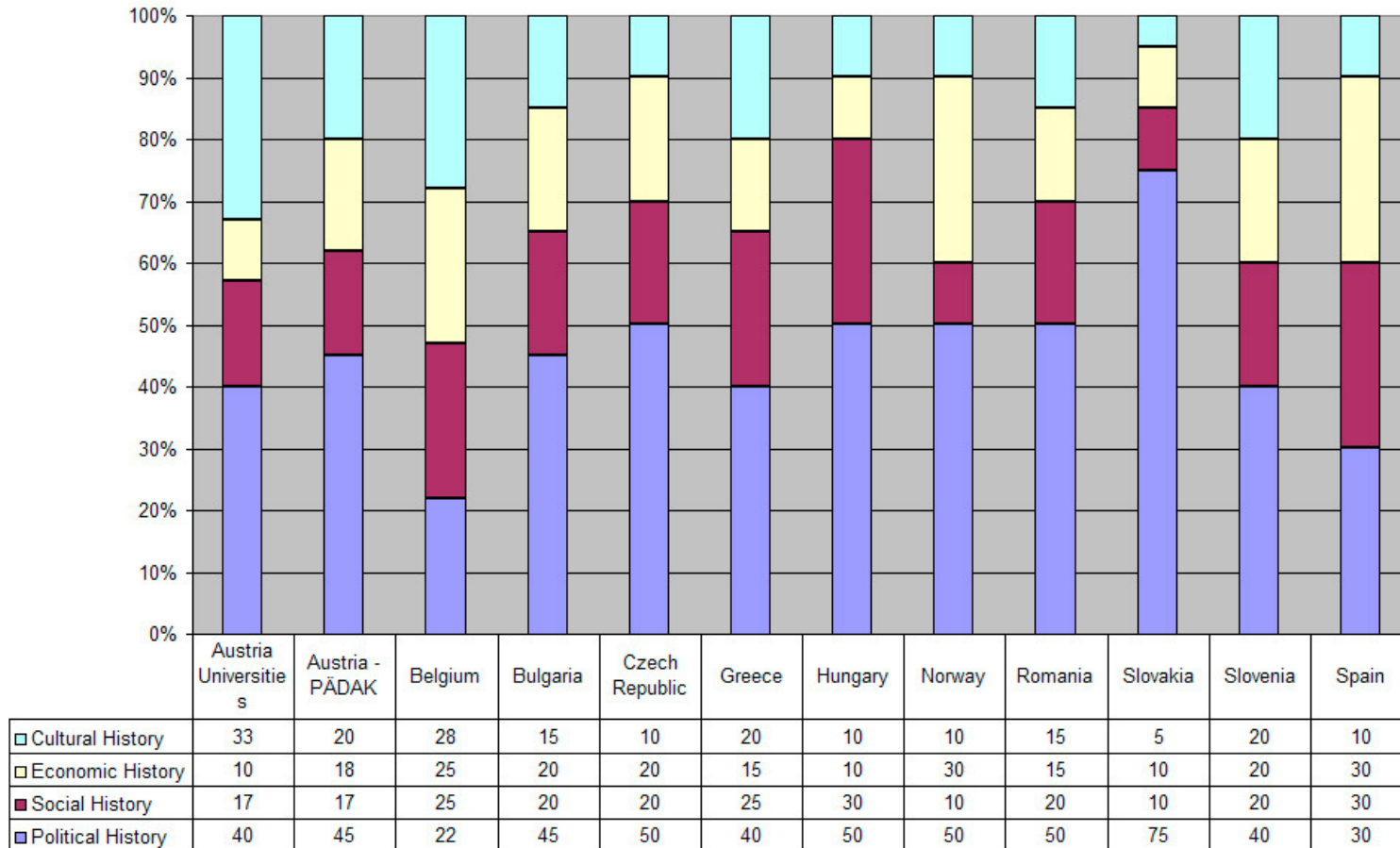
Proportion of Local – regional – national – European – World History courses (E+F1.3)



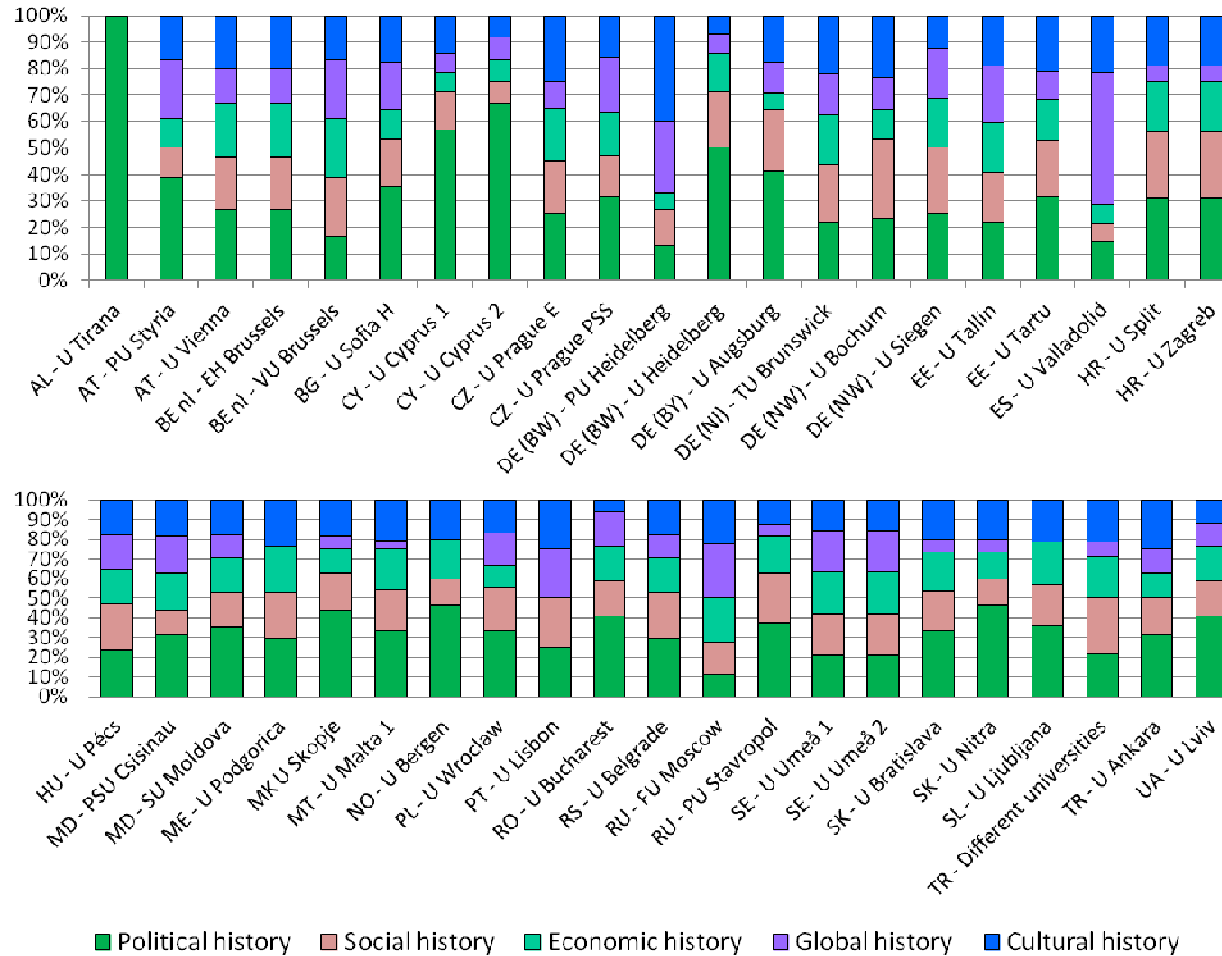
How many narratives of history?

- In view of global economic, social, political processes national concepts (also in historiography) tend to be inadequate and anachronistic
- New trends of historiography : economic and social history, every-day-life-history, gender history, cultural history and global history
- These aspects also play a bigger role in the teacher training curricula today
- More emphasis is given to theme-centred approaches
- intercultural, multicultural, global concepts (and narratives) of history are not very much represented in the history curriculum

Proportion of political, social, economic, and cultural history in ITT curricula, year 2002/03



Proportion of Political – social – economic – global - cultural history courses (E+F1.4)



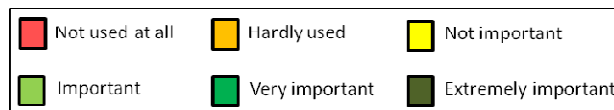
Subject oriented competencies

- From encyclopedic to exemplary approaches to history
- More emphasis on theme-centred and problem-oriented approaches to history
- The picture is more heterogeneous with ,Multiperspectivity‘, or ,teaching by examples
- Bilingual forms of teaching history are hardly trained or not at all trained
- The answers are also rather heterogeneous with ,multicultural aspects of history, while aspects such as ,gender history‘ or ,cultural/ linguistic diversity‘ are hardly trained explicitly

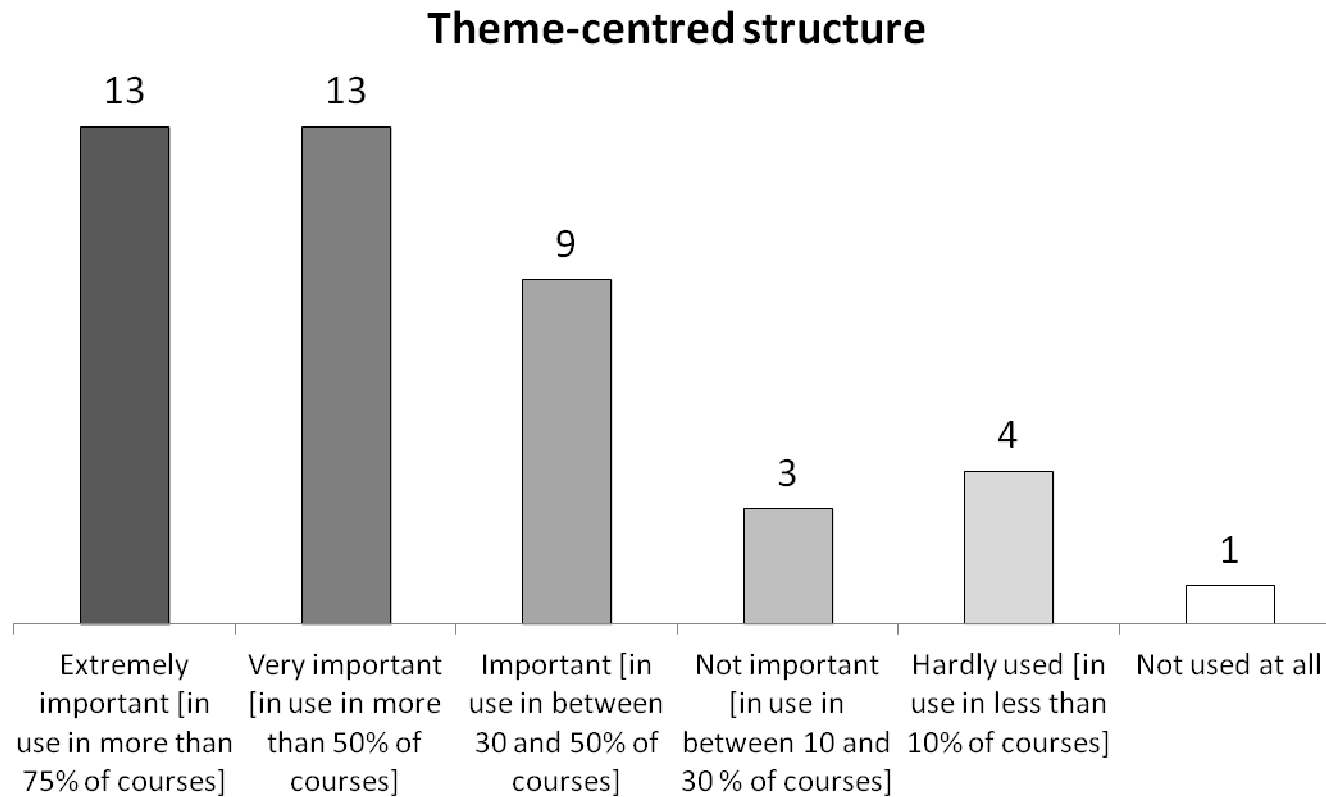
Important (epistemological) aspects in subject history courses (EF1.5)



