Projektbericht zum innovativen Lehrprojekt

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Leitfragen für die Berichterstattung und Rückmeldung zu innovativen Lehrprojekten und Fragen zur Kategorisierung von Lehrprojekten

I. Leitfragen für die Berichterstattung und Rückmeldung zu innovativen Lehrprojekten

1. Titel des Projekts, Ansprechperson(en)

English title: *Critical Antiracist Language Teacher Education through Autoethnographic Reflexivity and Virtual Exchange*

German title: *Rassismuskritische Englischlehrer*innenbildung durch autoethnographische Reflexion und virtuellen Austausch*

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2. Welche (Haupt-)Ziele wollten Sie erreichen?

The following aims were articulated in the initial project proposal and could be fully achieved in the seminar:

- To foster English language teacher-learners' understanding of issues of racism, imperialism and (neo-)colonialism based on scholarly theory
- To enable English language teacher-learners to critically analyze textbooks so as to make them recognize racialized representations and images of particular social groups in textbooks and to develop antiracist teaching materials. To that end, Dr. Jule Bönkost, who is working in the field of antiracist education, was invited for two online workshops
- To engage teacher-learners in critical autoethnographic self-reflections on how dominant cultural discourses and epistemologies shape our identities and thus might have an influence on our future teaching practices and understanding of our students
- To exchange these ideas with students from the U.S. within a virtual exchange

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 und/oder Studierenden- und Kompetenzorientierung?

Career orientation and personal development (*Tätigkeitsfeldorientierung und Persönlichkeitsbildung*)	The three critical autoethnographic reflections assigned to the students throughout the semester align with the demand of the KMK (2004) to apply a 'biographical-reflexive approach' to teacher education so as to enable teacher students to reflect upon their own implicit knowledge rooted in the habitus which (unknowingly) guides our actions in and outside the classroom. In addition to that, the seminar aligns with the University of Potsdam mission statement on teaching and learning in that the "students actively develop the ability to criticize and judge, enabling them to reflect on the professional, social and ethical dimensions of their actions" (ZfQ, 2020a, p. 3).

Interdisciplinary and multidisciplinary teaching (*Interdisziplinäre und fachübergreifende Lehre*)	The nature of the teaching project is in fact interdisciplinary since the virtual exchange took place with students from the U.S. who studied a different discipline: German as a foreign language. Thus, the virtual exchange enabled students of University of Potsdam (UP-students) to recognize "the diversity of perspectives on ONE question" (ZfQ, 2020b, p. 6). Furthermore, the scholarly literature applied in the seminar draws on a variety of disciplines, e.g. critical race studies, critical Whiteness studies, critical applied linguistics/ kritische Fremdsprachendidaktik etc.
Student and competence orientation (*Studierenden- und Kompetenzorientierung*)	The innovative teaching project aligned with competence-oriented teaching in its pursuit to develop students' English speaking and (inter-)cultural competences through collaborative peer work with students from the U.S. Given the challenging circumstances of the pandemic, which resulted in the cancellation of many UP-students' plans for a semester abroad, the development of English speaking skills and cultural competences became even more crucial. Additionally, the seminar aimed at developing students' critical language awareness and "methodological, social and personal skills and abilities" (ZfQ, 2020a, p. 6) through the autoethnographies and virtual exchange.

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.
Bitte beschreiben Sie anschaulich, welche Methoden, Konzepte oder Szenarien Sie angewendet haben.

4.1 Steps of the teaching project:
UP-students were first introduced to **theoretical and pedagogical frameworks** that address issues of racism, imperialism, (neo-)colonialism in English language teaching so as to enable their understanding of how injustices are perpetuated through language and how they can be addressed in teaching materials and instructional practices, thus contributing to social justice in their future English language lessons. In a second step, students engaged with the principles of **critical textbook analysis**, introduced by Dr. Jule Bönkost, a researcher of American Cultural Studies who has founded the *Institut für diskriminierungsfreie Bildung* and who has intensely published and dealt with critical analysis of various English language textbooks. In parallel to this, UP-students have been introduced to **autoethnographic writing**. The last part of the teaching project consisted of the **virtual exchange** with students from the U.S. lasting for five weeks. Here, my colleague from the U.S. and I have designed joint seminar sessions based on the question 'What can we learn from each other?'. The virtual exchange addressed historical, cultural, and discursive understandings of race, racism, and discrimination in the U.S. and Germany, in an effort to engage both student groups with different perspectives and worldviews.

4.2. Beneficial aspects and possible obstacles
In general terms, UP-students were very curious and open-minded regarding the seminar topic, the autoethnographic writing, and the virtual exchange with students from the U.S.
However, it was incredibly challenging and time-consuming to organize and design the various sessions for the virtual exchange due to the time lag, the differing number of students (UP-students outnumbered the students from the U.S.), different institutional requirements etc.

5. Welche zusätzliche Unterstützung wäre für zukünftige, ähnliche Projekte hilfreich?
An additional student assistant would have been of immense help since the seminar and particularly the planning and designing of the virtual exchange was highly demanding.

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

Since being time consuming, I was actually expecting criticism from the students concerning the requirement of writing up three autoethnographic narratives during the semester. In fact, many students have emphasized that the autoethnographies have raised their awareness of the dominant discourses that they have been socialized into, which in fact might be unknowingly reproduced while teaching.

However, many UP-students have also emphasized that this seminar has to be seen as a first step towards anti-racist English language teaching. The second step, according to the students, has to deal with the question of how concretely to teach these sensitive topics from an antiracist perspective in the classroom, which is why I initiated a cooperation with a secondary school in Berlin. In my upcoming seminars, I will focus on integrating the theory of teaching issues of race and racism in the English as a Foreign Language (EFL) classroom with UP-students' practical teaching experience at secondary schools, specifically addressing these topics. In that sense, the many discussions with my students within the seminar have helped me to think this teaching project in further directions.

