

Assessment, tutorial structures and initial teacher education of trainee students in the
subjects Political/Civic Education, Social/Cultural Studies and History in Europe
A comparative study



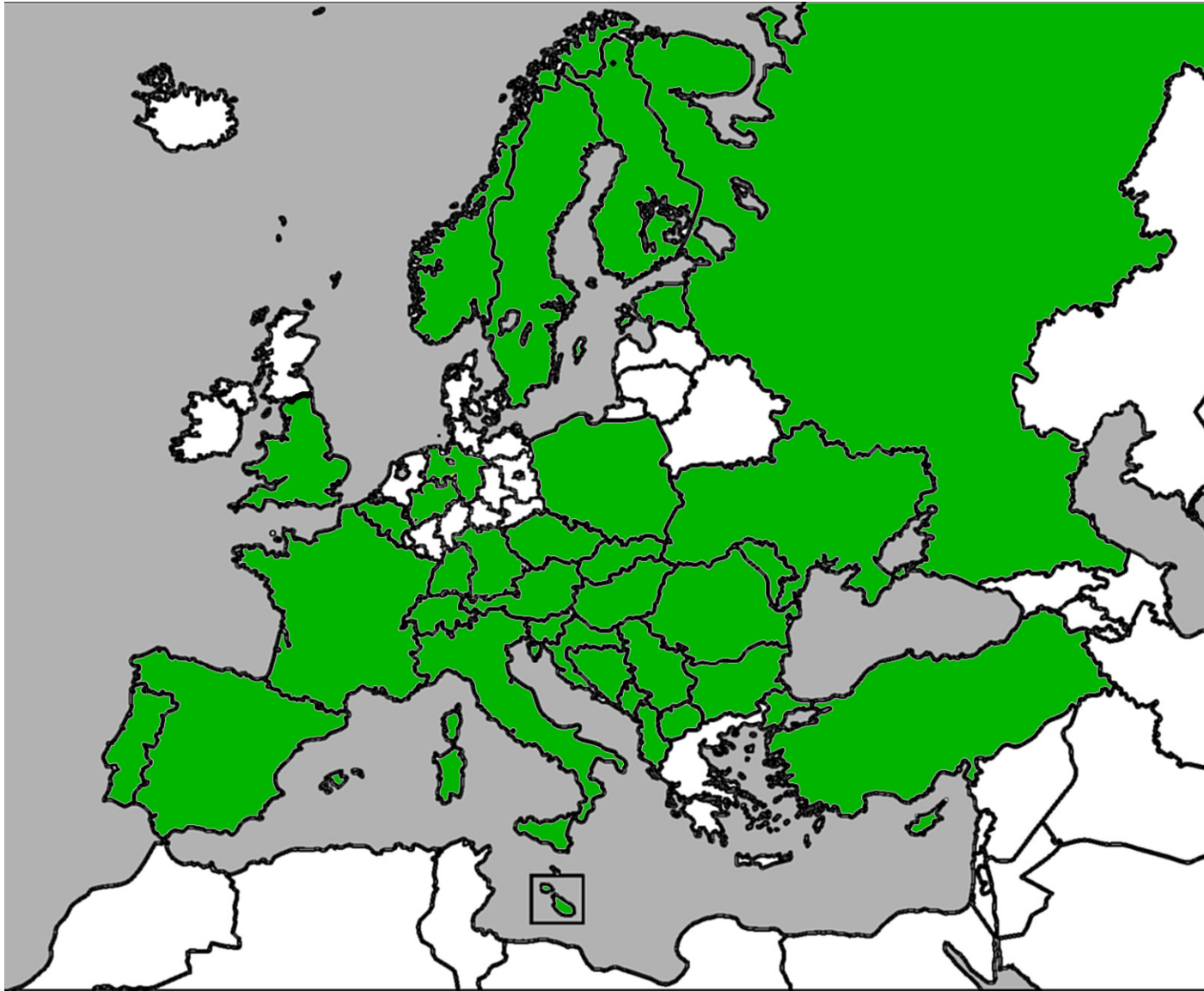
First results of the work on Questionnaire 1 and 2

Alois Ecker

2nd Expert Meeting
Europahaus, Vienna
26 May 2011

This project has been funded with support from the European Commission.

33 European countries involved



Conception and content of the questionnaire

Part 1, A

The contributors - Guidelines – Glossary

General information on number and type of study programmes

Statistical data: students, trainee teachers, feminisation
(more difficult to get, than expected – thesis: an indicator for professionalisation of the organisation of teacher training)

General information on teacher training institutions: institutions involved, proportion of students attached, relevant training institutions: -> DATABASE on training institutions

Exploring the field of full study programmes of history, citizenship education, Social studies, politics, cultural studies; single subject, major – minor model, combinations

Questionnaire – conception and content

Part 1, B

Structure of ITT – compared to Eurydice database (making the data comparable and feed them into the European database):
models of training, length of studies, time for professional training, (structure of) the induction phase

Entry requirements, forms of selection procedures, forms of assessment, Certification systems

Career models for subject teachers
thesis: from national public servant to a profession in the European context and market

Forms of tutoring, mentoring, team orientation
question: is there a professional profile of the future subject teacher underlying the ITT

Questionnaire – conception and content

Part 1, C

The teaching of subjects History, CE etc. in primary and secondary school:

Subjects and their place in the school curricula

Hours taught per week

The conception of the school subject

- in the broader context of civic education
- in relation to teacher training curricula
- changes and/or expected changes in the conception of the school subject

Statistics

number of subject teachers: total, in different school levels, male – female, employment, certification status, future developments

Questionnaire – conception and content

Part 2, D

Deepen into curriculum analysis of selected full study programmes:
max. 2 for History, max. 2 for citizenship education, ev. Social Studies, Politics, Cultural Studies

Core curricula and (national) guidelines, national, regional, local coordination of c.

Interdisciplinary coordination of c. as concerns aims, content, methodology, recognition of credits

Date of C, impact of the Bologna-process

Architecture/Organisation plan of the full study programme

Summaries

Questionnaire – conception and content

Theoretical and conceptual basement

Aims of ITT curricula;

Proportion of courses in subject, subject didactics, general didactics, practical training

Content of courses (name and type, ECTS, status in the curriculum, short description of content)

Methodological training, subject didactic training

Forms of practical training

Didactic organisation of courses (lecture, research seminar, workshop, project work, blended learning, distance learning)

Scale of professional training (teamwork, key-qualifications, interdisciplinary cooperation, interactive teaching, monitoring, use of media and ICT)

Questionnaire – conception and content

Specific analytic items: History

proportion of local, regional, national, European, World history

proportion of political, social, economic, global, cultural history

Aspects in the conception and/or the teaching of the subject:

e.g. chronology, multiperspectivity, gender history

Specific analytic items: Civic education

political literacy, civic education – citizenship education, HRE,

intercultural education, conflict resolution/management, training

skills for active citizenship, global development and

responsibility, NGOs and pressure groups, environment,

solidarity, self-confidence, critical thinking

training of sociological methodology (action research, de-

/constructing narratives, film analysis ...)

interrelation between CE and History Education/ historical

thinking

Questionnaire – conception and content

Specific analytic items: Social Studies

identity of the social subject, social institutions, youth – peers' life, labour and labour market, community, health care, distribution of goods and services, economic decisions and accountability, migration, crime prevention, civic institutions

Specific analytic items: Politics

elections, militarized conflicts, dictatorship, civil conflicts, wars, social, cultural, linguistic diversity, local governance, science and technology in interaction with society, gender equality

Specific analytic items: Cultural Studies

construction of values, beliefs, differing social perspectives, every-day-life, ways of living/Life-style, festivity, literature, language, art, artefacts, music

In all three curricula: interrelation between the subject and History Education/ historical thinking

First results

Part 1: Study programmes, ITT Models, Institutions involved

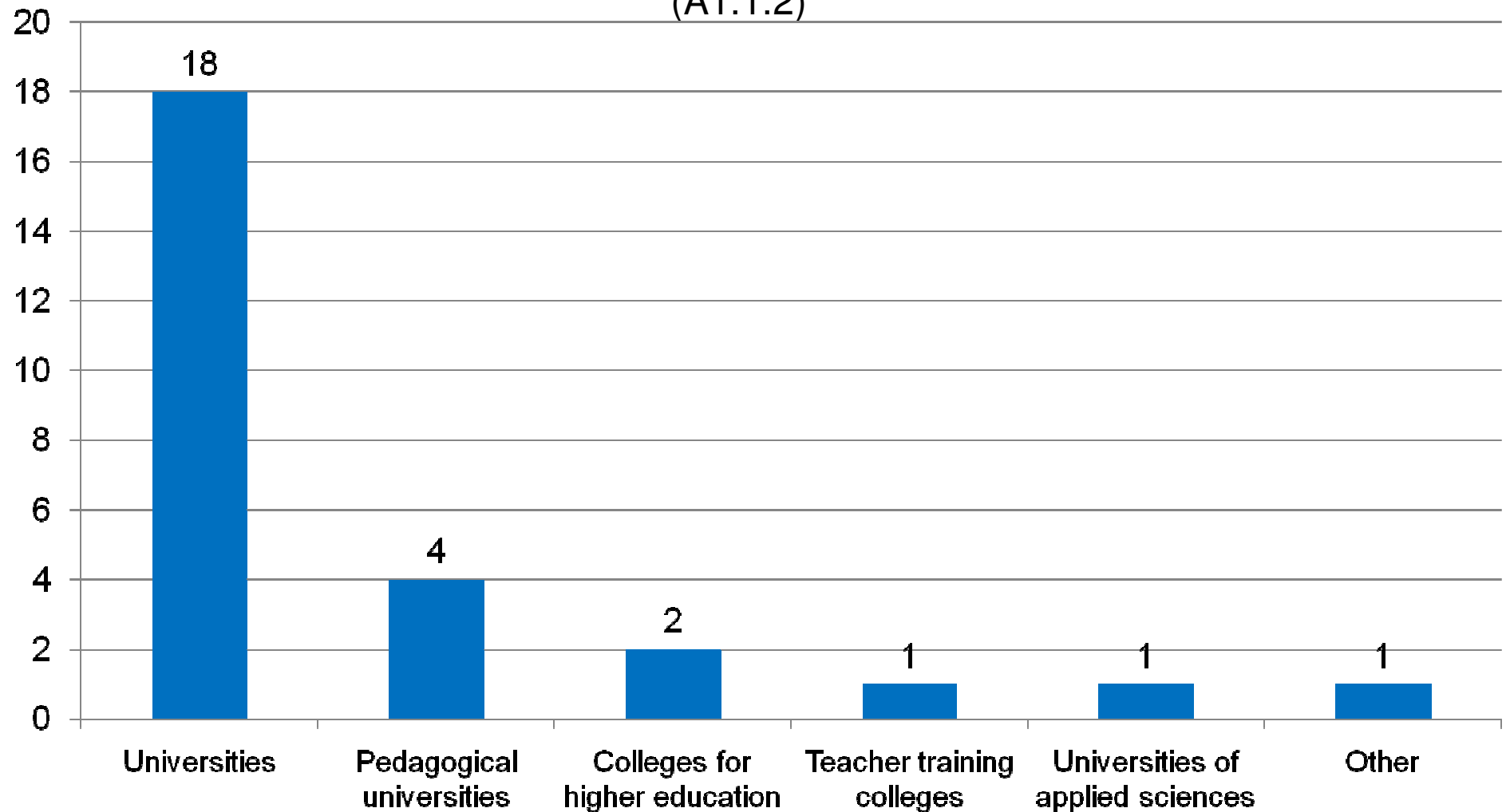
Important!

the following presentation gives examples and
NOT representative results

Data are NOT YET cross-checked

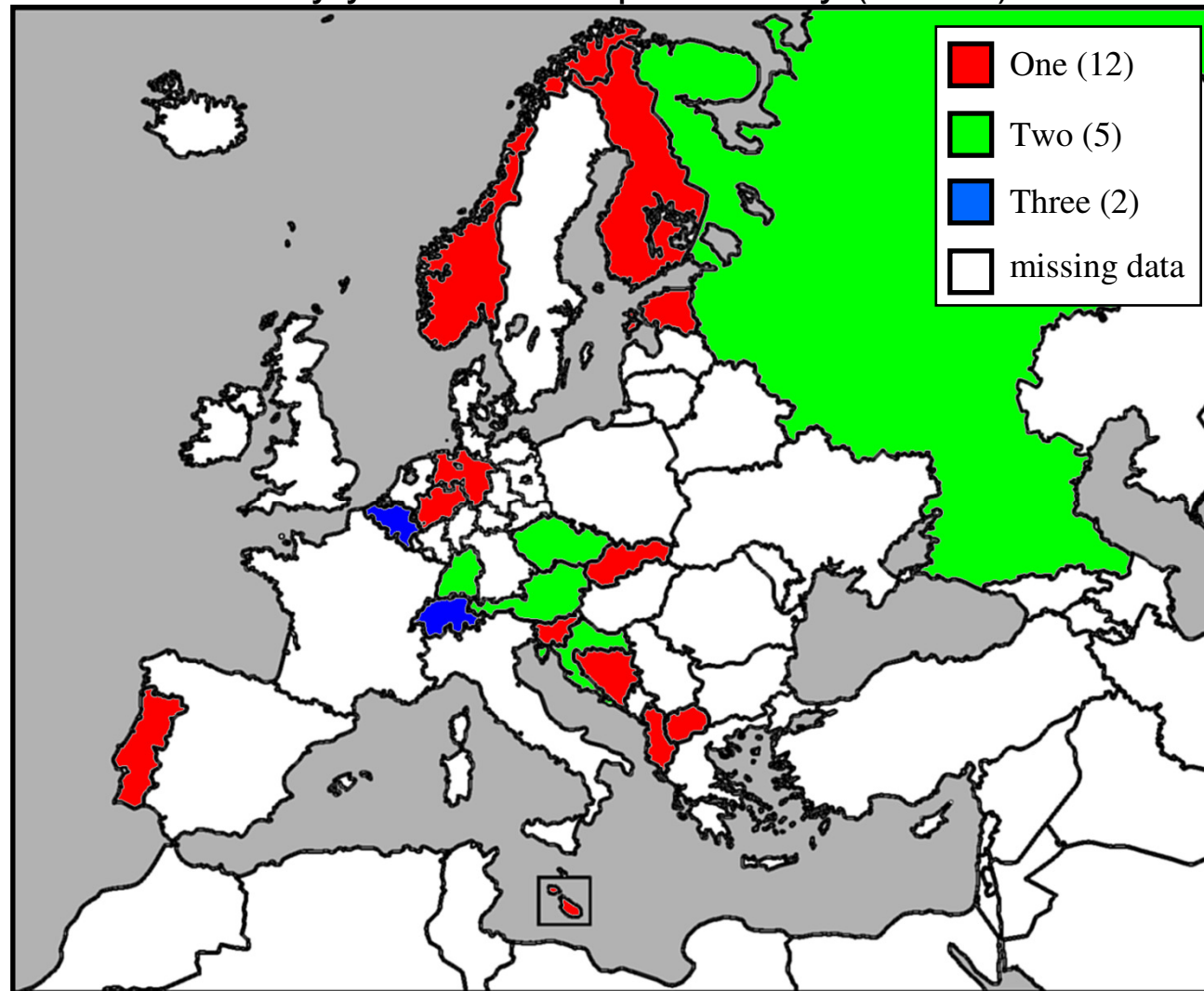
First results

Total number of ***institutions*** offering full study programmes to become a teacher of secondary school education for subject History or similar subjects in the study year 2009/10
(A1.1.2)



First results

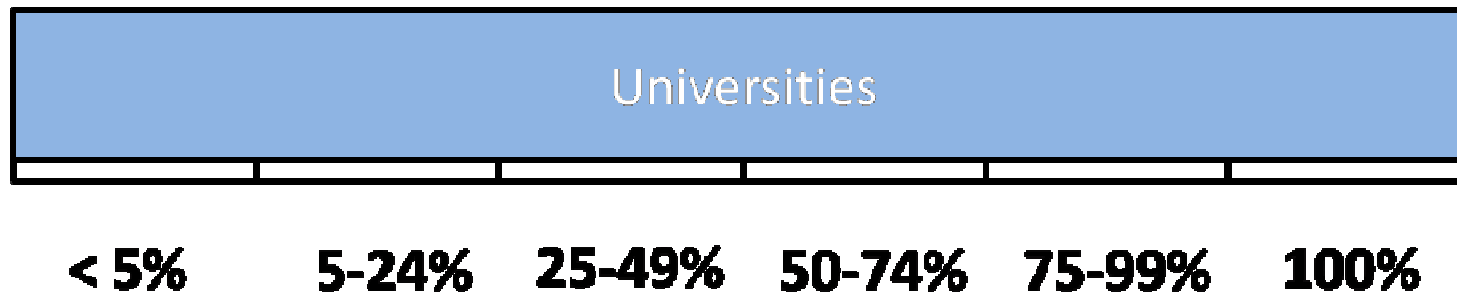
Number of ***institutions*** offering full study programmes to become a teacher of secondary school for subject History or similar subjects
study year 2009/10 per country (A1.1.2)



First results

Proportion of teacher training by institutions
percentage of ***students per institution*** (B1.2), 18.5.11

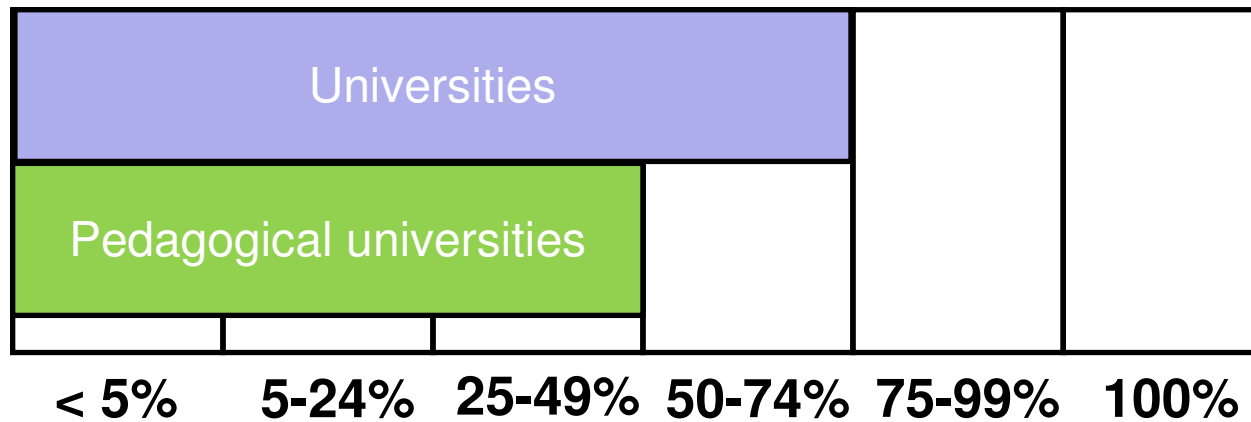
**Germany (Siegen, GEI, Augsburg), Finland,
Slovakia, Croatia, Malta, Spain, Macedonia,
Albania, Bosnia and Herzegovina, Slovenia**



First results

Proportion of teacher training by institutions
percentage of ***students per institution*** (B1.2)

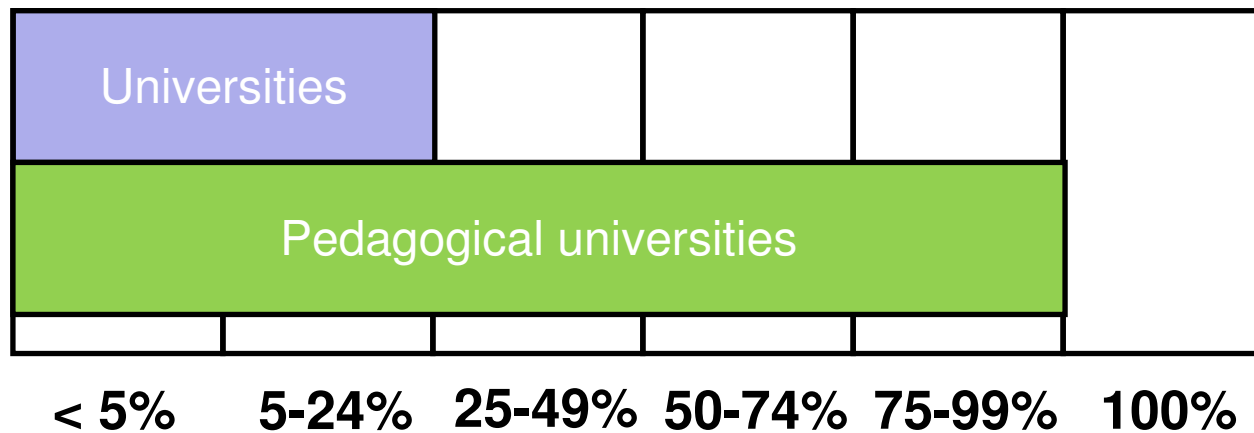
Austria



First results

Proportion of teacher training by institutions
percentage of ***students per institution*** (B1.2)

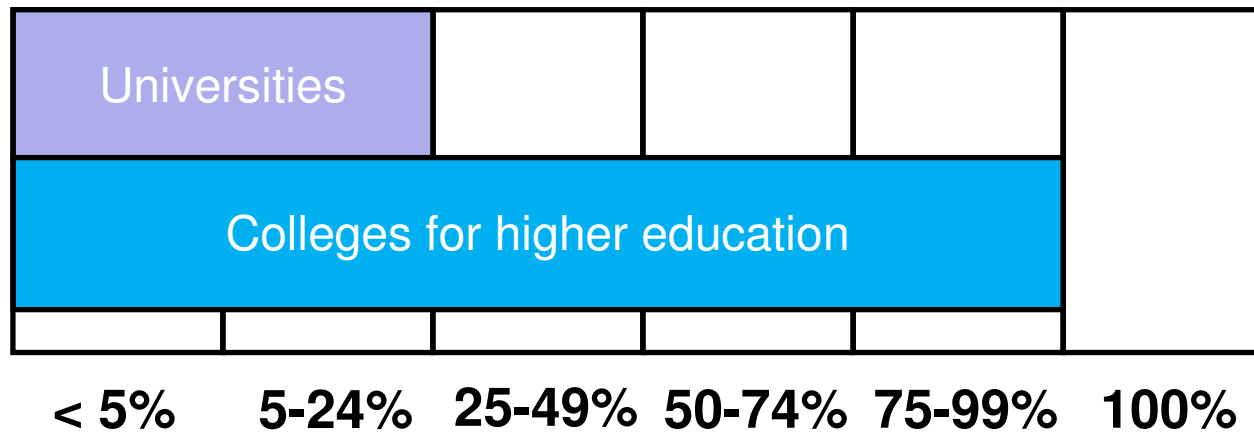
Russian Federation



First results

Proportion of teacher training by institutions
percentage of ***students per institution*** (B1.2)

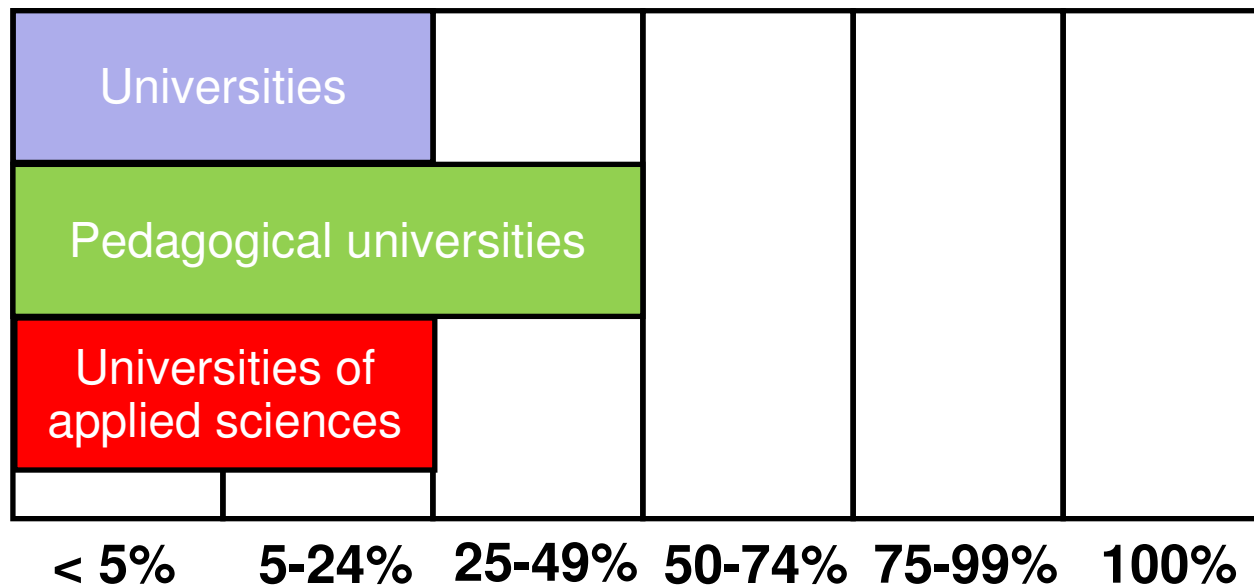
Norway



First results

Proportion of teacher training by institutions
percentage of ***students per institution*** (B1.2)

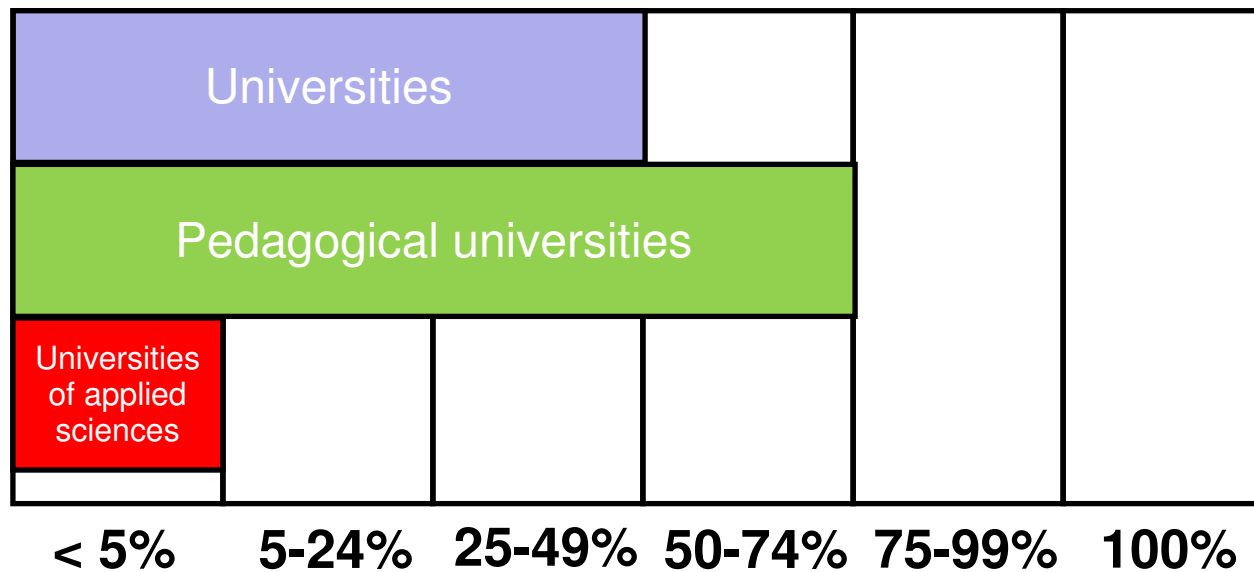
Czech Republic



First results

Proportion of teacher training by institutions
percentage of ***students per institution*** (B1.2)

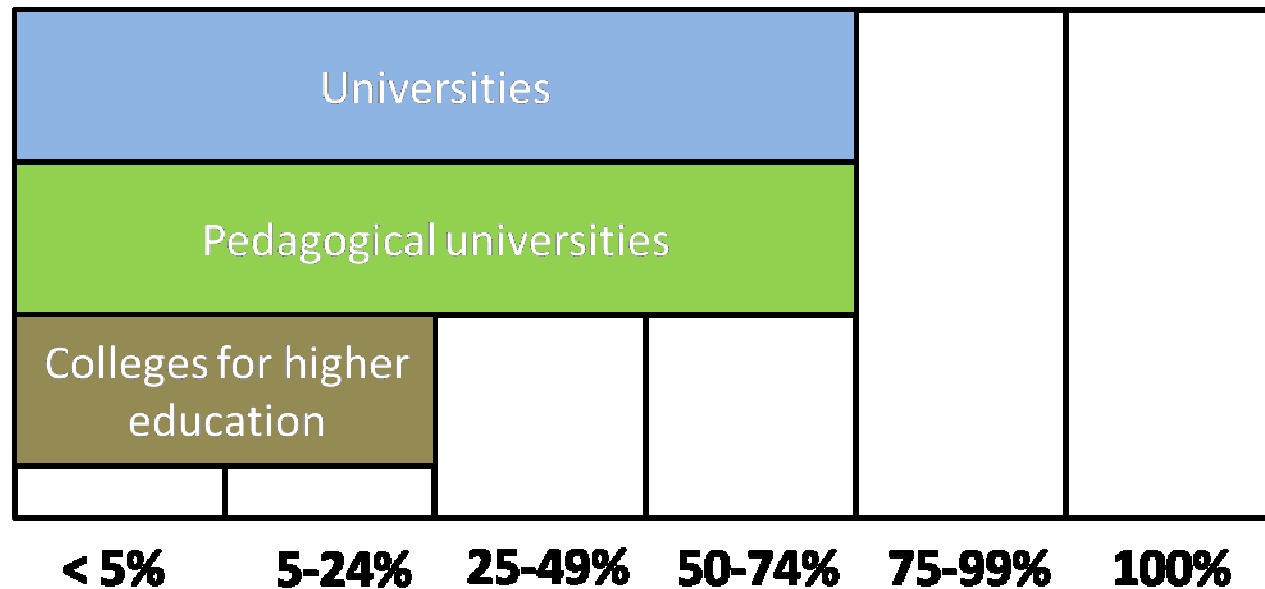
Germany (Heidelberg)



First results

Proportion of teacher training by institutions
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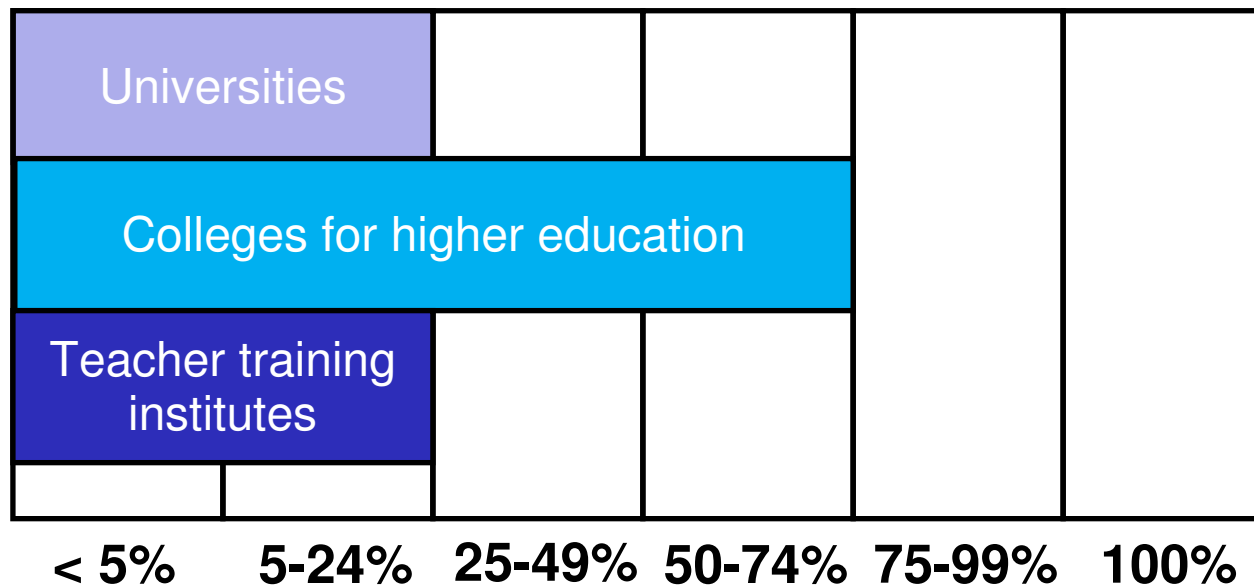
Ukraine