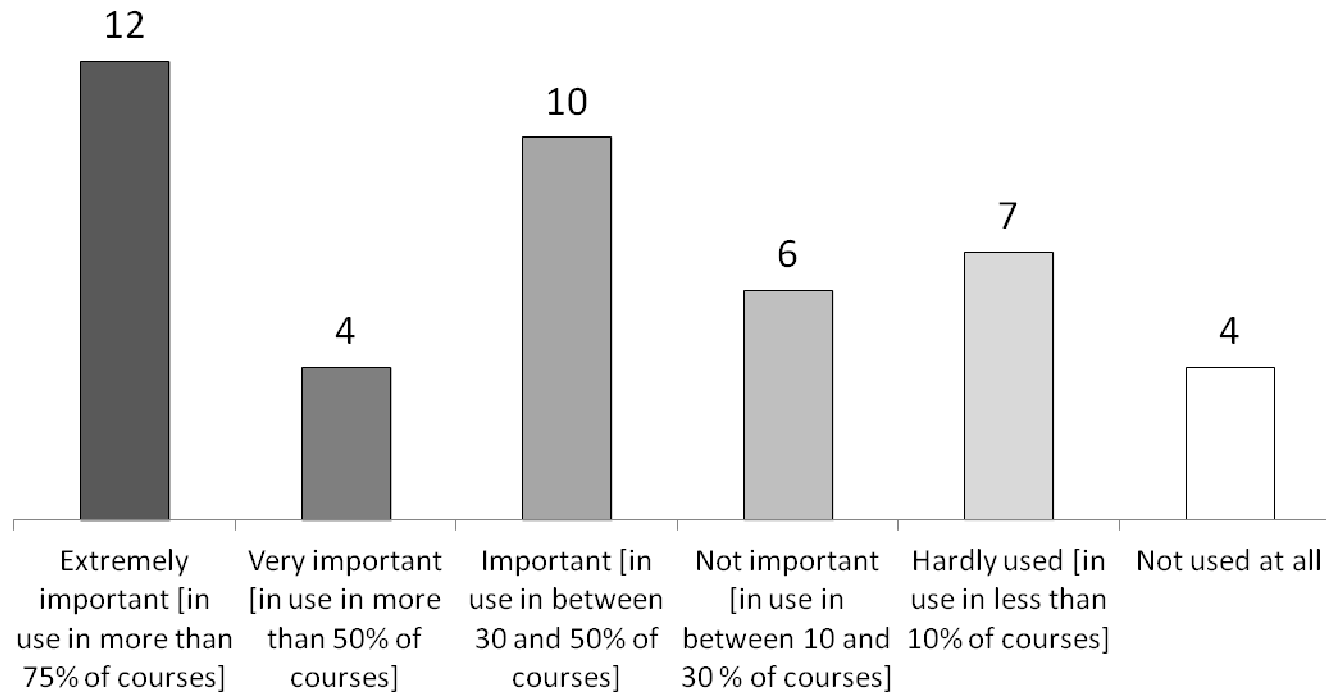
	Chronological structure	Theme-centred structure	Problem-oriented approaches	Multiperspective approaches to history	Teaching by example	Bilingual teaching of history
AL - U Tirana	Extremely important	Extremely important	Very important	Important	Not used at all	Not used at all
AT - PU Styria	Very important	Important	Important	Important	Important	Not used at all
AT - U Vienna	Very important	Important	Important	Important	Important	Not used at all
BA - U Sarajevo	Extremely important	Extremely important	Important	Important	Important	Not used at all
BE nl - EH Brussels	Extremely important	Important	Extremely important	Extremely important	Important	Important
BE nl - VU Brussels	Very important	Important	Extremely important	Extremely important	Important	Important
BG - U Sofia H	Extremely important	Extremely important	Extremely important	Important	Very important	Important
CH - FH-NW Aarau 1	Important	Extremely important	Extremely important	Extremely important	Extremely important	Important
CY - U Cyprus 1	Extremely important	Extremely important	Important	Important	Important	Not used at all
CY - U Cyprus 2	Extremely important	Very important	Important	Important	Important	Not used at all
CZ - U Prague E	Extremely important	Important	Important	Important	Important	Important
CZ - U Prague PSS	Important	Important	Important	Important	Important	Important
DE (BW) - PU Heidelberg	Not used at all	Very important	Very important	Very important	Very important	Important
DE (BW) - U Heidelberg	Important	Extremely important	Extremely important	Extremely important	Very important	Important
DE (BY) - U Augsburg	Very important	Very important	Important	Important	Important	Not used at all
DE (NI) - TU Brunswick	Extremely important	Extremely important	Extremely important	Extremely important	Very important	Not used at all
DE (NI) - U Hannover	Very important	Important	Important	Important	Important	Important
DE (NW) - U Bochum	Important	Very important	Important	Important	Important	Important
DE (NW) - U Siegen	Important	Very important	Important	Important	Important	Not used at all
EE - U Tallin	Very important	Very important	Extremely important	Extremely important	Extremely important	Important
EE - U Tartu	Very important	Very important	Very important	Very important	Very important	Important
ES - U Valladolid	Extremely important	Not used at all	Not used at all	Very important	Not used at all	Not used at all
FI - U Turku	Important	Extremely important	Extremely important	Not used at all	Important	Not used at all
HR - U Zagreb	Extremely important	Important	Important	Important	Important	Important
HU - U Pécs	Very important	Very important	Important	Important	Important	Not used at all
MD - PSU Csisinau	Very important	Very important	Extremely important	Extremely important	Extremely important	Extremely important
MD - SU Moldova	Very important	Very important	Extremely important	Extremely important	Extremely important	Important
ME - U Podgorica	Very important	Important	Important	Important	Not used at all	Not used at all
MK U Skopje	Extremely important	Important	Important	Important	Important	Not used at all
MT - U Malta 1	Not used at all	Important	Not used at all	Important	Not used at all	Important
NO - U Bergen	Extremely important	Very important	Extremely important	Extremely important	Very important	Important
PL - U Wroclaw	Extremely important	Extremely important	Extremely important	Extremely important	Important	Not used at all
RS - U Belgrade	Extremely important	Very important	Important	Very important	Very important	Not used at all
RU - FU Moscow	Extremely important	Extremely important	Extremely important	Extremely important	Extremely important	Not used at all
RU - PU Stavropol	Extremely important	Extremely important	Extremely important	Extremely important	Important	Important
SF - U Umeå 1	Important	Important	Extremely important	Extremely important	Extremely important	Not used at all
SE - U Umeå 2	Important	Important	Extremely important	Extremely important	Extremely important	Not used at all
SK - U Bratislava	Very important	Very important	Important	Important	Important	Not used at all
SK U Nitra	Very important	Important	Extremely important	Extremely important	Not used at all	Not used at all
SL - U Ljubljana	Extremely important	Extremely important	Extremely important	Extremely important	Extremely important	Important
TR - Different universities	Extremely important	Important	Not used at all	Important	Important	Important
TR - U Ankara	Extremely important	Important	Not used at all	Important	Important	Important
UA - U Lviv	Extremely important	Extremely important	Very important	Important	Important	Not used at all



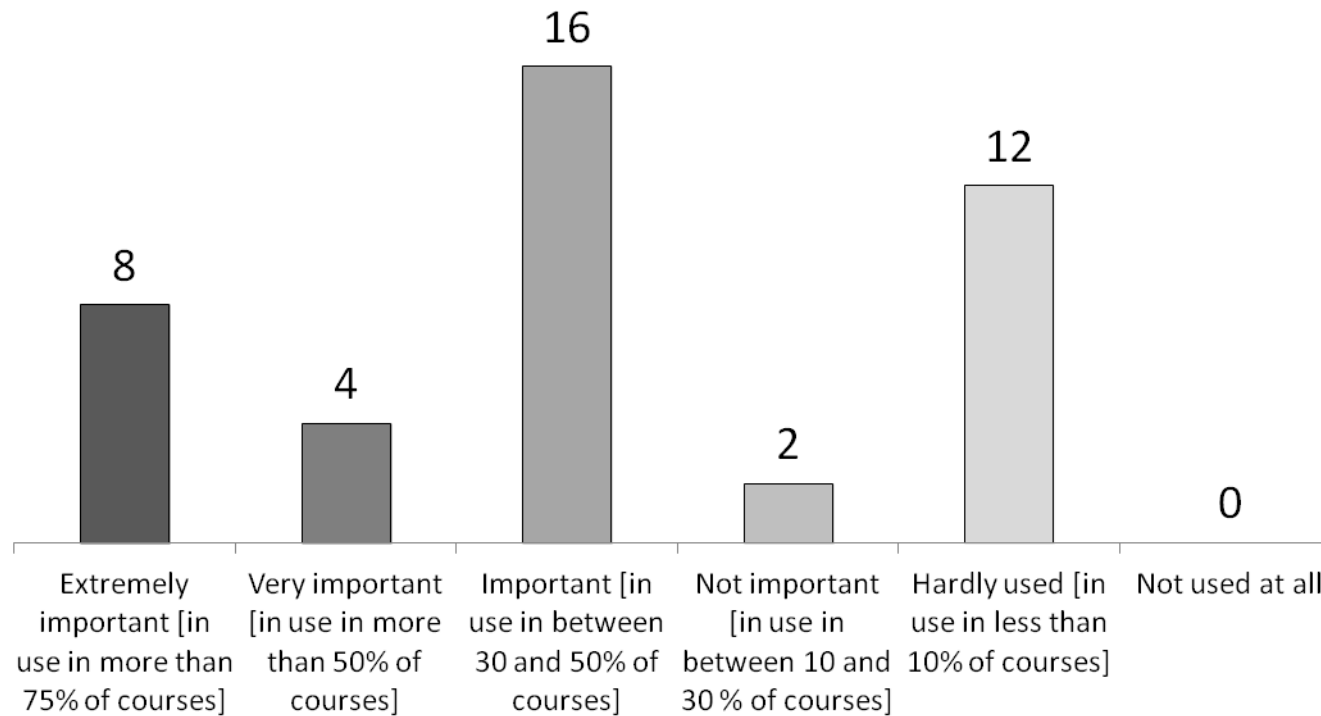
Importance of *Theme-centered structure* in subject history courses curriculum “History”, overview (E+F1.5)



