

APPLICATION AND SELECTION PROCEDURE

Please submit your application and uncertified copies of your certificates without a folder/transparent envelopes, as the documents will not be returned to you due to cost considerations. When the recruitment process has been completed, your documents will be destroyed in order to ensure data privacy. We will not send an acknowledgement of receipt.

An **APPLICATION** should contain information about the following points:

- Name of the project that the applicant is applying for (including the reference number)
- Letter of application describing motivation and research interests of the applicant
- Detailed curriculum vitae
- Uncertified copies of certificates of academic qualifications

If the applicant has qualifications/experience in the following fields, please specify:

- Professional experience in research
- Experience abroad
- Publications
- Own research experience

The following criteria are applied in the **SELECTION PROCEDURE**:

- Quality of the outline of the PhD project in the abstract
- Performance in the university degree(s) and overall academic record
- Fluency in English – written and spoken
- Possible professional experience in research
- Possible experience abroad
- Possible publication experience
- Possible own research experience
- Other qualifications, e.g. prizes, awards

In cases of equal suitability, aptitude and academic record, female candidates will be given preferential treatment, providing females are underrepresented in the Graduate School. This is not valid if there are preponderant reasons to give preference to another candidate, in spite of taking into consideration equal opportunities.

Applications from severely disabled people with equal qualifications will be given preferential treatment.

CURRICULUM OF THE DFG GRADUATE SCHOOL

The curriculum of the DFG Graduate School is spread over six semesters with an average of five hours of instruction per week. The instruction is performed by supervisor tandems as team teaching in order to enhance interdisciplinary dialogue. The courses are partly held in English.

The curriculum encompasses theory courses, methods courses, research workshops and the “teaching and learning” lecture series:

- Theory courses. The PhD students are taught the fundamental scientific theories and subject-specific theories of educational research, in particular teaching research.
- Methods courses. The doctoral students learn about the relevant research methods for the research of teaching and learning.

- Research workshops. Tandems are set up between the PhD students and supervisors, who regularly present the concept, method and/or findings of their dissertation projects (depending on the current status of their work) and discuss them with the members of the Graduate School.
- “Teaching and learning” lecture series. Renowned experts of the discipline are invited to public lectures to report on their current research activities.

EXPECTATIONS OF THE PHD STUDENTS DURING THEIR MEMBERSHIP OF THE GRADUATE SCHOOL

- Completion of the doctoral programme, including oral defence of the dissertation, within a period of three years
- Regular presence (min. 4 days)
- Regular and active participation in courses offered by the Graduate School
- Intensive familiarisation with research methods, enabling PhD students to plan, implement and analyse an own study
- Two written contributions to a journal or book - one national and one international publication - together with a supervisor, if possible with the peer-review process
- Active participation (poster or presentation) in at least two national and two international conferences
- Several weeks in a research group focusing on a related topic at a university abroad
- Documentation of work progress in several work reports and research colloquia

THE RESEARCH PROGRAMME

The objective of the DFG Graduate School “Teaching and Learning Processes” is to promote young scientists in interdisciplinary projects. These combine the fields of educational psychology, empirical educational science and diverse teaching methodologies in both process-oriented and outcome-oriented research of teaching and learning processes. Experienced teachers with an interest in research collaborate with university graduates to promote the transfer between the theory and practice of teaching. The link between the subject-specific and practical teaching expertise of teachers and the knowledge of research methods of psychologists and empirical educational scientists aims to generate synergy effects and foster specialist expertise. The researchers explore both interdisciplinary and subject-specific aspects of instruction.

The research programme of the DFG Graduate School aims to create a link between process-oriented and outcome-oriented research in the field of teaching. As a result, the general and subject-specific diagnostic skills of teachers come to the fore, which not only consider the cognitive learning abilities of pupils, but also take into account their motivational and emotional state and – given the widespread heterogeneous social composition of school classes – their linguistic and cultural background.