First results

Proportion of teacher training by institutions
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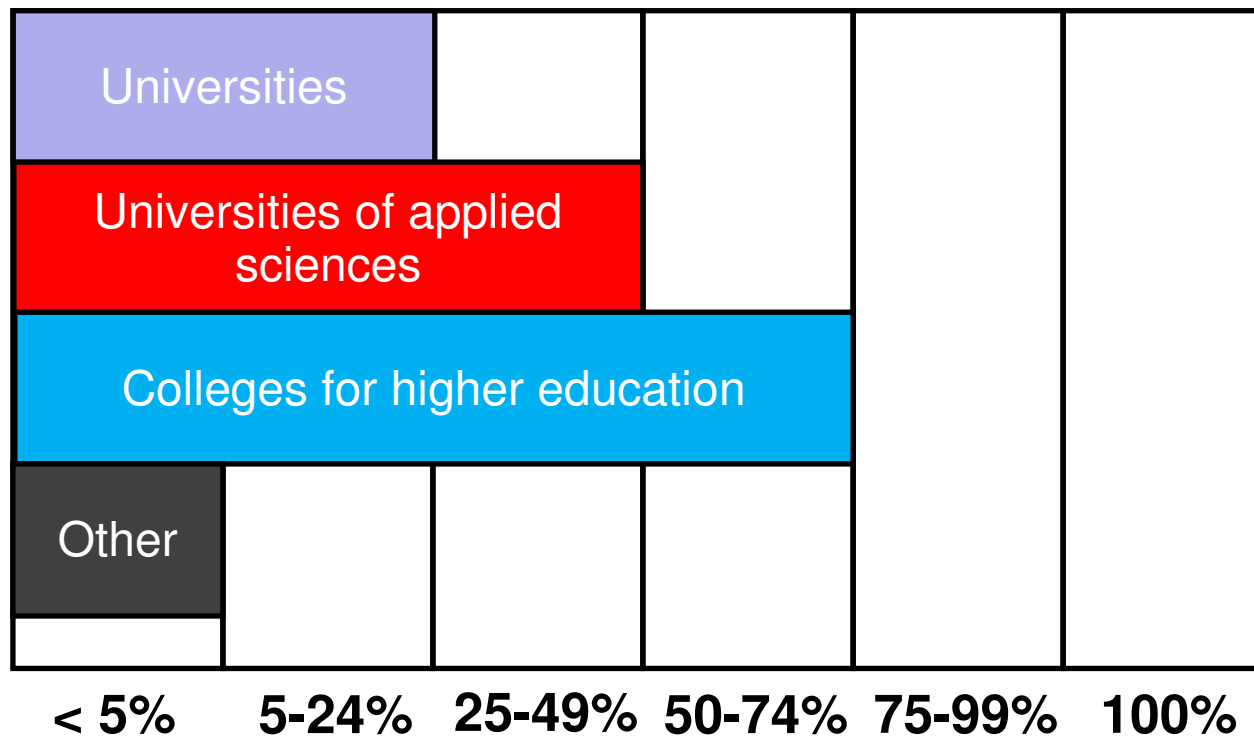
Belgium



First results

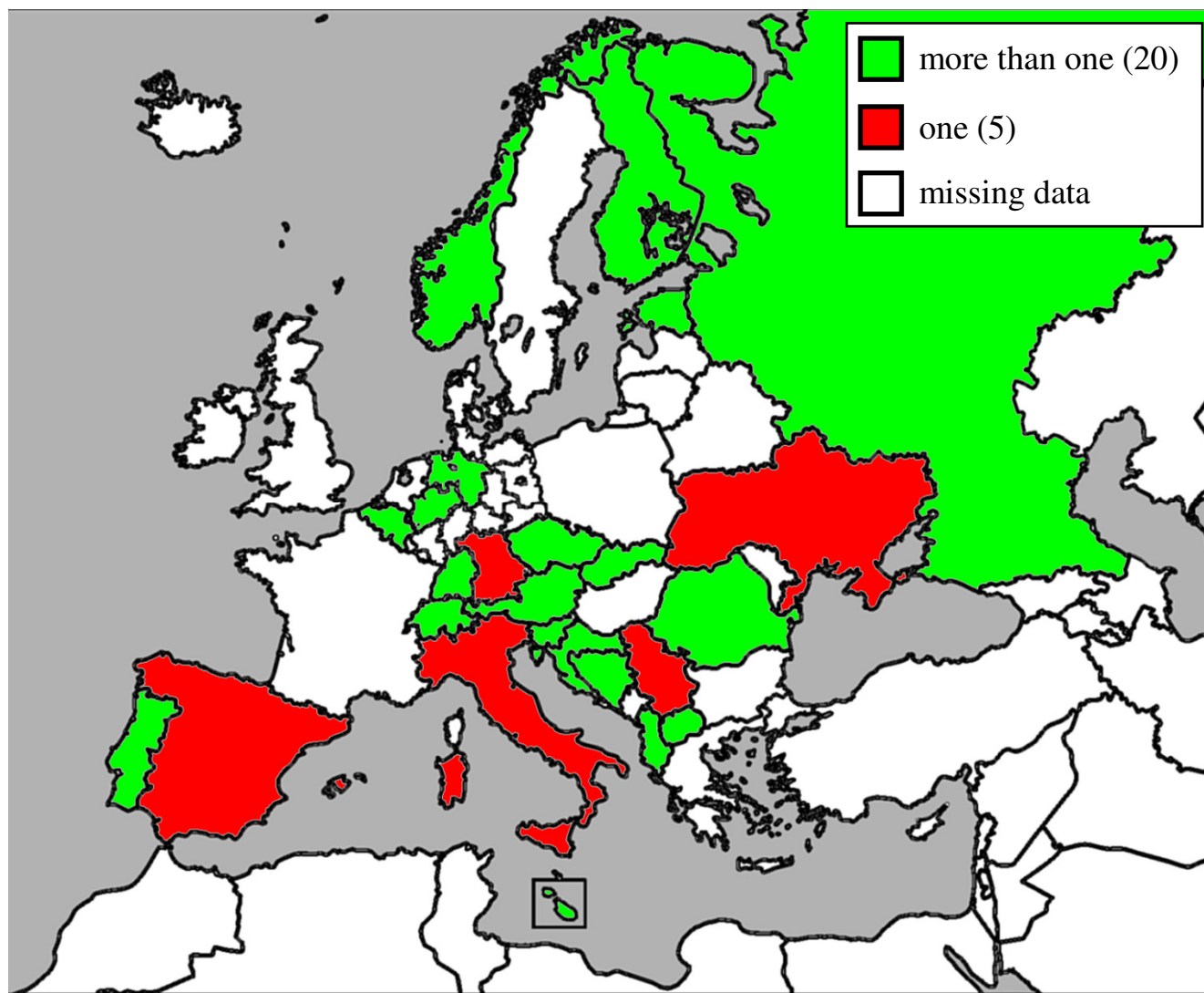
Proportion of teacher training by institutions
shown as percentage of ***students per institution***
(B1.2)

Switzerland



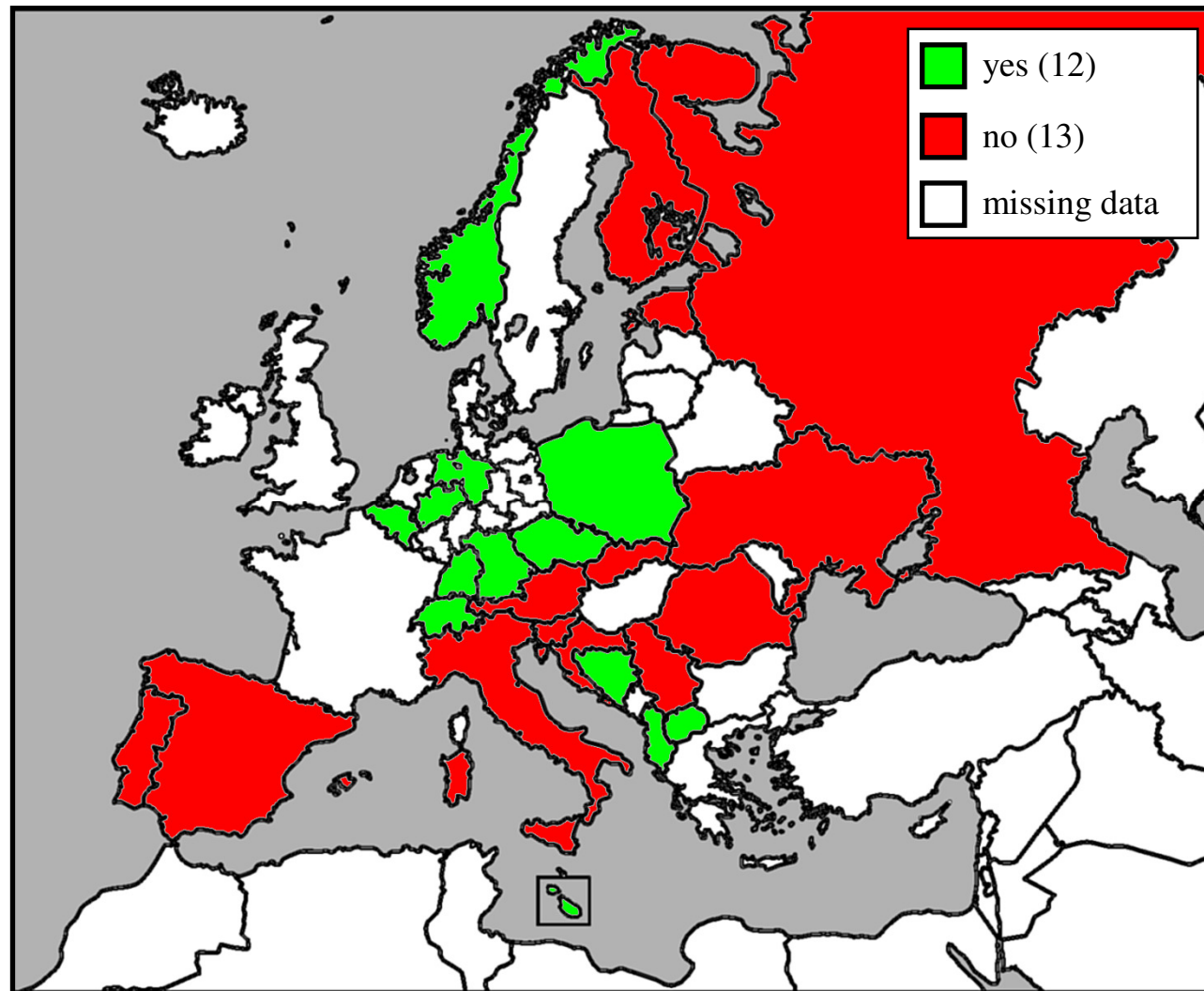
First results

Number of **full study programmes** in the field of History, Citizenship/Civic Education, Social Studies, Politics and Cultural Studies. (A1.1)



First results

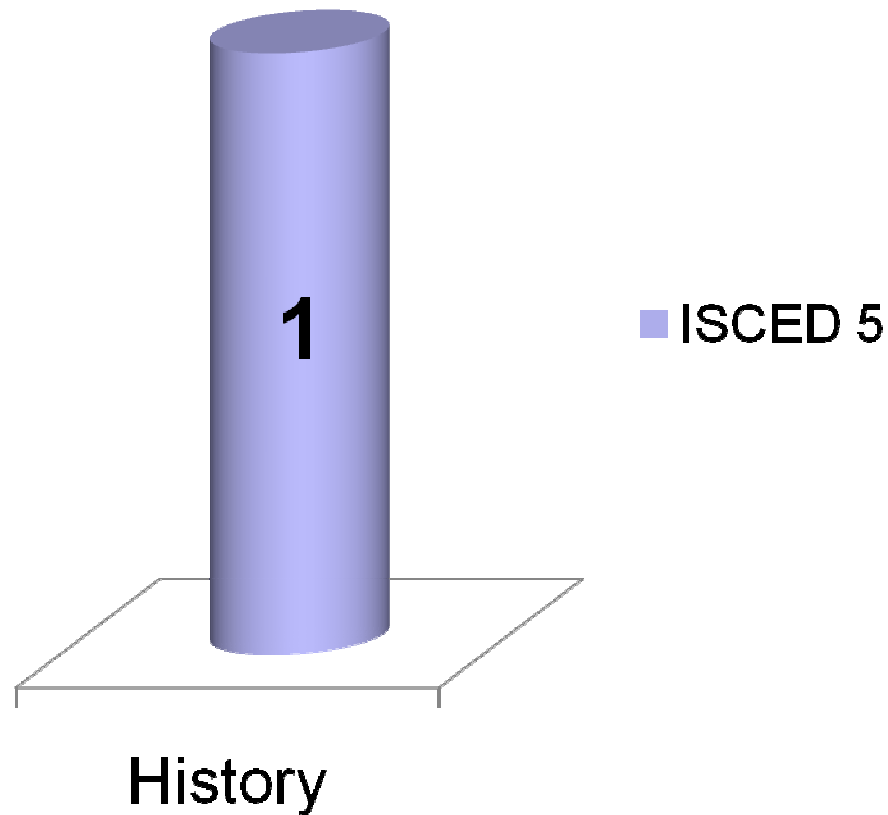
Countries with a ***study programme separate from*** the study programme for subject History to become a teacher for Citizenship/Civic Education, Social Studies, Politics, Cultural Studies and countries with none. (A1.2)



First results

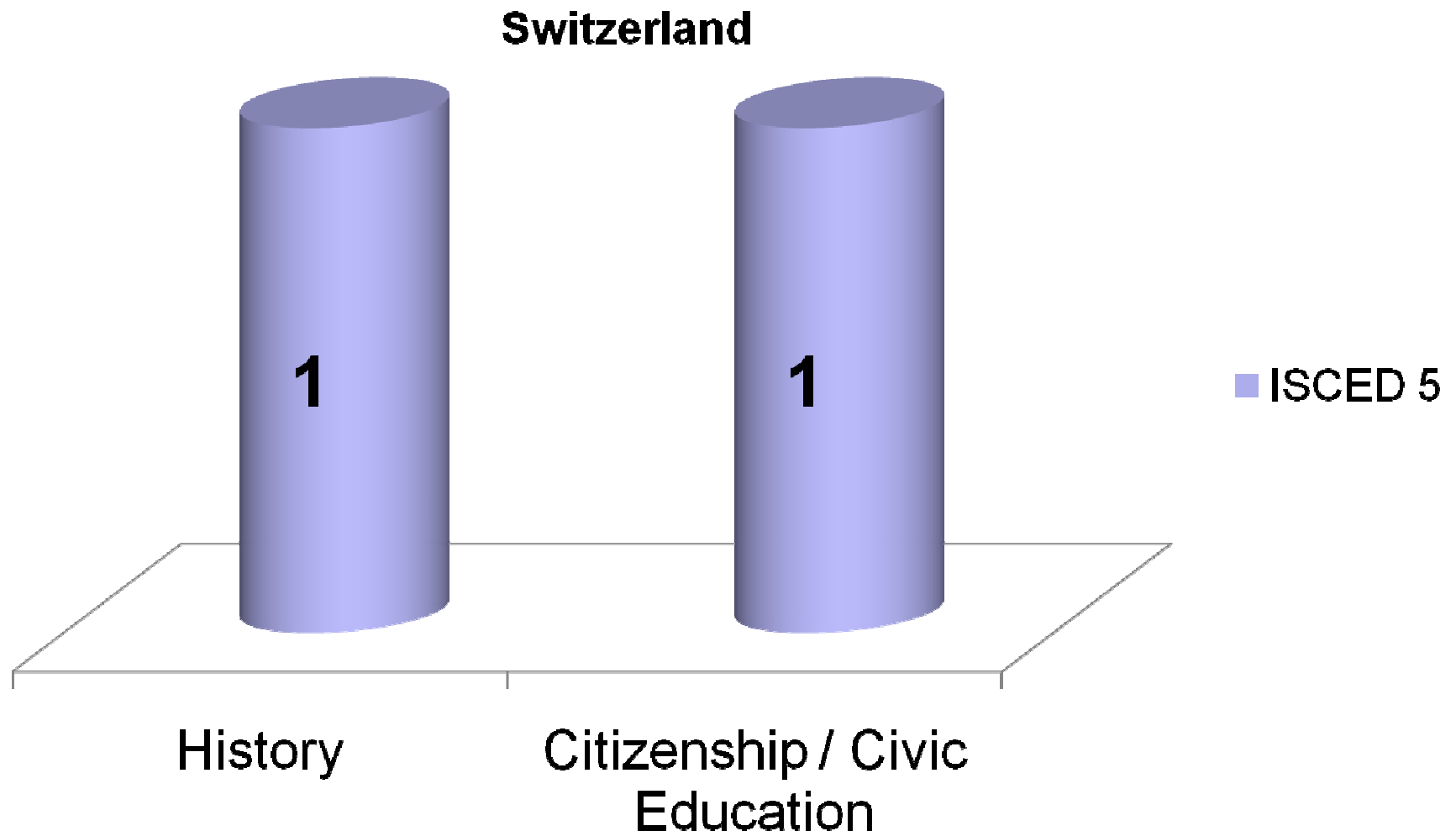
Graphs showing **number of study programmes** to become a a teacher for History, Citizenship/Civic Education, Social Studies, Politics, Cultural Studies **by ISCED** per each country.
(A1.2.1)

Austria



First results

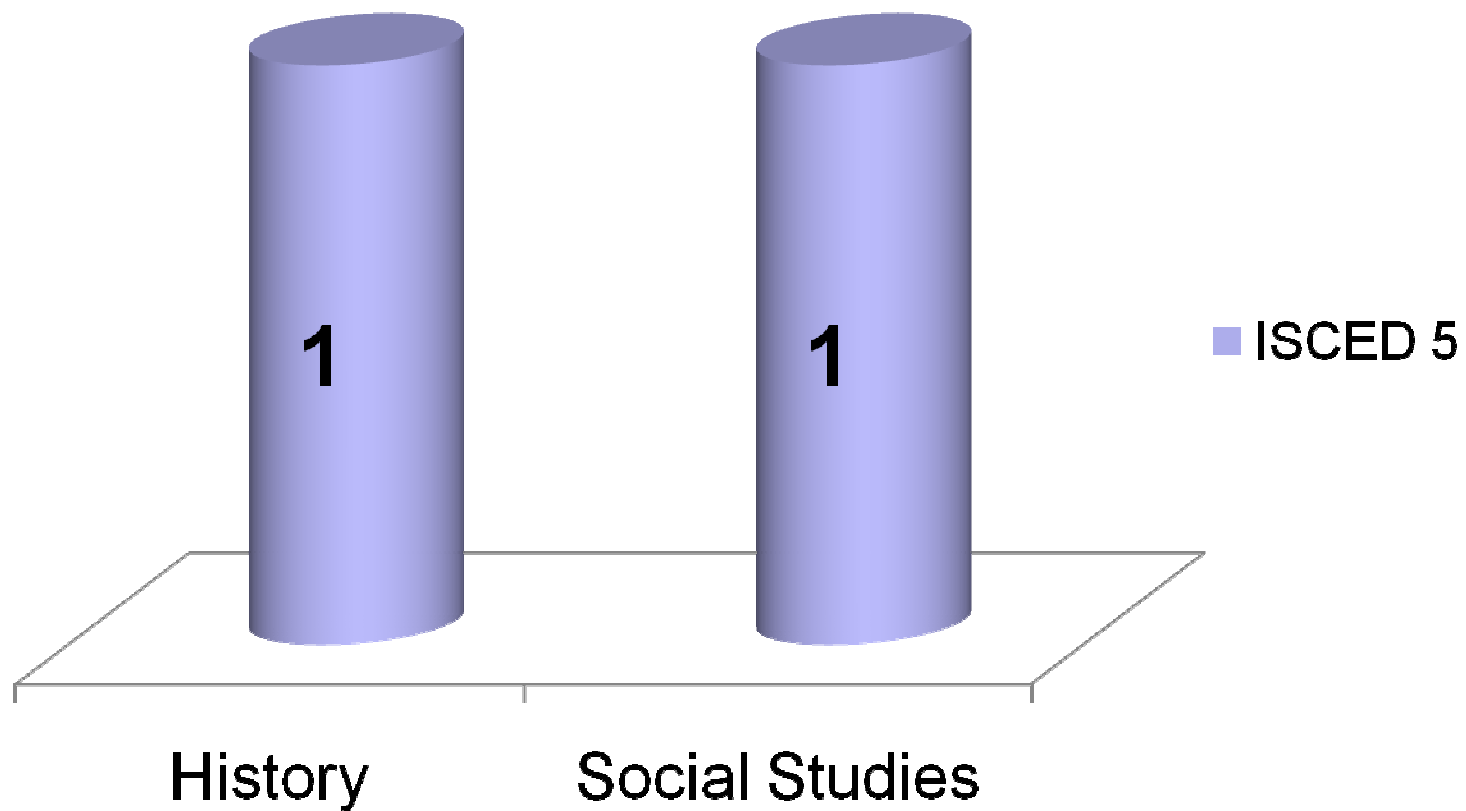
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First results

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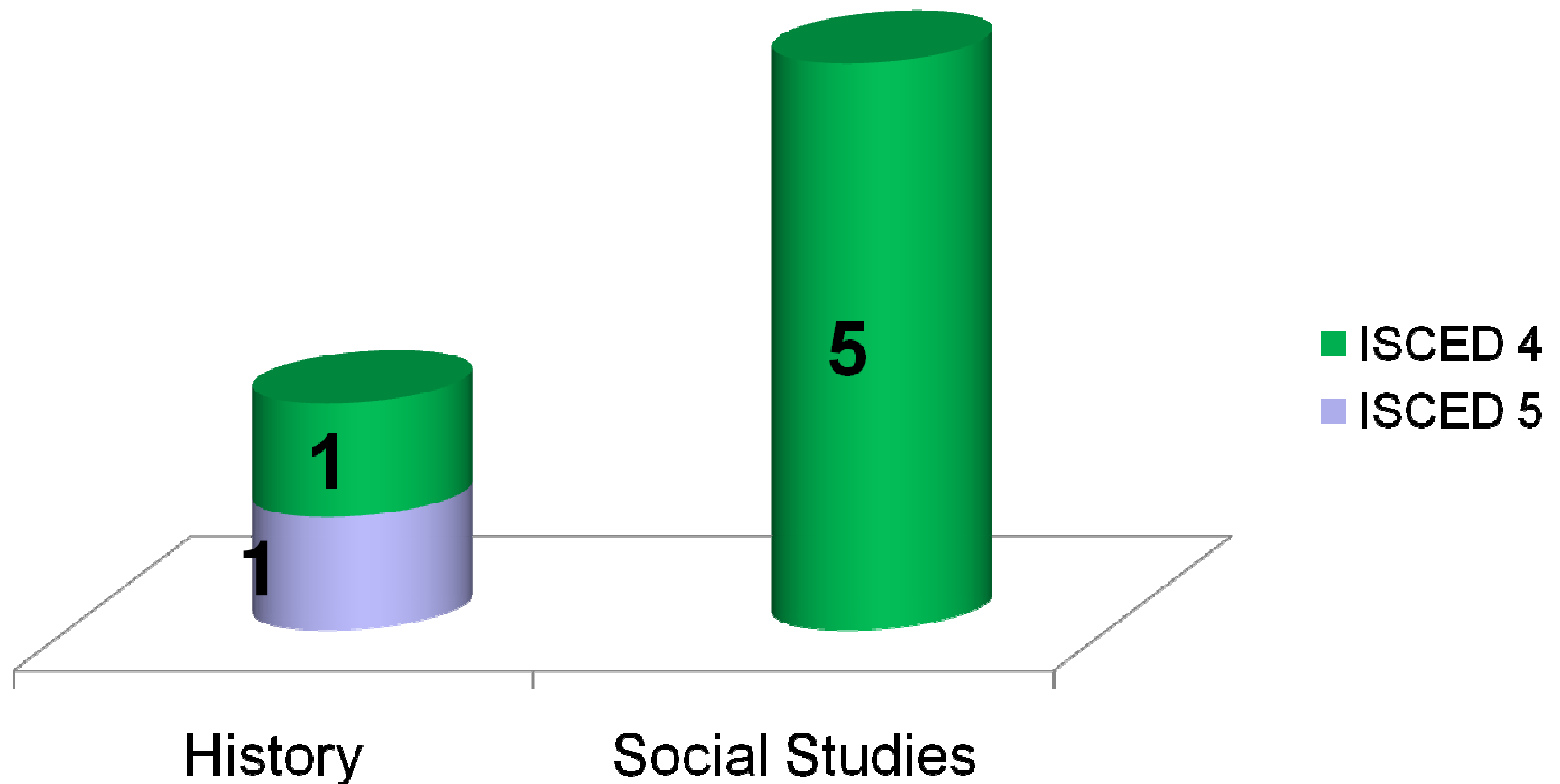
Czech Republic



First results

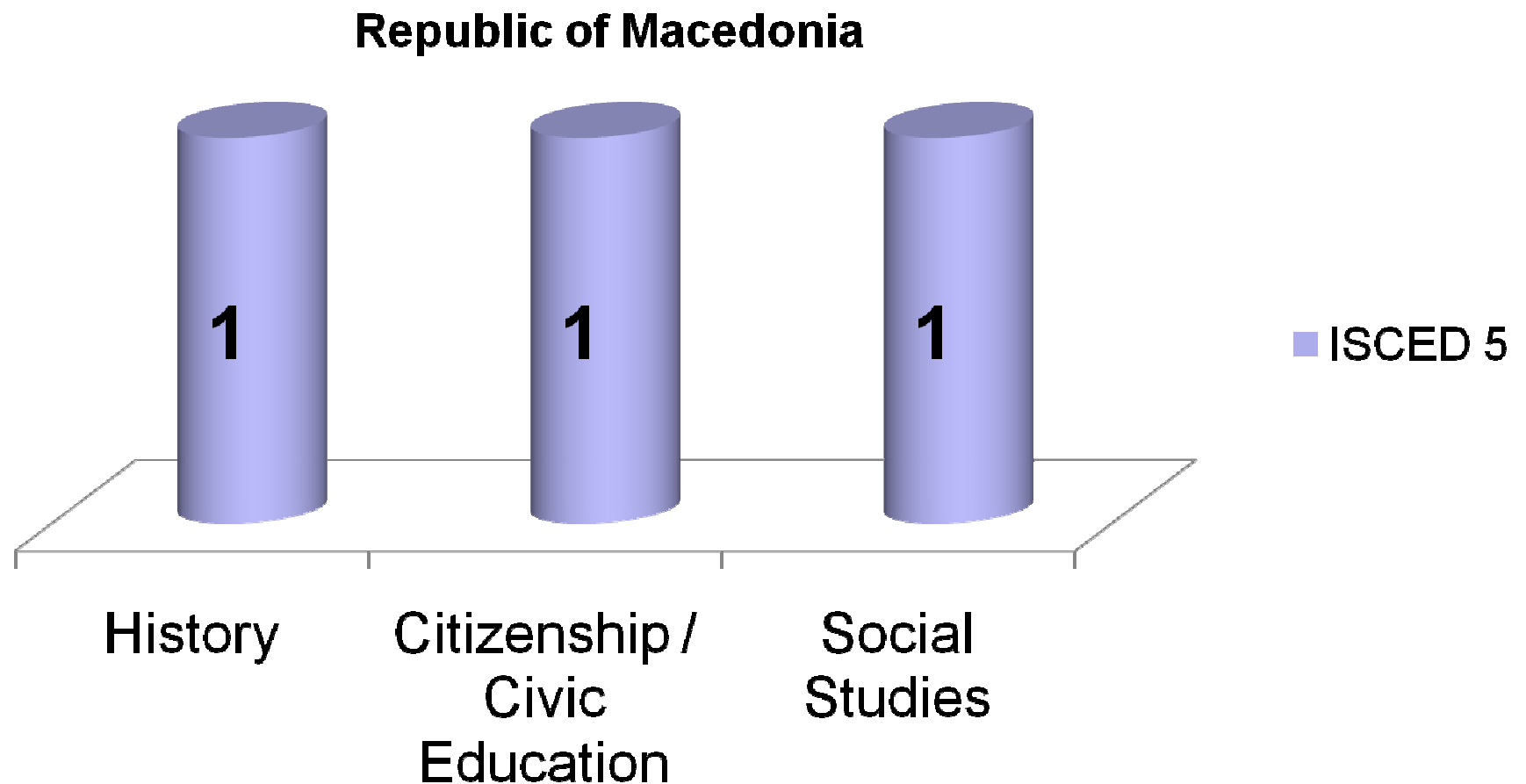
Graphs showing **number of study programmes** to become a a teacher for History, Citizenship/Civic Education, Social Studies, Politics, Cultural Studies **by ISCED** per each country. (A1.2.1)

Norway



First results

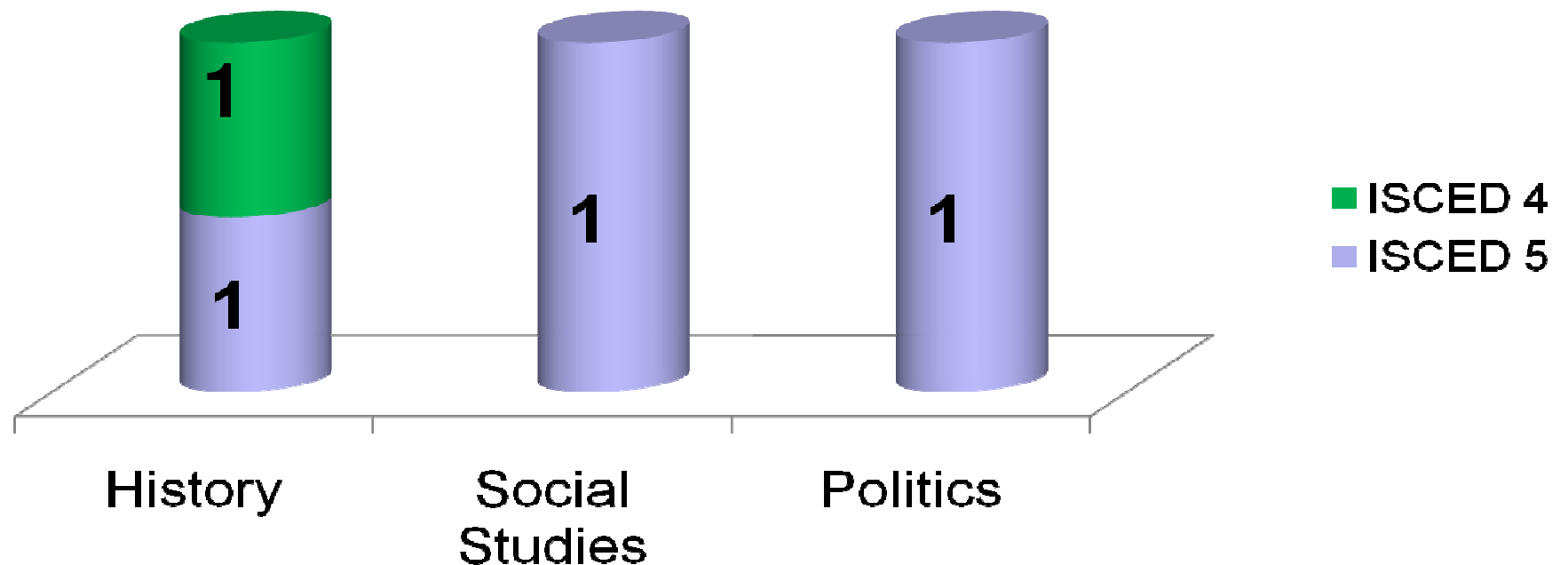
Graphs showing **number of study programmes** to become a teacher for History, Citizenship/Civic Education, Social Studies, Politics, Cultural Studies **by ISCED** per each country. (A1.2.1)



First results

Graphs showing **number of study programmes** to become a a teacher for History, Citizenship/Civic Education, Social Studies, Politics, Cultural Studies **by ISCED** per each country.
(A1.2.1)

