

Prof. Dr. Lothar Wigger

TU Dortmund
Institute of general education and vocational education
Emil-Figge-Str. 50
44227 Dortmund
Germany



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The Teacher Training in Germany: New Ways – Old Problems

From an international and comparative perspective, the teacher training in Germany is, up to the present days, quite different from other national systems of teacher training. Germany has a federal structure, so that 16 *Länder* are largely autonomous with regard to cultural and educational affairs, the central state provides only the general rules as a sort of national framework. There are several types of schools and according to this variety there are numerous kinds of teacher training. Furthermore, the universities can determine their curricula within the framework of the *Länder*- specific laws and political requirements. This system is highly diverse and heterogenous, and it is in continued reforms since the ratification of the Bologna treaty in 1999. This caused a lot of 'structural' problems (limited flexibility and mobility, lack of transparency, diversity up to arbitrariness etc.).

In this lecture, three subjects will be analysed more detailed, the strengths and the weaknesses. (1) The teacher training is composed of studying 2 or 3 disciplines, didactics, pedagogy, psychology, sociology of education etc. and also practical training. Especially in regards to the implementation of the so-called Bologna process, the question of the significance of educational theories is posed. (2) There are 3 stages of teacher education: course of study at universities, practical training at teacher seminars and schools, continuing professional development. The main focus of the discussion is the practical relevance of the teacher training. Even in the case of the implementation of a practical semester (in North Rhine-Westphalia for example), problems are the comprehension of practical relevance, the cooperation of the different institutions, and the coherence and interlock of the three stages. (3) Finally, the main task and the challenge for the teacher training nowadays is the application of the UN- Policy Guidelines on Inclusion in Education in 2009. Initial approaches show a lot of unsolved problems, above all a shared and adequate comprehension of inclusion is missing.

CV

1971 - 1978	Studies in pedagogics, social sciences and philosophy at the Bonn University
1978	First state examination as a high school teacher
1980 - 1987	Scientific assistant at the Institute for education science, Faculty of Philosophy, Bonn University
1981	Doctorate (Dr. phil.), ("Action Theory and Pedagogy"), Faculty of Philosophy, Bonn University
1981 - 1987	Membership of editorial board "Pädagogische Rundschau", Verlag Peter Lang
1987 - 1994	Research assistant in two DFG-funded research projects (Discourse analysis of pedagogical concepts and of educational policy), Faculty of Education Science, Bielefeld University, and Department of Education Studies, Humboldt Universität zu Berlin
1992	First prize of the GERA Junior researchers prize (German Educational Research Association)

1996	Habilitation ("A Theory of Argumentation in Pedagogy"), Faculty of Education Science, Bielefeld University
1995 - 1997	Substitute professor for general education (Vechta University), for general education and history of education, Muenster University (WWU Münster), for general education and educational research, University of Munich (LMU München)
1997 - 2000	Full professor for general education and head of the Institute of education science, Vechta U
since 2000	Full professor for general education and head of the Institute of general education and vocational education, University of Dortmund (since 2007 TU Dortmund University)
2000 - 2004	Chair of the „Division 2 – General education“ of the GERA (DGfE)
2006 ff	Lectures and research at the Kyoto University, Hiroshima University, Mie University, Kyushu Sangyo University (Fukuoka), Osaka University, Yokohama National University and at the Annual conference of the „Society of the History of the Educational Thought“ (2011, 2015)
2008 + 2015	Visiting professor at the University of Vienna
2011	JSPS-Fellowship, Graduate school and faculty of education, Kyoto University
2015	JSPS-Fellowship (Bridge program), Graduate school and faculty of education, Kyoto University