



EdUSchool

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Final Results of IO 2: Good Practice Collections



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*Enhancing European
Teacher Education
through University
Schools*



The EdUSchool-Project aims at establishing a European understanding of university schools as an essential stimulus for the future of teacher education in Europe.

To achieve this goal, the Edu-School-Project developed Intellectual output 2 (IO2), which follows the intention to identify and analyze the Good Practice Collection; that includes the interpretation of Good Practice. Thus, aims to collect Best Practice descriptions from EdUSchool project partners from the Universities of Bamberg, Brno, Nuremberg and Trondheim to make them available to a broader community.

In order to structure the description of Best Practice, the coding model was initially used for a dense portrayal. The coding is mainly based on the categories of the "grounded theory". As a result, a modified template for Best Practice was developed to ensure comparability of the data collected from the different universities.

For the further interpretation of Best Practice, it must be resolved in which areas it can be collected. For this purpose, the EduSchool project developed the Triple Helix model as a framework for universities. The model can thus differentiate the activities within the university schools. It consists of three helixes that are intertwined:

- EdUSchool facilitates **research & development** (R&D), which is a social process, participatory, collaborative, helical, practical and scientific.
- EdUSchool enables a **professionalization** based on abstract concepts and concrete experiences in schools.
- EdUSchool enables a process of **school improvement**, respectively, a process of improvement of the integrated institutions.

The intertwining of the three helixes has severe practical implications: The processes in university schools cannot be designed concerning a single helix, e.g. only in terms of the R&D process or only in terms of school improvement. That leads to synergetic, but also contradictory results.

The data collection for the Good Practice descriptions was realized in a written survey of the project partners from the University of Bamberg, Brno, Nuremberg and Trondheim. The results were analyzed by comparing the similarities and differences in order further to deepen specificities of the descriptions of Good Practice. The evaluation of the data concerning similarities and differences was carried out. Although the results seemed very interesting in individual cases, a comparison with other universities revealed the existing differences.

For further information, click on this link :

https://www.university-schools.eu/app/download/8180048856/EdUSchool_GoodPracticeDescription-IO2.pdf?t=1599315042

EdUSchool
Project consortium

University of Bamberg



**Dissemination of the project in
practitioners journal for Bavarian teachers
in vocational schools**

The project teams from Bamberg and Nuremberg published together an article in the journal "vlb akzente", which is the journal of the Bavarian association of vocational education teachers. The aim of the article is to make the project known to the teaching staff in Bavaria and thus to raise awareness of the different university school concepts in Europe.

**Institute of Education
University of Lisbon**



The article can be viewed online under the following link: https://www.vlbbayern.de/fileadmin/user_upload/www_vlbbayern_de/pdf/vbl-akzente/2020/02_2020.pdf.

Wagner, A. & Bader, C. (2020): Europäisches Projekt zu Universitätsschulkonzepten in Europa. In: vlb-akzente, 02/2020, 11.

Masaryk University



**University of
Erlangen-Nuremberg**



**Norwegian University of
Science and Technology**



3rd Project meeting

On January 22nd and 23rd the international project group of EduSchool came together. Aim of the project is to enhance cooperation between universities and schools in order to promote professional development of teacher education students and in-service teachers, school development, and research measures at universities and schools.

During the 2-day meeting the participants discussed the completed milestones and ongoing work. Accordingly, the next steps in the project have been discussed in order to succeed with the aim of the Intellectual Output 2, to give and to reflect good practice examples for the implementation of University-school concepts.

Besides, the participants visited two Nuremberg University-schools and took the chance to discuss the cooperation with school principals, teachers, student teachers/teacher education students, and pupils at the schools.



Upcoming Events

Stay connected with our upcoming events

IO 3 Educational Module	January 2021
4th partner meeting	February 9 th + 10 th , 2021
IO 4 Handbook	July 2021
Multiplier Event	June 18 th , 2021



[EdUSchool YouTube Channel](#)



Interview with Bjørn Ivar Midjo Principal of the Charlottenlund ungdomsskole – University School in Trondheim



EdUSchool Project Team: How do you characterize University/Faculty Schools?

Bjørn Ivar Midjo: One of the main purposes with University schools, is that they are in front of research based development of the schools practice. The school leaders and the teachers use most of the collaboration time developing the school together with professional environments like the University. University schools also have teachers/staff that are well educated as teaching supervisors for teacher students. This means among several things that the teacher students meet teacher educators when they have their practice in University schools.

EPT: What do you see as the main advantages in University/Faculty Schools?

BIM: One of the main advantages is that the field of practice (the schools) work close with academia. We have a win/win situation, where both parts are equivalent in cooperation and learning from each other. So the student teachers meet a teacher educator both in the University schools and at campus.

EPT: What are the main challenges facing University/Faculty Schools?

BIM: One of the main challenges in this cooperation is that a University school can change their practice relatively fast in this kind of collaboration. While the University is naturally much slower in adapting this kind of work and collaboration with the practice field. Depending on how the school system (and the culture) in a region is, it's also a challenge whether the school owner is capable and interested in following up a project of this size which requires a lot of effort.

EPT: How can University/Faculty Schools contribute to School development and innovation?

BIM: Through innovative school projects together with the University and school researchers, this kind of collaboration itself contributes to development. In projects where pupils, teachers and teacher students are in the centre, we gain a lot of interesting results which develop the schools, the University and the staff in both places. Since there is much focus on development in a University school, the work is constantly characterized by expectations around this focus, either if you work as a school leader or as a teacher.