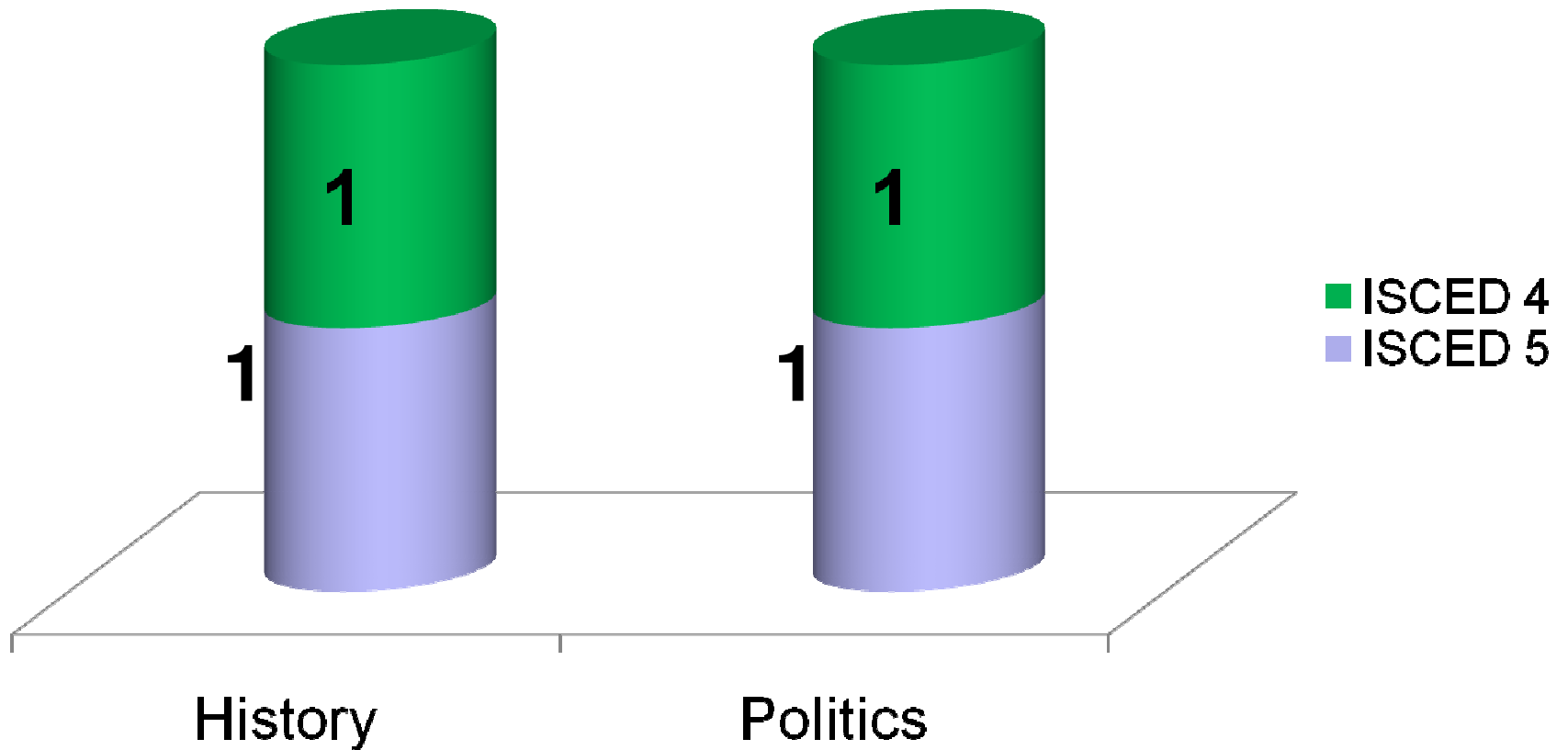
Belgium



First results

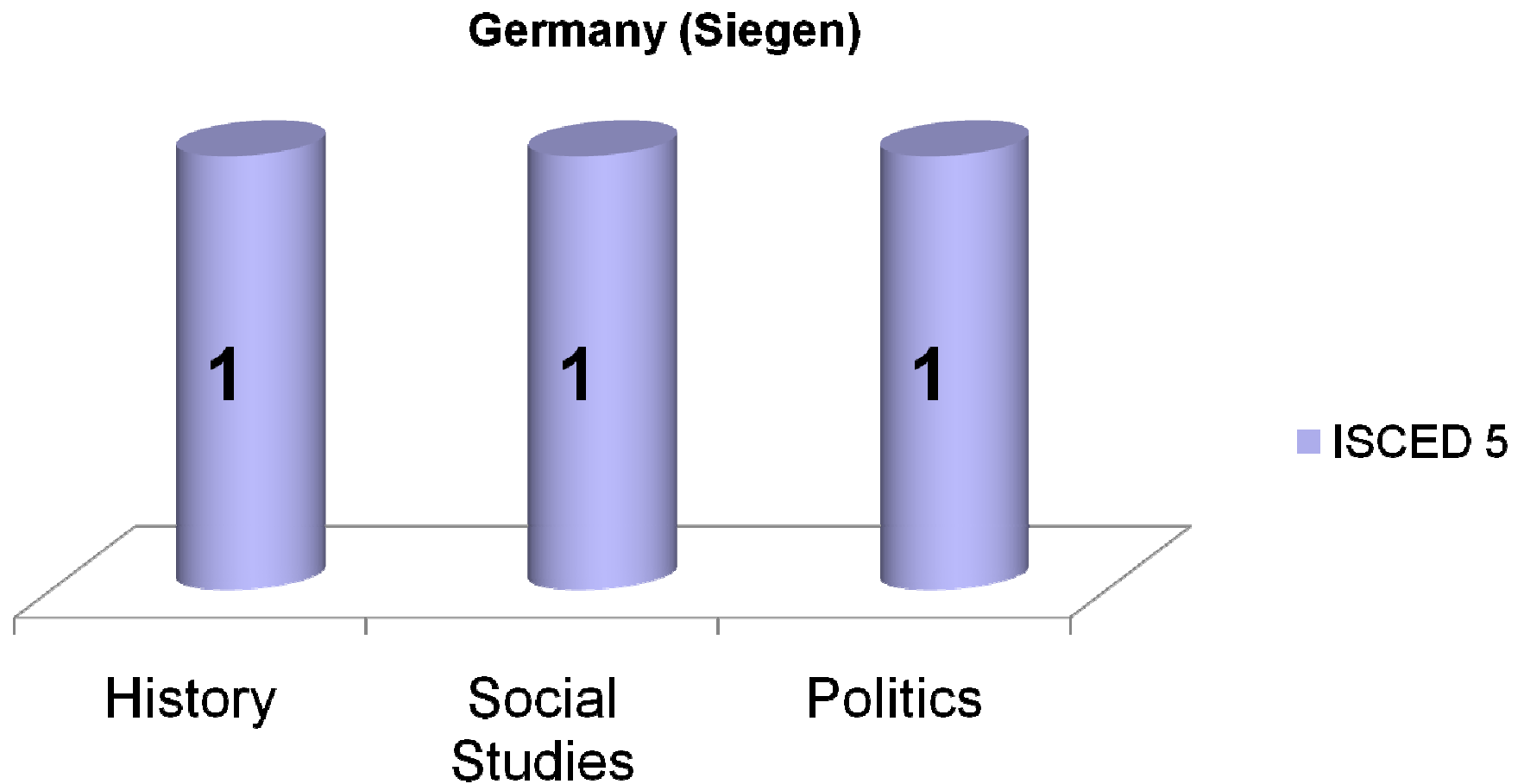
Graphs showing **number of study programmes** to become a a teacher for History, Citizenship/Civic Education, Social Studies, Politics, Cultural Studies **by ISCED** per each country. (A1.2.1)

Germany (Heidelberg)



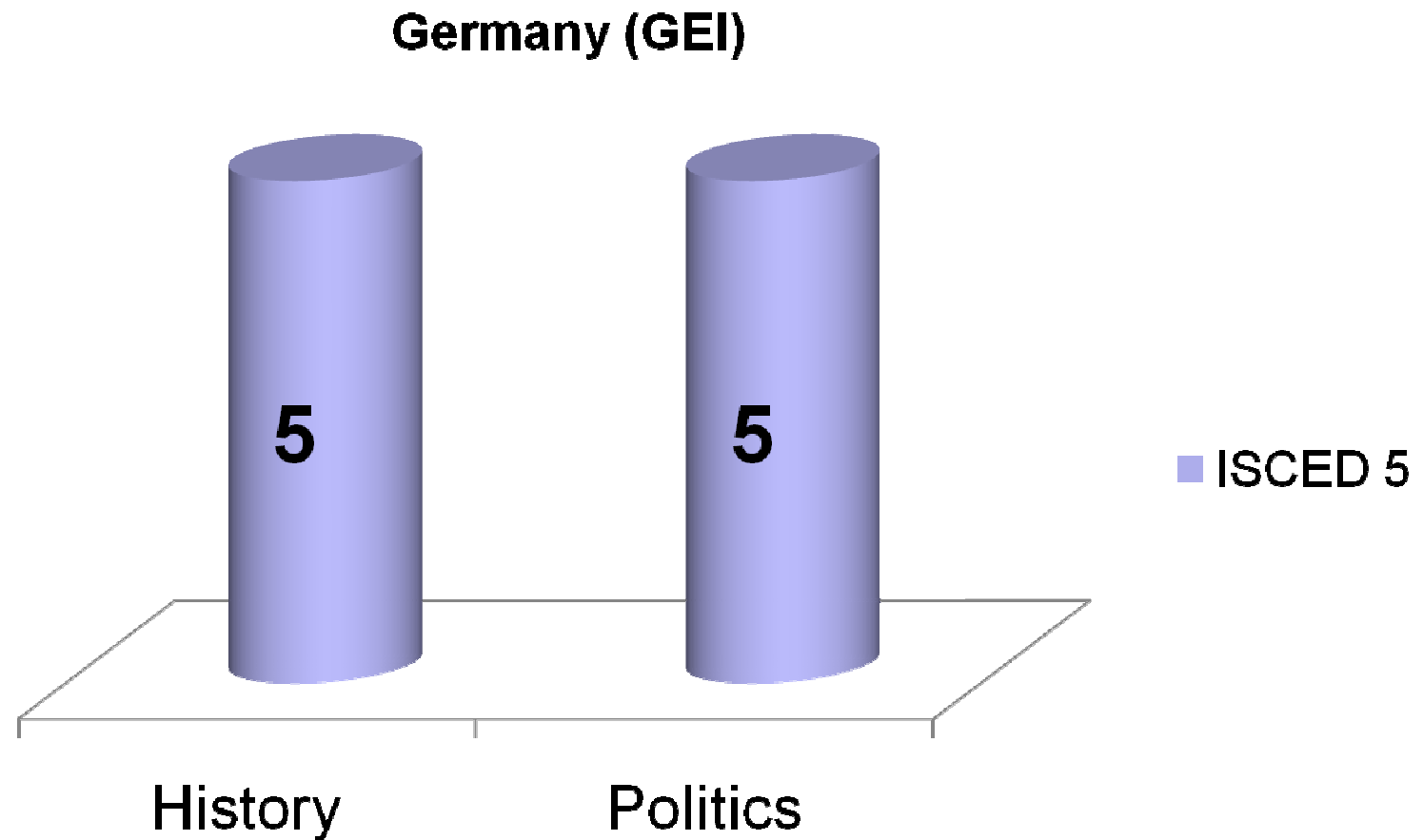
First results

Graphs showing **number of study programmes** to become a a teacher for History, Citizenship/Civic Education, Social Studies, Politics, Cultural Studies **by ISCED** per each country.
(A1.2.1)



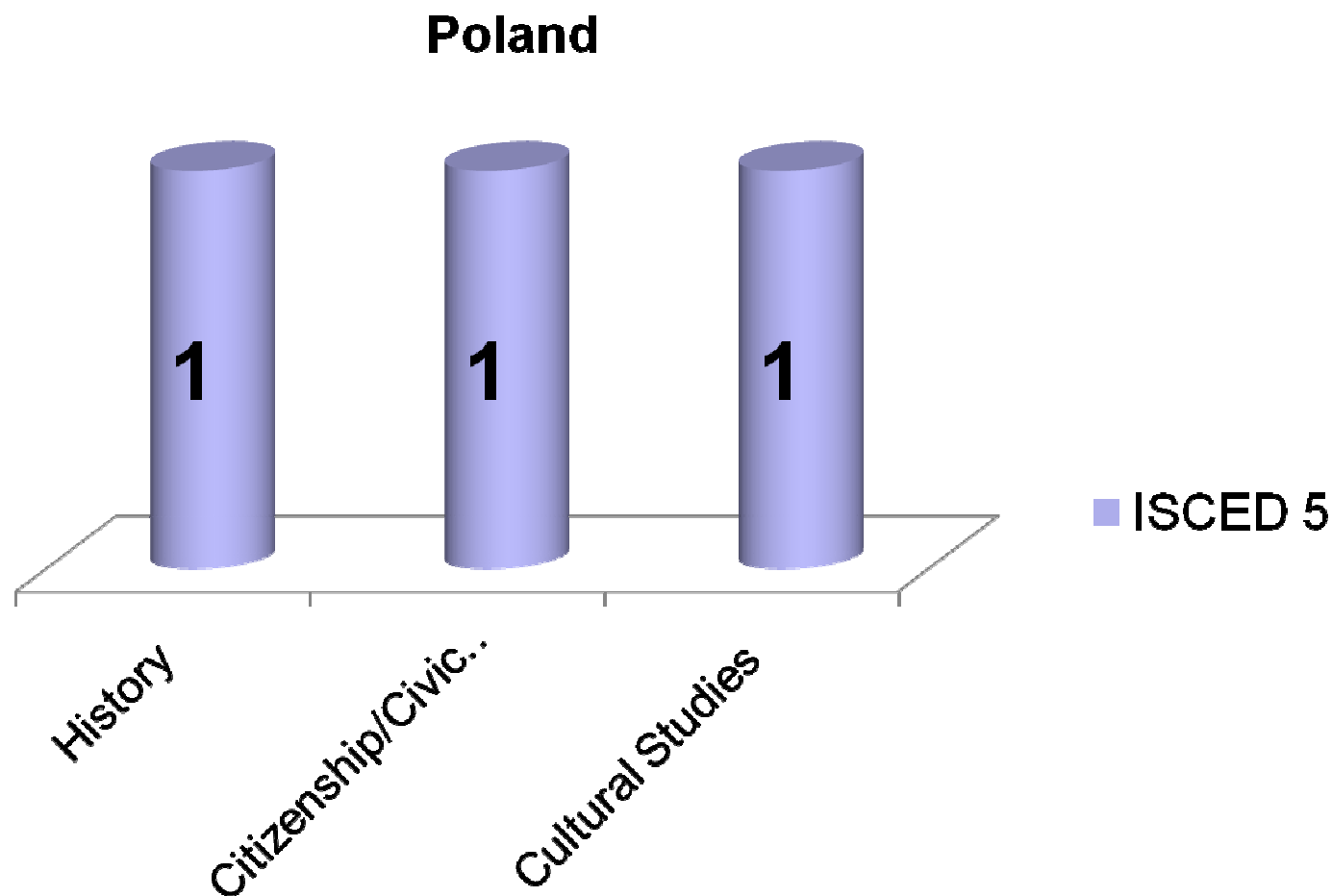
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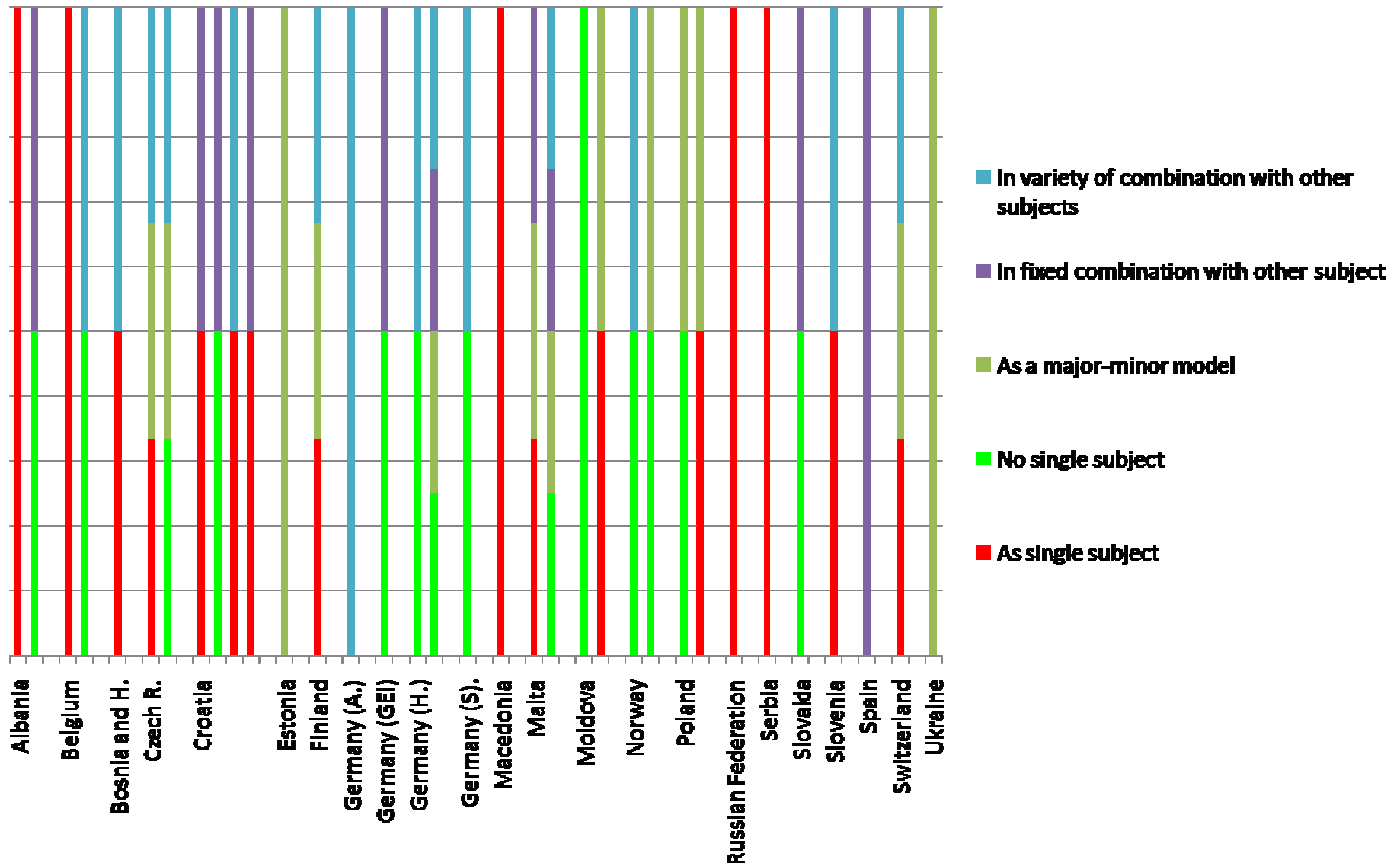


First results

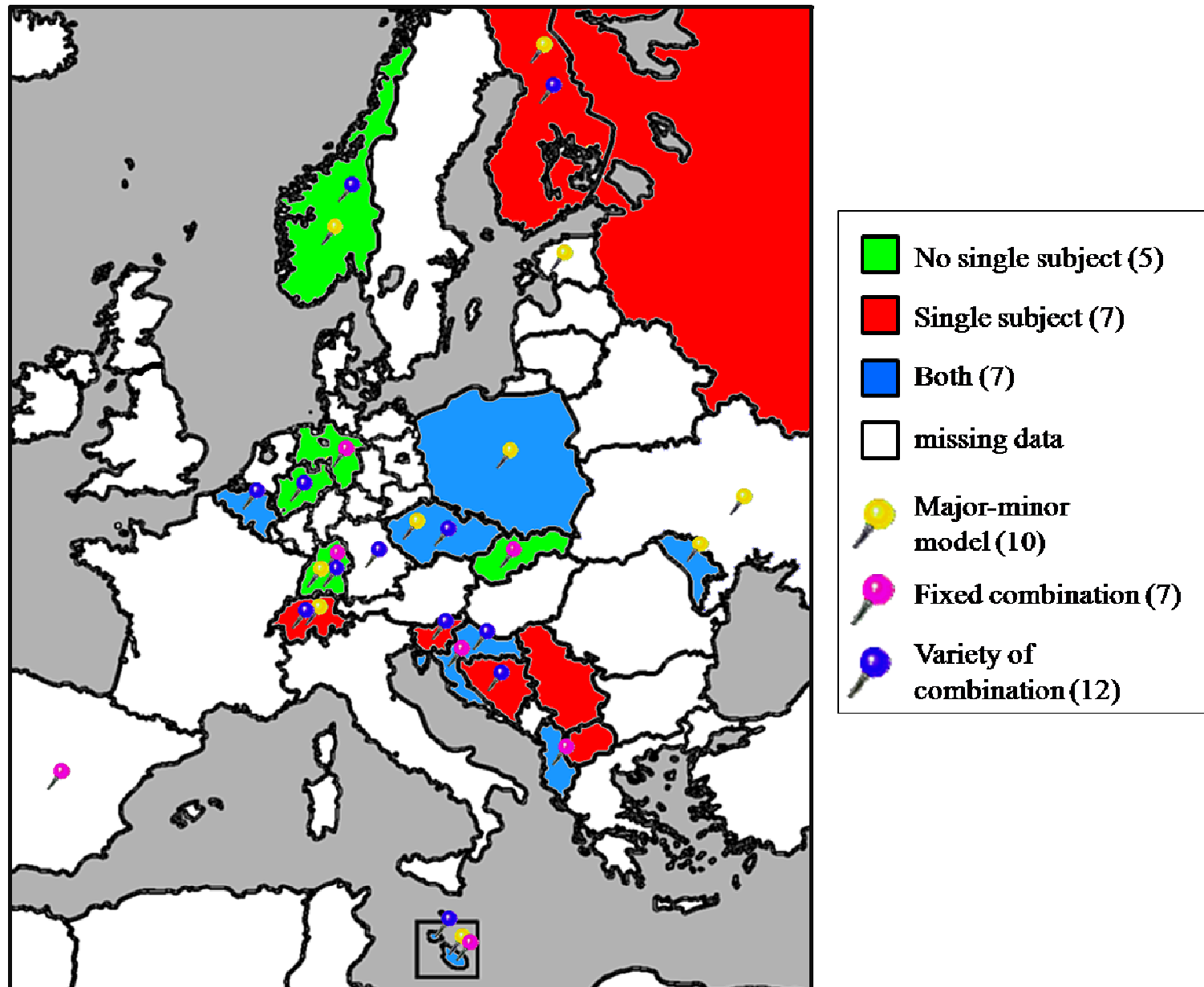
Graphs showing **number of study programmes** to become a a teacher for History, Citizenship/Civic Education, Social Studies, Politics, Cultural Studies **by ISCED** per each country. (A1.2.1)



Forms and/or combinations in studies of History (B3.1.1) => 18. Mai

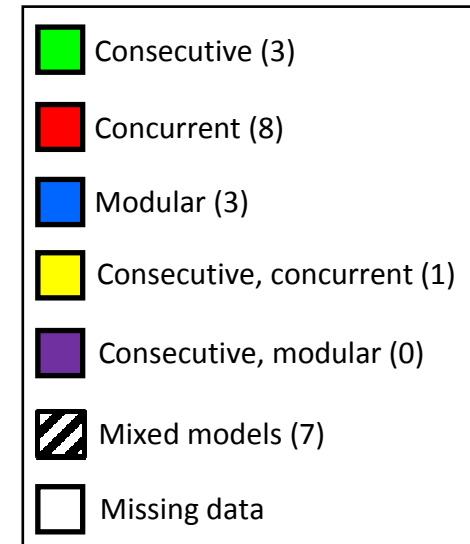
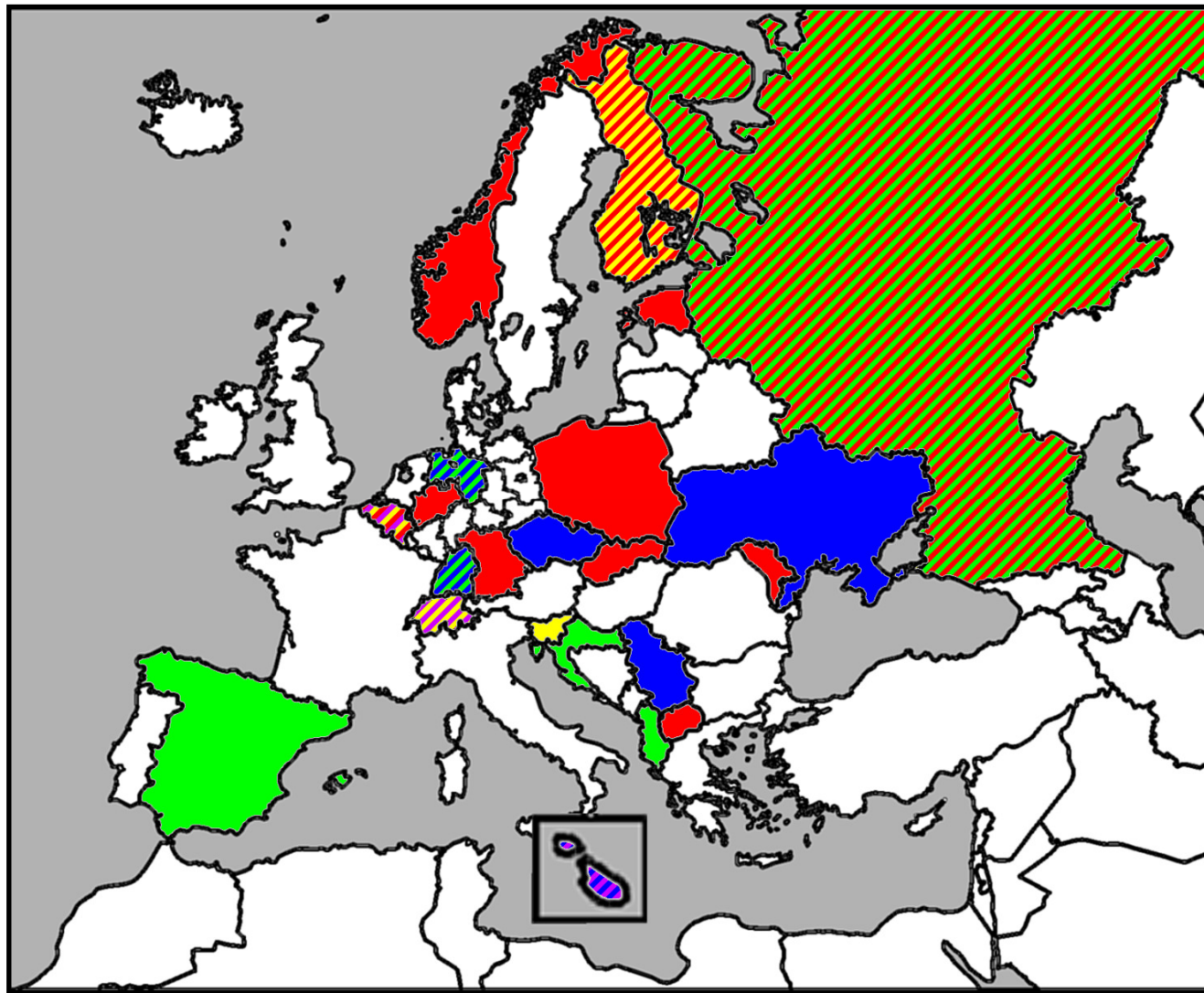


Forms and/or combinations in studies of History (B3.1.1) => 18. Mai

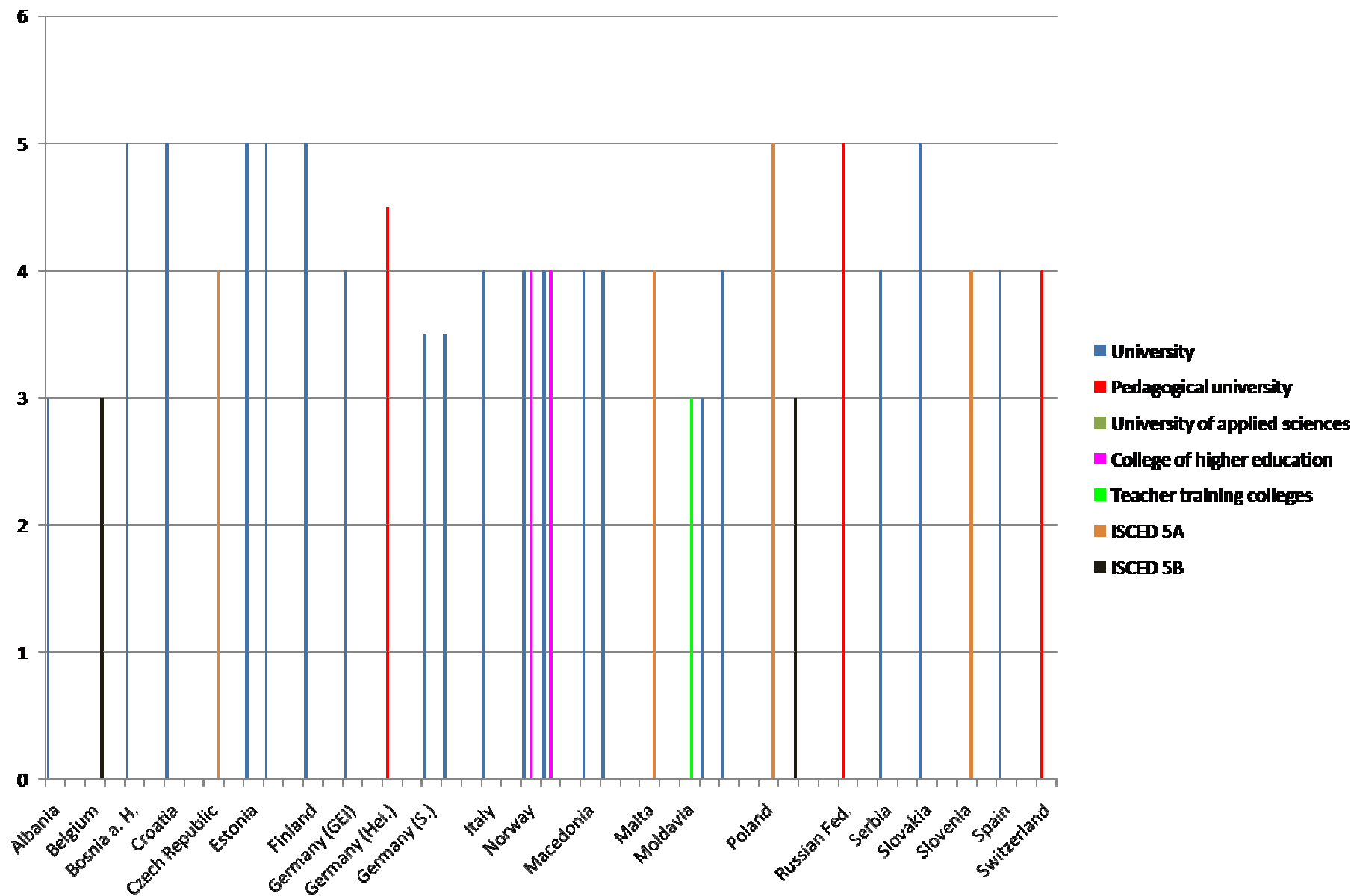


Consecutive, concurrent, modular model of training (B3.2.1)

18. Mai

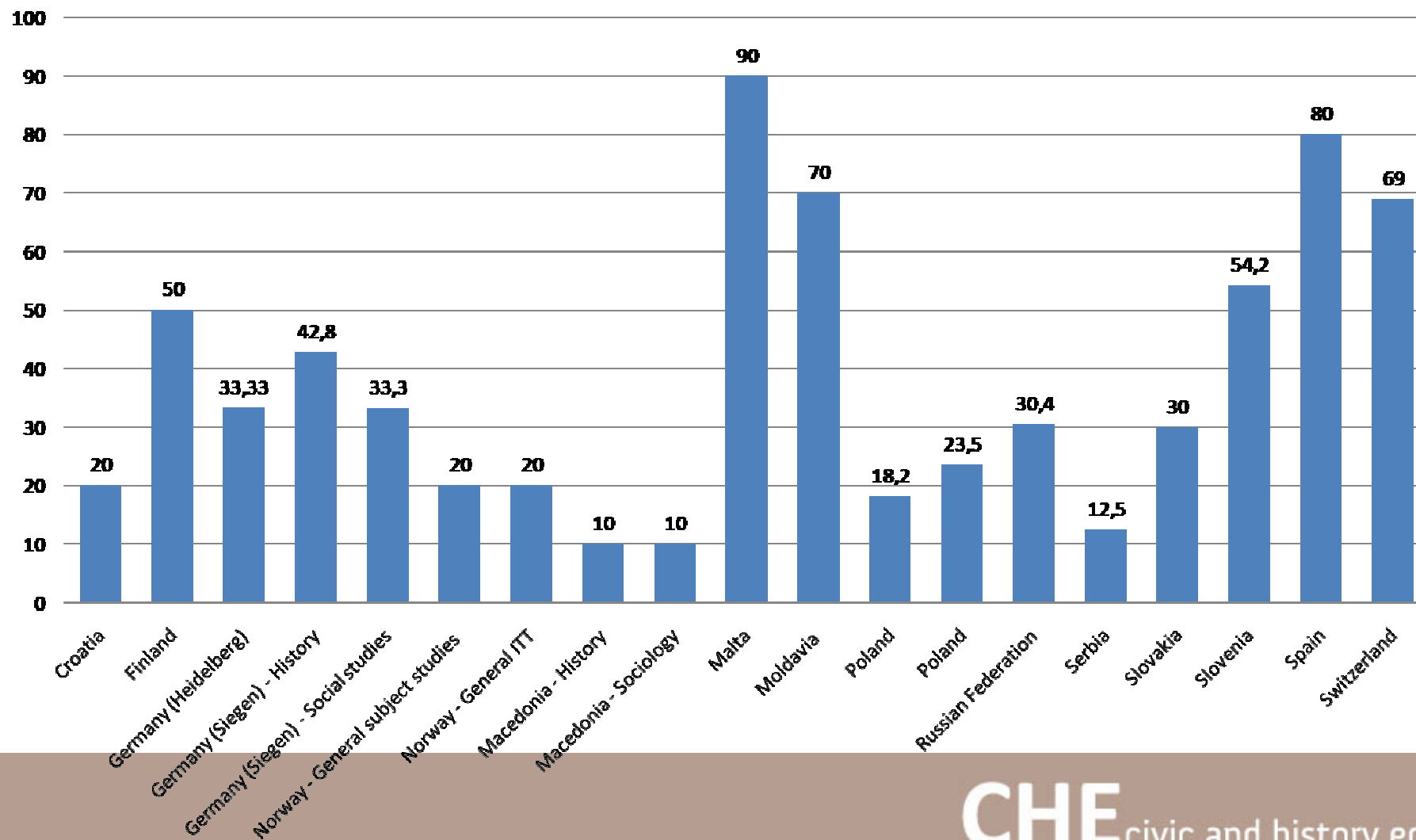


Length of teacher training studies for primary schools in years. (B4.1.2)

