



© Foto: UDE

Students at the Faculty of Educational Sciences

Faculty of Educational Sciences

The Faculty of Educational Sciences consists of five institutes. It employs around 50 professors, nearly 170 research associates and lecturers, and around 30 technical and administrative staff. Its members conduct a wide range of nationally and internationally visible research in the educational sciences, and some also hold leading positions at the Interdisciplinary Centre for Educational Research (IZfB) and the Interdisciplinary Centre for Integration and Migration Research (InZentIM). Their work makes valuable contributions to our region and tackles socially relevant issues.

Institute of Vocational and Further Education (IBW)

Over the course of the reporting period, the Institute of Vocational and Further Education (IBW) developed a broad spectrum of research disciplines and acquired significant sums of external funding. Its research focus is on adult education and professional development. The IBW's unique research profile comprises several specialisms in the fields of political further education, digital education, vocational and in-house training and professional development, continuing academic education, and knowledge and transfer management.

A variety of interesting, externally funded research activities and projects were realised during the reporting period, such as the following:

- Skills Development in Occupational Enculturation Processes (INTERCONNECT), a project under Professor Ester Winther, funded by the German Research Foundation (DFG)
- Academic Dropout, Habitus and Image in Society (STHAGE), a BMBF-funded collaborative project under Professor Helmut Bremer
- Learning to Use a Digital Workbench to Develop Competence-based Professional Exams in Vocational Education and Training (ASPE), a BMBF-funded collaborative project under Professor Winther and Professor Michael Kerres

The IBW maintains a wide range of partnerships with academic, public and governmental institutions of adult education, vocational training and professional development in Germany, Europe and beyond. During the reporting period, the IBW considerably intensified its long-standing collaboration with the German Institute for Adult Education, Leibniz Centre for Lifelong Learning (DIE). The strengthened partnership manifests itself in a variety of joint projects, such as a research network on literacy and basic education ('Alphabetisierung und Grundbildung'), a meta project on digital transformation in the education sector ('Digitalisierung im Bildungsbereich'), and the EU project 'Promoting Creativity and Innovation Management in an Innovative Blended Learning and

Validation Programme at the Interface between Higher Education and Business'. The partnership has been enshrined in a new collaboration agreement between the DIE and UDE.

EU-funded research, in particular, is a stabilising factor for the IBW's international network. The University of Palermo, University of East Sarajevo, Hebrew University of Jerusalem, European University of Tirana and Universum College Prishtinë are permanent members of the Institute's research community by binding mandate. The IBW also maintains collaborative relationships with the Swiss Federal Institute for Vocational Education and Training (EHB) and the European Centre for the Development of Vocational Training (CEDEFOP).

All divisions of the IBW conduct knowledge transfer at a large scale. Within the context of the coronavirus pandemic, our members' expertise in digital education, knowledge management and course planning has been in particularly high demand. The learning lab's OpenLecture services (under Professor Kerres) and the Institute's participation in the series 'Wissenschaft trifft...' of the Initiative Wissenschaftsstadt Essen (under Professor Winther) are just two examples of our transfer activities.

In its key research areas, the IBW focuses on topics that have already gained momentum and significance at the national and international level. Not only do they further the possibility of greater external funding, they may also inform the agenda-setting process in (further-) education research. The AlphaDekade project of the Federal Ministry of Education and Research allocates increasing volumes of funding to research activities in the field of literacy and basic education. It focuses on projects targeting continuous technical and structural improvements in business and society that are aimed at citizens with low literacy.