7. Wie wurden Lehrmaterialien oder andere Medienprodukte, die im Rahmen des Projekts erstellt wurden, veröffentlicht?

The seminar concept and the outcomes of the innovative teaching project have been presented at various conferences and published:

Conferences
- *Learning to Become a Critical EFL Teacher: Ethical and Political Challenges in Teaching Language as Symbolic Power on Issues of Race and Racism,* AILA World Congress (17.-21.07.2023). Lyon, Frankreich.
- *The Challenges of Learning to Become a Critical EFL Teacher: Wrestling with Raciolinguistic Ideologies and Subject Positions in Autoethnographic Writing,* 1. Online Netzwerktreffen Rassismuskritischer Fremdsprachenunterricht (28.03.2023). Friedrich-Schiller-Universität Jena.
- *Critical Language Teacher Education in an Era of Uncertainty through Autoethnographic Narratives and (Self-)Reflexivity,* Tagung "Reading Resistance - Widerstand und Kontroversität im Kontext gesellschaftlichen Wandels" (27.-29.10.2022). Universität zu Köln.
- *An Autoethnography of an EFL Teacher-Learner's Habitus: Wrestling with Raciolinguistic Ideologies and Subject Positions,* Professionstagung „Wissen, Können und Handeln für den Fremdsprachenunterricht: Fremdsprachendidaktische Perspektiven auf (angehende) Lehrpersonen, Professions- und Wissensforschung" (12.-13.09.2022). Universität Wuppertal.

Publications
- Heidt, I. (2023). Fostering critical language teacher education through autoethnography: Empirical insights into an EFL teacher candidate wrestling with raciolinguistic ideologies and embodied knowledge. In E. Wilden, L. Alfes, K. Cantone, S. Çıkrıkçı, & D. Reimann (Eds.): *Standortbestimmungen in der Fremdsprachenforschung.* (pp. 228-243). Bielefeld: WBV.
- Written interview in the series ‚*Neues aus der Universität Potsdam*' (published on the UP website):
  - **In German**: Ein Problem, viele Perspektiven – Wie Irene Heidt angehende Englischlehrerinnen und -lehrer einen kritischen Blick auf Rassismus lehrt.
  - **In English**: One Problem, Many Perspectives – How Irene Heidt Teaches Prospective English Language Teachers to Understand Racism from a Critical Perspective

8. Fazit und Ausblick: Welchen Stellenwert hat das Projekt für Ihre zukünftige Lehre bzw. für die Lehre in Ihrem oder in anderen Bereichen?

Teaching of issues of racism, imperialism, (neo-)colonialism in the EFL classroom has become an essential component of my teaching at the University of Potsdam. I firmly believe that prospective English language teachers should possess the knowledge and skills to address and teach topics such as racism and colonialism in

legitimate ways in their future English language teaching. They should also be enabled to critically reflect on their own (self-)knowledge in relation to the broader historical and cultural context in which they are situated in order to find their own subject position.

II. Fragen zur Kategorisierung von Lehrprojekten

1. Einbezogene(s) Lehrveranstaltungsformat(e)

„X" an zutreffender Stelle setzen	
x	Seminar
	Vorlesung
	Übung
	Exkursion, Studienreise
x	kleine Gruppen (1-20)
	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	
	Projektmethode, Projektseminar
	forschendes Lernen (bspw. Forschungsseminare, Problem Based Learning)
	interdisziplinäres Co-Teaching
X (co-teaching in the virtual exchange)	Co-Teaching
	Simulation, Planspiel
	Inverted Classroom Model, "Flipped Classroom"
Kooperation mit externem Partner (bspw. Service-Learning), nämlich (bitte nennen):	cooperation with Dr. Jule Bönkost (*Institut für diskriminierungsfreie Bildung*)
Sonstiges/Anderes (bitte nennen):	_____

3. Neue Lehrinhalte

(Bitte in Stichpunkten beschreiben)
Teaching issues of racism, imperialism, (neo-)colonialism in the EFL classroom; critical textbook analysis; autoethnographic (self-)reflection and virtual exchange with students from the U.S.

4. Gestaltungsebene(n)

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

5. E-Learning, Medieneinsatz

„X" an zutreffender Stelle setzen	
	Anreicherung mit Online-Angebot (bspw. begleitende Materialien)
	Integration (Blended Learning)
	Integration mit Ersatz von Präsenzveranstaltungen
x	Virtuelle Lehre (bspw. MOOC)
	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
	nur BA-Studierende
x	nur MA-Studierende
x	Lehramtsstudierende
x	ausländische Studierende
	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	
x	Forschungsorientierung
x	Tätigkeitsfeldbezug und Persönlichkeitsbildung
x	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
x	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
Virtual exchange
Autoethnographic writing/ reflection
Critical textbook analysis
Anti-racist and critical English language teaching

Literature:

ZfQ (2020a). Mission Statement for Teaching and Learning at the University of Potsdam. Retrieved December 22, 2021, from Universität Potsdam: https://www.uni-potsdam.de/fileadmin/projects/zfq/Leitbild_Lehre/2020-04-15_Mission_Statement_for_Teaching_and_Learning_.pdf.

ZfQ (2020b). Proposals for measures to implement the University of Potsdam's mission statement for teaching and learning. Retrieved December 22, 2021, from https://www.uni-potsdam.de/fileadmin/projects/zfq/Leitbild_Lehre/2020-04-15_Mission_Statement_for_Teaching_and_Learning_Proposals.pdf.