

I. Leitfragen für die Berichterstattung und Rückmeldung zu innovativen Lehrprojekten

1. Titel des Projekts, Ansprechperson(en)

Becoming culturally competent teachers through the *Identity Project*
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2. Welche (Haupt-)Ziele wollten Sie erreichen? Bitte benennen Sie die angestrebten Ziele, wie sie im Antrag standen, und schätzen Sie ein, ob die Ziele erreicht werden konnten. Bitte gehen Sie dabei auch darauf ein, ob (und wenn ja wie) die Ziele angepasst wurden.

We piloted our Innovatives Lehrenprojekt seminar in Summer 2020 with 5 students enrolled. We offered the class again in Winter 2020-2021 (26 students) and are currently teaching the seminar in Summer 2021 (15 students). Below we describe our experiences reflecting mostly on the pilot study. We have reached most of our main goals:

1) We were able to train pre-service teachers in becoming culturally competent in the classroom by creating awareness, reflection, and practice both regarding their own identities and the identities and backgrounds of their future students in school. Our teacher education students have been engaged in doing the activities of the Identity Project to promote cultural identity exploration themselves. In the seminar, we provided time to reflect on the activities and discuss chances and challenges of topics and activities in the classroom with their fellow students. Leading questions have been: *How are the topics important for (culturally diverse) youth? How can and should we discuss sensitive topics in the classrooms? What do we as teachers/educators have to think about when including migration related topics in our classes?* We asked students to reflect on how the activities can be adapted to fit the specific subjects they are teaching. We have emphasized why the behavior of teachers in the classroom is important and why teachers need to become culturally competent.

2) We provided materials (literature, podcasts, videos) and discussion topics to our students that enhanced their critical thinking and research literacy. Students engaged with theory and empirical evidence regarding why implementing a culturally responsive teaching approach in the classroom is important and effective. They also learned about the curriculum-based *Identity Project* specifically. Although our students differed individually in how deeply they engaged with the materials and topics and how experienced they already were, overall we achieved this goal. On the one hand, this is shown by the development that has taken place in the discussions: We as instructors were able to gradually shift the focus from us answering students' questions to other students being able to provide answers. This is further supported by the fact that, over time, more and more students shared their own examples and additional materials they found helpful to understand difficult topics in the seminar.

One major accomplishment is finishing a 108-page *Identity Project Teacher Handbook* that details how to implement the 8-week *Identity Project*. For each of the 8 sessions, a description of the goals of the session, materials needed, structured activities, slides, worksheets, and reflection sheets, are included. The students learned how to implement this project by doing some of the activities to reflect on their own identities. At the end of the semester, we give each of the students a printed copy of this Handbook which will be a valuable resource as they continue into their own classrooms.

3) We aimed at creating a sustainable network of schools in Berlin and Brandenburg where teacher education students can apply their knowledge and skills during practical phases of their studies. Unfortunately we could not reach that aim within the semester due to COVID-19 hitting Germany hard in the last year and until now. However, we are participating in the Lehrkräftefortbildung that the ZeLB

CampusSchule Network is organizing and will present the *Identity Project*. We will have two sessions in October and December 2021. Through this Fortbildung we aim to find schools we can partner with. The CampusSchule has identified a Gymnasium in Potsdam that is interested in doing the Identity Project in fall 2021. We also plan to contact our partner school in Berlin as soon as the extreme situation (homeschooling; Wechselmodell) is resolved and schools can plan with greater reliability. If possible, we will still offer our former students to join us in one session and at least observe how this session is implemented in the classroom. In sum, we continue to work on maintaining previous school connections and establishing new ones.