Institute of Educational Sciences (IfE)

The Institute of Educational Sciences (IfE) engages in a wide variety of research activities. More than any other institute, it carries out quantitative as well as qualitative studies. Based on sound methodology, it advances established methods and makes them applicable to



research-based formats in the field of teacher training (Professor Anja Tervooren, Professor Nicolle Pfaff: 'MethodenLab'; Professor Marten Clausen: 'Portal zum fallbasierten Lehren und Lernen', a portal for case-based approaches to teaching and learning). The Institute's projects are aimed at discipline-specific, theoretical education and the development of educational practice. Its ongoing research can be categorised as follows:

In the cluster of basic research in the educational sciences, the Department for International Herbartianism Research (Professor Rotraud Coriand) and the Hans-Jochen Gamm Archive (Professor Armin Bernhard), which works on advancing the field of critical pedagogy, particularly stand out. Professor Nicolle Pfaff's research into youth, anti-Muslim racism and antisemitism (2017–2024) is a representative example of the second cluster, which tackles the challenges of heterogeneity and diversity in pedagogy. Studies of the digital transformation of the education system tackle questions of school and class development, which make up the third cluster. They include three BMBF-funded projects between 2019 and 2023: 'Metavorhaben Digi-EBF', 'ForUSE-digi', and 'DigiSchulNet', all under Professor Isabell van Ackeren. A ProViel study on children and inclusion, 'Kinder als Akteur*innen der Inklusion' (under Professor Martina Richter since 2019), and an upcoming project on transnational childhoods under Professor Alexandra König, make up the cluster of childhood, youth and family in transition. With these specialisms, the IfE participates in discourses of the Interdisciplinary Centre for Educational Research (IZfB) and the Interdisciplinary Centre for Integration and Migration Research (InZentIM).

The IfE will continue to carry out systematic basic research in the educational sciences and further externally funded projects on the topics listed above in future. They include the DFG-funded project on 'subject discipline specific forms of dealing with key vocational requirements in the teaching profession' (2021–2024, Professor Carolin Rotter) and the project 'International Civic and Citizenship Education Study 2022' with funding from the EU and the BMBF (2020–2024, Professor Hermann Josef Abs).

Institute of Psychology (IfP)

Recent highlights at the Institute of Psychology (IfP) include the successful launch of the Master of Science in Psychology and the appointment of Professor Florian Schmitz to the Professorship of Psychological Diagnostics and Methodology. The entire psychological curriculum is now represented at the IfP, and its research projects cover a large bandwidth of topics.

Professor Silja Bellingrath's research group, for instance, studied the relationship between self-regulation skills and counterproductive academic behaviours, such as procrastination and exam anxiety. Another research project investigated the impact of the Covid-19 pandemic on individuals' experience of stress and well-being.

Professor Annette Boeger's research group has implemented and evaluated the 'Förderuniversum' programme in a collaborative project with the City of Hamm. Furthermore, an interview study on difficult situations in authentic mediation contexts was launched.

Professor Thomas Forkmann's research group examined predictive factors of suicidal ideation and behaviour as part of a prospective, DFG-funded multi-centre study, focusing also on the progression of psychopathological variables in everyday life.

Professor Angela Heine's research group used eye tracking to study atypical cognitive processing chains. It also focuses on the development of user interfaces based on eye-tracking technology.

Professor Philipp Jugert's research group examined processes of social integration and participation of children and adolescents in the context of cultural diversity. Another project, funded by MERCUR (Stiftung Mercator) looked at the integration of displaced and newly immigrated children into schools.

The work of Professor Detlev Leutner's research group focused on academic success and academic dropout (funded by the DFG and BMBF), expertise in the educational sciences and classroom management skills (funded by the BMBF), study strategies and self-regulated learning (funded by Stiftung Mercator and the RAG-Stiftung), and multimedial learning methods.

Professor Andreas Müller's research group examined the efficacy of interventions in improving the mental health of hospital staff (collaborative

project 'EEGEN', funded by the BMBF) and initiated a survey on the impact of the coronavirus pandemic on their working conditions.

Professor Marcus Roth's research group has completed its interdisciplinary collaborative project 'empCARE' on developing and integrating an empathy-based approach to easing the workload of care staff. It is currently looking into ways of measuring empathy based on objective markers and the relationship between autobiographical memory and empathy.