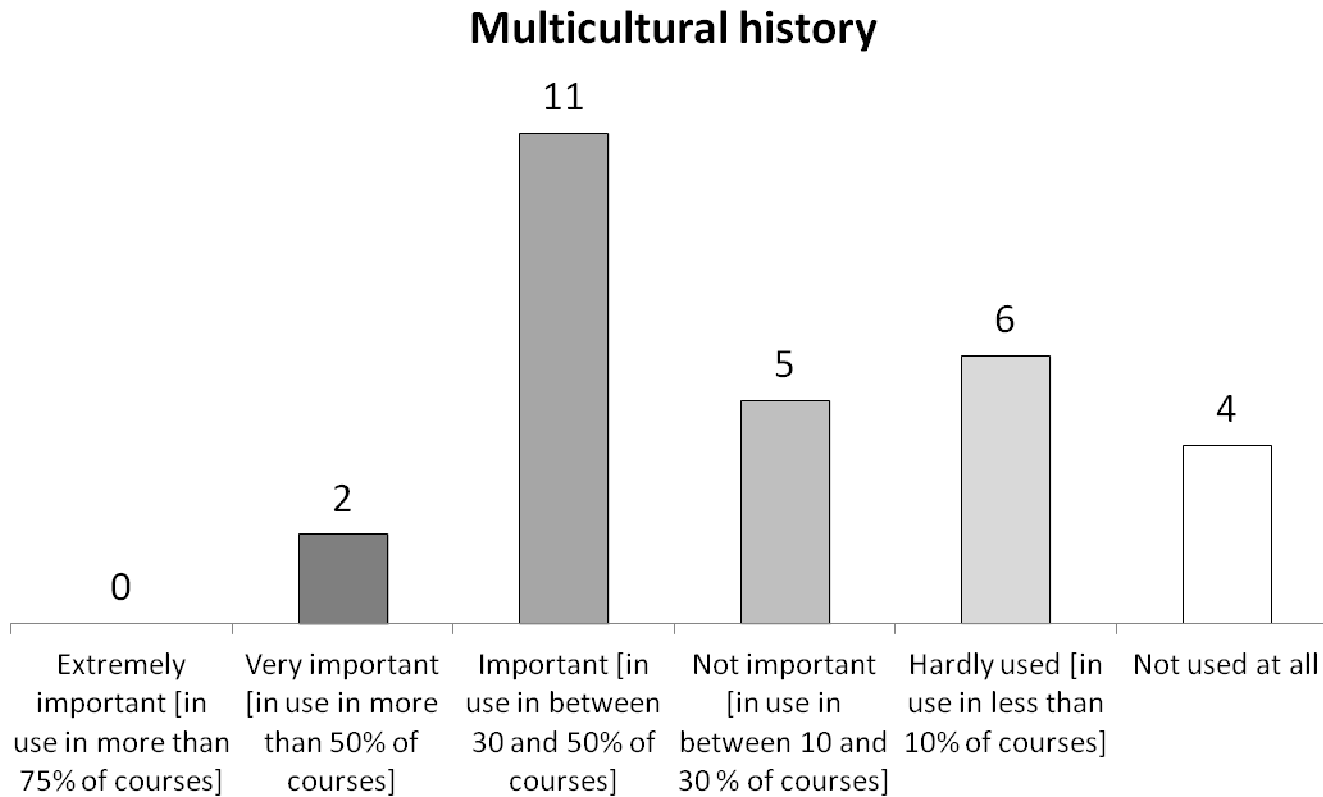
Problem-oriented approaches



Multiperspective approaches to history



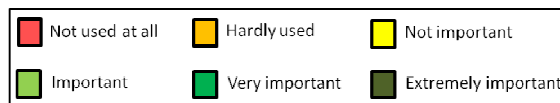
Importance of *Multicultural history* in subject history courses curriculum “History”, overview (E1.5)



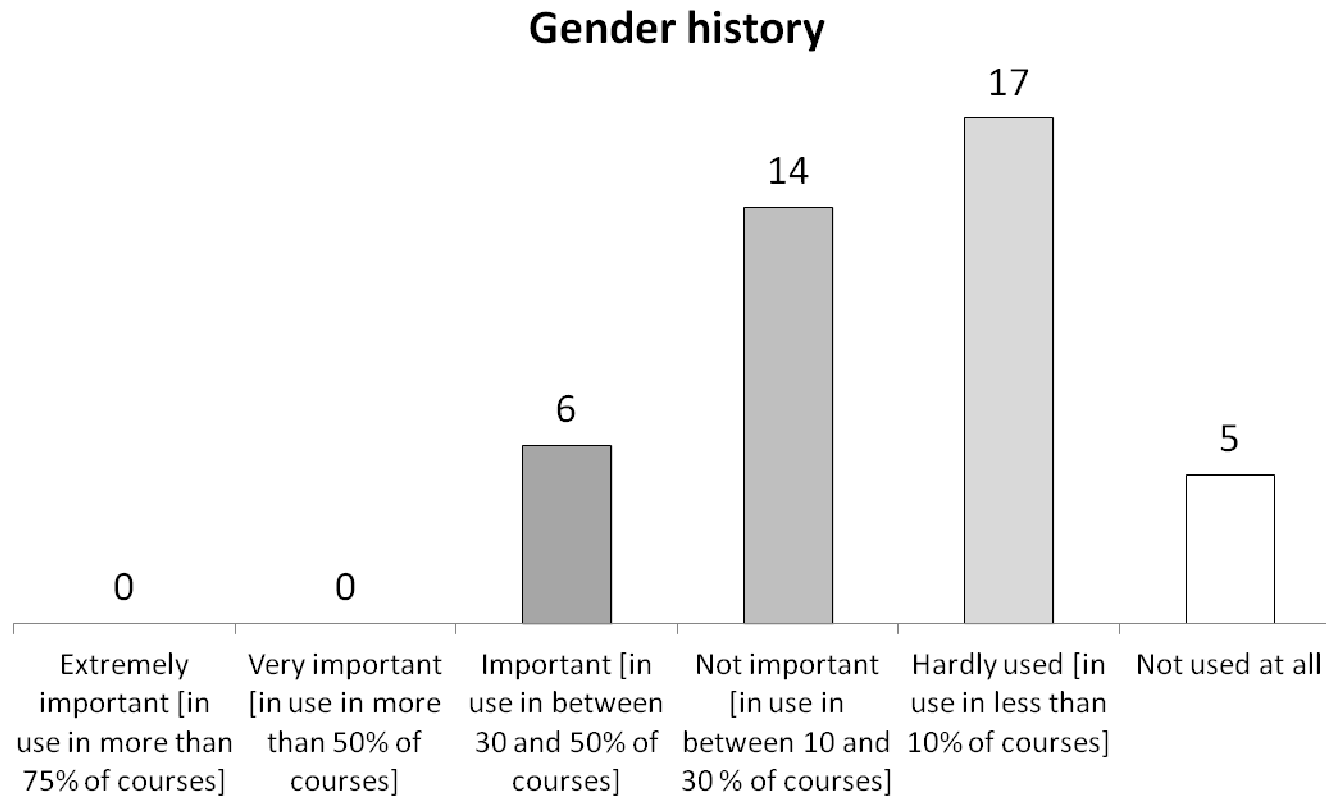
Important aspects in subject history courses (EF1.5)



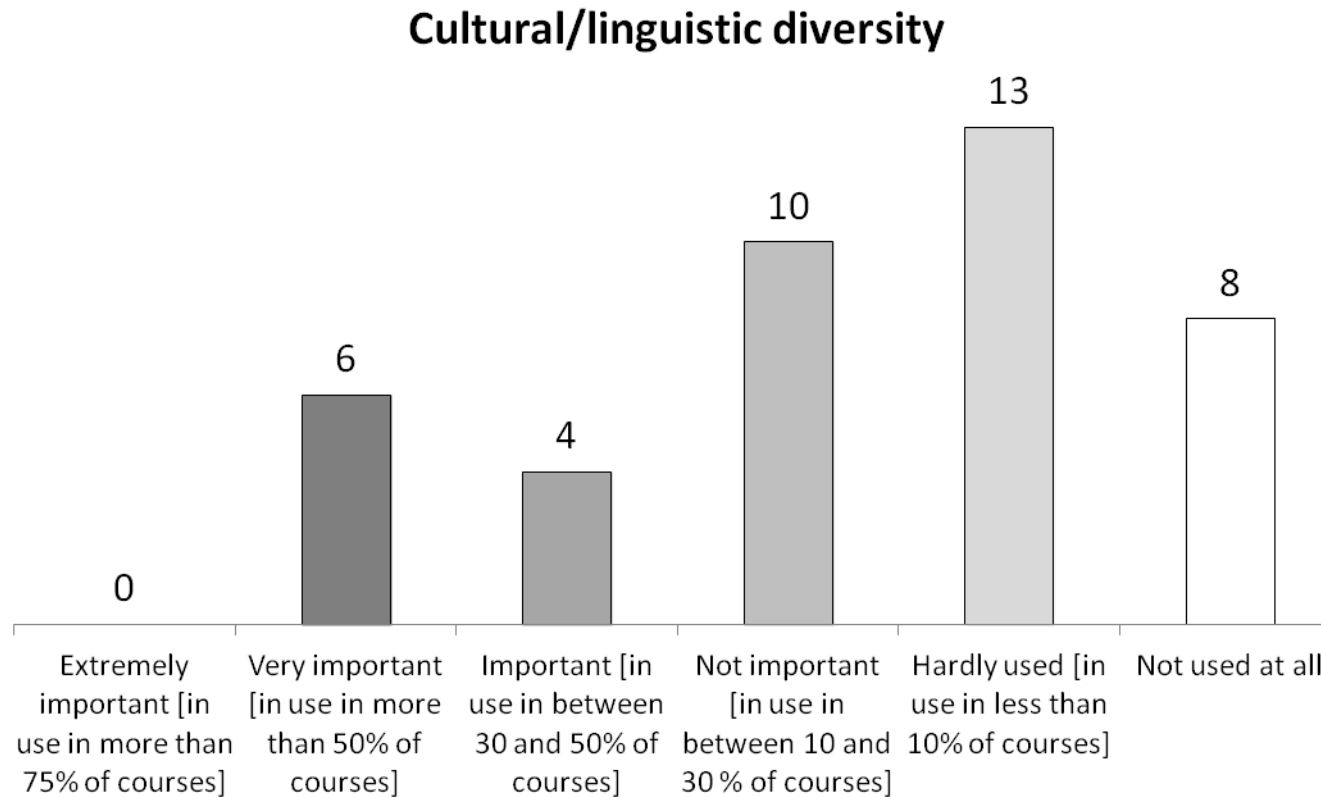
	Gender history	Minority aspects in history	Multicultural history	Cultural heritage	Cultural/linguistic diversity	Intercultural history
AL - U Tirana						
AT - PU Styria						
AT - U Vienna						
BA - U Sarajevo						
BE nl - EH Brussels						
BE nl - VU Brussels						
BG - U Sofia H						
CH - FHNW Aarau 1						
CY - U Cyprus 1						
CY - U Cyprus 2						
CZ - U Prague E						
CZ - U Prague PSS						
DE (BW) - PU Heidelberg						
DE (BW) - U Heidelberg						
DE (BY) - U Augsburg						
DE (NI) - TU Brunswick						
DE (NI) - U Hannover						
DE (NW) - U Bochum						
DE (NW) - U Siegen						
EE - U Tallin						
EE - U Tartu						
ES - U Valladolid						
FI - U Turku						
HR - U Zagreb						
HU - U Pécs						
MD - PSU Csiniau						
MD - SU Moldova						
ME - U Podgorica						
MK U Skopje						
MT - U Malta 1						
NO - U Bergen						
PL - U Wroclaw						
RS - U Belgrade						
RU - FU Moscow						
RU - PU Stavropol						
SE - U Umeå 1						
SE - U Umeå 2						
SK - U Bratislava						
SK - U Nitra						
SL - U Ljubljana						
TR - Different universities						
TR - U Ankara						
UA - U Lviv						