4) Another goal was to create a structure to facilitate agency and the transfer of knowledge that student teachers learn in the university classroom to secondary school classrooms in the community. We accomplished this goal by spending half of our time discussing this transfer of theory into behavior in the classroom. In doing so, we repeatedly addressed questions on why the implementation of the topics in the classroom is necessary, how it can succeed, and what might be challenging. The main aim of this project oriented class was to make the (pre-service) teachers themselves more competent and becoming able to deal with various situations in the classroom. The concrete project activities helped to implement various migration related topics, to reflect on the implementation in the classroom and to modify them for their own teaching (with different subjects and classes, for example younger students, less/more diverse classes). In the student evaluations it is clear that students were satisfied that the theory-praxis link was strong.

3. Wie können diese Ziele in das Leitbild Lehre der Universität eingeordnet werden in Bezug auf die Themen Forschungsorientierung, Tätigkeitsfeldorientierung und Persönlichkeitsbildung, interdisziplinäre und fachübergreifende Lehre, zielgruppenspezifische Lehre sowie Studierenden- und Kompetenzorientierung? Das Leitbild Lehre finden Sie unter <https://www.uni-potsdam.de/zfg/leitbildlehre/>

Forschungsorientierung: Yes, we included up-to-date scientific studies and further foundational literature, in both German and English publications. Throughout the course we emphasized the important role of research to provide evidence-based information to inform and support best practices and principles in the classroom.

Fachübergreifende Lehre: Yes, intercultural competence in pedagogy and education is important for all teachers and all subjects (KMK 2013; 2017). In addition, we are combining literature of psychology, education, pedagogy, and social sciences in our class.

Zielgruppenspezifische Lehre: Yes, syllabus, literature, activities and discussions are all tied towards the needs of future teachers and their culturally diverse classrooms.

Studierenden- und Kompetenzorientierung: Yes, we are fulfilling students' needs for practical implications (and relevant theoretical input), and thorough reflections of activities and the behavior of (future) educators in the classroom. We are providing additional materials and alternative formats to engage with the topics (podcasts, twitter and instagram accounts, youtube channels)

4. Was konnten Sie konkret im Rahmen des Projekts umsetzen? Was wurde im Einzelnen gemacht? Bitte benennen Sie dabei auch die aus Ihrer Sicht förderlichen Aspekte und ggf. Hürden. Welche Pandemie-bedingten Anpassungen mussten ggf. erfolgen? Bitte beschreiben Sie anschaulich, welche Methoden, Konzepte oder Szenarien Sie angewendet haben.

Despite the need to quickly shift the class online, we were able to develop materials and structure the class in a way that students still felt they learned a great deal. For each week we followed the

inverted classroom model. Students were asked to watch a carefully created screencast using Camtasia and read the assigned literature before coming to the live session. During the live session we highlighted main points, discussed the topics further, and engaged in small-group activities to reinforce and expand on the video and literature. For each topic we provided materials in various modalities (to watch, to listen, to read). We chose assignments which connected to both the theoretical input and the practical implementation. We offered support for critical questions in smaller and plenary discussions as well as individual questions after class. We provided well-thought discussion questions and activities for smaller breakout sessions. Importantly, we discussed sensitive topics which are highly relevant in the classroom and the society (such as racism, stereotyping, discrimination, marginalization). Students were also required to do self-reflections every week and a mini meditation/mindfulness at the end of each class.)

The syllabus included: Introduction (*Einführendes zum Seminar; Relevanz der Themen für Lehrkräfte*) followed by 8 project sessions connected with relevant theoretical input (*Einführung in das Identitätsprojekt/Projektsitzung 1; Die Theorie der sozialen Identität und Intergruppenbeziehungen/Projektsitzung 2; Die eigene kulturelle Identität/Projektsitzung 3; Migration und Akkulturation/Projektsitzung 4; Familiäre kulturelle Sozialisation/Projektsitzung 5; Stereotype, Vorurteile und Diskriminierung/Projektsitzung 6; Reflektion der eigenen familiären Herkunftsgeschichte/Projektsitzung 7; Projektabschluss/Projektsitzung 8*), three additional topics which require a basis in dealing with these topics (Rassismus und Intersektionalität; Social Justice Perspective und Equity; Erzählen und Reflektieren der eigenen familiären Herkunftsgeschichte)