Professor Schmitz's research group focuses on measuring cognitive ability and personality. At the end of 2019, the project 'Disentangling Mental Speed, Working Memory Capacity, and Fluid Intelligence', a DFG-funded study into measuring ability, was finished.

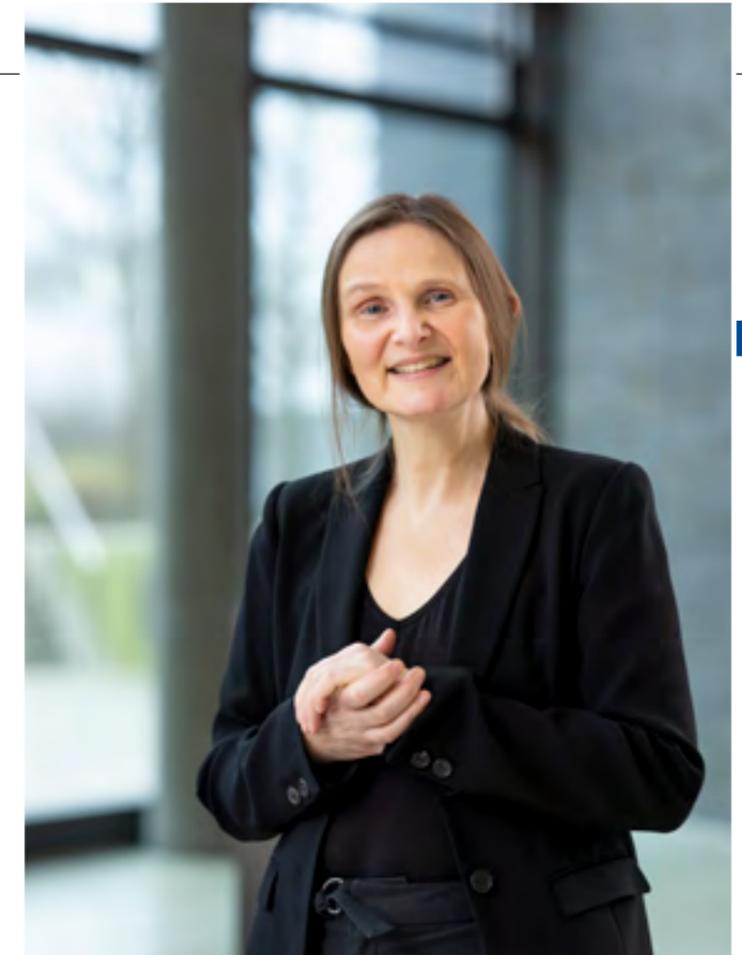
A recent highlight of Professor Gisela Stein's research group was the launch of an international research project in collaboration with Professor Angelo Brandelli of the Pontificia Universidade Católica do Rio Grande do Sul in Brazil, focusing on perceptions of people with HIV.

Professor Lisa von Stockhausen's research group examines to what extent basic processes of concentration and higher cognitive processes (i.e., executive functions) can be improved through practice. In associated studies, the group focuses on the cognitive mechanisms involved in mindfulness training.

The IfP maintains international partnerships with a large number of institutions, such as the University of Amsterdam, Utrecht University and the Trimbos Instituut (NL), Jagiellonian University in Krakow (PL), Masaryk University in Brno (CZE), the University of Trento (ITA), the Universidad Rey Juan Carlos Madrid (ESP), the Université du Luxembourg (LUX), the University of Glasgow (GBR), the University of Southern Denmark (DNK), the University of California at Santa Barbara (USA) and the Indian Institute of Technology Madras (IND).