Importance of *Gender history* in subject history courses curriculum “History”, overview (E+F1.5)



Importance of *Cultural/linguistic diversity* in subject history courses curriculum “History”, overview (E+F1.5)



Subject didactic courses

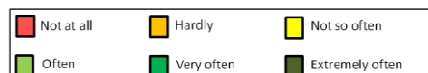
TE in subject didactics

- Multicultural aspects and intercultural dialogue don't play an important role in subject didactics either
- Emphasis is given e.g. to classroom management, interactive teaching, process oriented forms of teaching and learning
- The use of media and IT is reported as ,important' in general, but ,eLearning and new media', ,the use of collaborative tools (Web 2.0)' or the ,training for actively produce audio-visual teaching material' is hardly in the curricula.
- The same for ,Organising project-work', for ,interdisciplinary cooperation' in history teaching, for ,learning to listen' and for ,Conflict resolution and conflict management'

Aspects, approaches and/or skills taught explicitly in Subject Didactic courses of “History”, (E2.2.1)

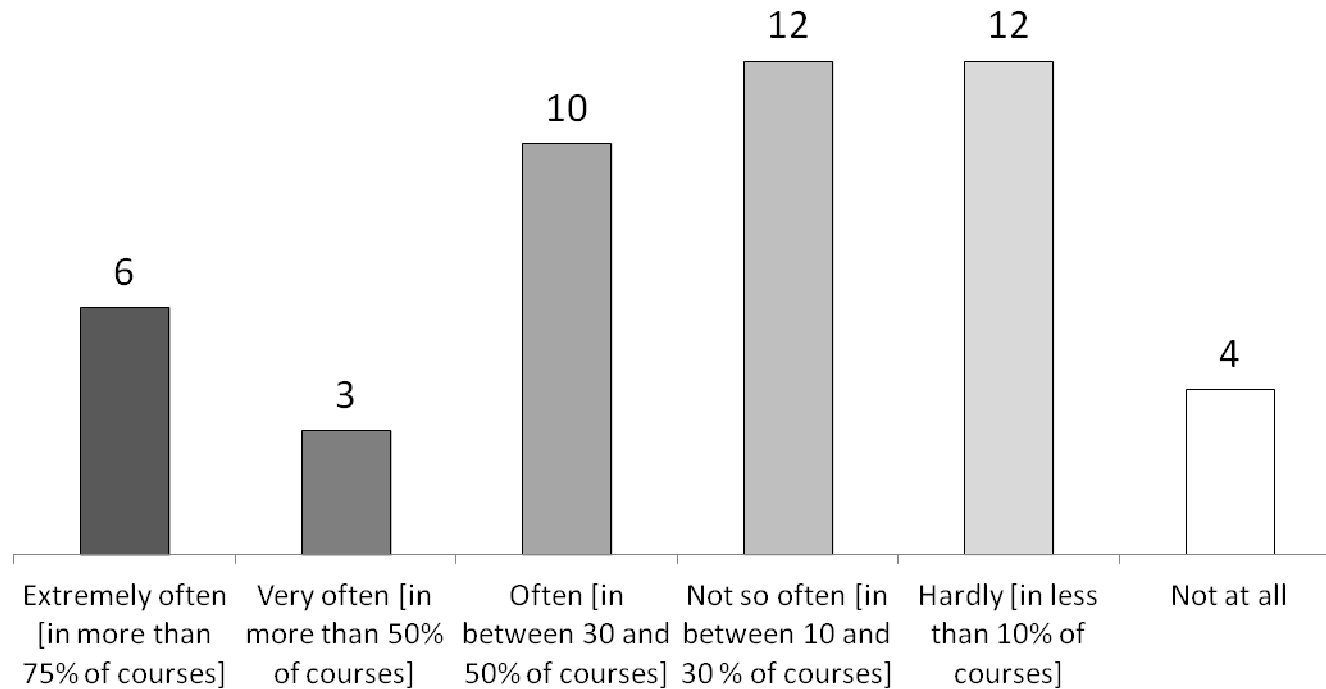
Methodological Aspects of History Didactics

	Teaching history through directive structure	Interactive teaching [e.g. pupil-centred learning]	Process-oriented forms of learning and teaching	Organising project-work in history teaching	Training of classroom management	Forms of assessment in history teaching	Training of portfolio tasks for history teaching	Use of media in history teaching	Use of information-technology in history teaching	Collaborative tools and Web 2.0 in history teaching	Production of audio-visual products like CD-ROM, video, films, websites
AL - U Tirana	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
AT - PU Styria	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
AT - U Vienna	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
BA - U Sarajevo	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
BE nl - EH Brussels	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
BE nl - VU Brussels	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
BG - U Sofia H	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
CH - FHNW Aarau 1	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
CH - FHNW Aarau 2	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
CY - U Cyprus 1	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
CY - U Cyprus 2	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
CZ - U Prague C	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
CZ - U Prague PSS	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
DE (BW) - FU Heidelberg	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
DE (BW) - U Heidelberg	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
DE (BY) - U Augsburg	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
DE (NI) - TU Brunswick	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
DE (NW) - U Bochum	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
DE (NW) - U Siegen	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
EE - U Tallin	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
EE - U Tartu	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
ES - U Valladolid	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
FI - U Turku	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
HR - U Split	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
HR - U Zagreb	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
HU - U Pécs	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
MD - PSU Csisinau	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
MD - SU Moldova	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
ME - U Podgorica	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
MK - U Skopje	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
MT - U Malta 1	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
MT - U Malta 2	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
NO - U Bergen	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
PL - U Wroclaw	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
PT - U Lisbon	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
RO - U Bucharest	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
RS - U Belgrade	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
RU - FU Mescow	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
RU - PU Stavropol	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
SE - U Umeå 1	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
SE - U Umeå 2	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
SK - U Bratislava	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
SK - U Nitra	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
SL - U Ljubljana	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
TR - Dfferent universities	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
TR - U Ankara	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
UA - U Iviv	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often
UK (E/W) - MMU	Not at all	Often	Often	Often	Often	Often	Often	Often	Often	Often	Often



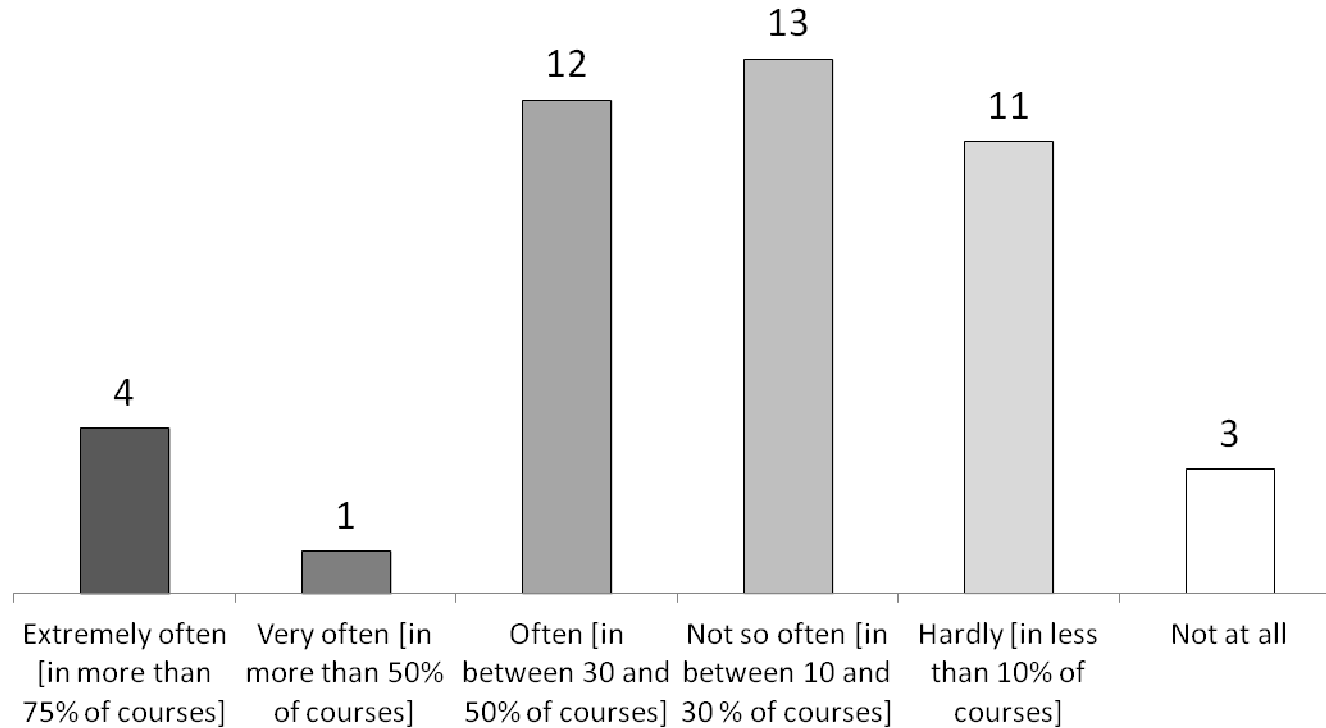
Training of *Multicultural aspects in history teaching* in Subject Didactic courses of “History”, overview (EF2.2.1)