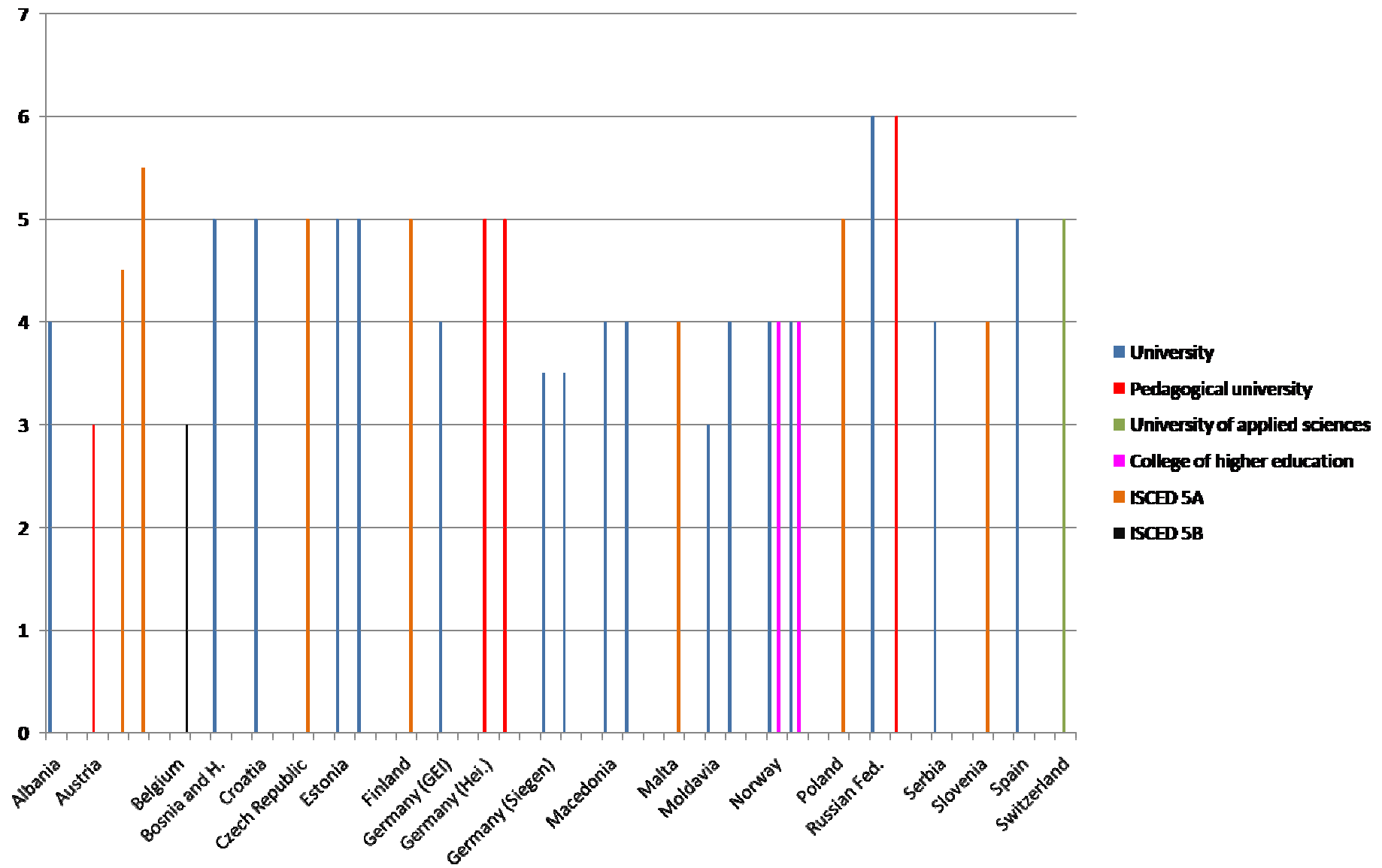


Proportion of professional training of teacher training studies
for primary schools. (B4.1.2)

Minimum time devoted to professional training in %

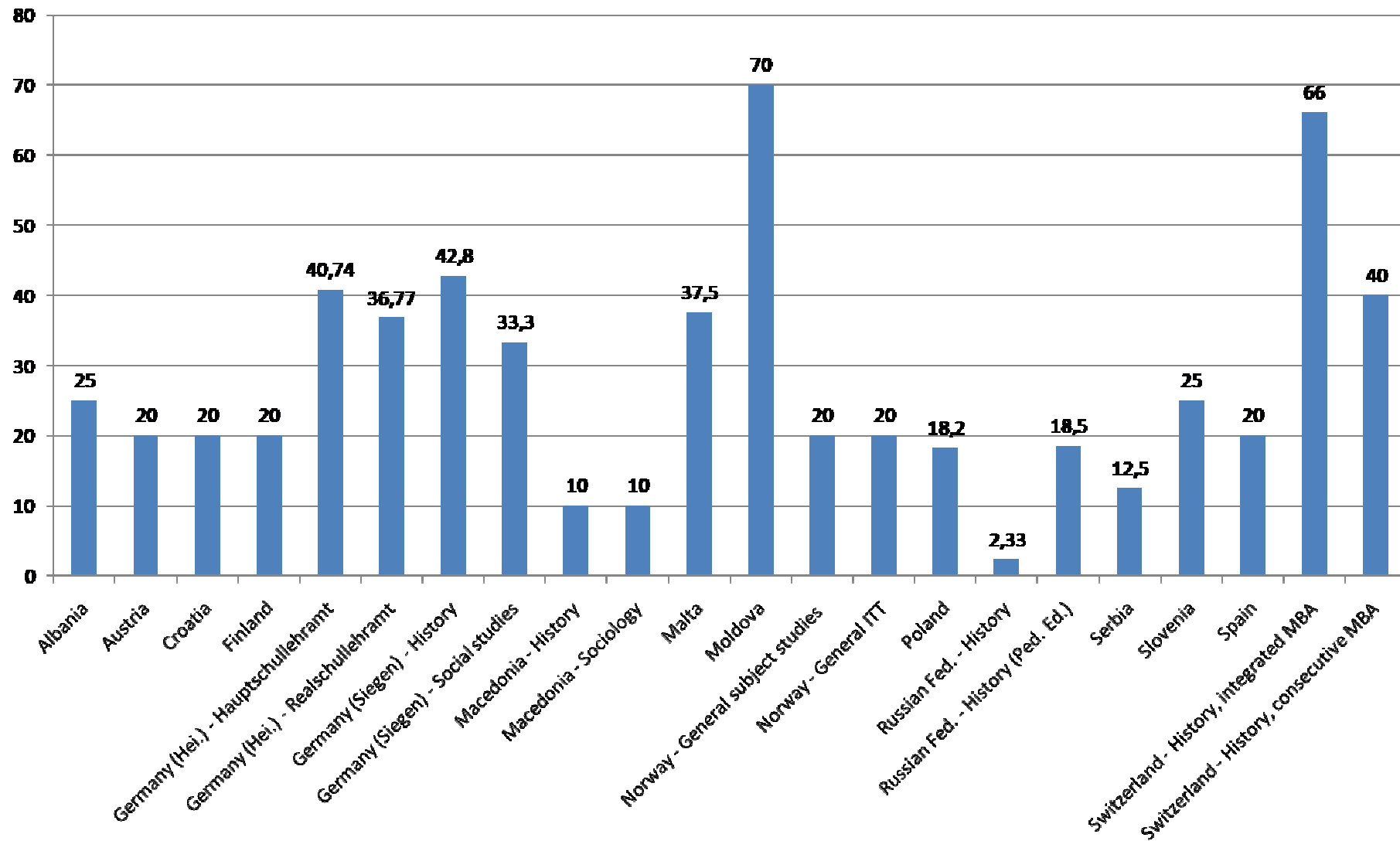


Length of teacher training studies for lower secondary schools in years. (B4.1.3)

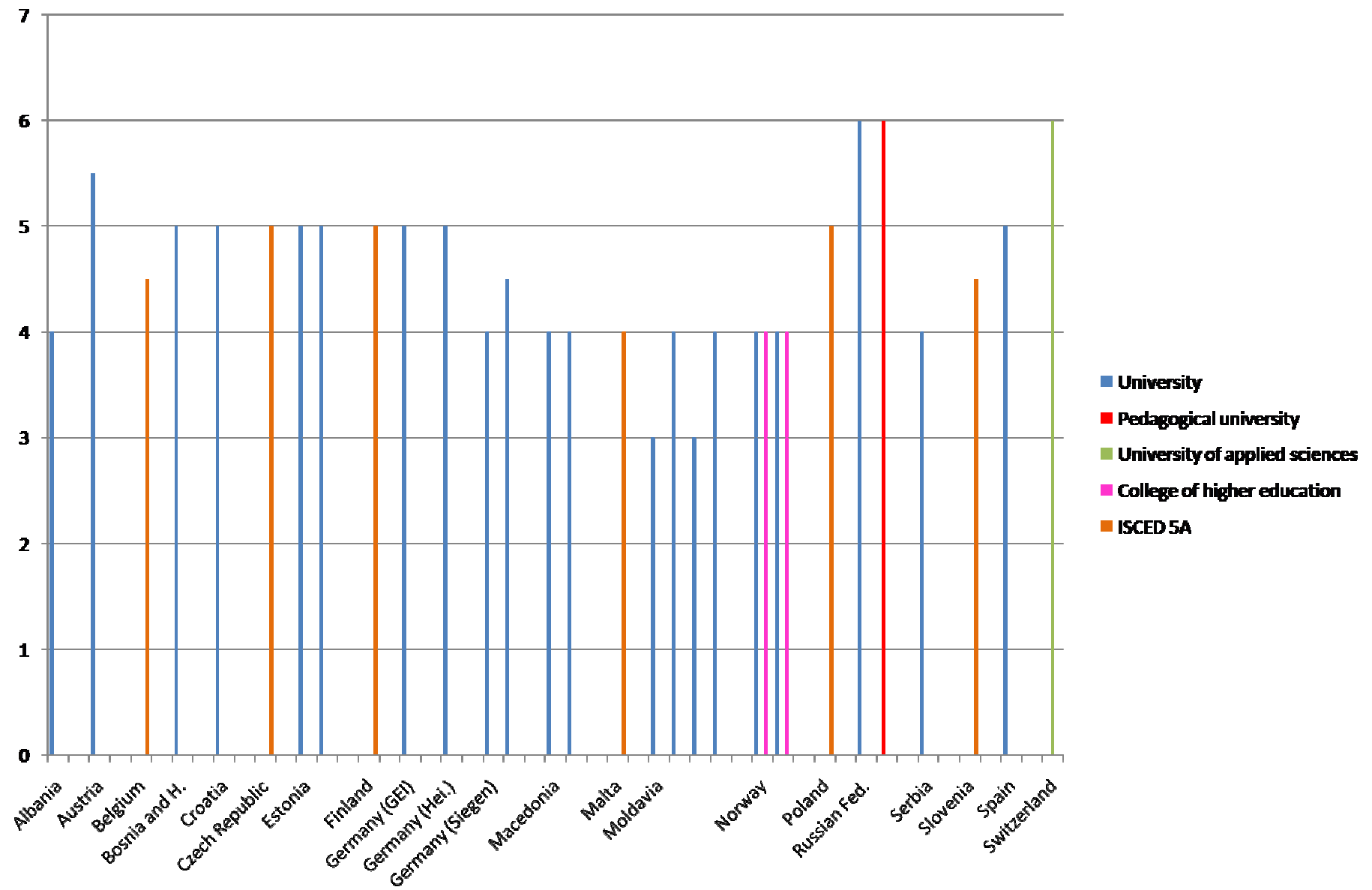


Proportion of professional training of teacher training studies for lower secondary schools. (B4.1.3)

Minimum time devoted to professional training in %

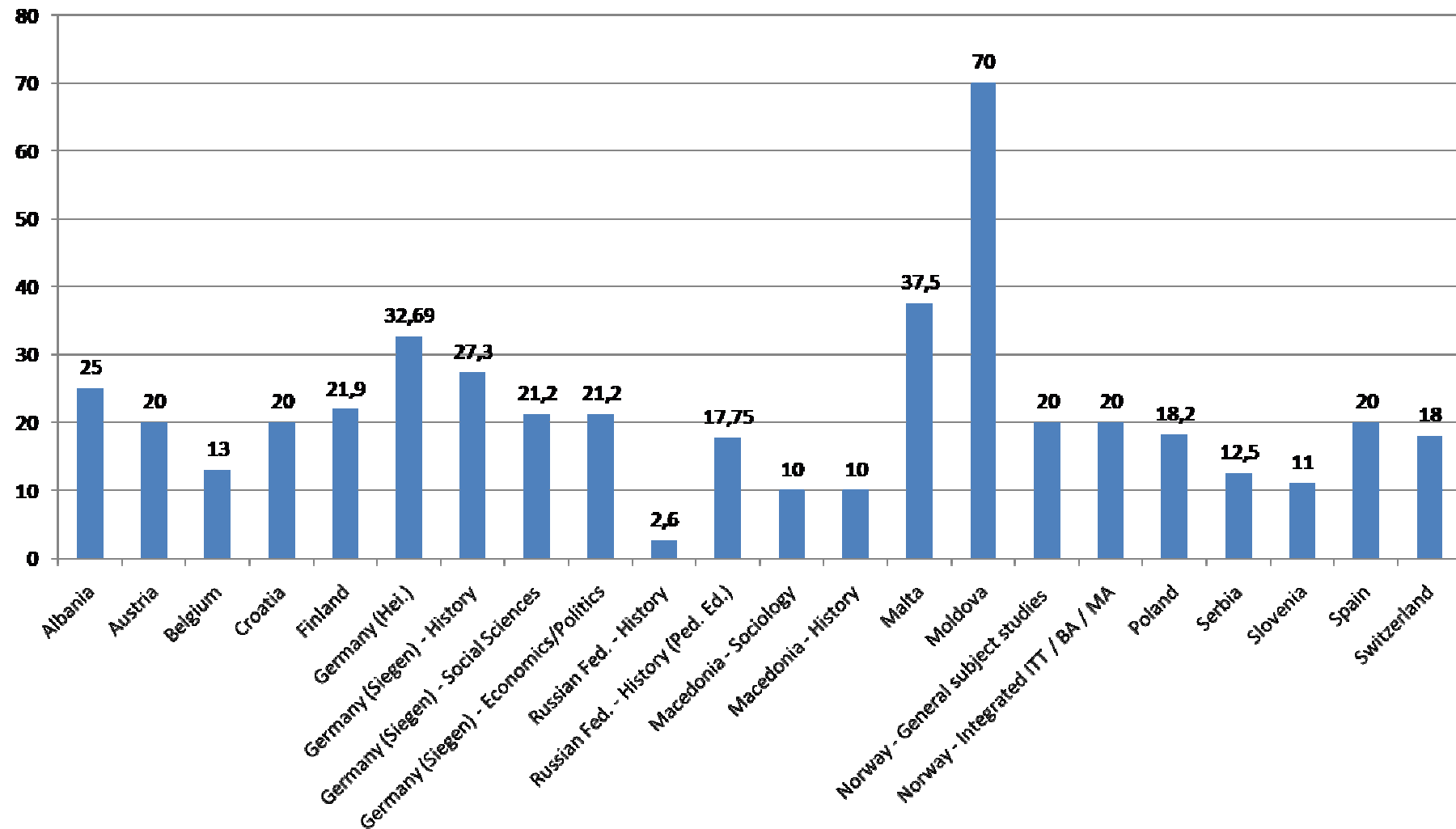


Length of teacher training studies for upper secondary schools in years. (B4.1.4)

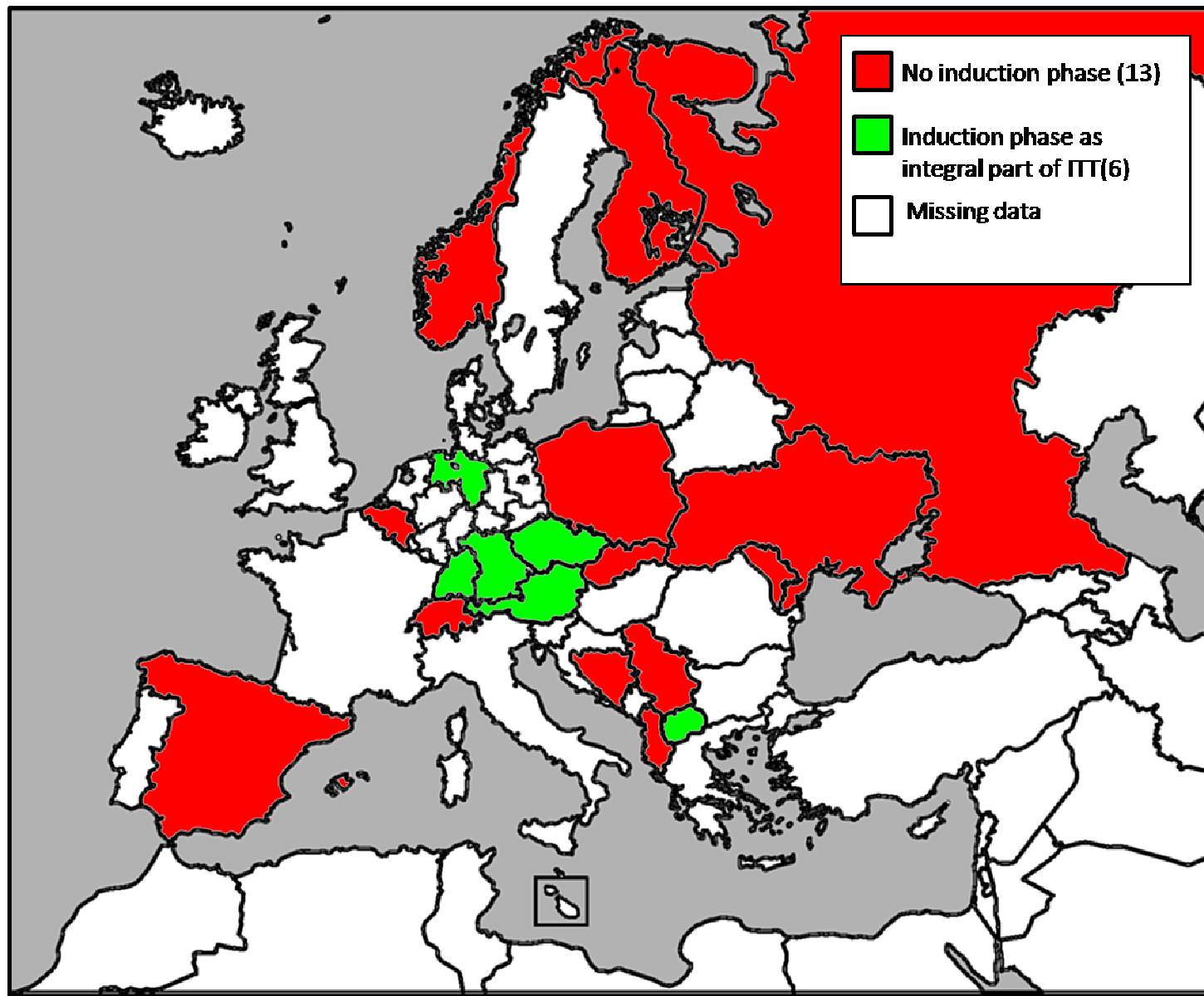


Proportion of professional training of teacher training studies for upper secondary schools. (B4.1.4)

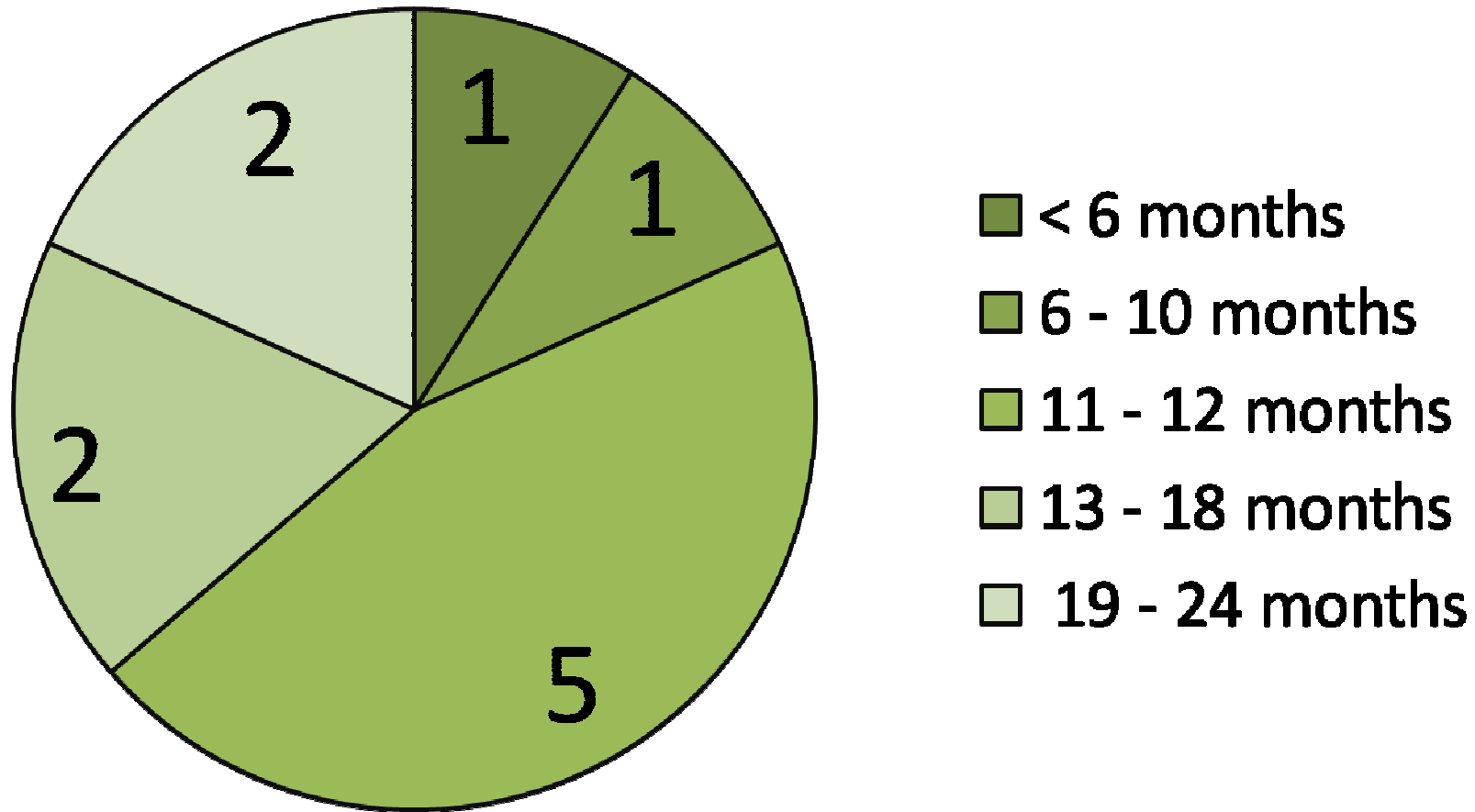
Minimum time devoted to professional training in %



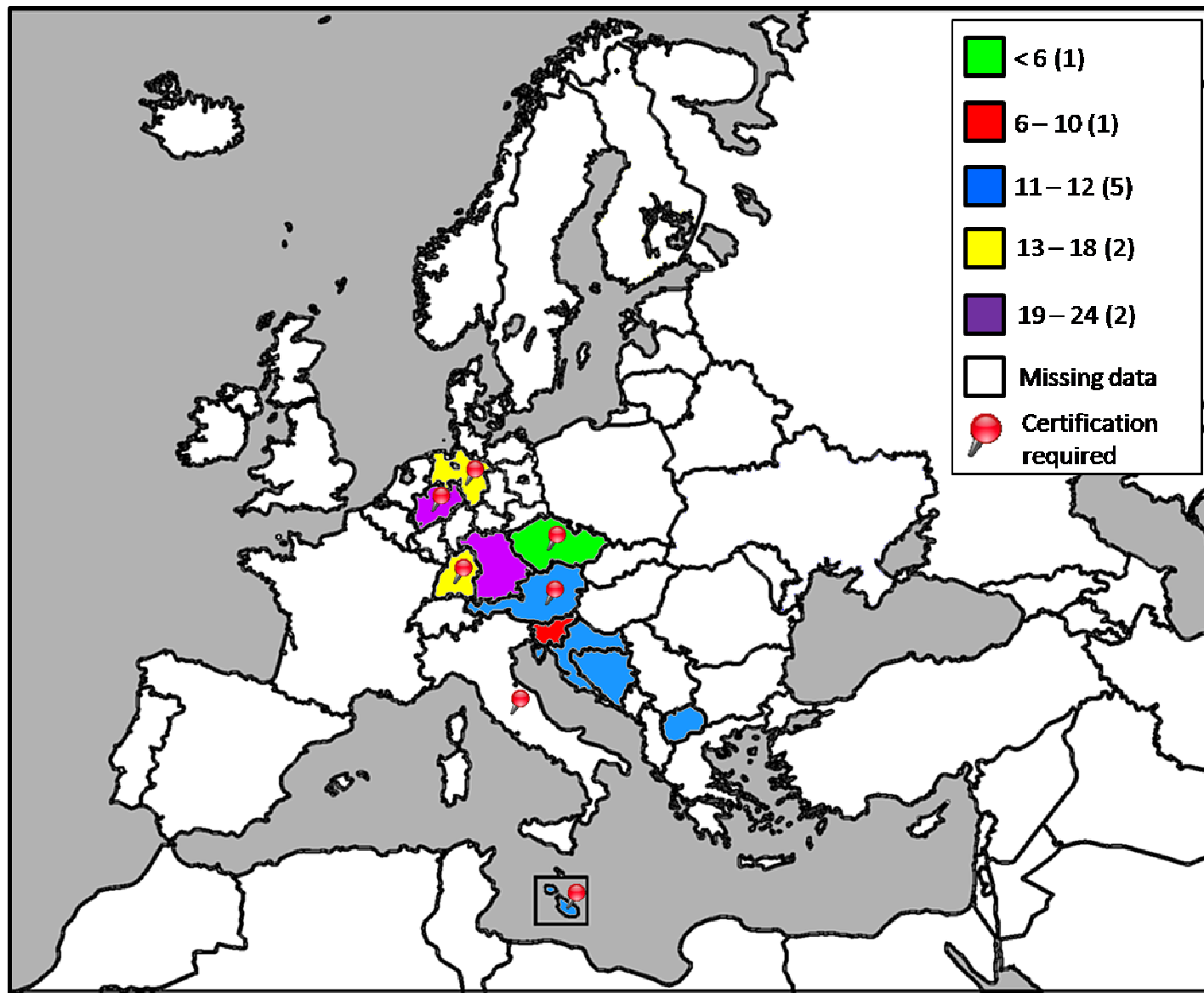
Induction phase (B4.2.2) => 18. Mai



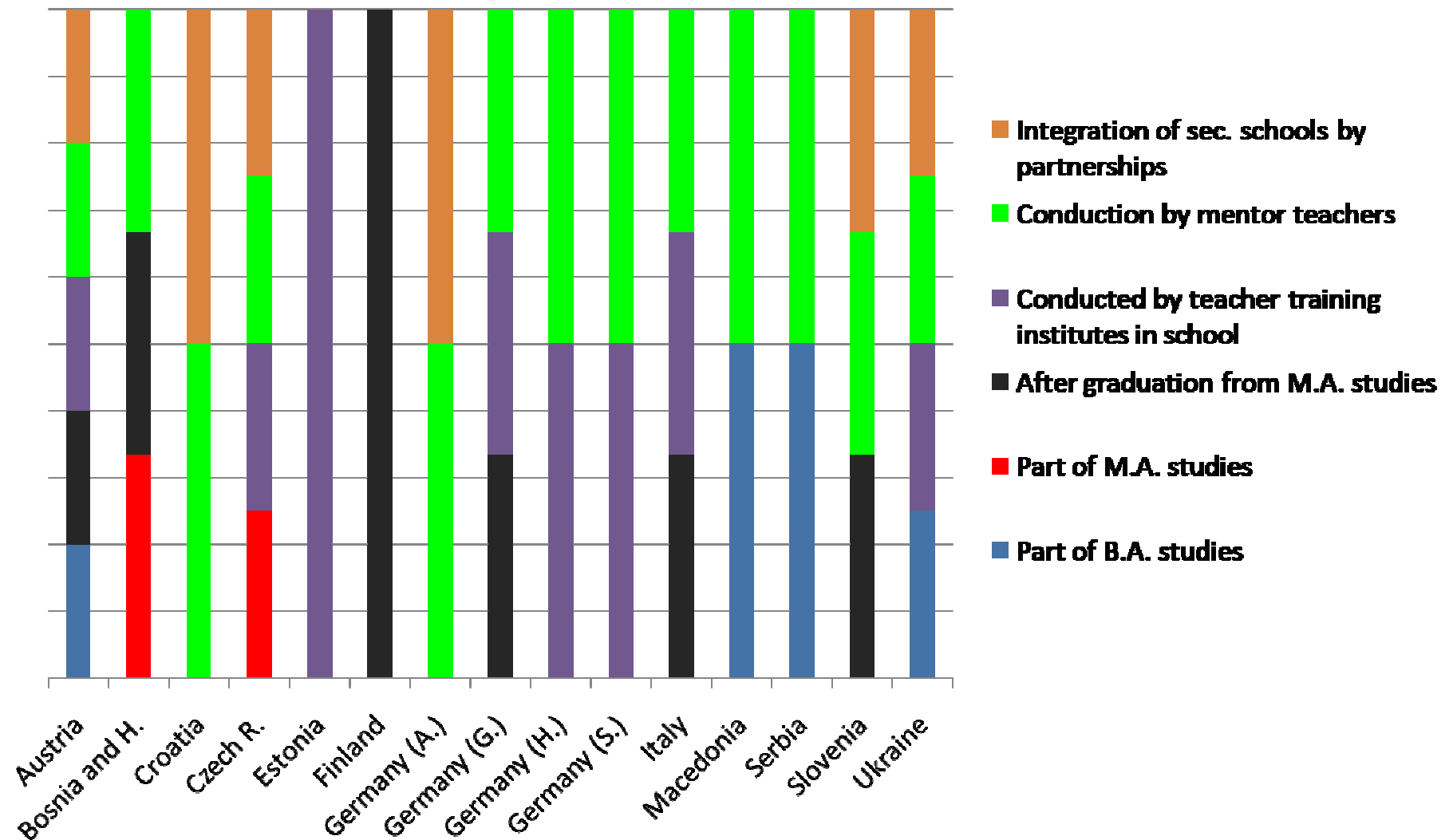
Length of induction phase B4.2.2) => 18. Mai



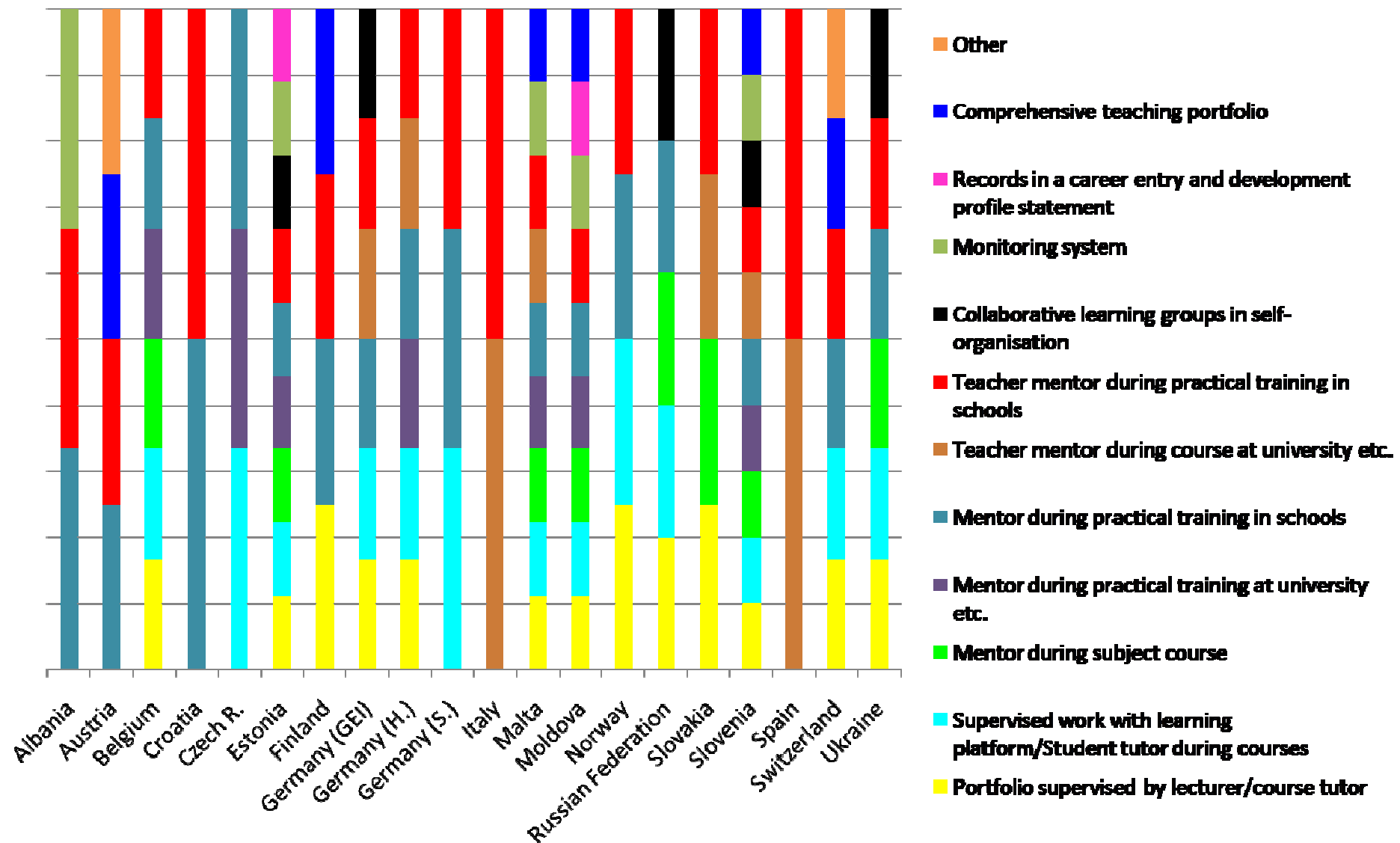
Length of induction phase (B.4.2.2)