Institute of Social Work and Social Policy (ISP)

The Institute of Social Work and Social Policy (ISP) conducts a broad spectrum of research. Basic research in the field of social work and social policy is one of its specialisms. The



Dean: Professor Dr Steins

replication study 'Gentle Inspectors' (2016–2020, Professor Jan Wehrheim), funded by the DFG, examines contact between professionals and their target groups in selected fields of social work. Another DFG-funded research project, 'Collective Representations of Unemployment' (2019–2021, Professor Carsten Ullrich) focuses on the perception of unemployment and the unemployed in Germany.

Professor Dirk Hofäcker's group carries out studies into issues relating to labour market and retirement policy. Two projects funded by the pension research network (Forschungsnetzwerk Alterssicherung) of the German pension



Professors

Institute of Vocational and Further Education

Dr Sönke Ahrens (Vertretungsprofessur)
 Professor Dr Helmut Bremer
 Professor Dr Karl Düsseldorff
 Professor Dr Michael Kerres
 Prof. em. Dr Gerd Mietzel
 Professor Dr Dieter Münk
 Dr Daniela Rothe (Vertretungsprofessur)
 Professor Dr Esther Winther

Professor Dr Ingelore Mammes
 Professor Dr Nicolle Pfaff
 Jun.-Professor Dr Martina Richter
 Professor Dr Carolin Rotter
 Professor Dr Anja Tervooren

Institute of Psychology

Professor Dr Silja Bellingrath
 Professor Dr Annette Boeger
 Professor Dr Thomas Forkmann
 Professor Dr Annemarie Fritz-Stratmann
 Professor Dr Angela Heine
 Professor Dr Philipp Jugert
 Professor Dr Dr h.c. Detlev Leutner
 Professor Dr Andreas Müller
 Professor Dr Marcus Roth
 Professor Dr Florian Schmitz
 Professor Dr Gisela Steins
 Professor Dr Lisa von Stockhausen

Institute of Educational Sciences

Professor Dr Hermann Josef Abs
 Professor Dr Isabell van Ackeren
 Professor Dr Armin Bernhard
 Professor Dr Jeanette Böhme
 Professor Dr Marten Clausen
 Professor Dr Rotraud Coriand
 Professor Dr Kerstin Göbel
 Professor Dr Alexandra König

Institute of Social Work and Social Policy

Professor Dr Klaus Birkelbach
 Professor Dr Horst Bossong † (bis 03/2020)
 Professor Dr Dirk Hofäcker
 Professor Dr Simone Leiber
 Professor Dr Ulrike Schwedhelm (bis 09/2019)
 Professor Dr Carsten Ullrich
 Professor Dr Jan Wehrheim

Institute of Sport and Movement Sciences

Professor Dr Ulf Gebken
 Professor Dr Thomas Mühlbauer
 Professor Dr Michael Pfitzner

insurance union (Deutscher Rentenversicherung Bund) investigate the employment trajectories of older unemployed people in Germany (2019–2020) and periods of reduced income during the transition to old-age retirement (2020–2021), respectively.

The ISP is also involved in various high-ranking, international collaborative projects. One is the EU's 'Transdisciplinary Solutions to Cross-sectoral Disadvantage in Youth/YOUNG-IN' (2018–2022, Professor Hofäcker). Another is the 'EuroAgencyCare' project, funded by the German-Polish research foundation (Deutsch-Polnische Wissenschaftsstiftung, DPWS), which focused on the role of employment and recruitment agencies for migrant labourers in Germany and Poland (Professor Simone Leiber).

Further projects examine the potential settings and target groups of interventions in social work.

- Professor Leiber's research group is working on a range of projects which investigate political control of nursing care, including a study into family caregivers as a target group of preventive social policy. The same group has carried out an international comparative study into social work as a political player in the welfare state.
- Professor Klaus Birkelbach and the University of Cologne are planning to initiate the fourth wave of the Cologne High School Panel, which was funded by the DFG between 2019 and 2021. It examines the professional and private lives of a group of former high-school students as they reach middle age or transition from their careers to retirement. A proposal for renewal has been submitted.
- Another DFG-funded project (2018–2021, Professor Wehrheim) studies conflicts over the appropriation of urban resources in processes

of upgrading and social mixing in inner-city residential areas.

