

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.

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.

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