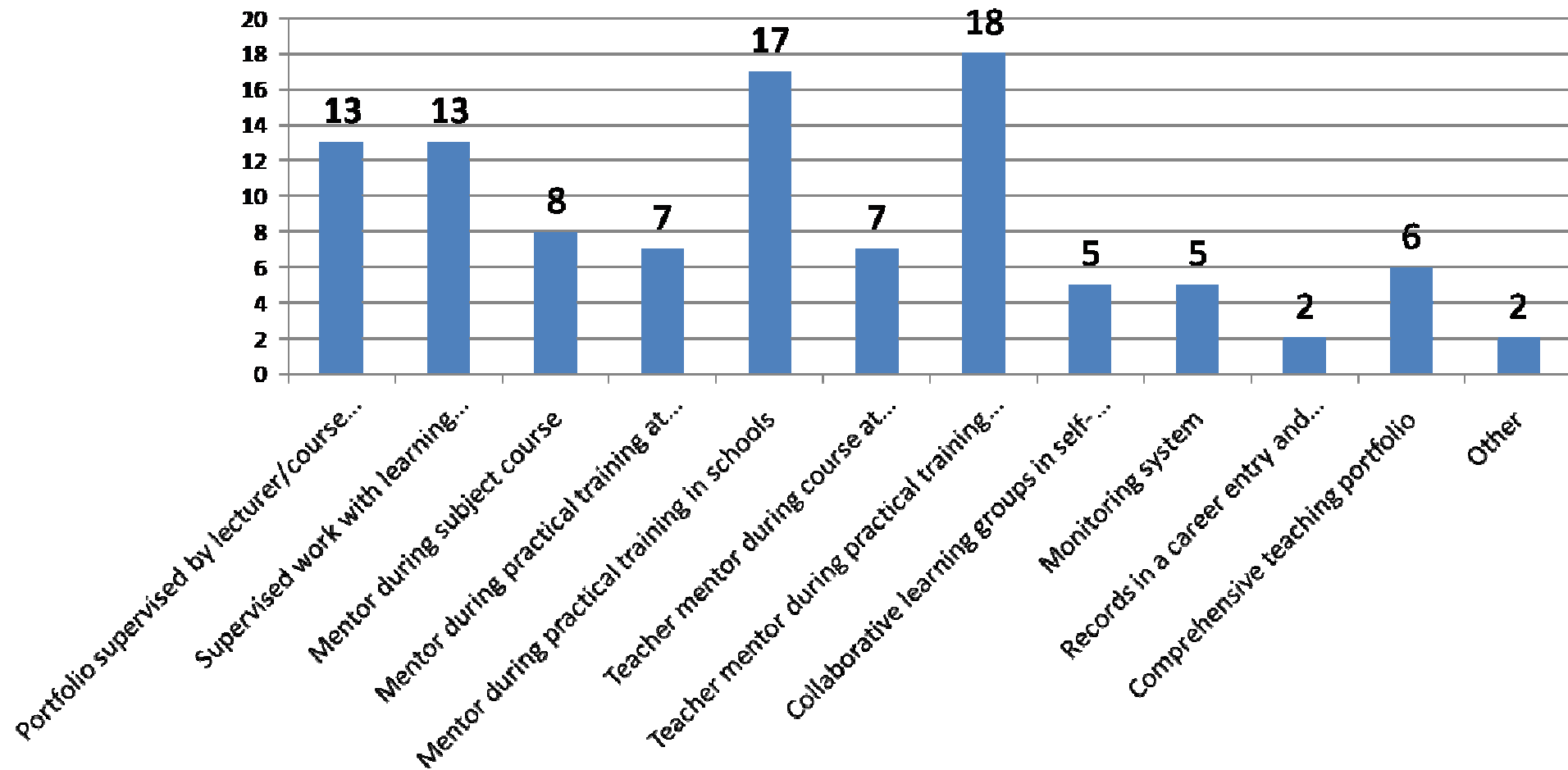
variety of induction phases (B4.2.2) => 18. Mai



Institutionalised forms of tutoring and/or mentoring during ITT studies (B4.8.2) => 18. Mai



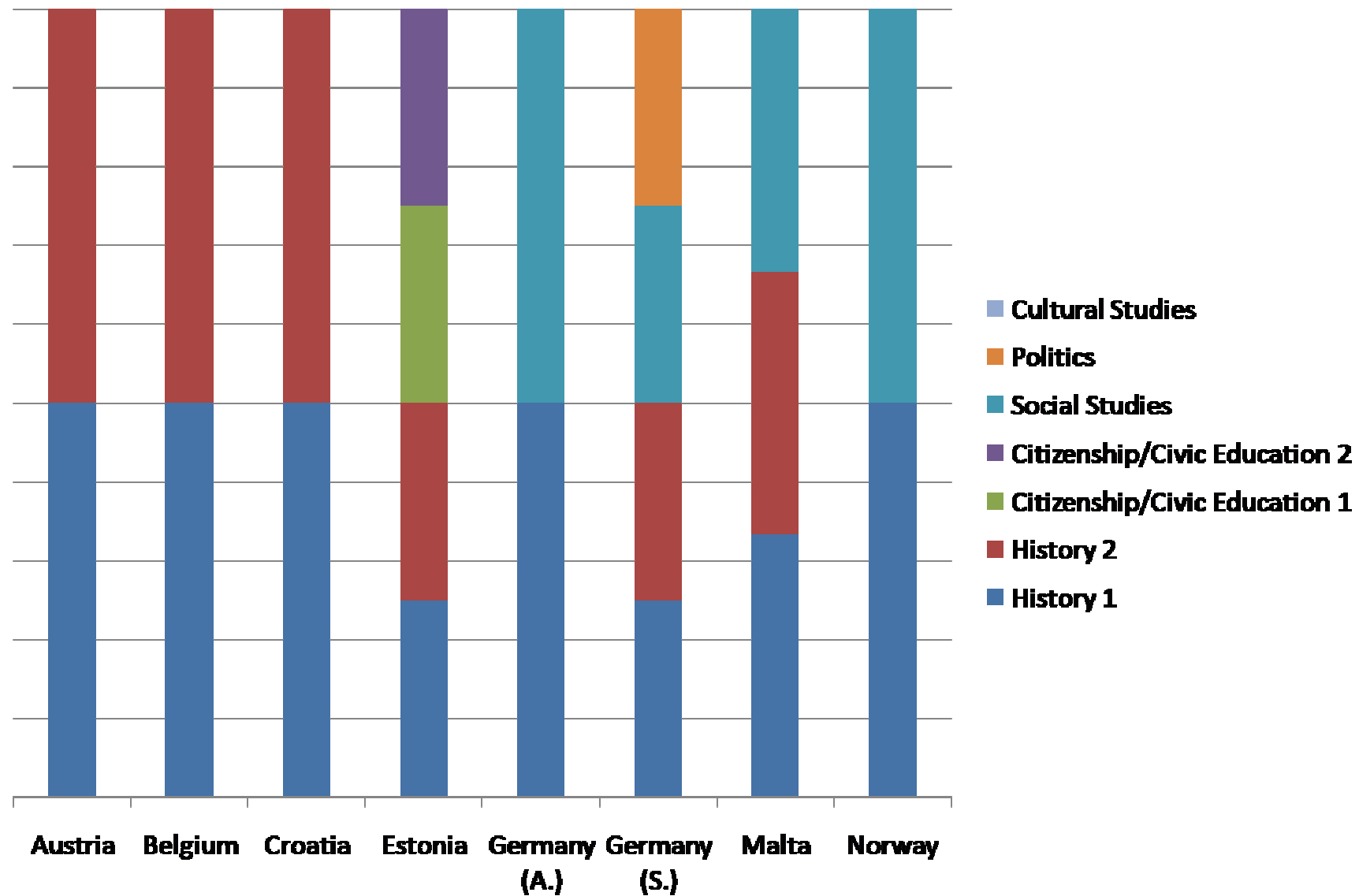
Proportions of institutionalised forms of tutoring and/or mentoring (B4.8.2) => 18. Mai



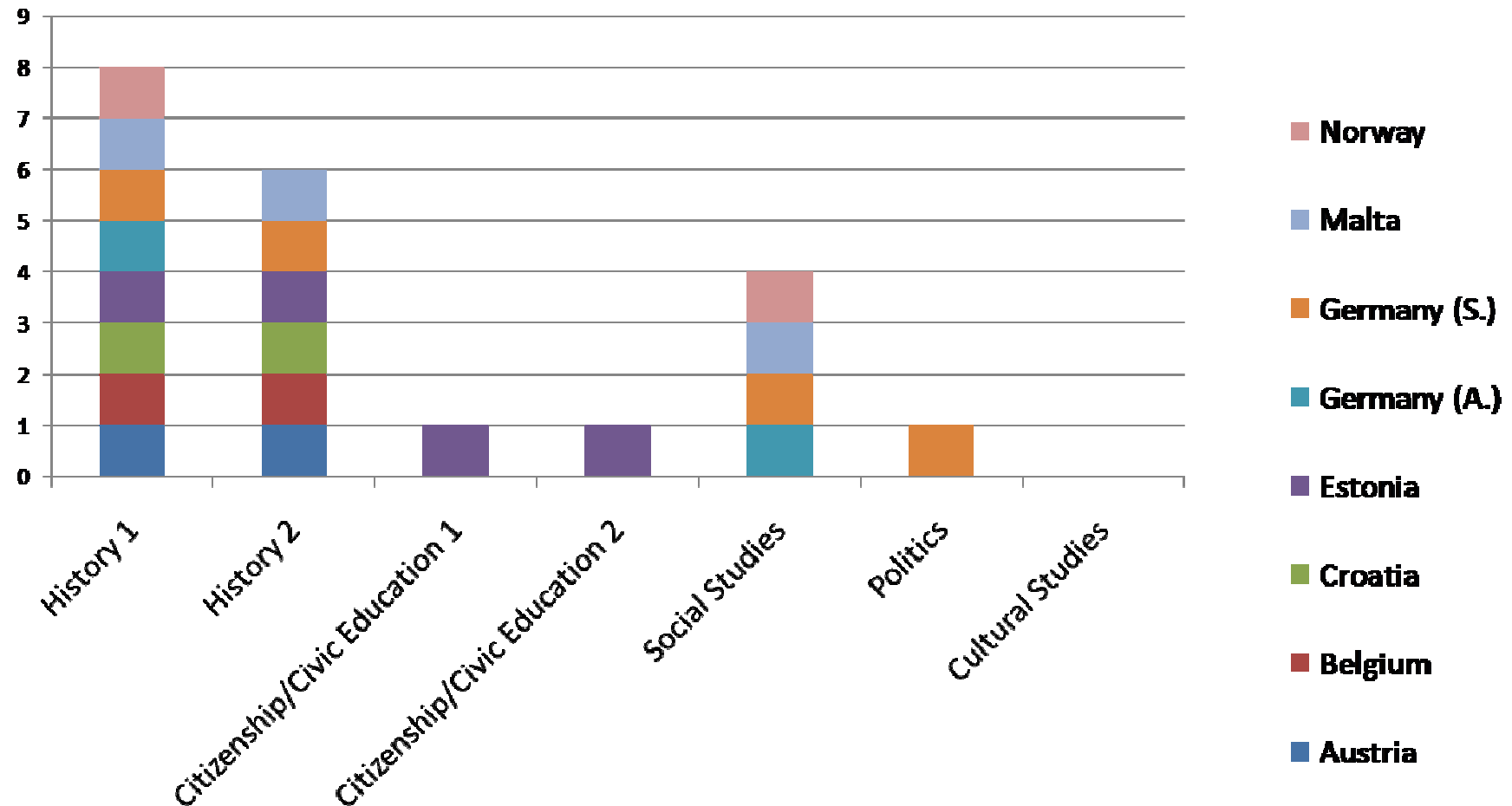
Part 2

Analysing the curricula

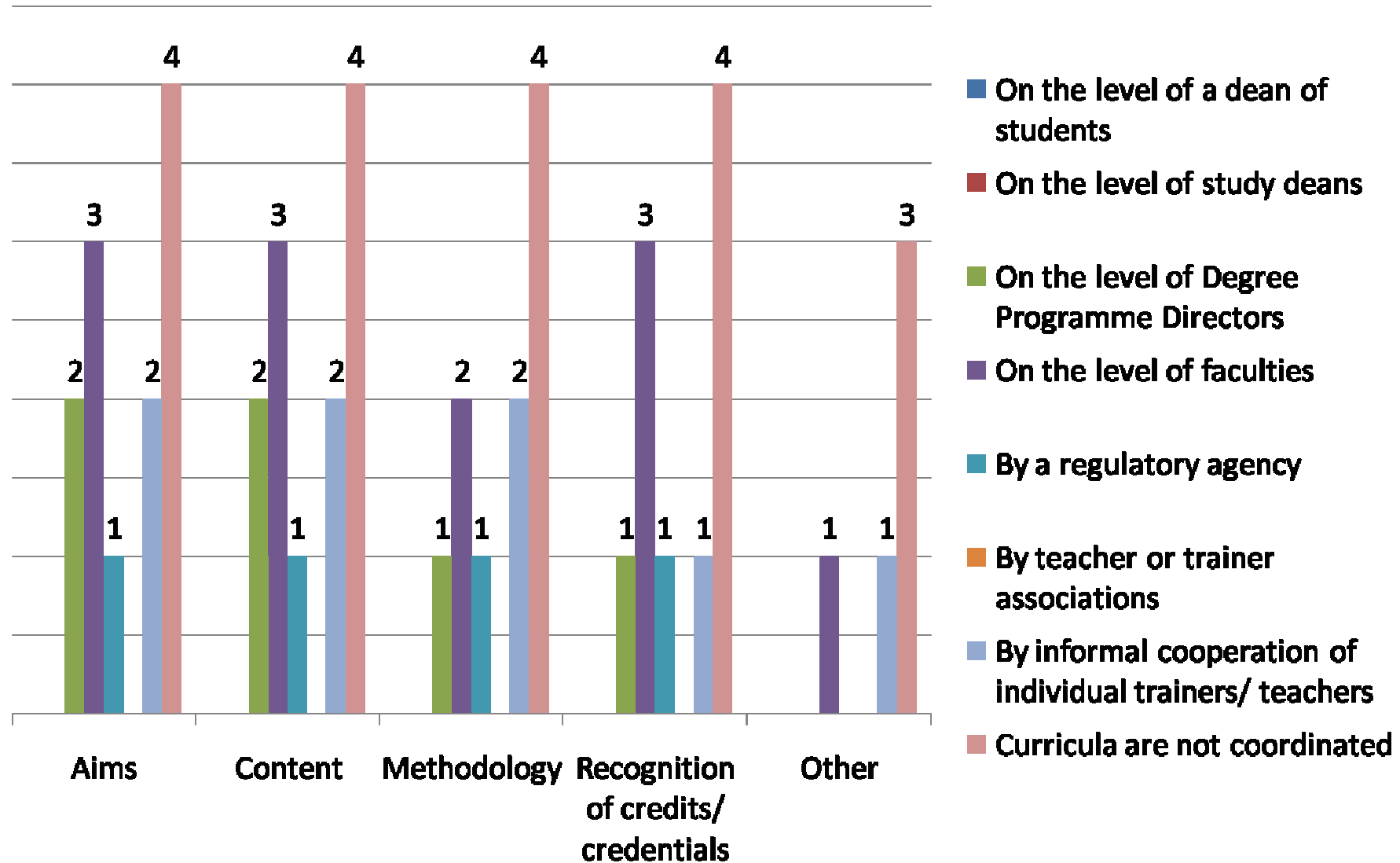
all *full study programmes* described per country (D1) > 23. Mai



Number of all *full study programmes* described, per country (D1) > 23. Mai

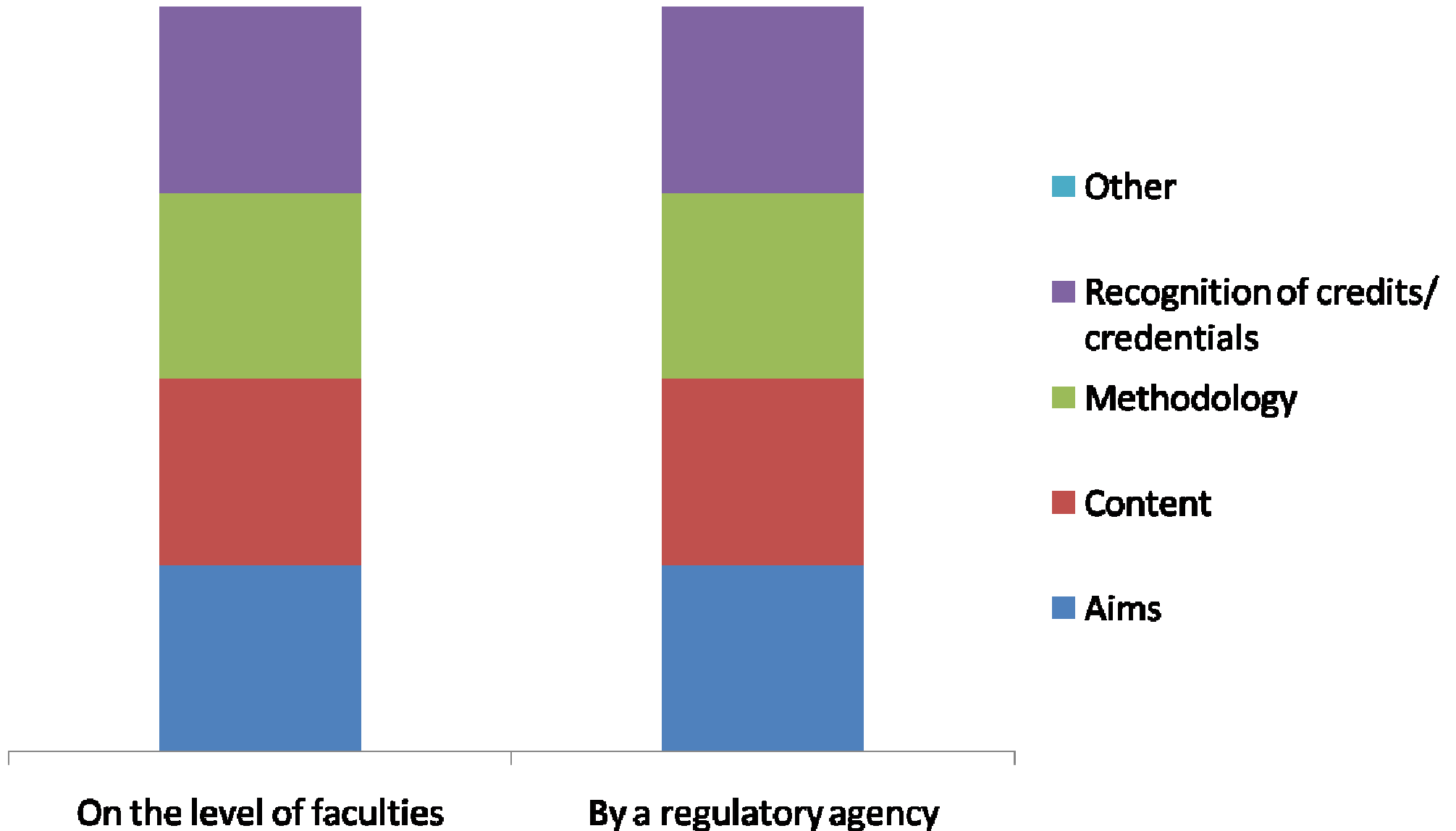


Inter-disciplinary coordination of full study programmes at teacher training institutions (overview) (D1.4.1) => 23. Mai



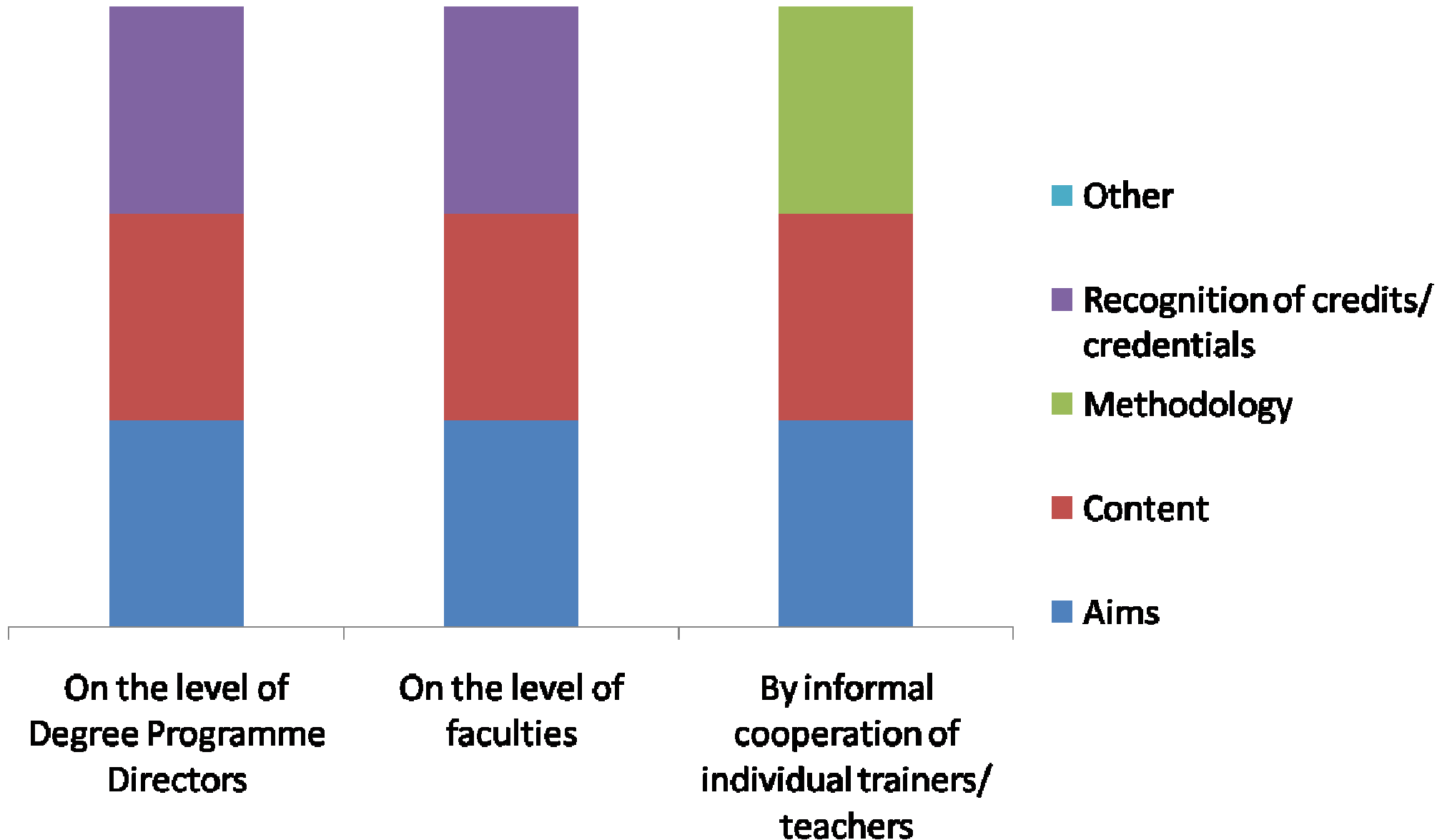
Inter-disciplinary coordination of the full study programmes at teacher
training institutions (D1.4.1) => 23. Mai

Croatia



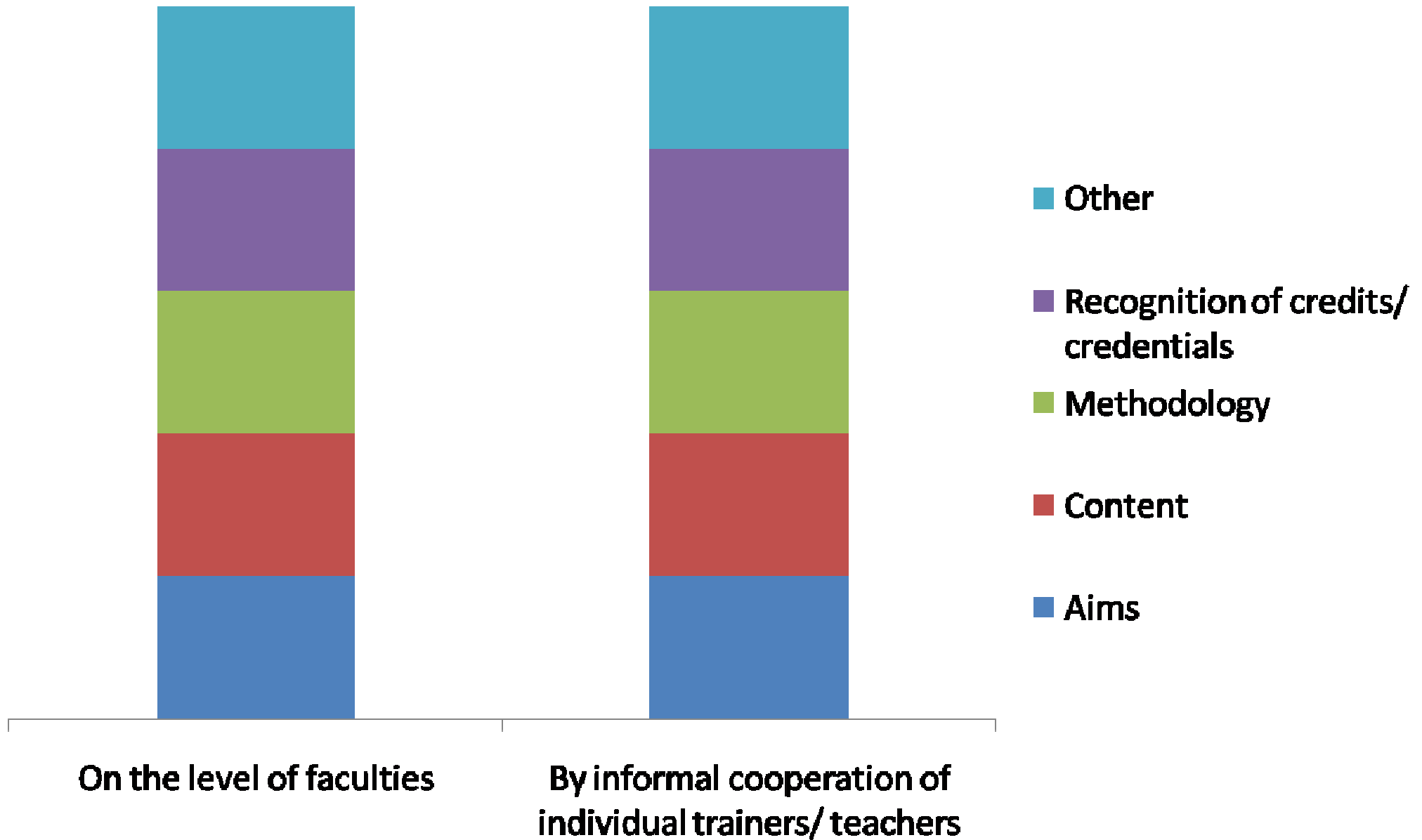
Inter-disciplinary coordination of the full study programmes at teacher
training institutions (D1.4.1) => 23. Mai

Estonia



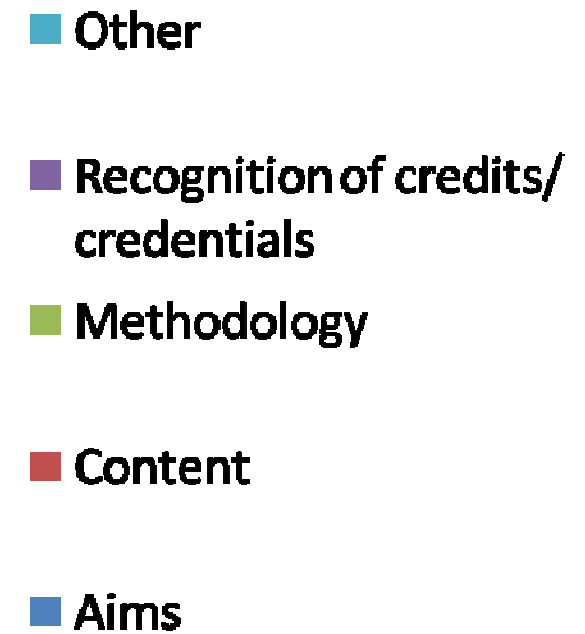
Inter-disciplinary coordination of the full study programmes at teacher
training institutions (D1.4.1) => 23. Mai

Norway



Inter-disciplinary coordination of the full study programmes at teacher
training institutions (D1.4.1) => 23. Mai

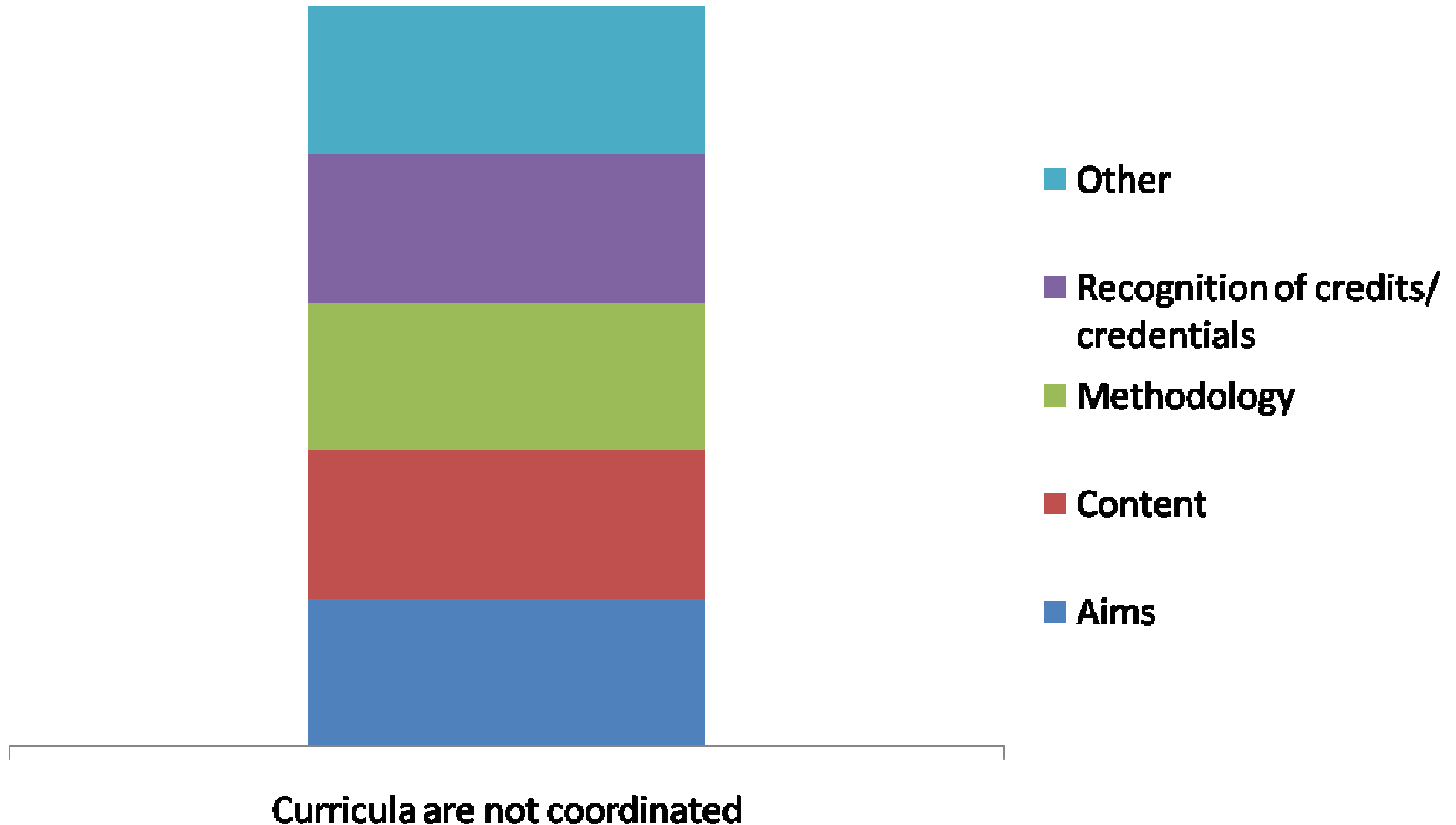
Belgium



On the level of Degree Programme Directors

Inter-disciplinary coordination of the full study programmes at teacher
training institutions (D1.4.1) => 23. Mai

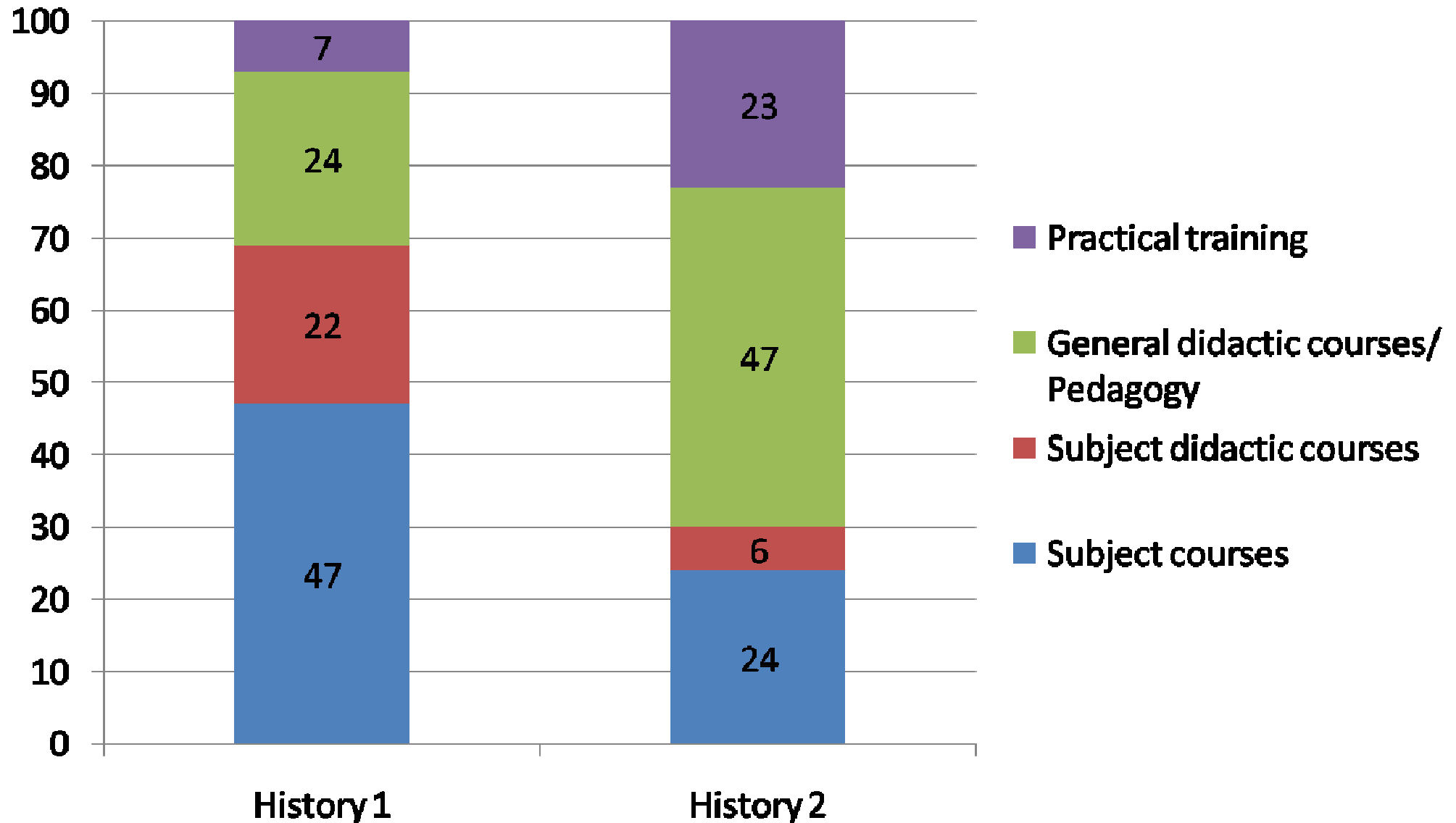
Austria, Germany (A.+S.), and Malta



Average proportion (%) of subject courses, courses of subject didactics, of general didactics and of practical training for the whole period of studies including the induction phase (D2.4) => 23.