- These approaches from a social-studies perspective are complemented by legal assessments of current developments in the field of labour and social law carried out by the ISP's professors of law (Professor Ulrike Schwedhelm).
- Professor Ullrich's research groups on qualitative methods continues to engage in methodology research. Two DFG-funded projects (2019–2021) tackle issues of interview methodology. The first team focuses on the impact of questions in interviews, while the second (a collaboration with Universität Hamburg) examines the possibilities of online interviews.

In addition to the Institute's high profile in German-speaking academia, its researchers have been attending international conferences on a regular basis, including the annual conference of European Social Policy Network (ESPAnet) and the IMISCOE (International Migration, Integration and Social Cohesion in Europe) Spring Conference 2019.

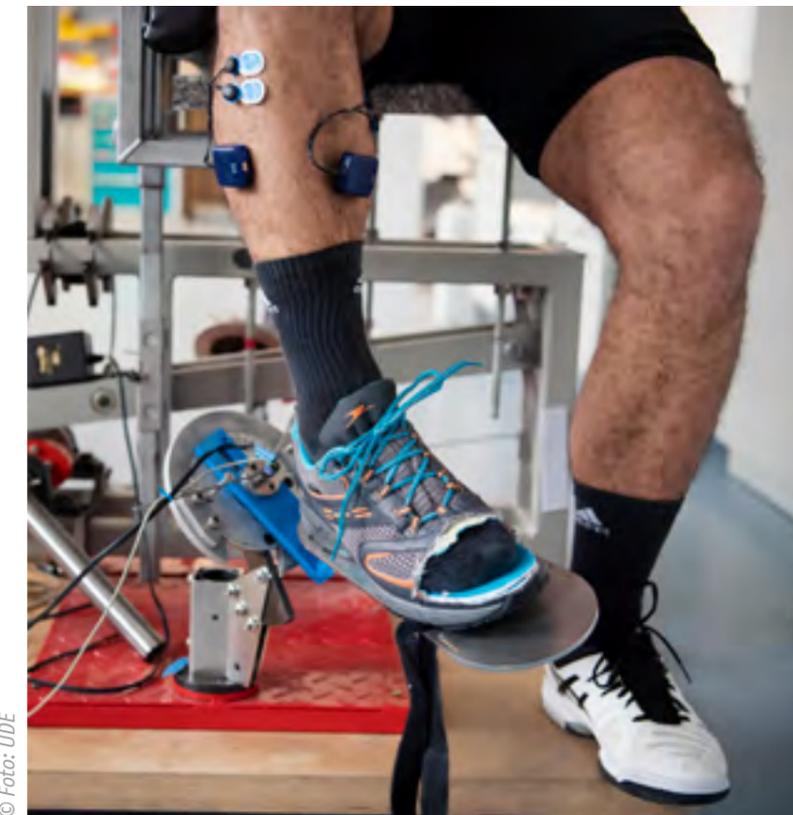
Institute of Sport and Movement Sciences (ISBW)

The Institute of Sports and Movement Sciences (ISBW) focuses on promoting childhood and adolescent development in and through exercise, play and sports in various settings.

Its research cluster on social science in sports (Professor Ulf Gebken) works on externally funded projects such as the following: 'Kicking Girls', a study into social integration of girls through football (2009–2020, funded by the Laureus Foundation); a project on linguistic awareness in school sports with refugee children (2016–2020); a project on preventing violence in men's football (2018–2020, funded by the City of Essen); 'Open Sunday and Open Area', a project on freely accessible weekend exercise and sports offers for children and adolescents (2015–2019, funded by the RAG Foundation, Anneliese Brost Foundation et al.). The cluster also participates in the ProViel project 'Diversity and Inclusion' (2016–2019, funded by the Federal Ministry of Education and Research). Further, the

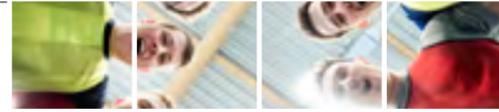
'KommSport' project (2014–2019, funded by the Ministry of Children, Family Affairs, Refugees and Integration of North Rhine-Westphalia) seeks to offer children and adolescents community sports programmes tailored to their particular needs, ideally in a club context.