Some challenges: Because of COVID-19 we did not have a digital class meeting (UP students/Harvard students) due to different time schedules and organizational issues. We were not able to go to our Berlin partner school and do the sessions in class with seventh graders so that students could not co-lead or observe the project sessions in class. Nonetheless, we are still collaborating with Prof. Umaña-Taylor (Harvard), the developer of the *Identity Project* in the US. She is planning a virtual meeting in fall 2021 to discuss the *Identity Projects* that are being implemented in five European countries with secondary school students. In addition, three of the countries (US, Germany, Sweden) are also focusing on training pre-service teachers to do the *Identity Project*. We look forward to continued collaboration with this group.

5. Welche zusätzliche Unterstützung wäre für zukünftige, ähnliche Projekte hilfreich?

Bitte benennen Sie Rahmenbedingungen, Ausstattungsmittel, Beratungsangebote oder Dienstleistungen, die dabei helfen würden, Projekte wie Ihres noch besser umzusetzen.

One thing that would be helpful is to have support for developing materials for the class in terms infographics, short videos to illustrate concepts, and online toolkit to share our extensive resources. These were all things we aimed to do, but simply did not have the time or expertise to create more professional-quality materials. Having someone available with a background in graphic design, education, and/or science communication would be useful, to help professors develop more innovative educational materials.

6. Wie sind die Studierenden mit den (neuen) Methoden, Konzepten oder Szenarien umgegangen?

Bitte schätzen Sie ein, wie der "studentische Blick" auf Ihr Projekt ausgefallen ist. Wurden Neuerungen angenommen oder gab es bemerkenswerte Rückmeldungen?

From our discussions in class and from the written feedback, the students were appreciative of the close theory-praxis emphasis of the class. They appreciated the inverted classroom model and combination of asynchronous and synchronous class time. The asynchronous aspect allowed for flexibility for when students viewed/reviewed the screencast, read literature and engaged with other materials. The synchronous aspect allowed for more personal connections, lively classroom discussions, and a chance for responding to questions. Students appreciated diving into important migration- and diversity-related topics and participated very actively in class. They appreciated the intense discussions and saw it as a professional responsibility to be able to become better in trying to do justice to culturally diverse classrooms. Our impression was that students were glad to be able to ask sensitive questions. They also highlighted the need to have more seminars offered on understanding and addressing cultural diversity, as it is essential for professional practice. Importantly, it was possible to discuss self-reflective tasks as a whole group since we had a comfortable and trusting atmosphere.

Please see PEP evaluation from Winter 2020-2021.

7. Fazit und Ausblick: Welchen Stellenwert hat das Projekt für Ihre zukünftige Lehre bzw. für die Lehre in Ihrem oder in anderen Bereichen? Gab es spezielle Erkenntnisse im Hinblick auf die digitale Lehre? Sollen Teile oder das gesamte Vorgehen Ihres Konzeptes dauerhaft in die Lehre eingehen? Handelte es sich um eine pilothafte Erprobung? Welche Gründe sprechen für oder gegen eine Verstetigung?

As proposed, we used the Innovatives Lehrprojekt funding to pilot the class in Summer 2020. Based on that experience that we described above, we revised a few sessions to add more materials and offered the seminar in Winter 2020-2021 and now in Summer 2021. For each of these semesters we have been collecting data in order to be able to test whether our innovative approach to training intercultural competence for pre-service teachers, is effective. In addition, we are active in the AG Intercultural Competence and AG Internationalization of Teaching where the Identity Project is seen as a promising way to promote both intercultural competence and internationalization among UP pre-service teachers.

II. Fragen zur Kategorisierung von Lehrprojekten

Bitte helfen Sie uns bei der Kategorisierung Ihres Projekts und setzen ein Kreuz bei den zutreffenden Punkten.