Mai

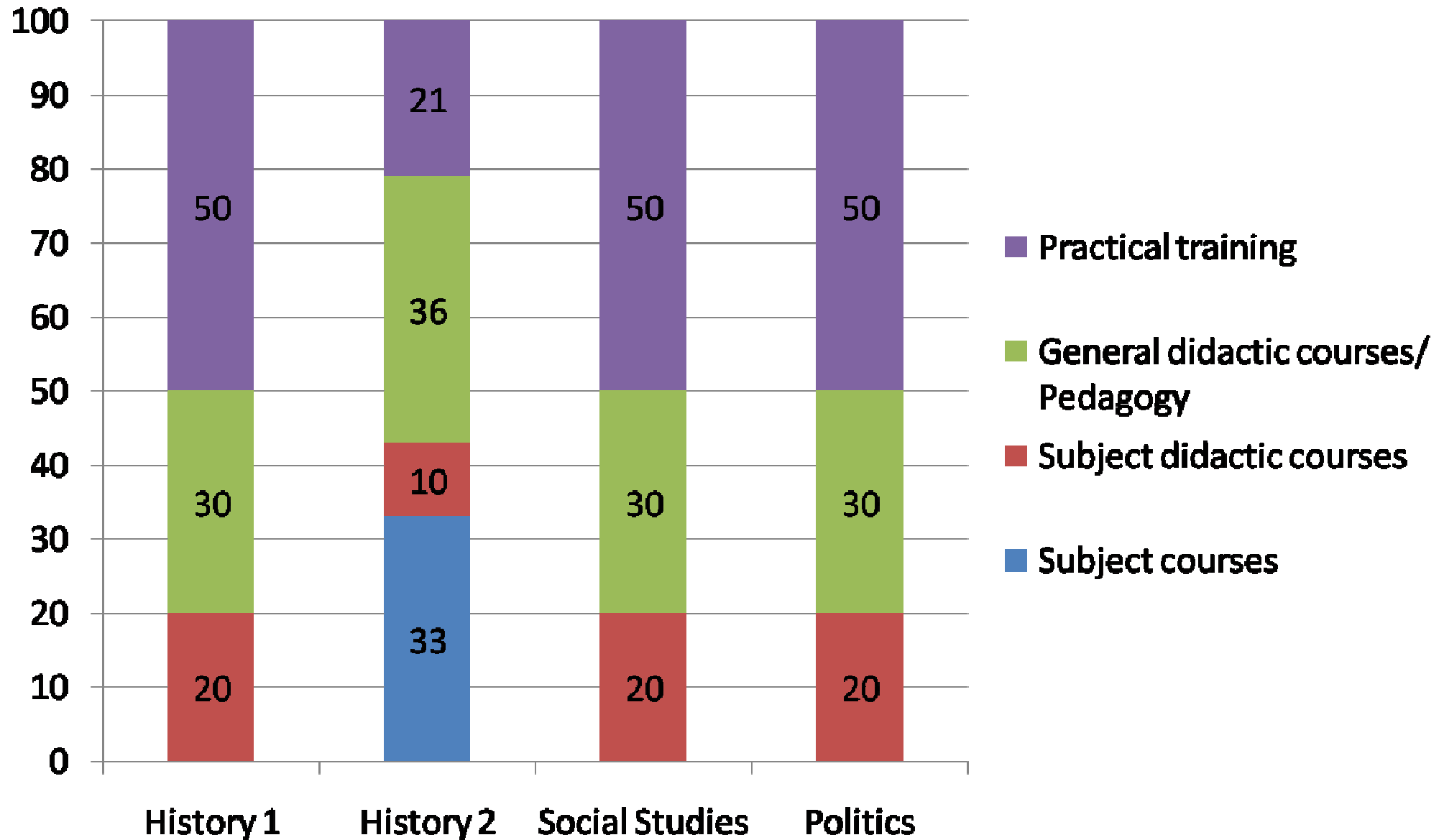
Austria



Average proportion (%) of subject courses, courses of subject didactics, of general didactics and of practical training for the whole period of studies including the induction phase (D2.4) => 23.

Mai

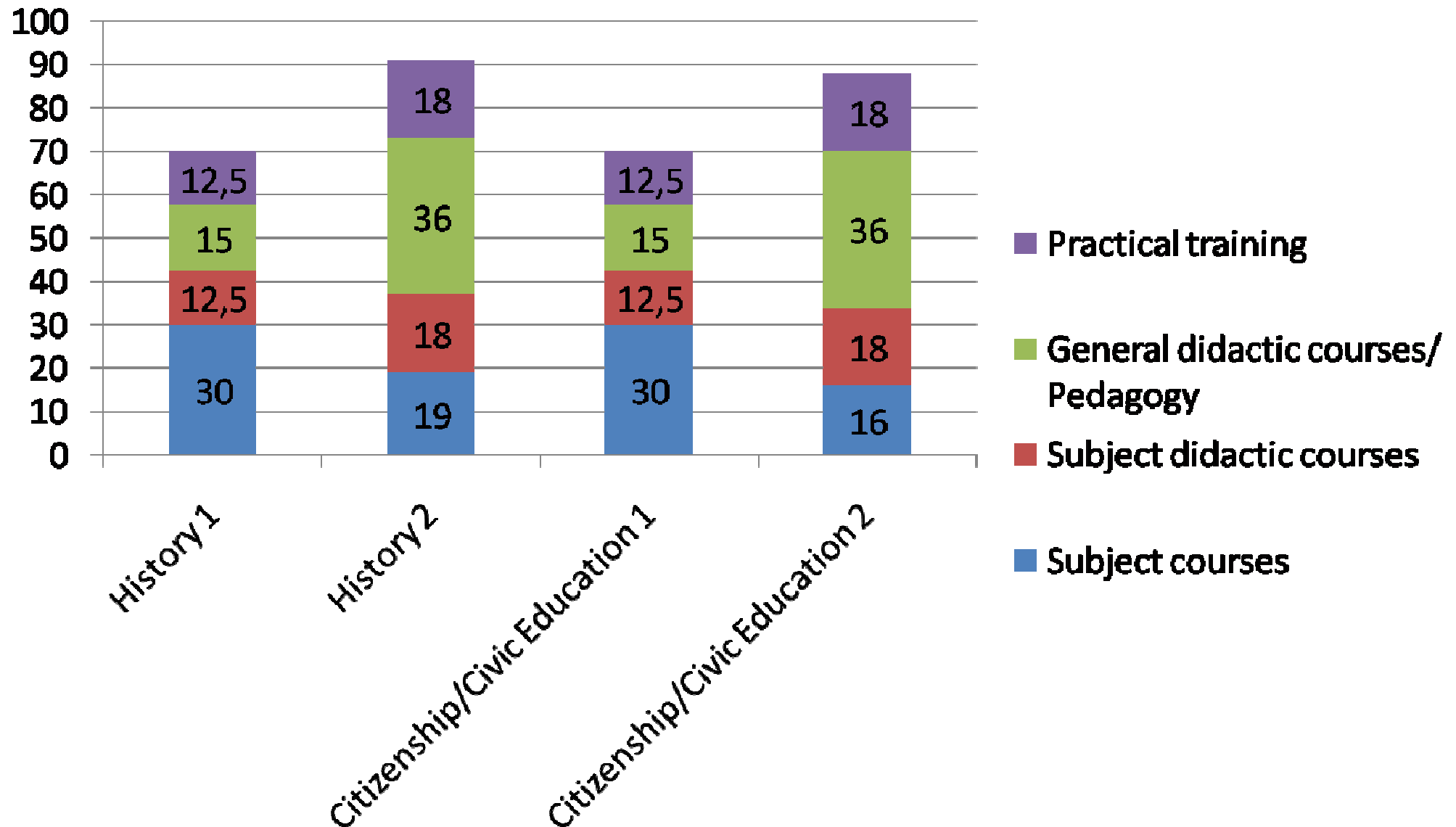
Belgium



Average proportion (%) of subject courses, courses of subject didactics, of general didactics and of practical training for the whole period of studies including the induction phase (D2.4) => 23.

Mai

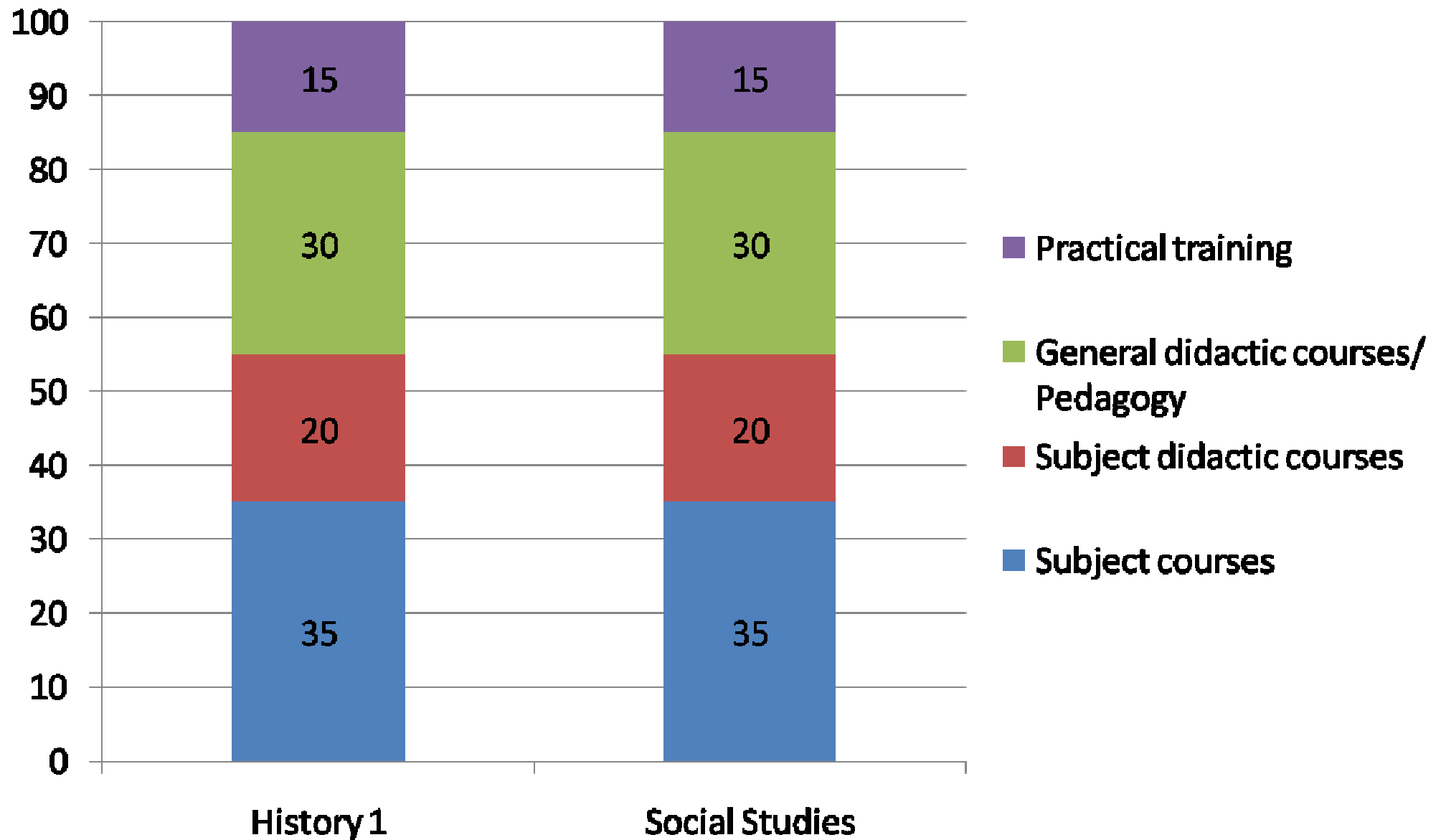
Estonia



Average proportion (%) of subject courses, courses of subject didactics, of general didactics and of practical training for the whole period of studies including the induction phase (D2.4) => 23.

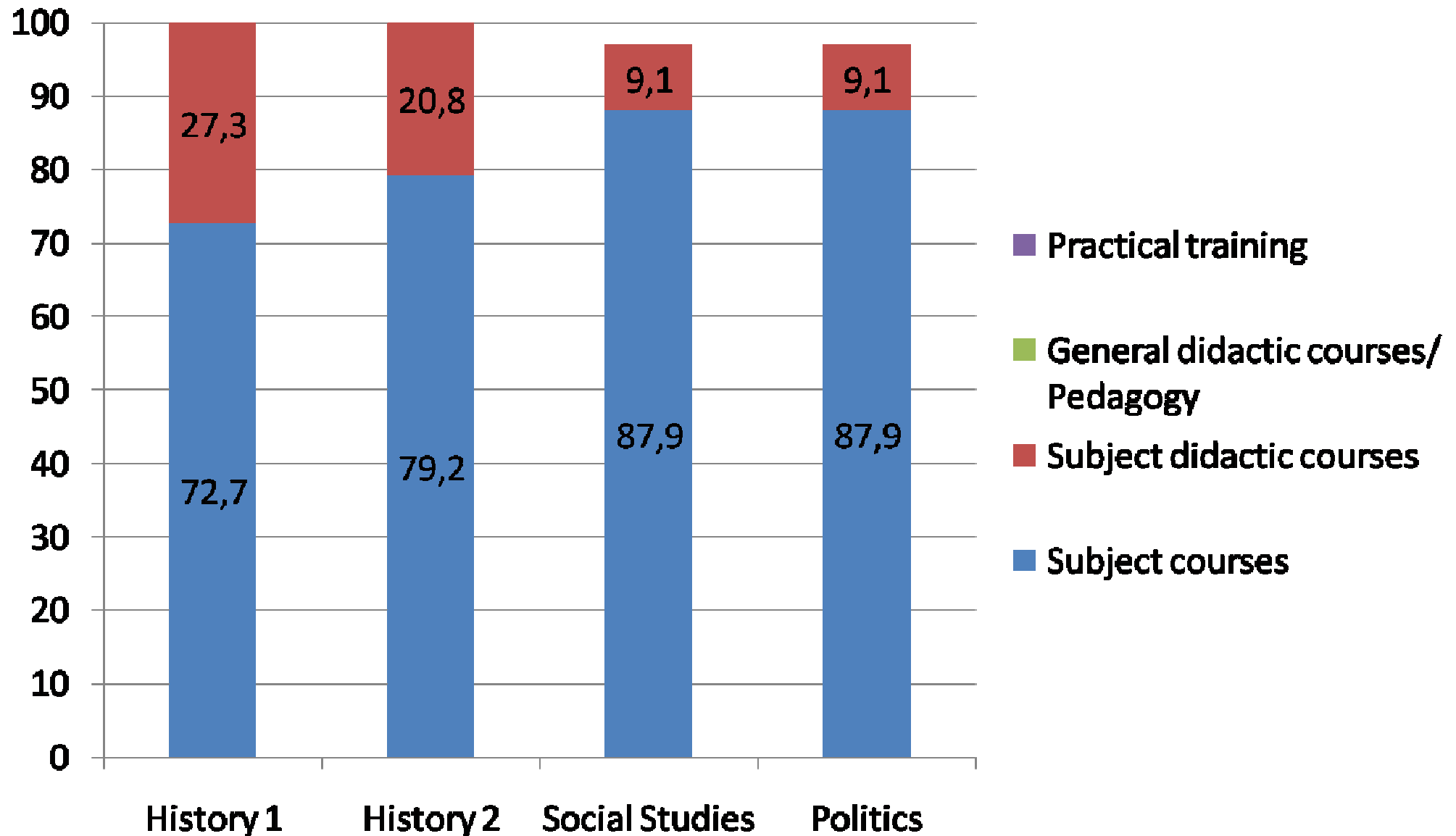
Mai

Germany (A.)



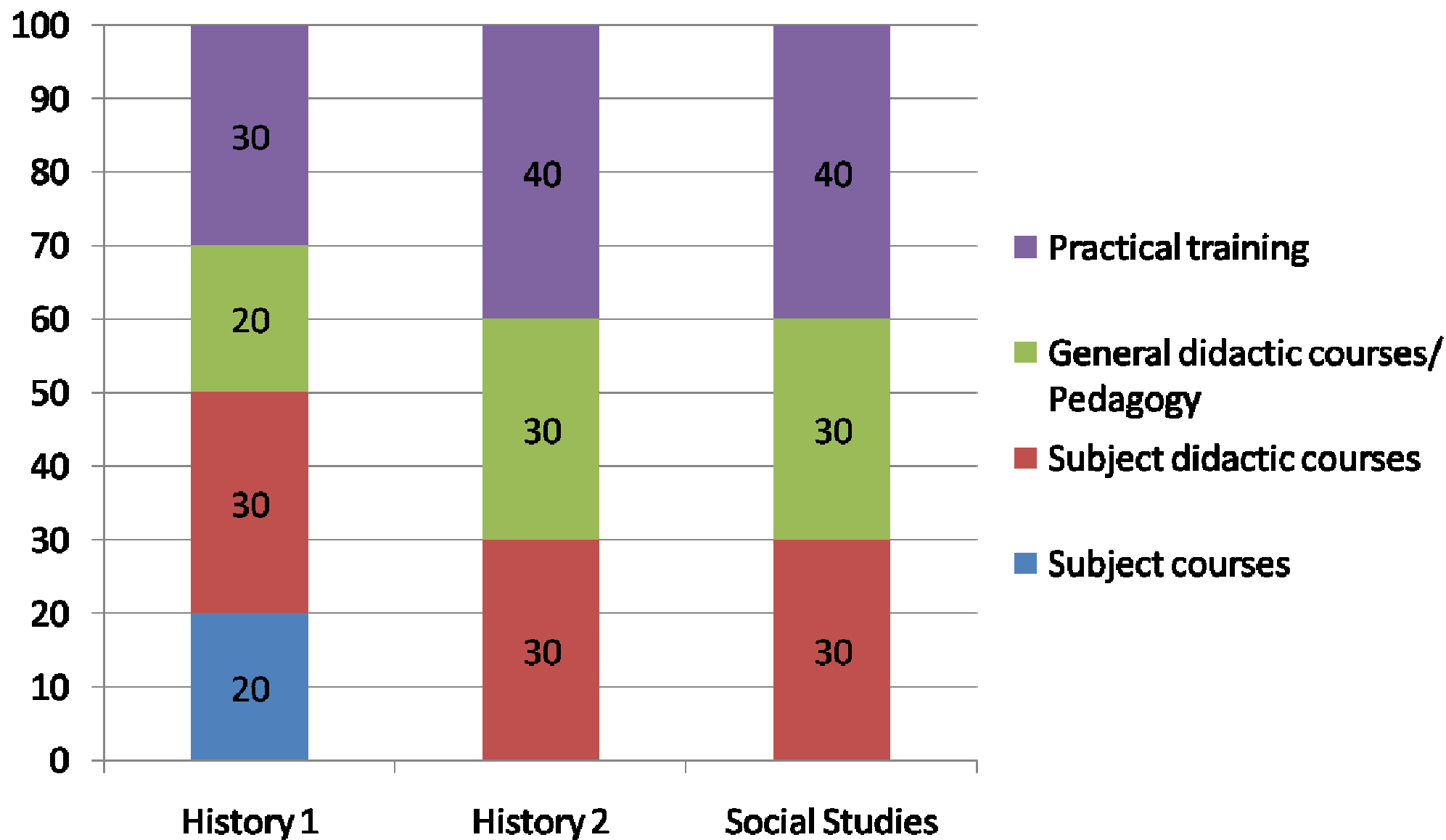
Graph showing the average proportion (%) of subject courses, courses of subject didactics, of general didactics and of practical training for the whole period of studies including the induction phase (D2.4) => 23. Mai

Germany (S.)



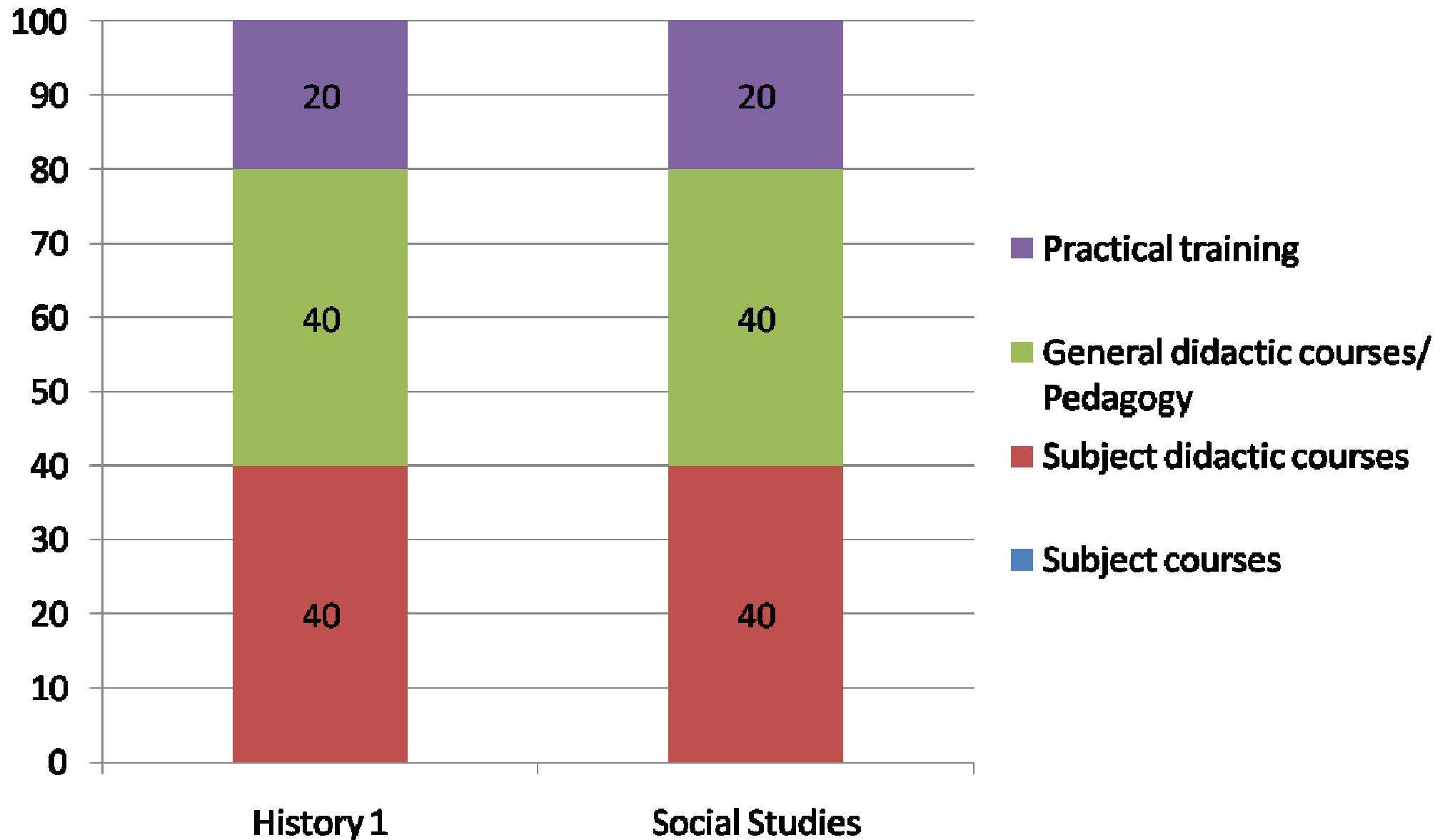
Graph showing the average proportion (%) of subject courses, courses of subject didactics, of general didactics and of practical training for the whole period of studies including the induction phase (D2.4) => 23. Mai

Malta



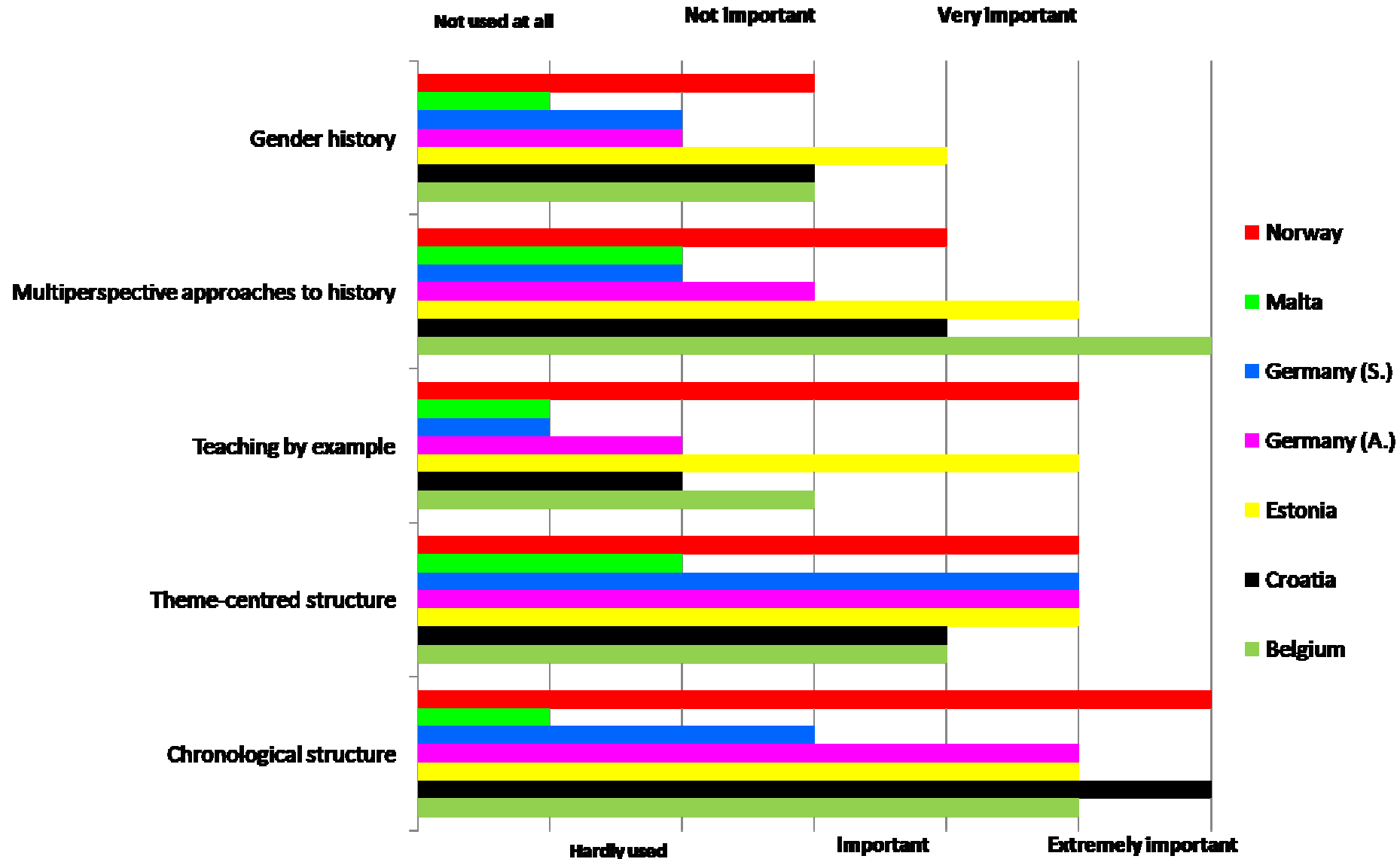
Graph showing the average proportion (%) of subject courses, courses of subject didactics, of general didactics and of practical training for the whole period of studies including the induction phase (D2.4) => 23. Mai

Norway



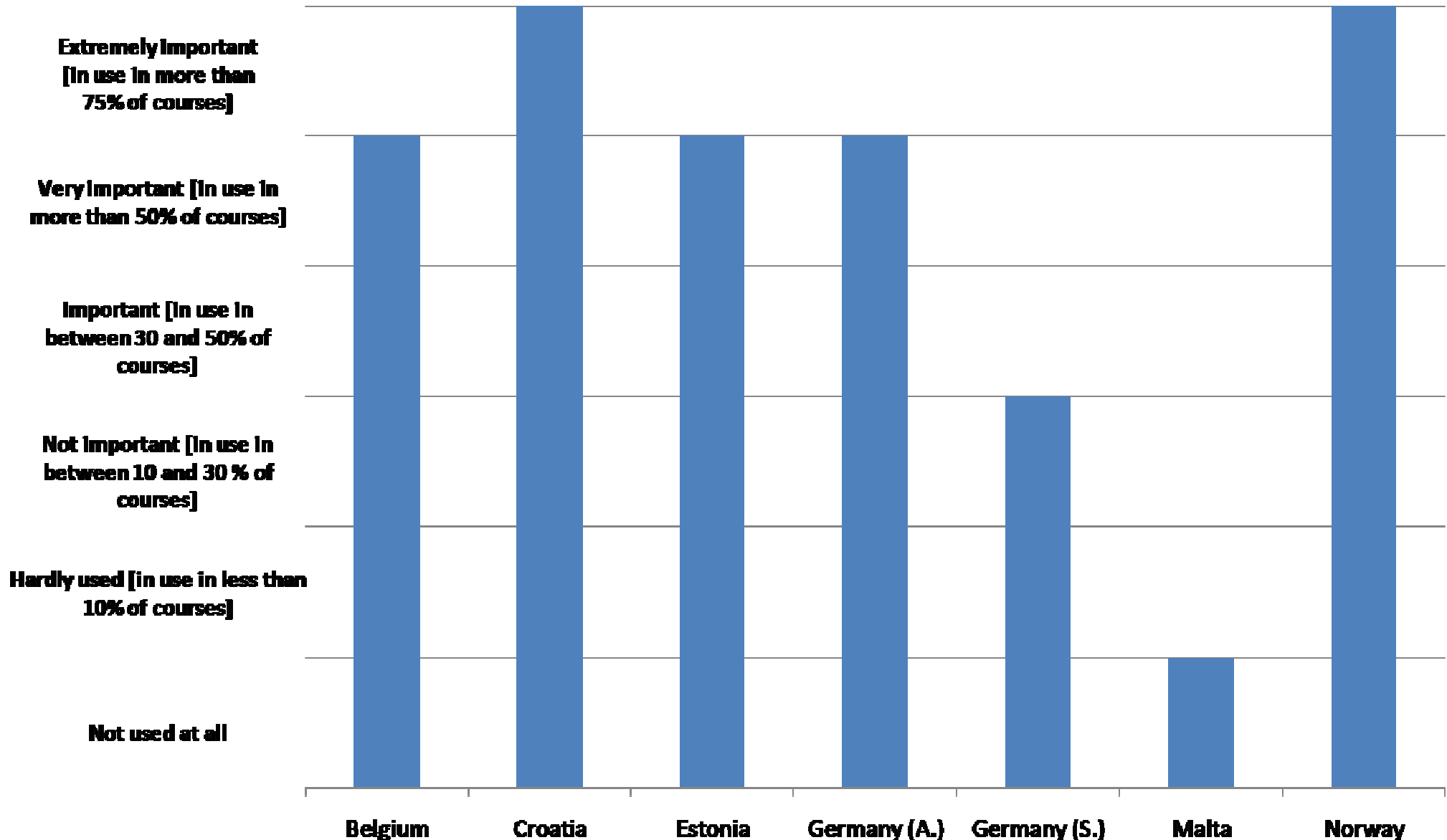
Important aspects in subject history courses