The division of movement and training sciences/biomechanics of sports under Professor Mühlbauer has launched two projects. Firstly, it has acquired a fellowship for digital teaching innovation in higher education (2020–2021, jointly funded by the Ministry of Culture and Science of North Rhine-Westphalia and the Stifterverband für die Deutsche Wissenschaft), which has allowed it to incorporate collaborative and interactive digital technologies into sports classes



© Foto: UDE

Assessment of neuromuscular parameters



Selected Publications

Böhme, J., T. Böder (2020): *Bildanalyse. Einführung in die bildrekonstruktive Forschungspraxis der Morphologischen Hermeneutik*. Wiesbaden: Springer Verlag.

Deutscher, V., E. Winther (2019): *A conceptual framework for authentic competence assessment in VET: A logic design model*. In: S. McGrath, M. Muder, J. Papier, R. Suart (eds): *Handbook of vocational education and training. Developments in the changing world of work*. New York: Springer, 1299–1312.

Hofäcker, D., M. Hess, S. König, (2019): *Wandel von Ruhestandsübergängen im politischen Paradigmenwechsel Europas*. In: *Zeitschrift für Gerontologie und Geriatrie*, 52, Supplement 1, 40–51.

Forkmann, T., H. Glaesmer, L. Paashaus, D. Rath, A. Schönfelder, K. Stengler, G. Juckel, H.-J. Assion, T. Teismann (2020): *Interpersonal theory of suicide: prospective examination*. *British Journal of Psychiatry Open*, 6, e113 1–7.

Jugert, P., L. Leszczensky, S. Pink (2020): *Differential influence of same- and cross-ethnic friends on ethnic-racial identity development in early adolescence*. *Child Development*, 91, 949–963.

Kerres, M. (2020): *Against all odds: Education in Germany coping with Covid-19*. *Postdigital Science and Education*, 2, 690–694.

Klammer, U., S. Leiber, S. Leitner (2019): *Social Work and the Making of Social Policy*, Bristol: Policy Press.

König, A. (2019): *Spielfelder des Selbst. Eine Längsschnittstudie zu jungen Erwachsenen in Handwerksbetrieben, Hochschulen und Kunstakademien*. Weinheim: Juventa Verlag.

Malin, J., C. Brown, G. Ion, I. van Ackeren, N. Bremm, R. Luzmore, J. Flood, G.M. Rind (2020): *World-wide barriers and enablers to achieving evidence-informed practice in education: what can be learnt from Spain, England, the United States, and Germany?* *Humanities and Social Sciences Communications*, 7:99.

Pfitzner, M., T. Mühlbauer, U. Gebken (2020): *Schulsport 2030 – Anforderungen an einen modernen Sportunterricht und an Sportlehrkräfte im Essen-Duisburger Modell der Sportlehrer_innenbildung*. *Leipziger Sportwissenschaftliche Beiträge*, 61 (1), 86–103.

Veber, M., R. Benölken, M. Pfitzner (2019): *Potenzialorientierte Förderung in den Fachdidaktiken (Begabungsförderung: Individuelle Förderung und Inklusive Bildung)*. Münster: Waxmann.

taught as part of the relevant bachelor's teacher training programmes. Secondly, it has collaborated with TU Berlin and Heidelberg University in developing, implementing and testing preventive exercise programmes (PROfit) for residents of stationary care facilities (2019–2022, funded by Techniker Krankenkasse Hamburg).