Multicultural aspects in history teaching



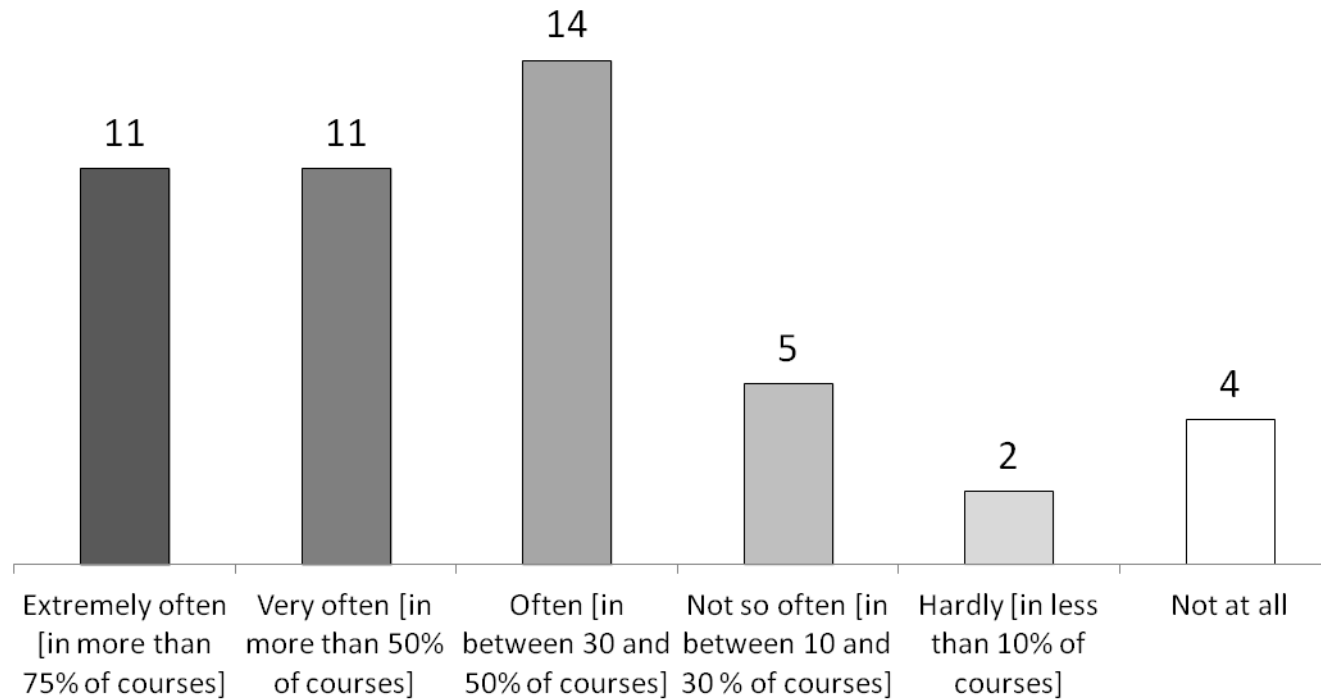
Training of *Intercultural dialogue in history teaching* in Subject Didactic courses of “History”, overview (EF2.2.1)

Intercultural dialogue in history teaching



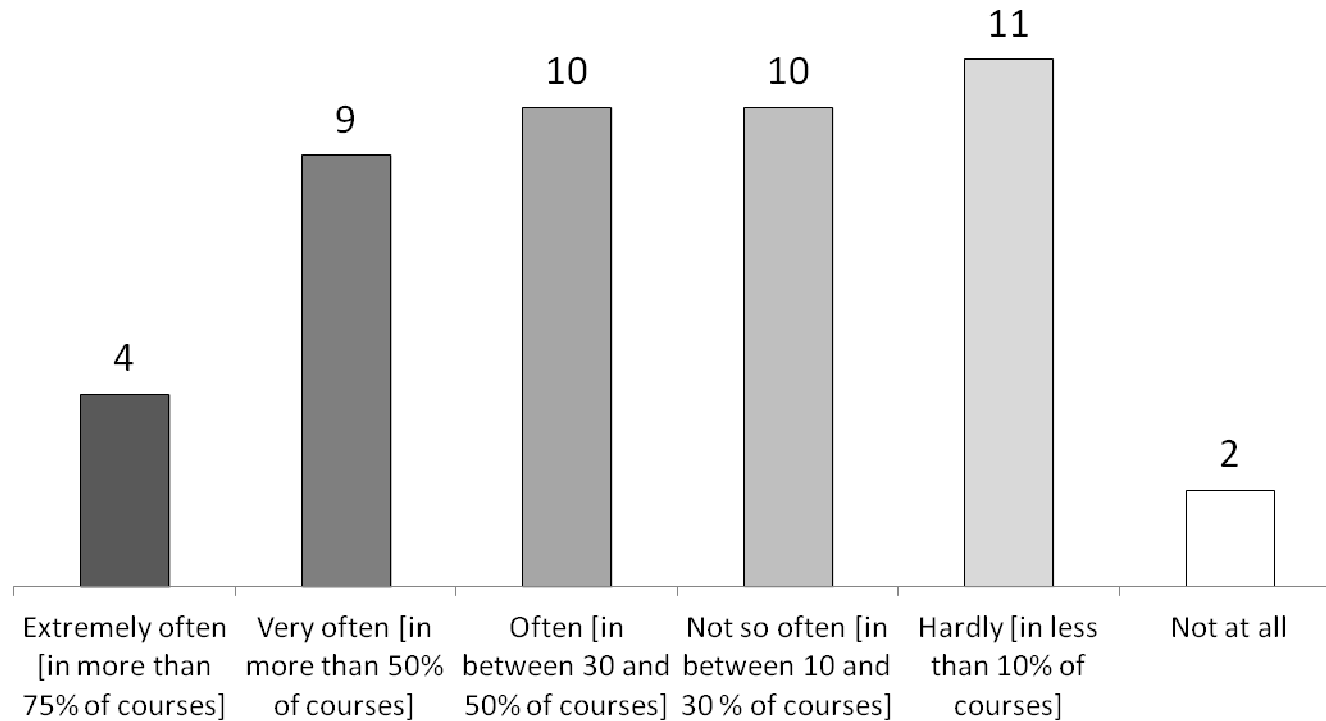
Training of *Interactive teaching [e.g. pupil-centred learning]* in Subject Didactic courses of “History”, overview (EF2.2.1)

Interactive teaching [e.g. pupil-centred learning]



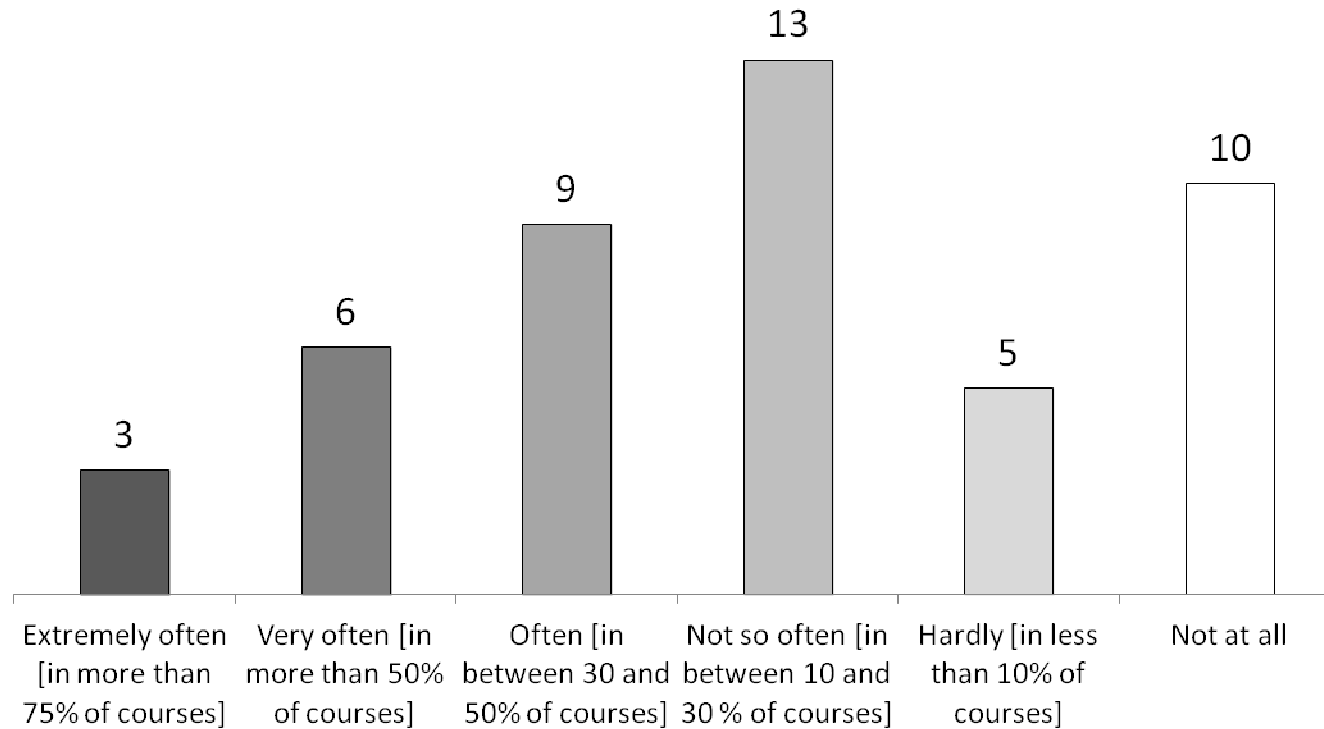
Training of *Organising project-work in history teaching* in Subject Didactic courses of “History”, overview (EF2.2.1)

Organising project-work in history teaching



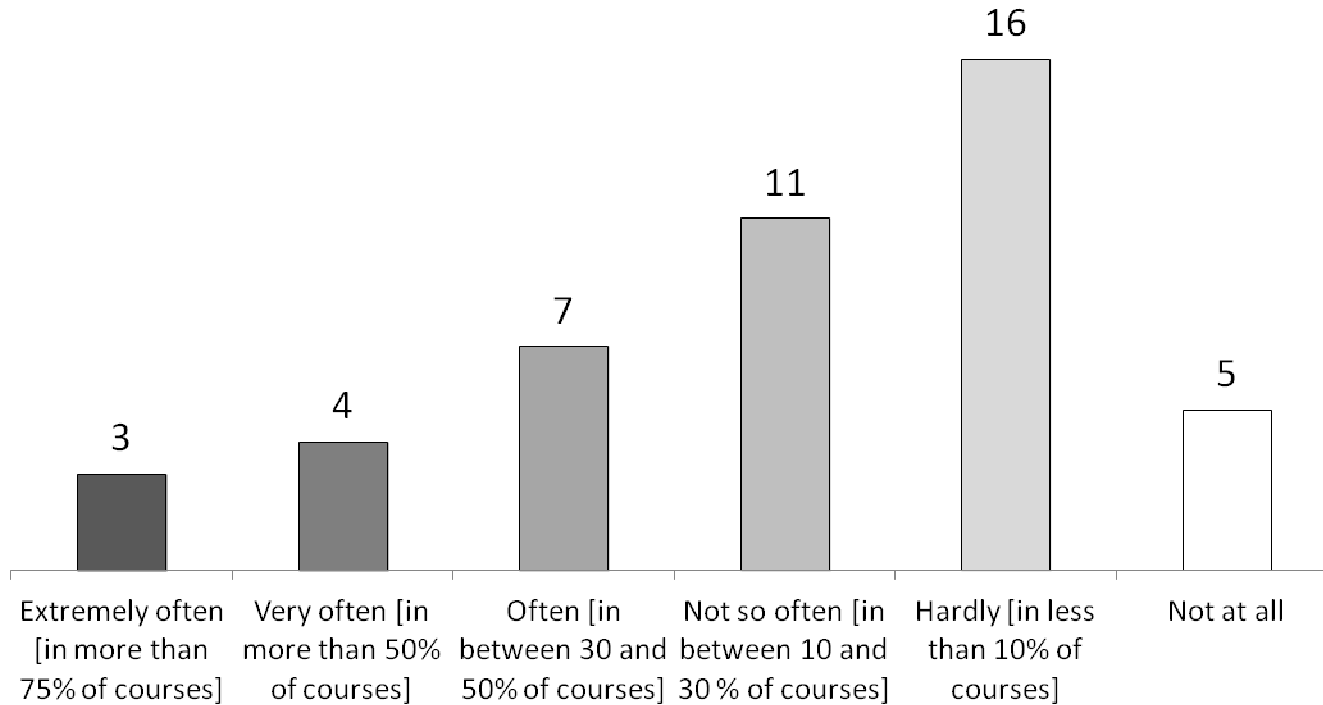
Training of *eLearning and new media in history teaching* in Subject Didactic courses of “History”, overview (EF2.2.1)