“History 1” (E1.5) => 22. Mai



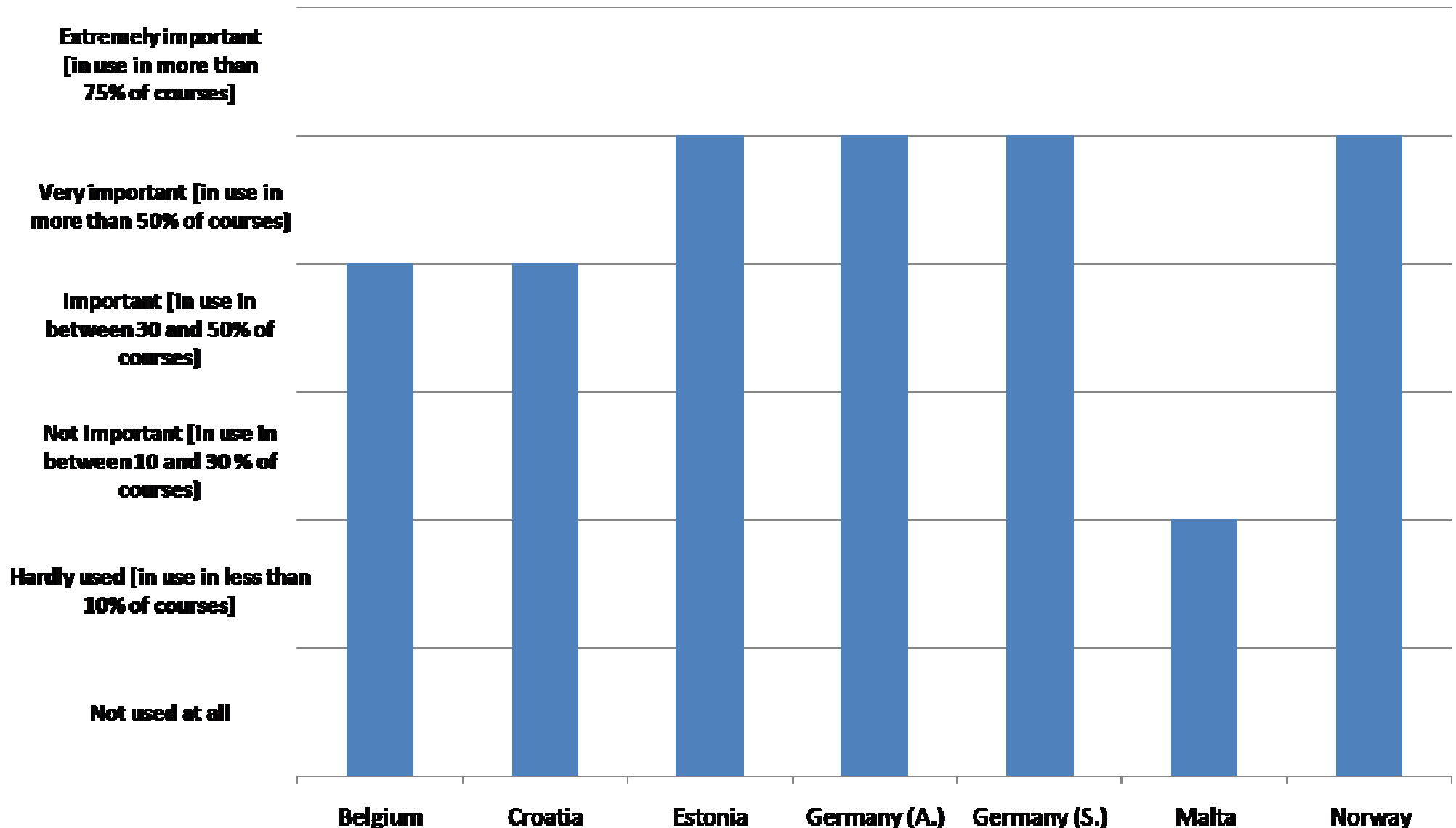
Importance of *Chronological structure* in subject history courses
curriculum “History 1” , per country (E1.5) => 22. Mai

Chronological structure



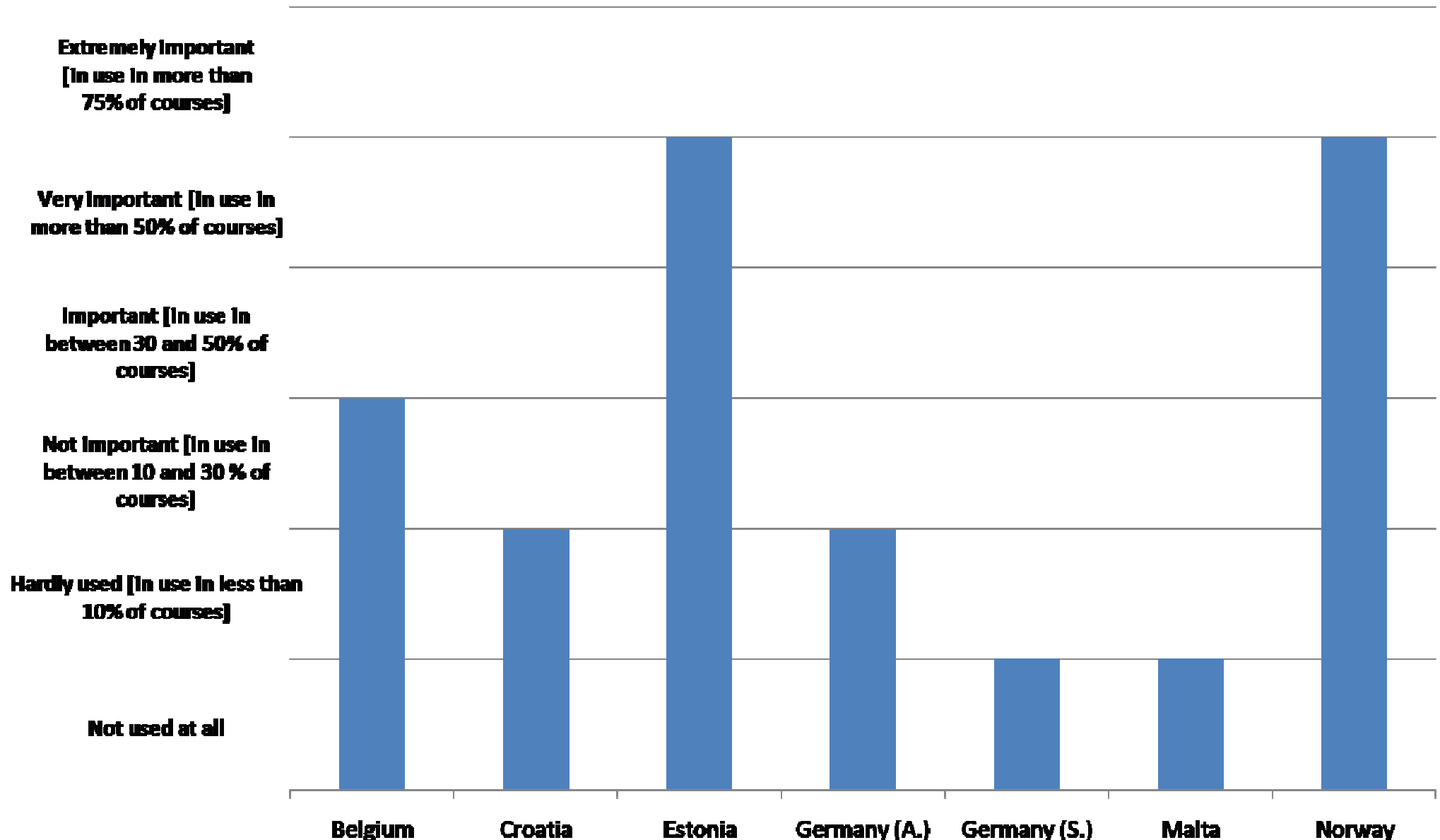
Importance of *theme-centred structure* in subject history courses
curriculum “History 1”, per country (E1.5) => 22. Mai

Theme-centred structure



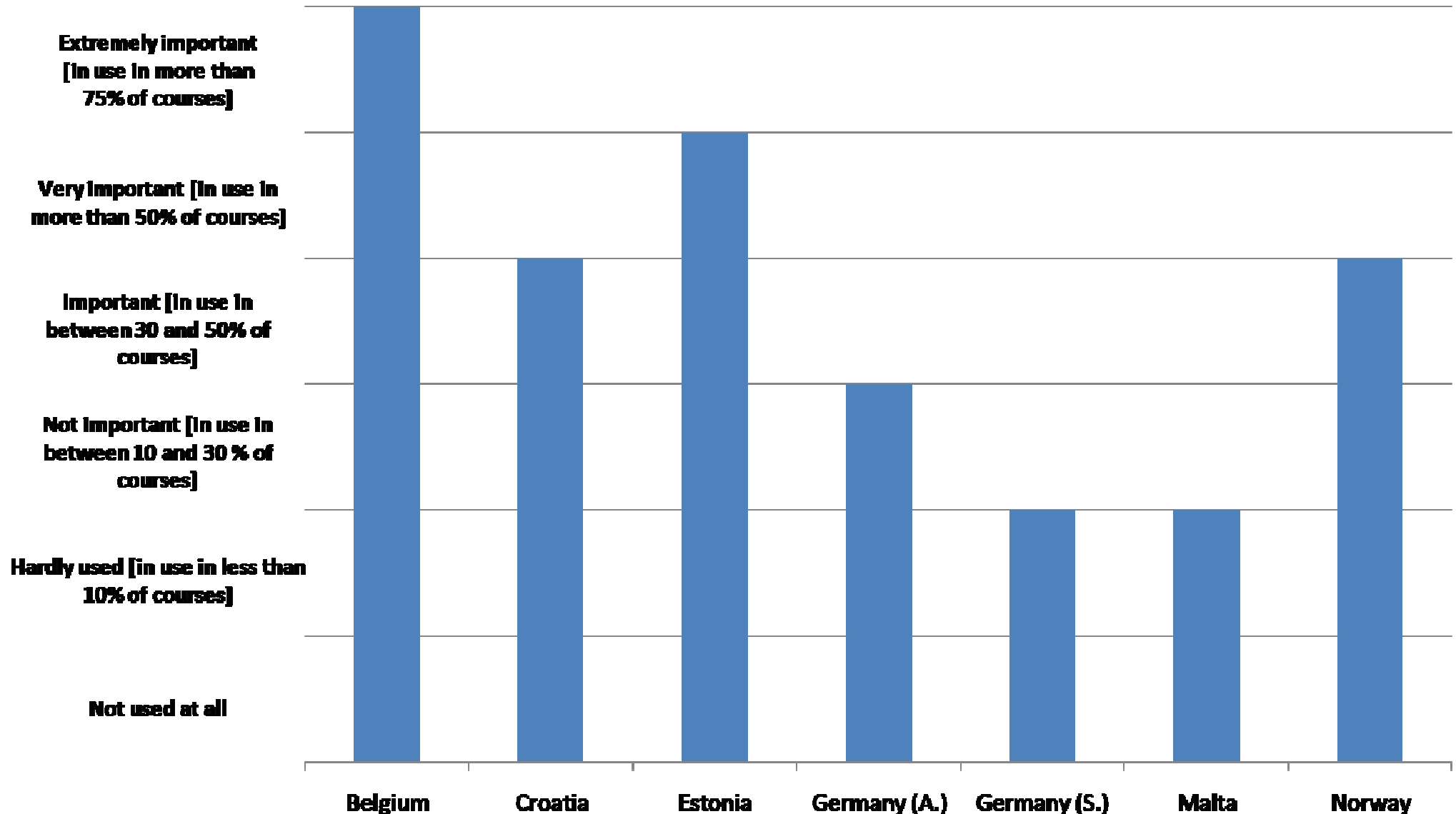
Importance of *teaching by example* in subject history courses
curriculum “History 1”, per country (E1.5) => 22. Mai

Teaching by example



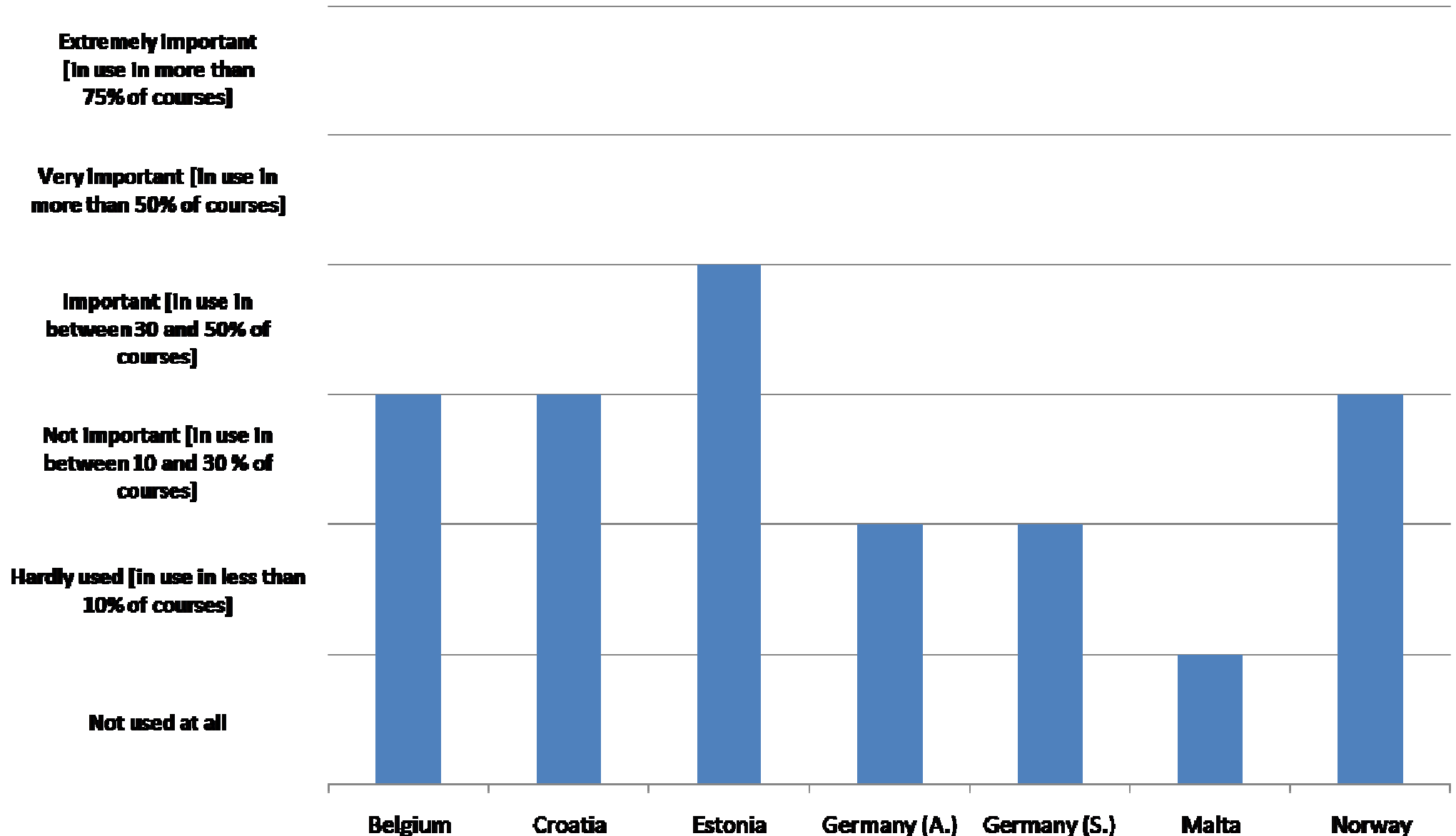
Importance of ***multiperspective approaches to history*** in subject history courses, curriculum “History 1”, per country (E1.5) => 22. Mai

Multiperspective approaches to history

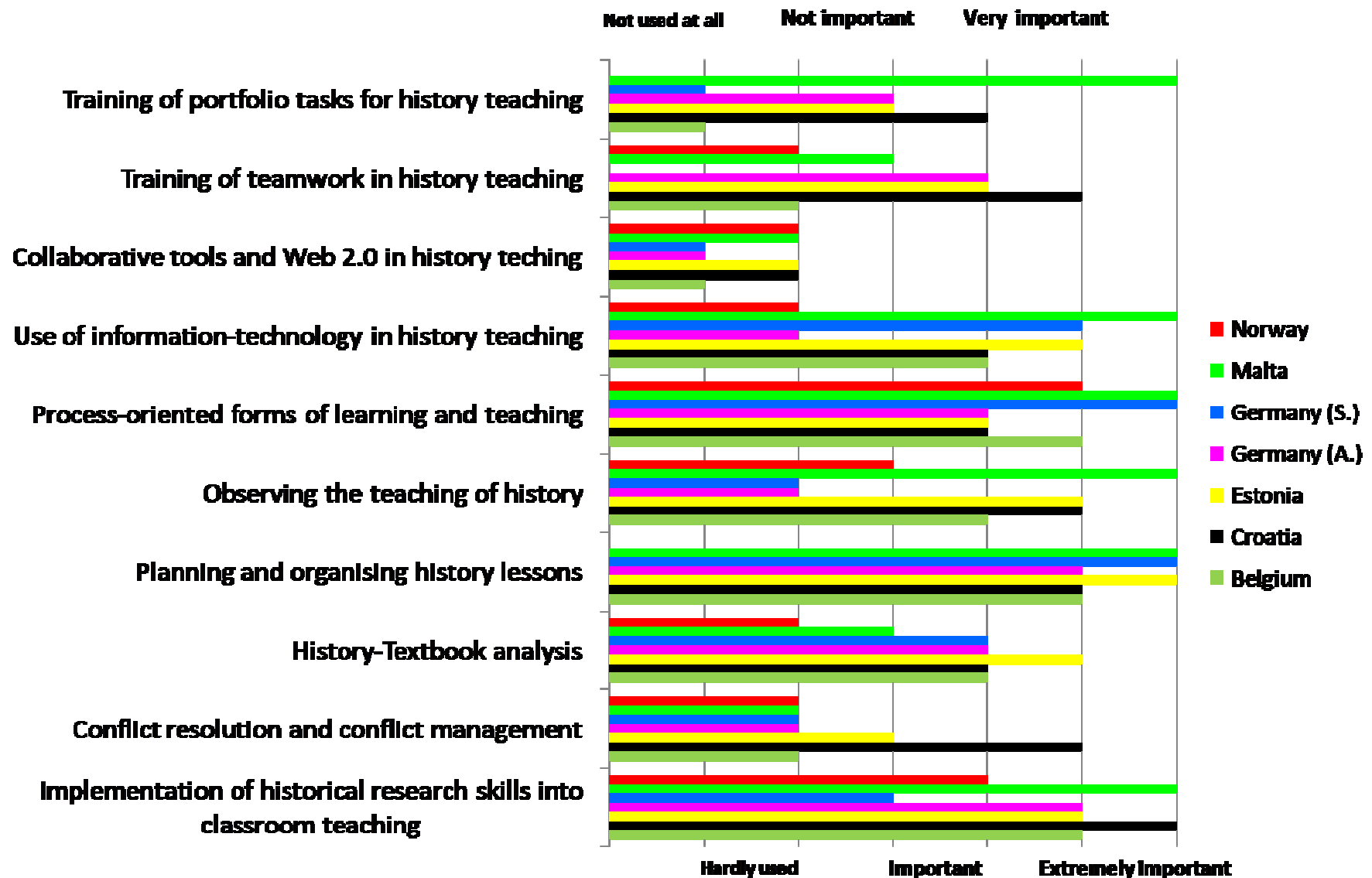


Importance of *gender history* in subject history courses
curriculum “History 1”, per country (E1.5) => 22. Mai

Gender history

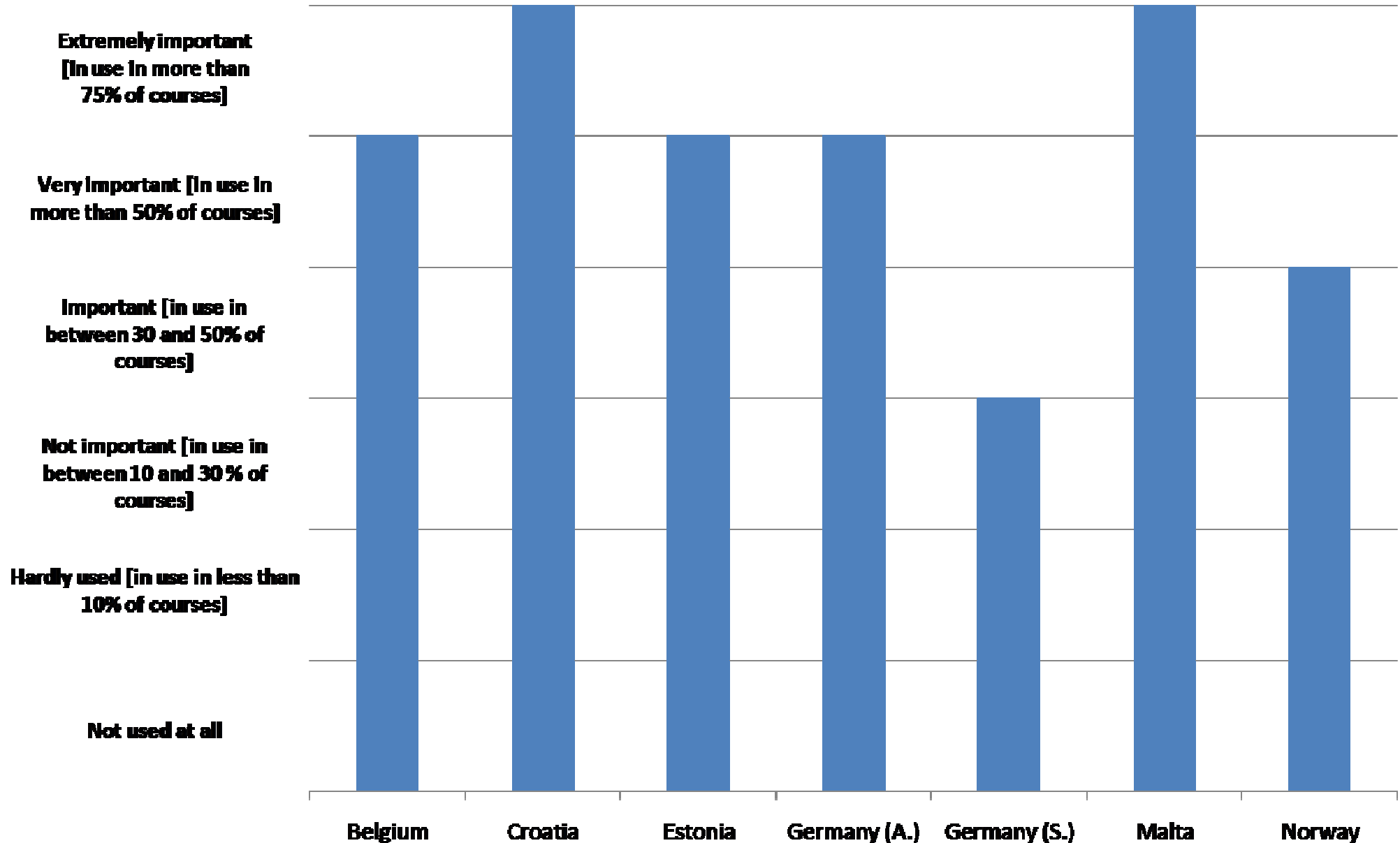


Proportion of aspects, approaches and/or skills taught explicitly in Subject Didactic courses of “History 1”, (E2.2.1) => 22. Mai



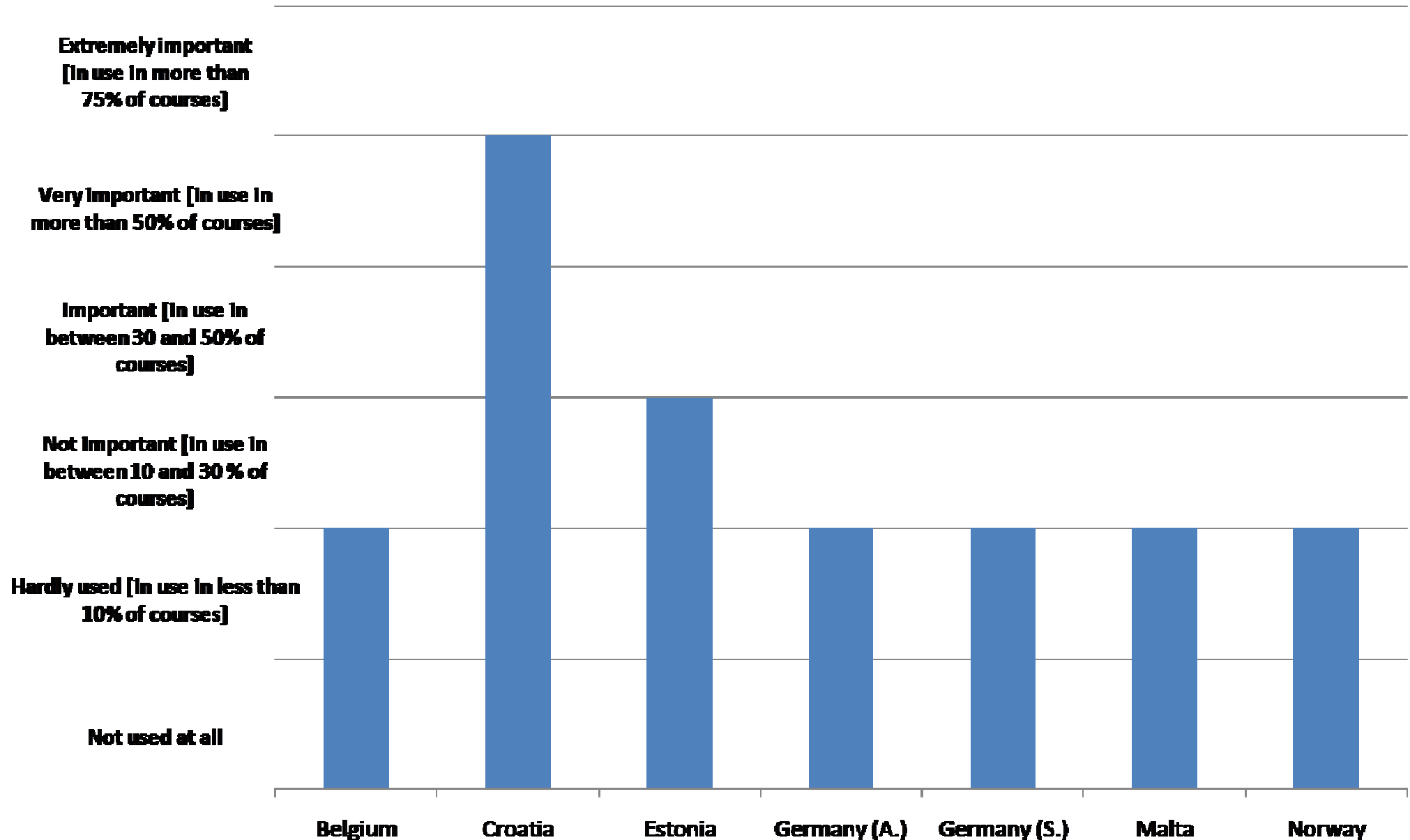
Training of *historical research skills for the use in classroom teaching*
Subject Didactic courses of “History 1”, per country (E2.2.1) => 22. Mai

Implementation of historical research skills into classroom teaching



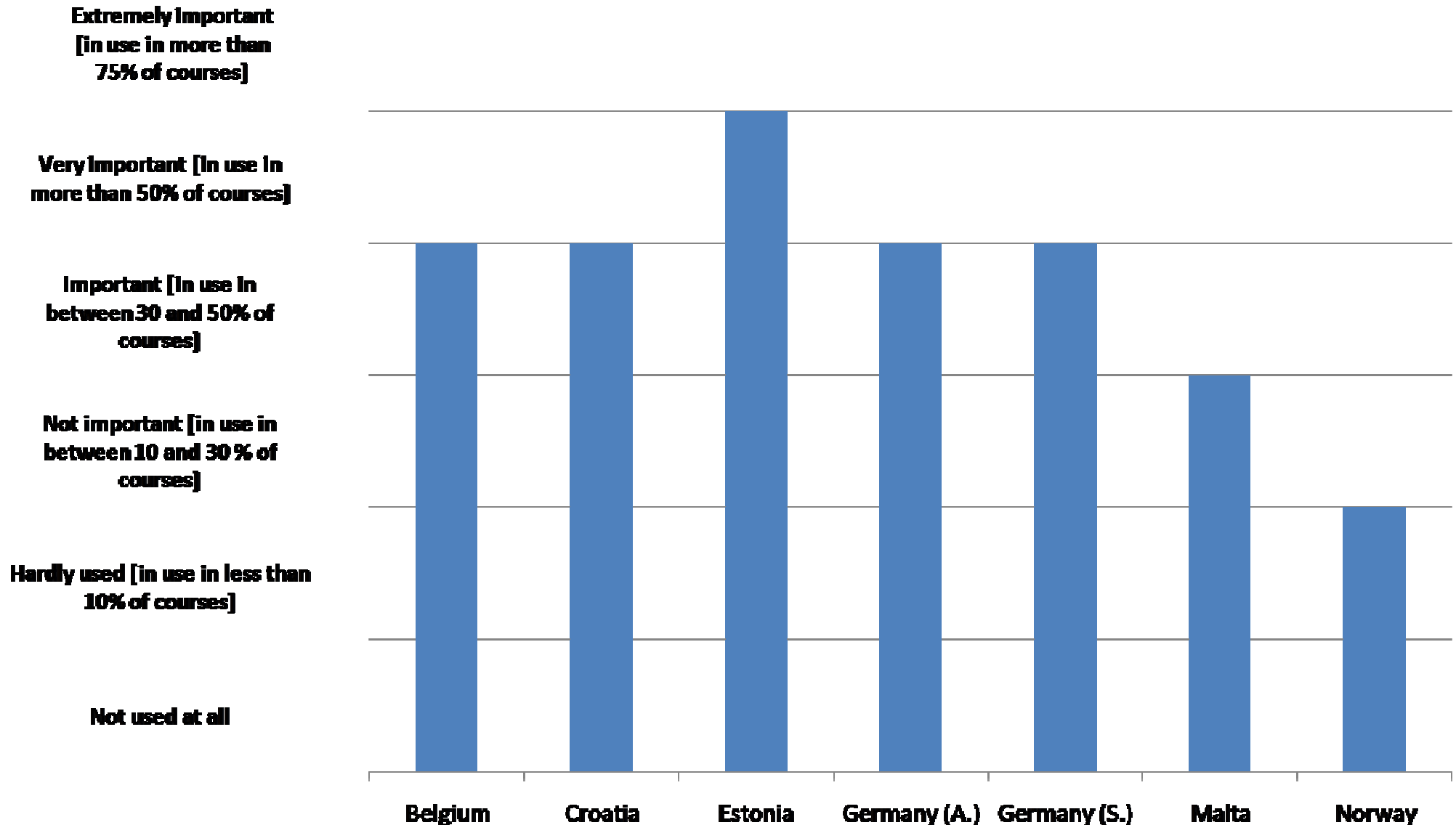
Training of *conflict resolution and conflict management* in Subject Didactic courses of
“History 1”, per country (E2.2.1) => 22. Mai