The cluster on sports pedagogy and didactics under Professor Michael Pfitzner has been conducting a joint project with Professor Petra Scherer (didactics of mathematics) within the scope of the research training group 'Querschnittliche Fragen der Lehrer*innenbildung zur Bewegungs-basierten Lernförderung im Mathematikunterricht' ('a cross-section of issues in teacher training on movement-based ways of promoting learning in mathematics classes'). The project focuses on stimulating executive function. Further, the phase II of the BMBF-funded 'ProViel' project, which focuses on teacher training in the context of diversity, began in July 2019. The current phase will be centred around a sub-project on inclusion in sports. The project 'Im Team Studieren' ('studying as a team'), which sought to develop ways of implementing and evaluating a system for using (online) tools in collaborative student work, has finished. It was a part of the UDE funding line 'Lehr-Lern-Innovationen'. The results of the 'saViS' project, a study into the suitability of students as supply teachers in physical education conducted in partnership with the association of sports science faculties (Fakultätentag Sportwissenschaft) and other disciplines of UDE, are currently being evaluated.

Transfer and sustainability

The Faculty of Educational Sciences is committed to facilitating knowledge transfer and preserving scientific results at various levels. Members of its various institutes have been contributing to the 'Initiative Universitätsschule' since 2018, for example. They work on plans to establish an inclusive primary school. In partnership with the City of Essen, the initiative is developing a concept for an innovative and inclusive district primary school that will inform further plans for a teaching facility that is based on future requirements.

Prizes and awards

Dr Cornelia Arend-Steinebach received the UDE's Diversity Prize in the 'Teaching' category for her use of service learning.

Professor Gebken's project 'Open Sunday' received an award for outstanding preventive projects from Stiftung Gesundheitservice, a foundation of the company health insurance funds.

Professor Kerres's BMBF-funded project 'HandLeVR: Action-Oriented Learning in a VR Painting Simulator' won the DIVR Science Award of the Institut für Virtuelle Realitäten in the 'Best Tech' category in 2020.

Professor Leiber's study into family caregivers as a target group of preventive social policy was chosen as the 'Best Practice Project' of 2019 by FGW NRW due to the strong media response it attracted.

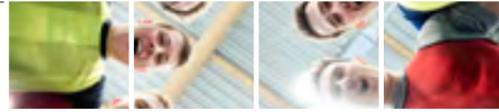
Professor Leutner, Professor Elke Sumfleth and Professor Hans E. Fischer jointly received the Society of Empirical Educational Research (GEBF) Prize for promoting interdisciplinarity in education research in 2019.

PD Dr Anna Rosendahl received the science prize of the Sparkasse Essen for outstanding academic achievements in her post-doctoral Habilitation thesis in 2019.



© Foto: UDE

Exercise programmes for students of physical education



VR painting simulator

© Foto: UDE

36

37

The Gymnasium Essen Nord-Ost high school was awarded the German School Award (second place) in 2020. This was partly due to the establishment of mindfulness training as a subject for year five. The project is based on Professor Stockhausen's and Professor Bellingrath's study 'Achtsame Schule' ('mindful school'), which was funded by MERCUR (Mercator Foundation) and advised and supervised by the research groups.

Tim Zosel received the 2020 UDE Teaching Prize upon nomination by the departmental student committee for the educational sciences and psychology.

Outlook

The individual and collaborative research projects carried out at the national and international level during the reporting period highlight the strong research profile of the Faculty of Educational Sciences. Strengthening this profile, expanding its various segments and raising its visibility

will be high priorities over the next years. To achieve these goals, the Faculty plans to organise a Research Day involving joint and individual offers for established and early-career academics.

Contact

Dekanat der Fakultät für Bildungswissenschaften

University of Duisburg-Essen
Campus Essen
Gebäude S06
45141 Essen

☎ +49 201 183 3544

☎ +49 201 183 2477

@ dekanat@bildungswissenschaften.uni-due.de

🌐 www.uni-due.de/biwi