eLearning and new media in history teaching



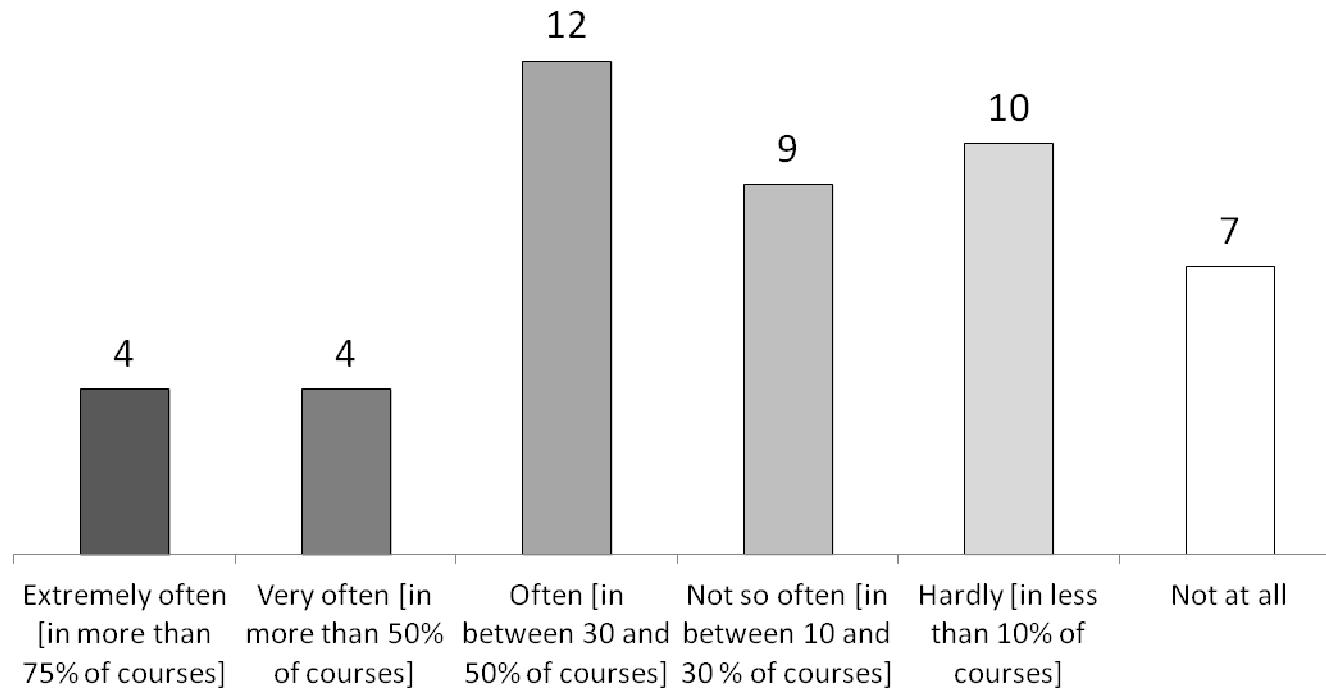
Training of *Interdisciplinary cooperation in the history classroom* in Subject Didactic courses of “History”, overview (EF2.2.1)

Interdisciplinary cooperation in the history classroom



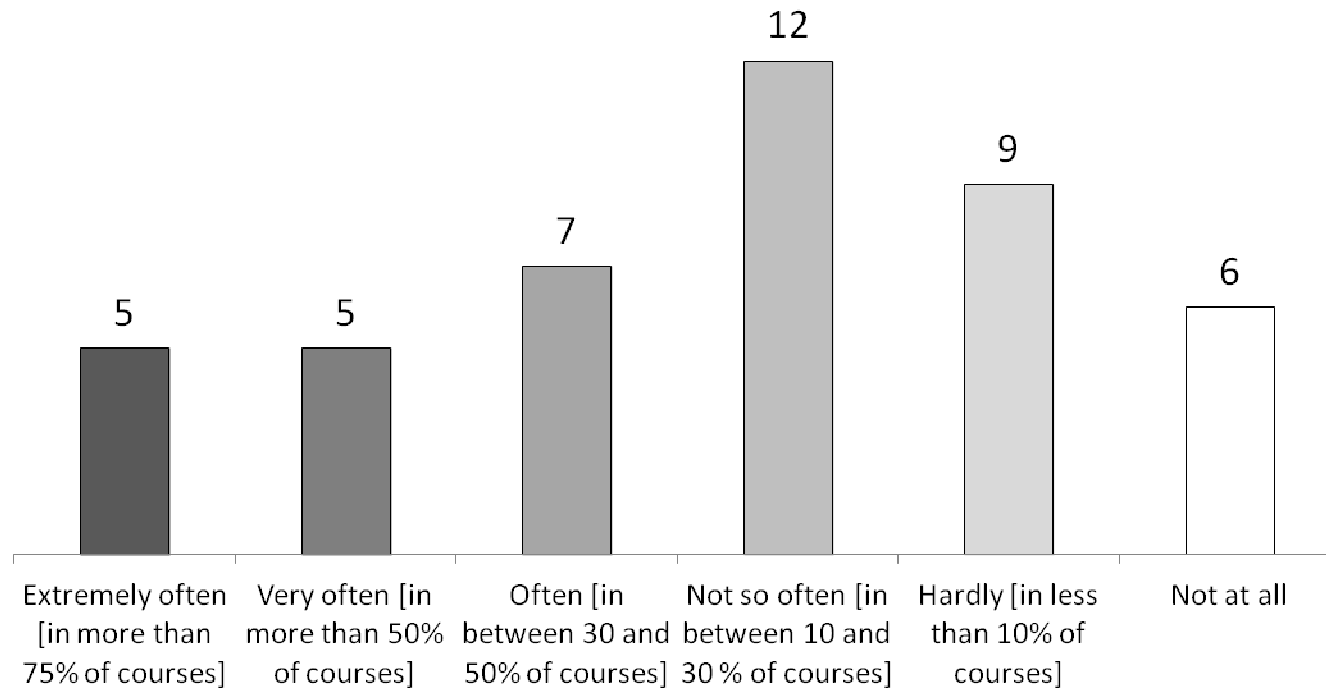
Training of *Training of teamwork in history teaching* in Subject Didactic courses of “History”, overview (EF2.2.1)

Training of teamwork in history teaching



Training of *Training to give oral/written feed back* in Subject Didactic courses of “History”, overview (EF2.2.1)

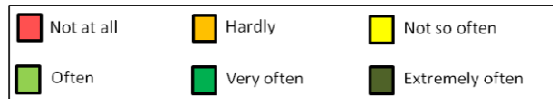
Training to give oral/written feed back



General Didactic courses

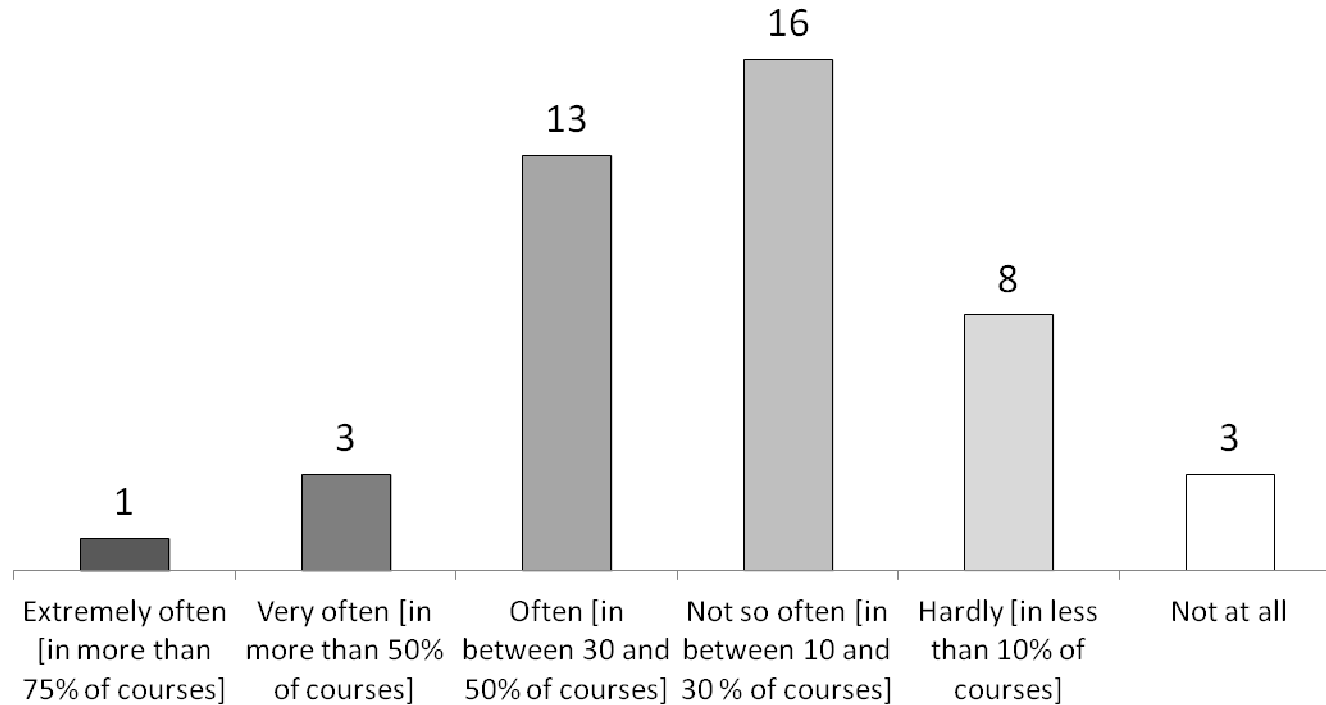
Methodological Aspects of General Didactics