Eine Mehrfachauswahl ist möglich.

1. Einbezogene(s) Lehrveranstaltungsformat(e)

„X“ an zutreffender Stelle setzen	
X	Seminar
	Vorlesung
	Übung
	Exkursion, Studienreise
X	kleine Gruppen (1-20)
X	mittlere Gruppen (21-49)
	große Gruppen (>50)
	sehr große Gruppen (>100)

	studentisches Projekt
Sonstiges/Anderes (bitte nennen):	_____

2. Spezielle Lehrmethodik, spezielles Lehrarrangement

„X“ an zutreffender Stelle setzen	
X	Projektmethode, Projektseminar
	forschendes Lernen (bspw. Forschungsseminare, Problem Based Learning)
	interdisziplinäres Co-Teaching
X	Co-Teaching
	Simulation, Planspiel
X	Inverted Classroom Model, “Flipped Classroom”
Kooperation mit externem Partner (bspw. Service-Learning), nämlich (bitte nennen):	_____
Sonstiges/Anderes (bitte nennen):	_____

3. Neue Lehrinhalte

(Bitte in Stichpunkten beschreiben)
Projektbasiertes Lernen, theoretische Grundlagenvermittlung zum Umgang mit kultureller Vielfalt, Praxisbezug, selbstreflektierendes Lernen, Schulintervention

4. Gestaltungsebene(n)

„X“ an zutreffender Stelle setzen	
X	Lehrveranstaltung(en)
	Modul(e)
	Studiengang
	Studiengangsübergreifende(s) Angebot(e)
	Internationale(r) Kurs(e) (bspw. Online-International-Learning)
Sonstiges/Anderes (bitte nennen):	_____

5. E-Learning, Medieneinsatz

„X“ an zutreffender Stelle setzen	
X	Anreicherung mit Online-Angebot (bspw. begleitende Materialien)
X	Integration (Blended Learning)
	Integration mit Ersatz von Präsenzveranstaltungen
	Virtuelle Lehre (bspw. MOOC)
X	Einsatz von Video
	Virtuelle Realität, Augmented Reality
	360-Grad-Bilder
	E-Assessment, elektronische Prüfungen
Sonstiges/Anderes (bitte nennen):	_____

6. Schwerpunkt auf folgende Zielgruppe(n)

„X“ an zutreffender Stelle setzen	
	Studierende, allgemein
X	nur BA-Studierende
X	nur MA-Studierende
X	Lehramtsstudierende
	ausländische Studierende
X	Studienanfänger*innen
	Berufstätige (bspw. Wissenschaftliche Weiterbildung)
	offenes Angebot (bspw. MOOC)
Sonstiges/Anderes (bitte nennen):	_____

7. Bezug zum Leitbild Lehre

7.1 Bezug zu den Themen des Leitbilds Lehre

„X“ an zutreffender Stelle setzen	
	Forschungsorientierung
X	Tätigkeitsfeldbezug und Persönlichkeitsbildung
X (fächerübergreifend)	Interdisziplinäre und fachübergreifende Lehre
X	Zielgruppenspezifische Lehre
X	Studierenden- und Kompetenzorientierung

7.2 Bezug zu den Querschnittsthemen des Leitbilds Lehre

„X“ an zutreffender Stelle setzen	
	Weiterbildung/Qualifizierung für Lehrende
	Digitalisierung
X	Heterogenität
X	Internationalisierung
X	Lehramt
	Kommunikation/Vernetzung (u. a. Aufbau einer Best Practice Datenbank)
	Qualitätsverständnis, Qualitätspolitik und Qualitätskultur

8. Bitte vergeben Sie Schlagwörter, die das Projekt weitergehend spezifizieren

(bspw. "Hackathon", "Blockseminar")

Bitte freie Schlagwörter nennen
Kulturelle Vielfalt im Klassenraum, Intervention, kulturelle Identität, interkulturelle Kompetenz, Lehrerbildung