	Teaching through directive structure	Interactive teaching [e.g. pupil-centred learning]	Process-oriented forms of learning and teaching	Organising project-work in the classroom	Forms of assessment in the classroom	Collaborative tools and Web 2.0 in the classroom	Production of audio-visual products like CD-ROM, video, films, websites
AL - U Tirana							
AT - PU Styria							
AT - U Vienna							
BE nI - EH Brussels							
BE nI - VU Brussels							
CH - FHNW Aarau 1							
CH - FHNW Aarau 2							
CY - U Cyprus 1							
CY - U Cyprus 2							
CZ - U Prague E							
CZ - U Prague PSS							
DE (BW) - PU Heidelberg							
DE (BW) - U Heidelberg							
DE (BY) - U Augsburg							
DE (NI) - TU Brunswick							
DE (NW) - U Bochum							
DE (NW) - U Siegen							
EE - U Tallin							
EE - U Tartu							
FI - U Turku							
HR - U Split							
HR - U Zagreb							
HU - U Pécs							
MD - PSU Csisinau							
MD - SU Moldova							
ME - U Podgorica							
MK U Skopje							
MT - U Malta 1							
MT - U Malta 2							
NO - U Bergen							
PL - U Wrocław							
PT - U Lisbon							
RO - U Bucharest							
RU - PU Stavropol							
SE - U Umeå 1							
SE - U Umeå 2							
SK - U Bratislava							
SK - U Nitra							
SL - U Ljubljana							
TR - Different universities							
TR - U Ankara							
UA - U Lviv							
UK (E/W) - MMU							



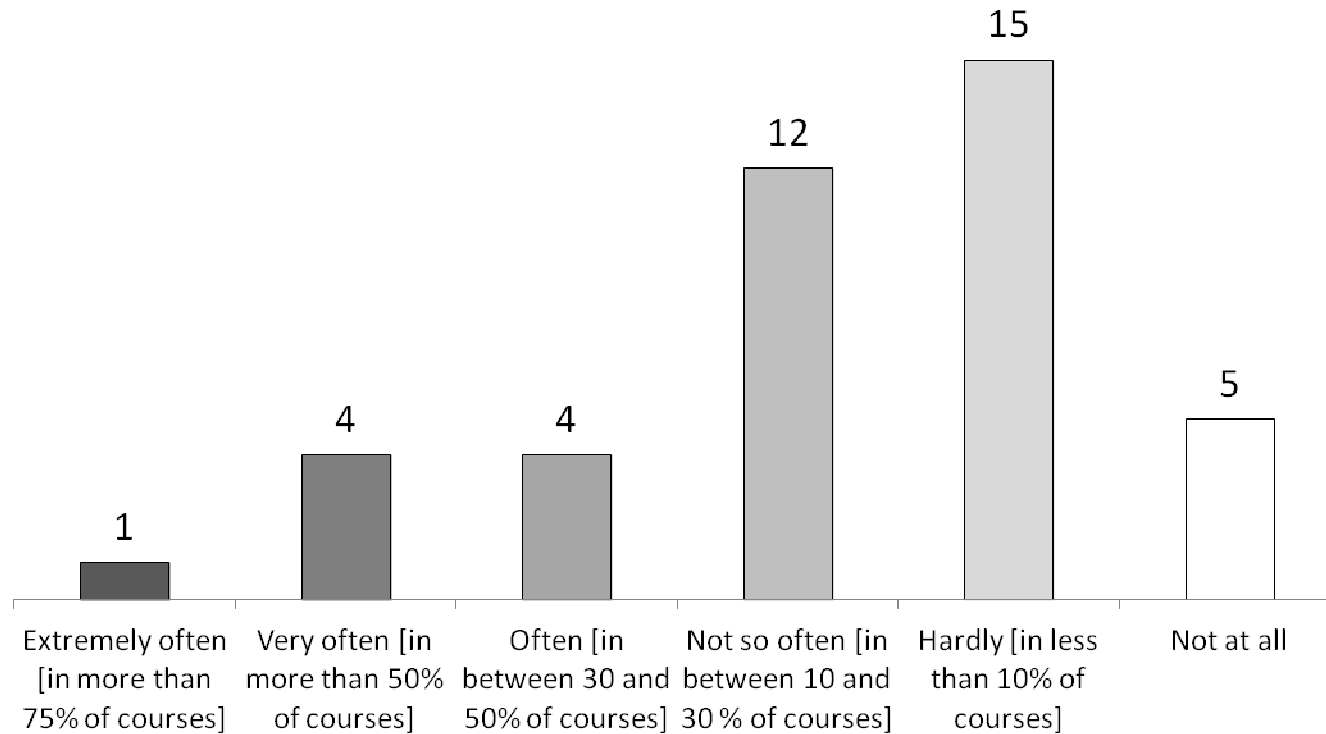
Aspect *Multicultural aspects in the classroom* in General Didactic courses of “History”, overview (EF3.2.1)

Multicultural aspects in the classroom



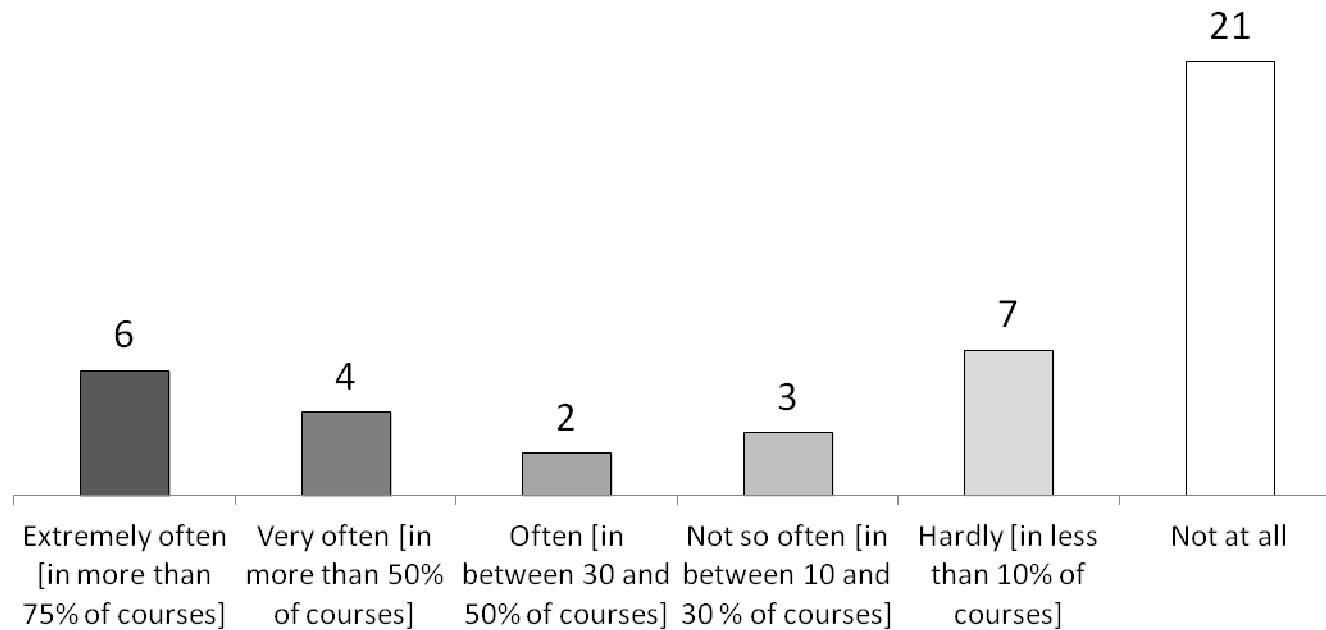
Aspect *Interdisciplinary cooperation in the classroom* in General Didactic courses of “History”, overview (EF3.2.1)

Interdisciplinary cooperation in the classroom



Forms of practical training

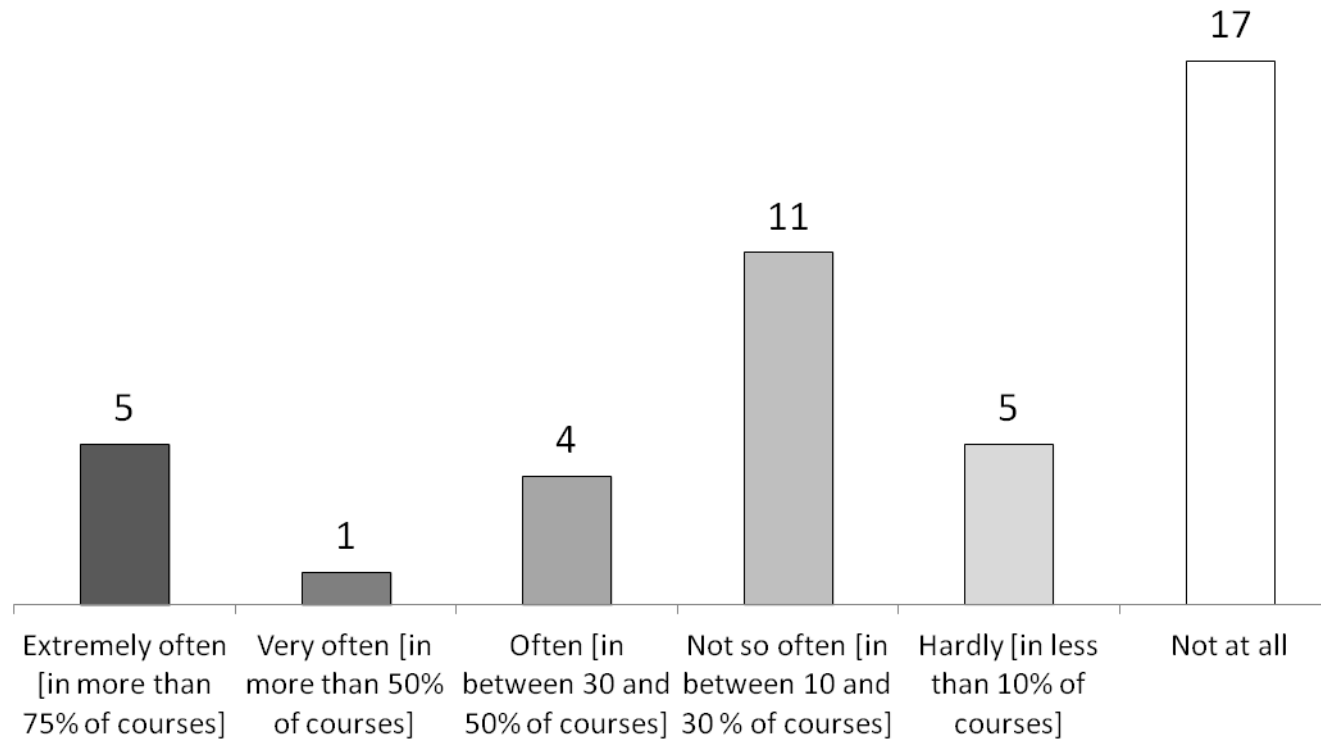
In integrated courses e.g. together with subject history and subject history didactics



Forms of practical training in curriculum „History“, overview (EF4.2.1)

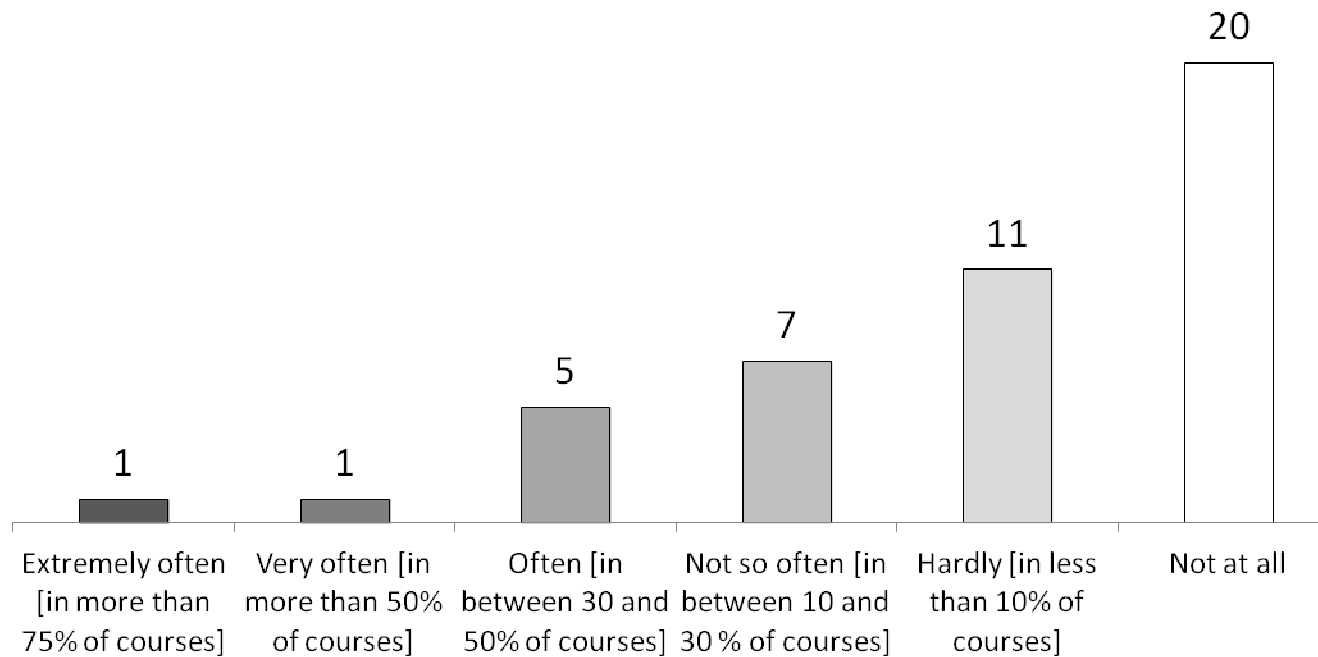
Team teaching together with 1-3 trainee teachers

Team teaching together with 1-3 trainee teachers



Forms of practical training in curriculum „History“, overview (EF4.2.1) *With support by and analysis of video recording*

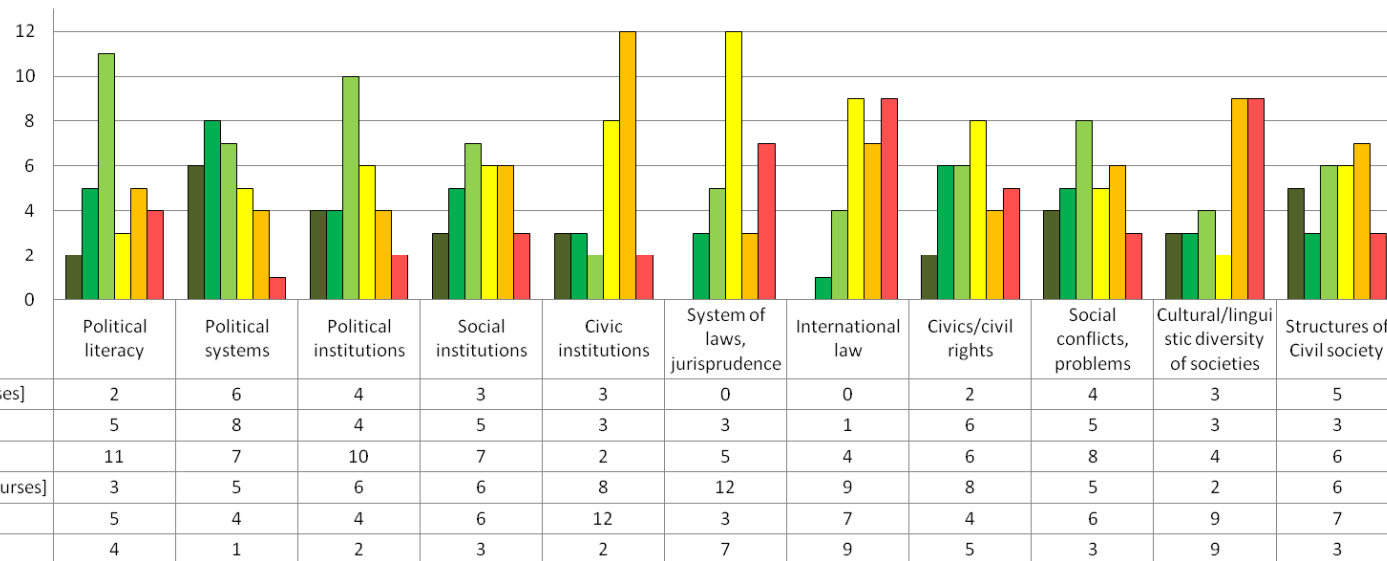
With support by and analysis of video recording



Citizenship education in the history curriculum – History in the CE curriculum

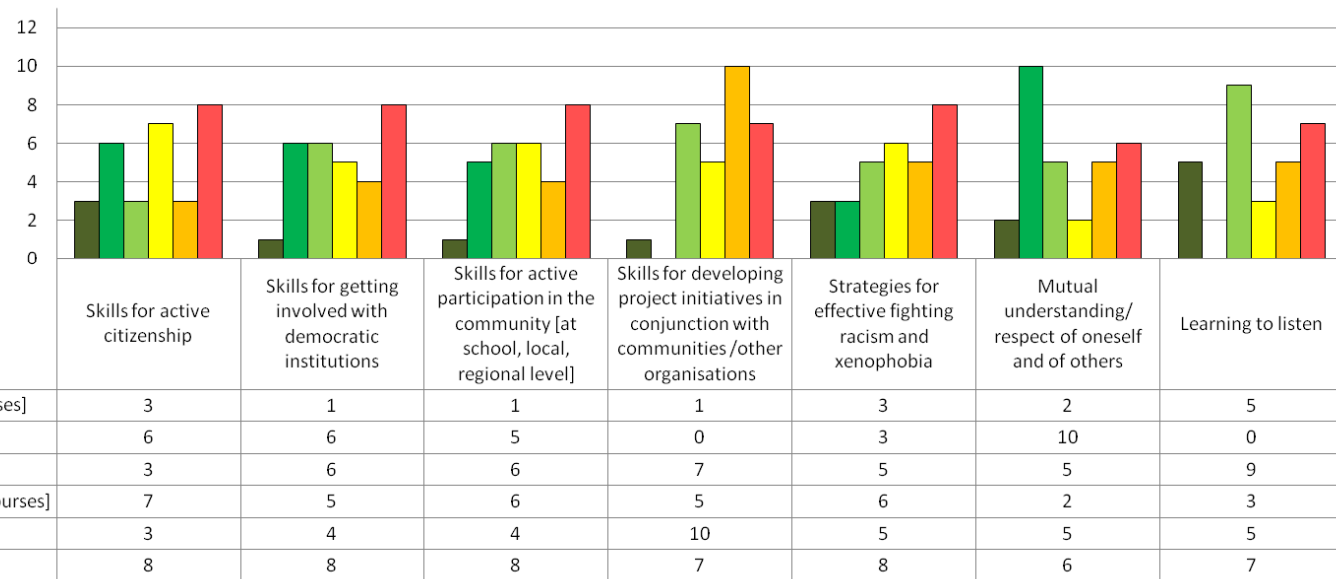
Aspects and/or skills of Civic Education / Citizenship education in curriculum „History “ (E+F5.1)

Epistemological Aspects



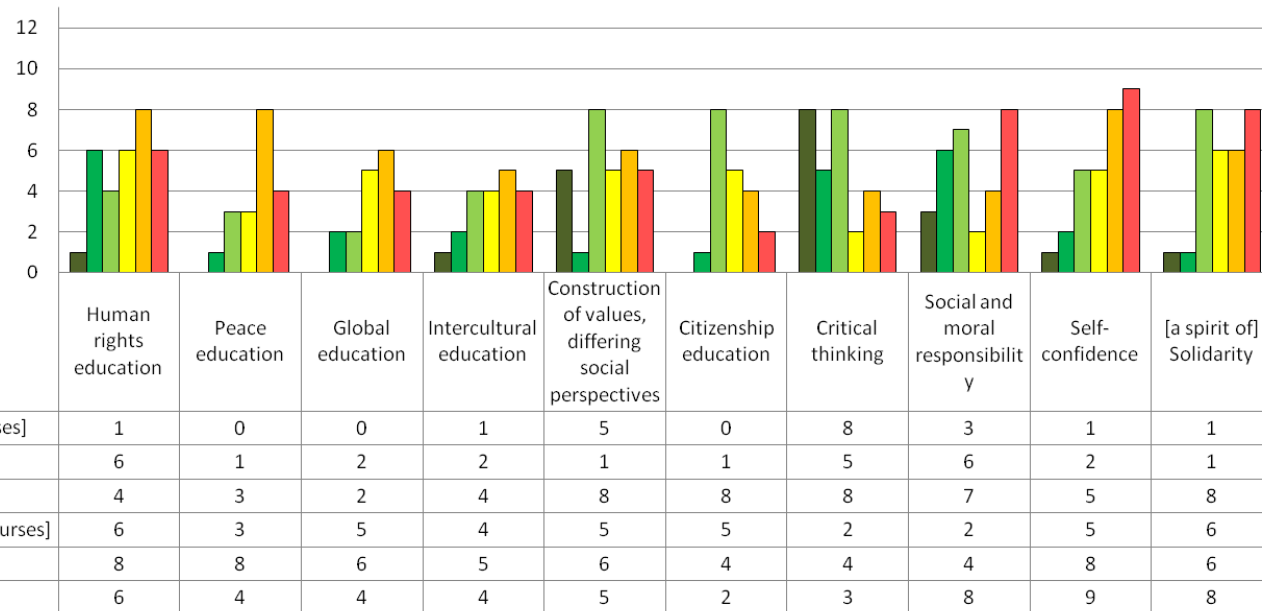
Aspects and/or skills of Civic Education / Citizenship education in curriculum „History “ (E+F5.1)

Skills education and Training



Aspects and/or skills of Civic Education / Citizenship education in curriculum „History “ (E+F5.1)

Conceptual Aspects



Thank you for your attention!