Conflict resolution and conflict management

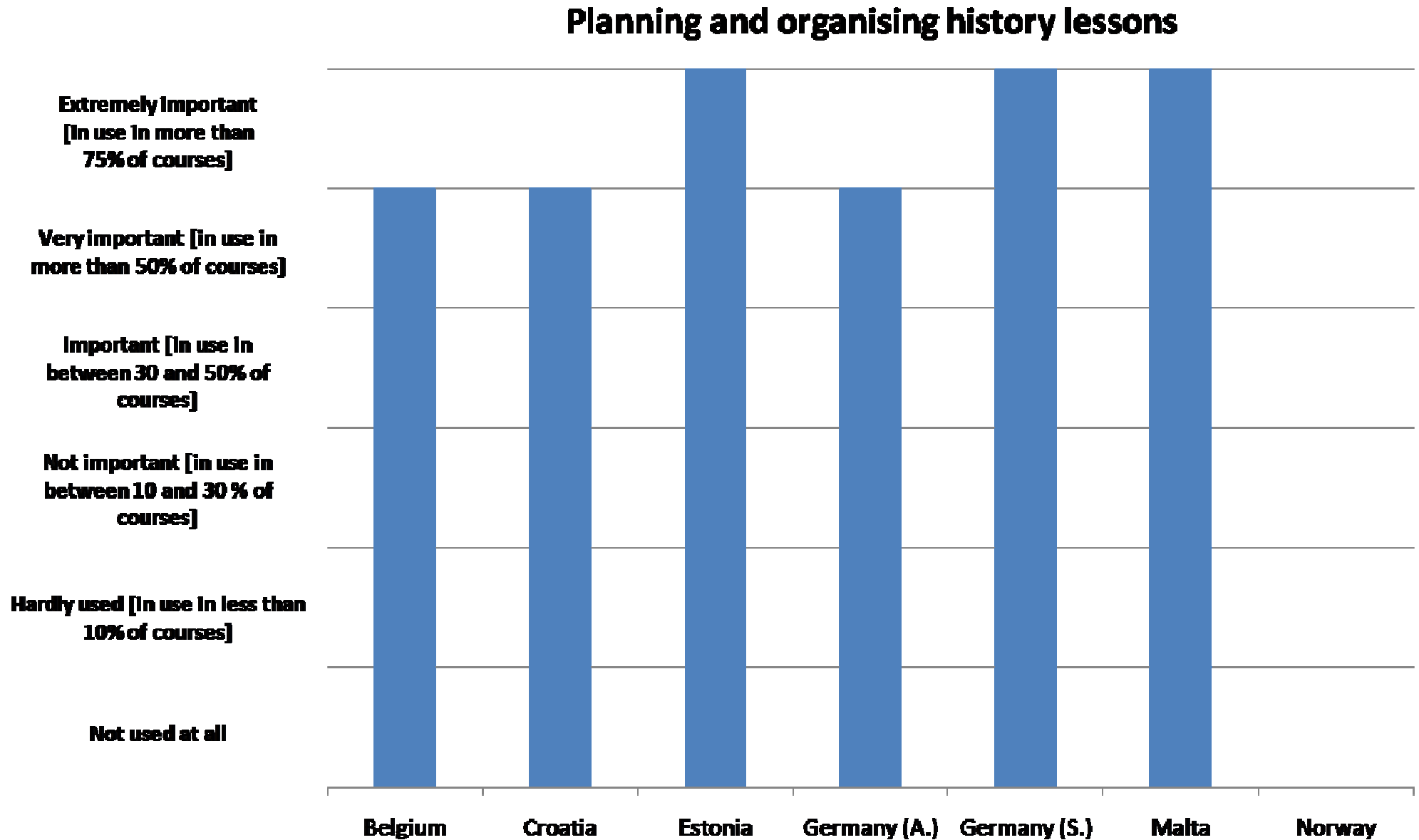


Proportion of the Use of *History-Textbook analysis* in Subject Didactic courses
“History 1” per country (E2.2.1) => 22. Mai

History-Textbook analysis



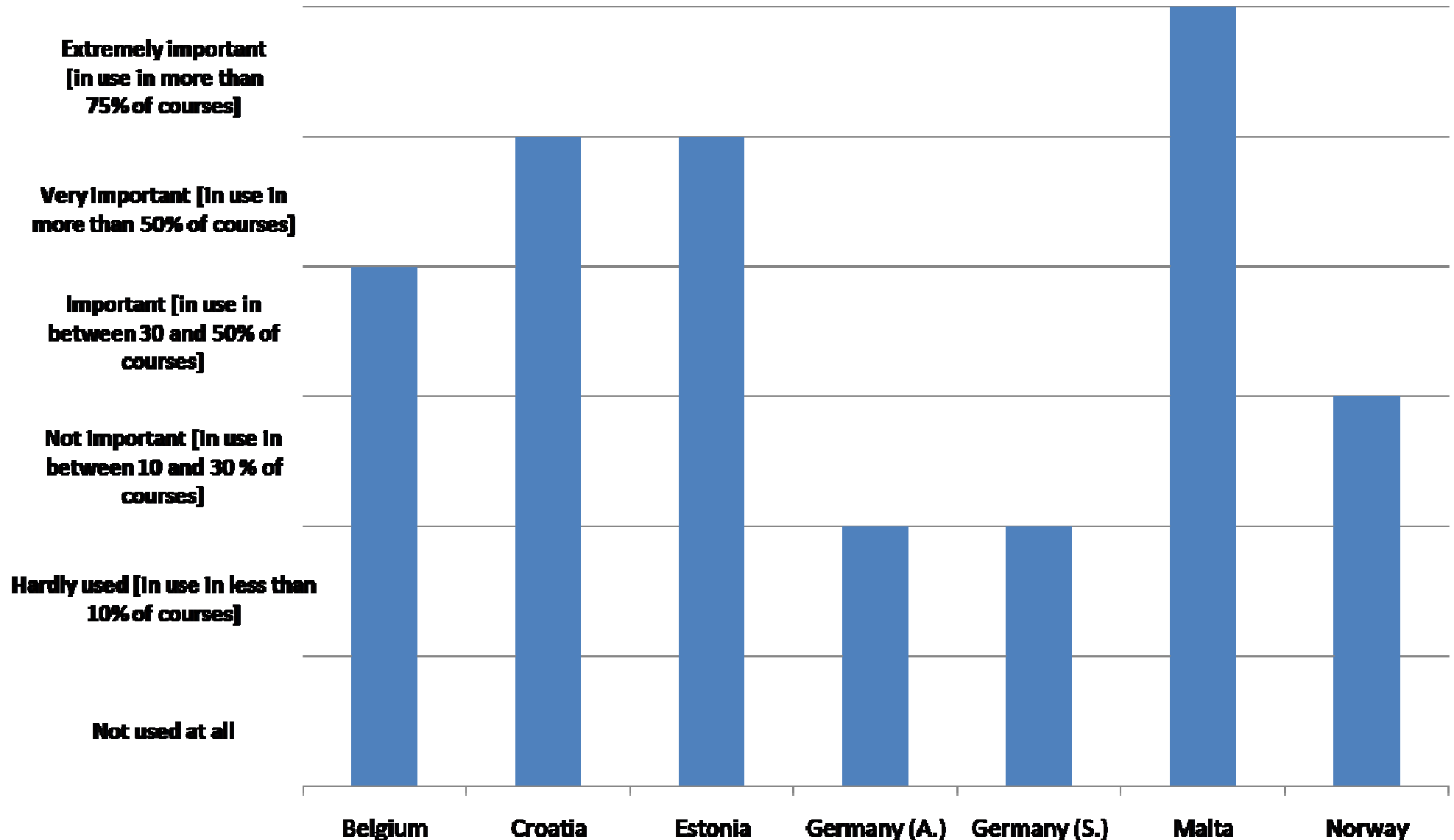
Proportion of *planning and organising history lessons* in Subject Didactic courses
“History 1” per country (E2.2.1) => 22. Mai



Proportion of *observing the teaching of history* in Subject Didactic courses

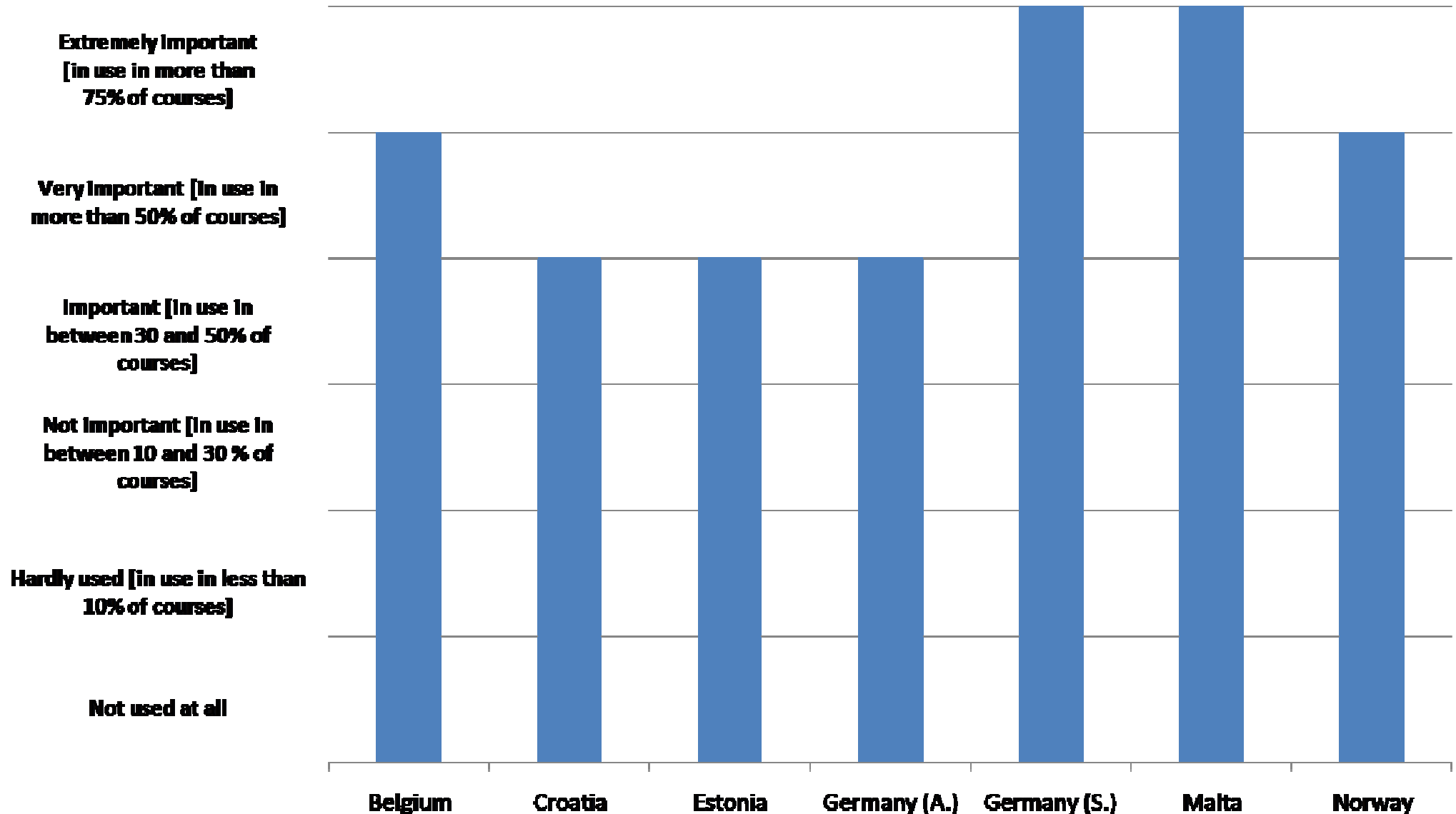
“History 1” per country (E2.2.1) => 22. Mai

Observing the teaching of history



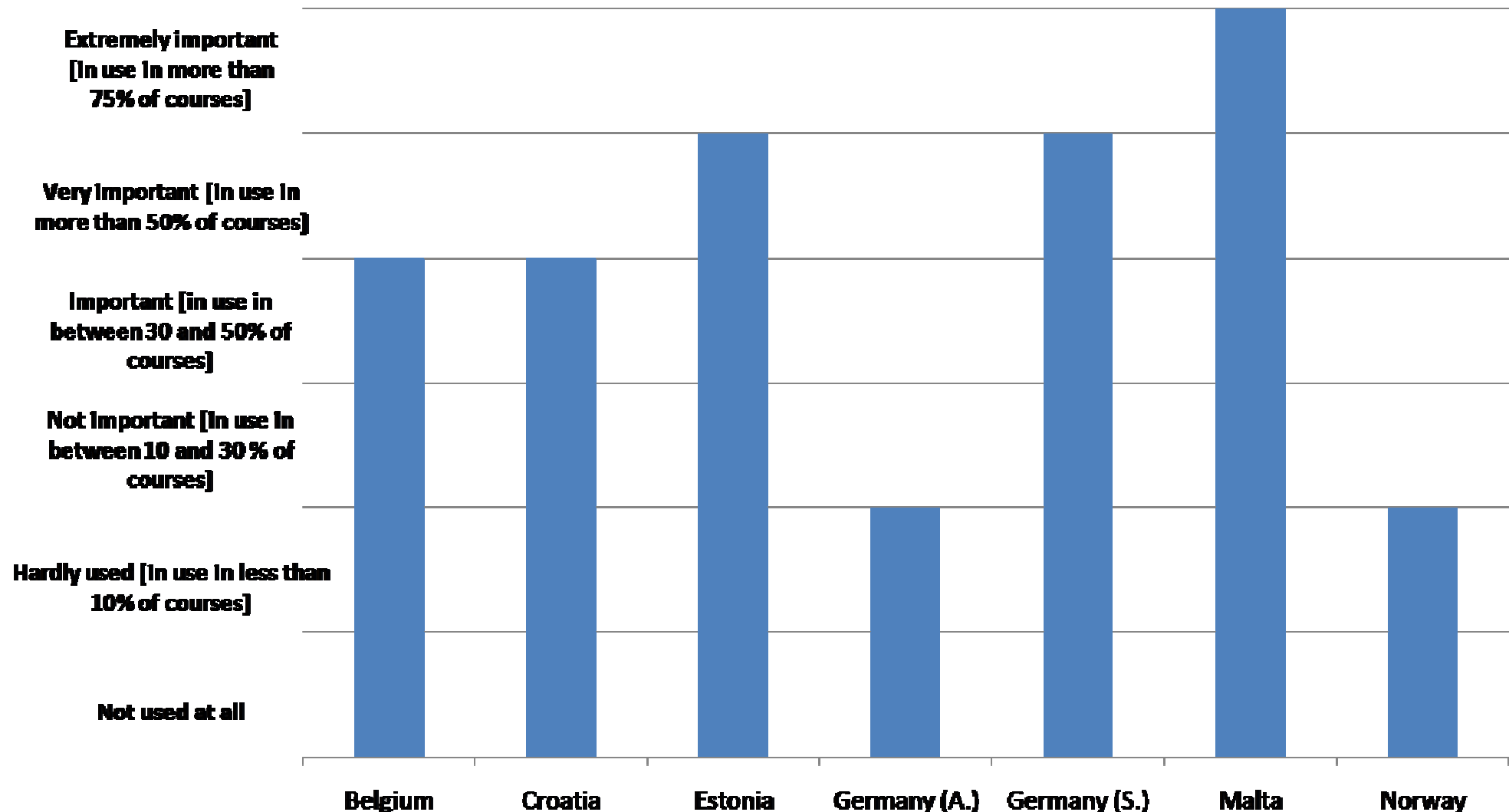
Proportion of *process-oriented forms of learning and teaching* in Subject Didactic courses
“History 1” per country (E2.2.1) => 22. Mai

Process-oriented forms of learning and teaching



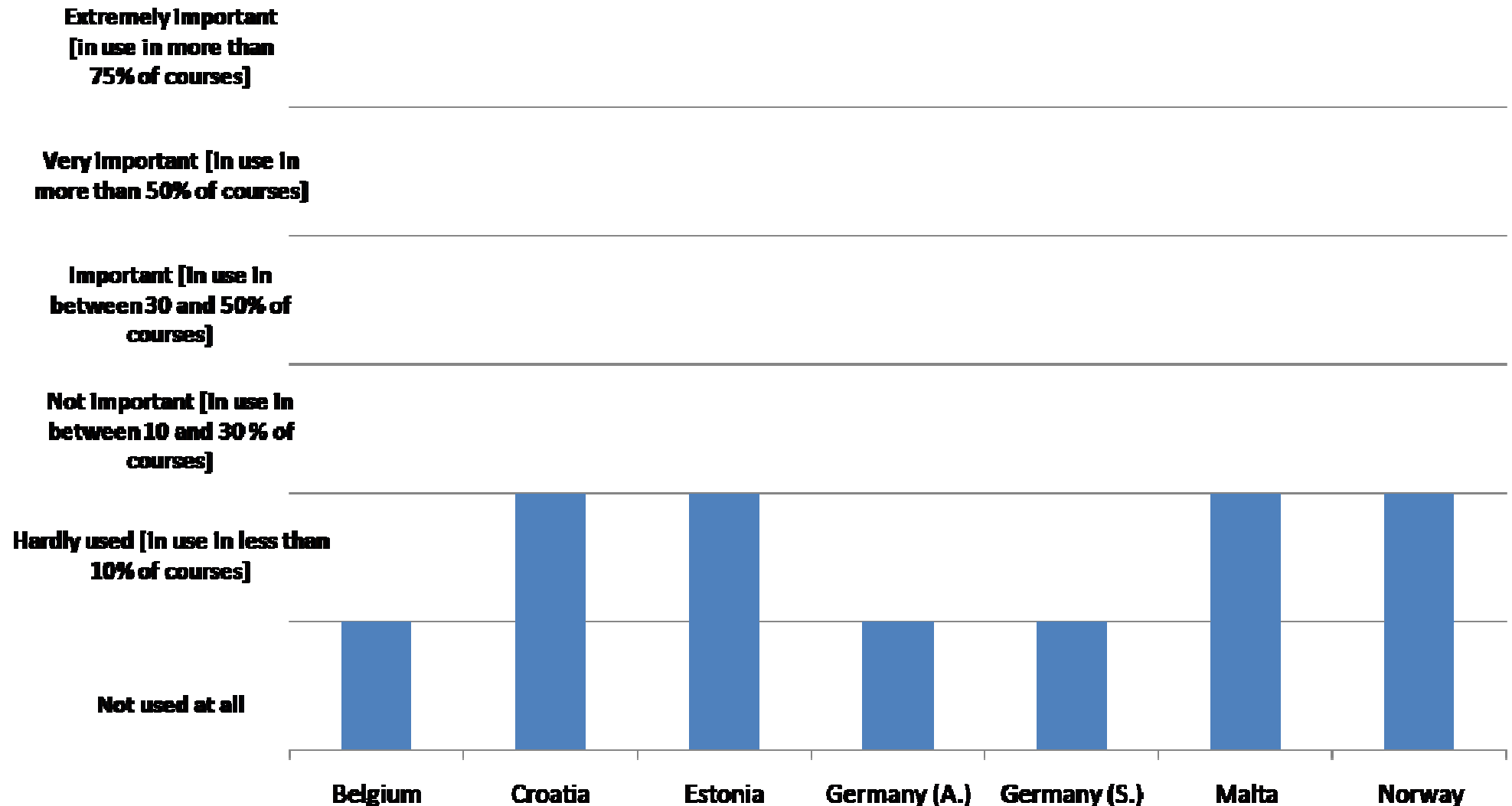
Proportion of *use of information-technology in history teaching* in Subject Didactic courses
“History 1” per country (E2.2.1) => 22. Mai

Use of information-technology in history teaching



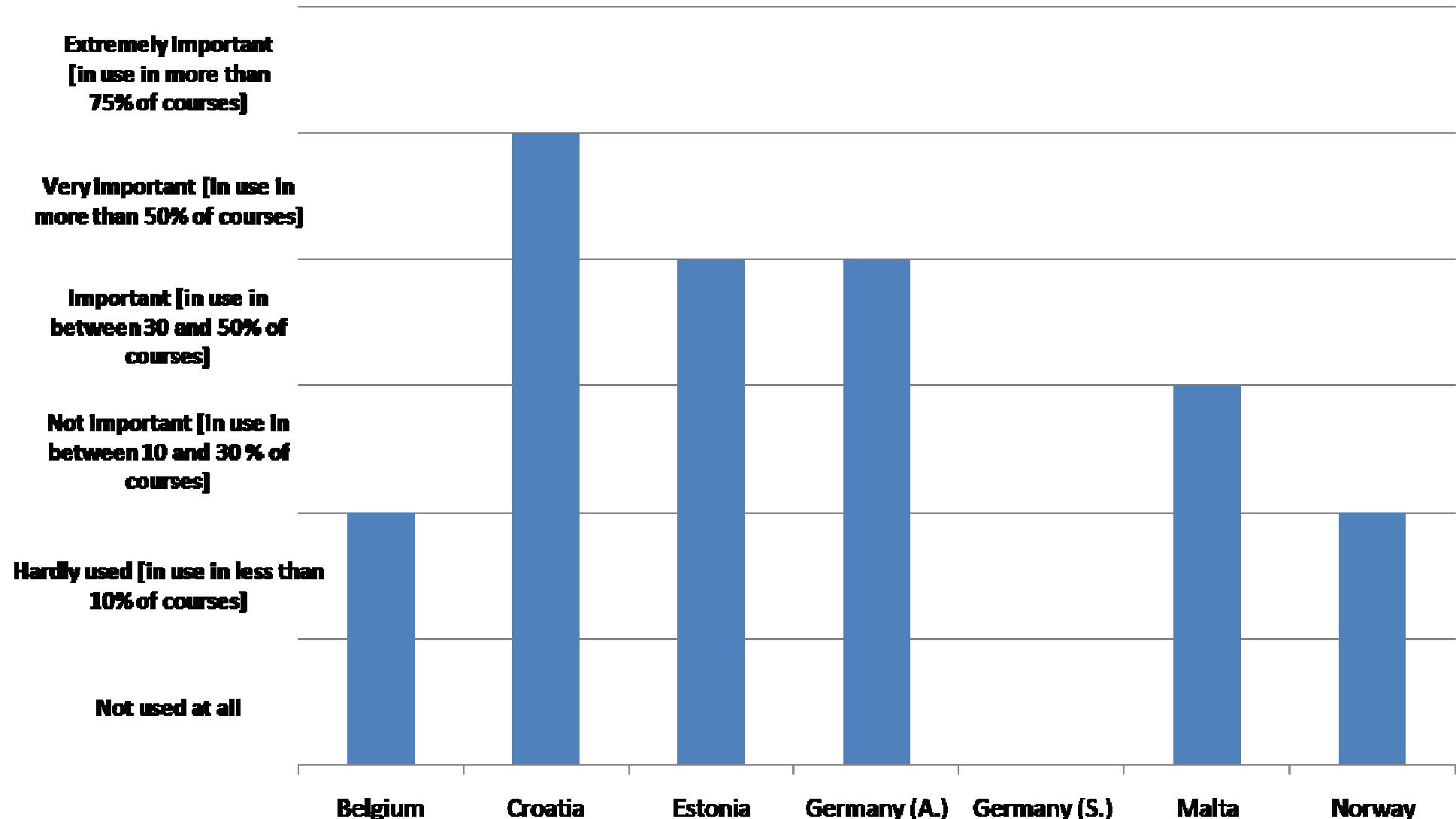
Proportion of *collaborative tools and Web 2.0 in history teaching* in Subject Didactic courses
“History 1” per country (E2.2.1) => 22. Mai

Collaborative tools and Web 2.0 in history teaching



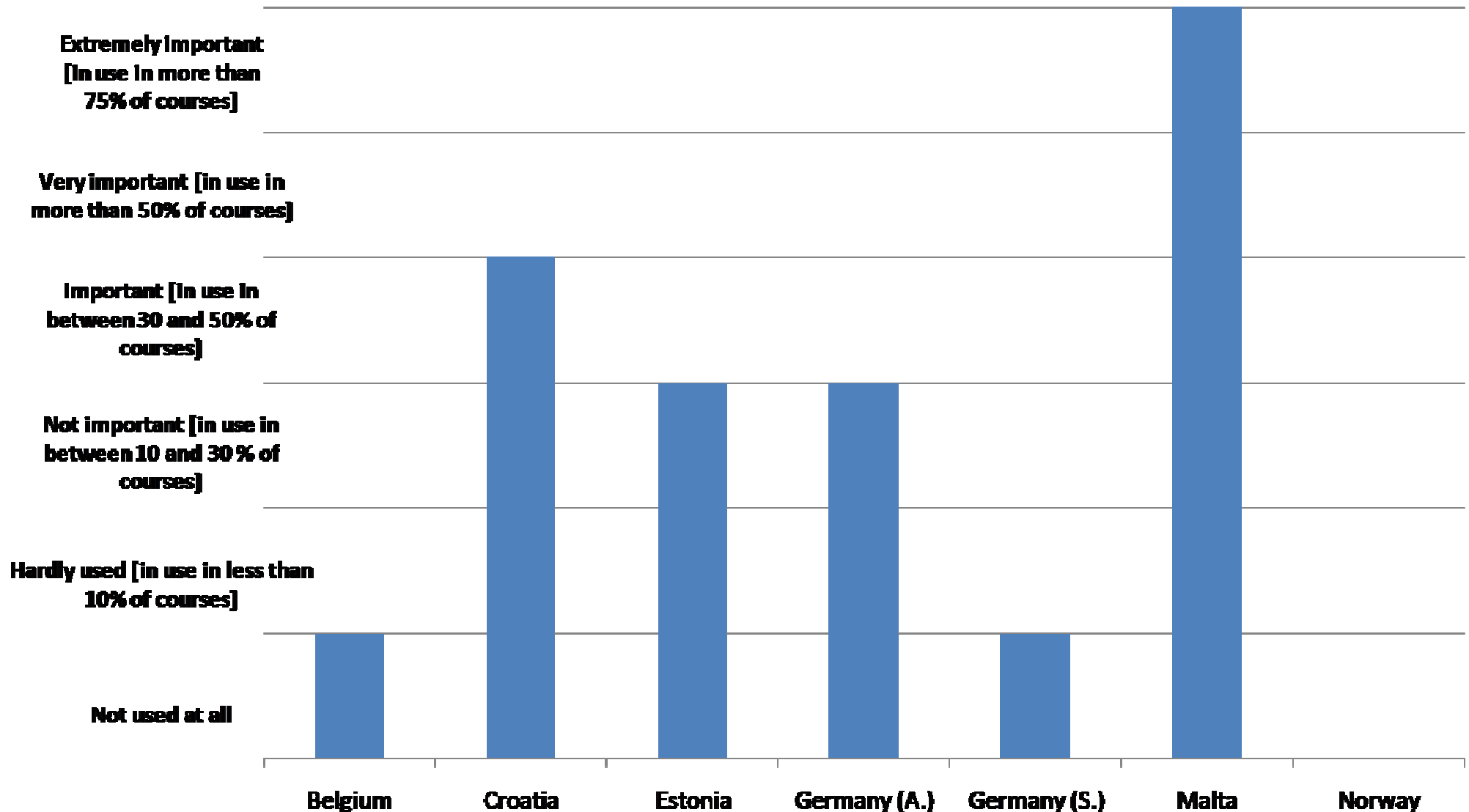
Proportion of *training of teamwork in history teaching* in Subject Didactic courses
“History 1” per country (E2.2.1) => 22. Mai

Training of teamwork in history teaching

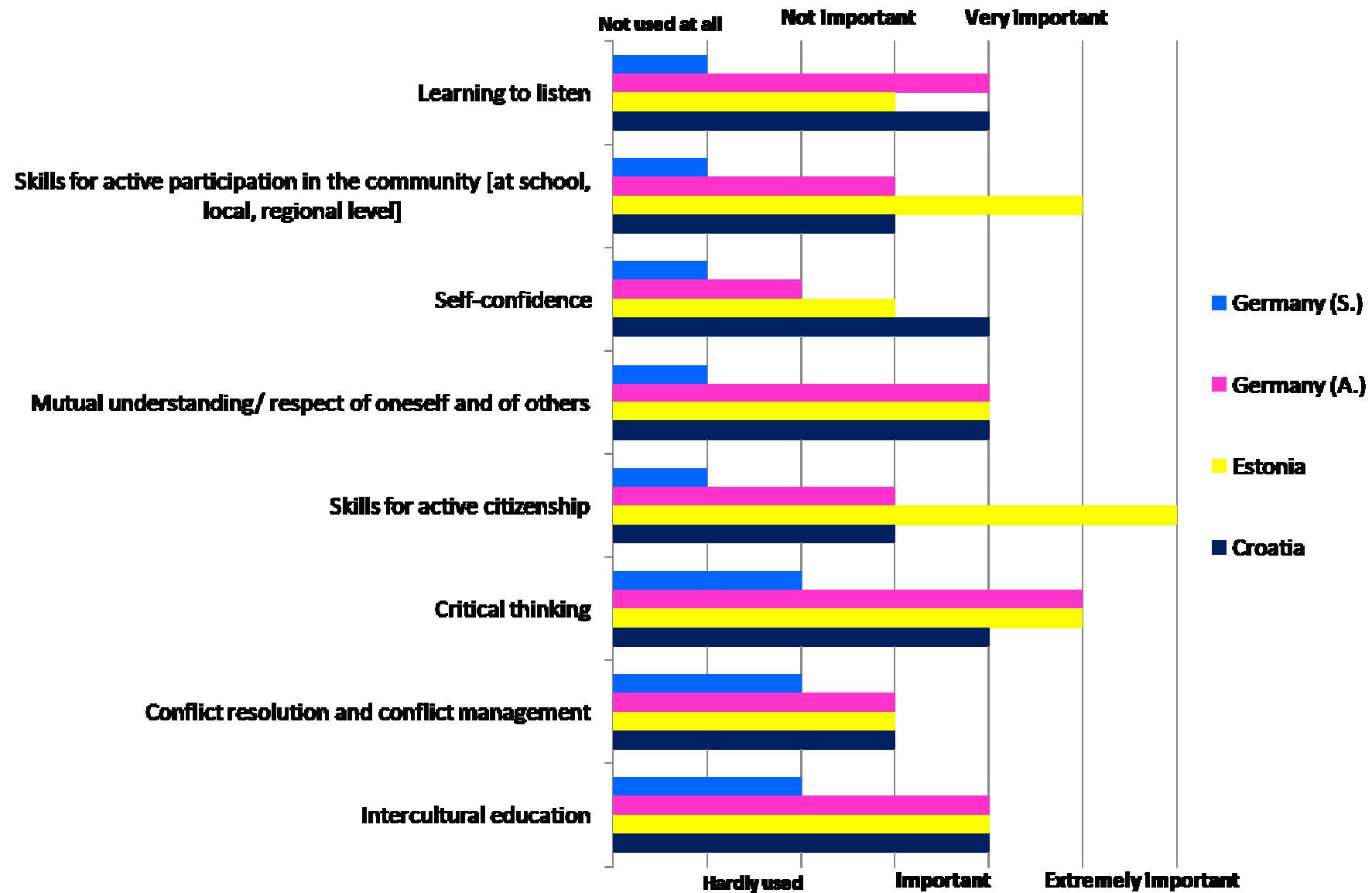


Proportion of *training of portfolio tasks for history teaching* in Subject Didactic courses
“History 1”, per country (E2.2.1) => 22. Mai

Training of portfolio tasks for history teaching

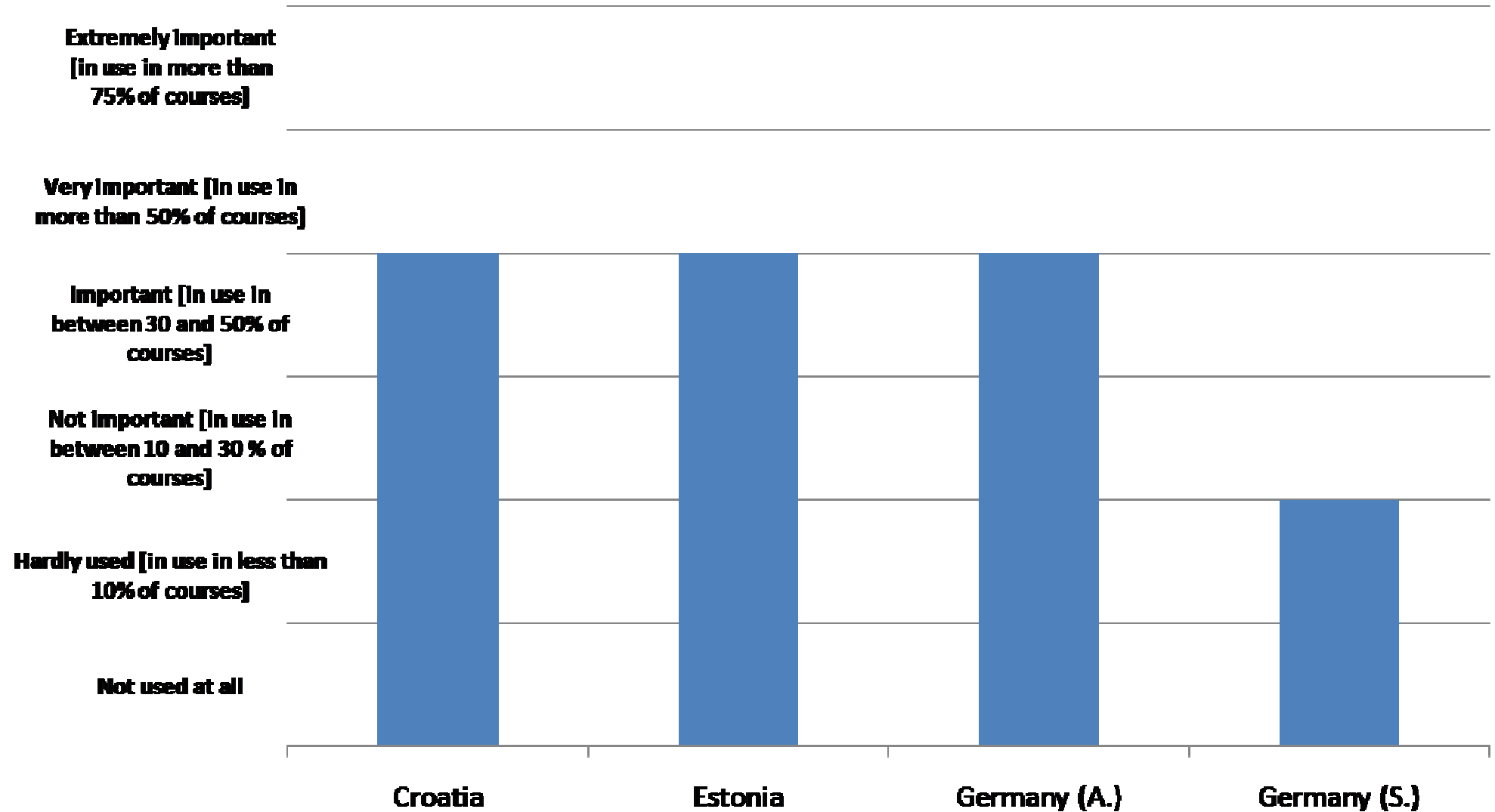


Aspects and/or skills of Civic/Citizenship education in curriculum „History 1“ (E5.1) => 22. Mai



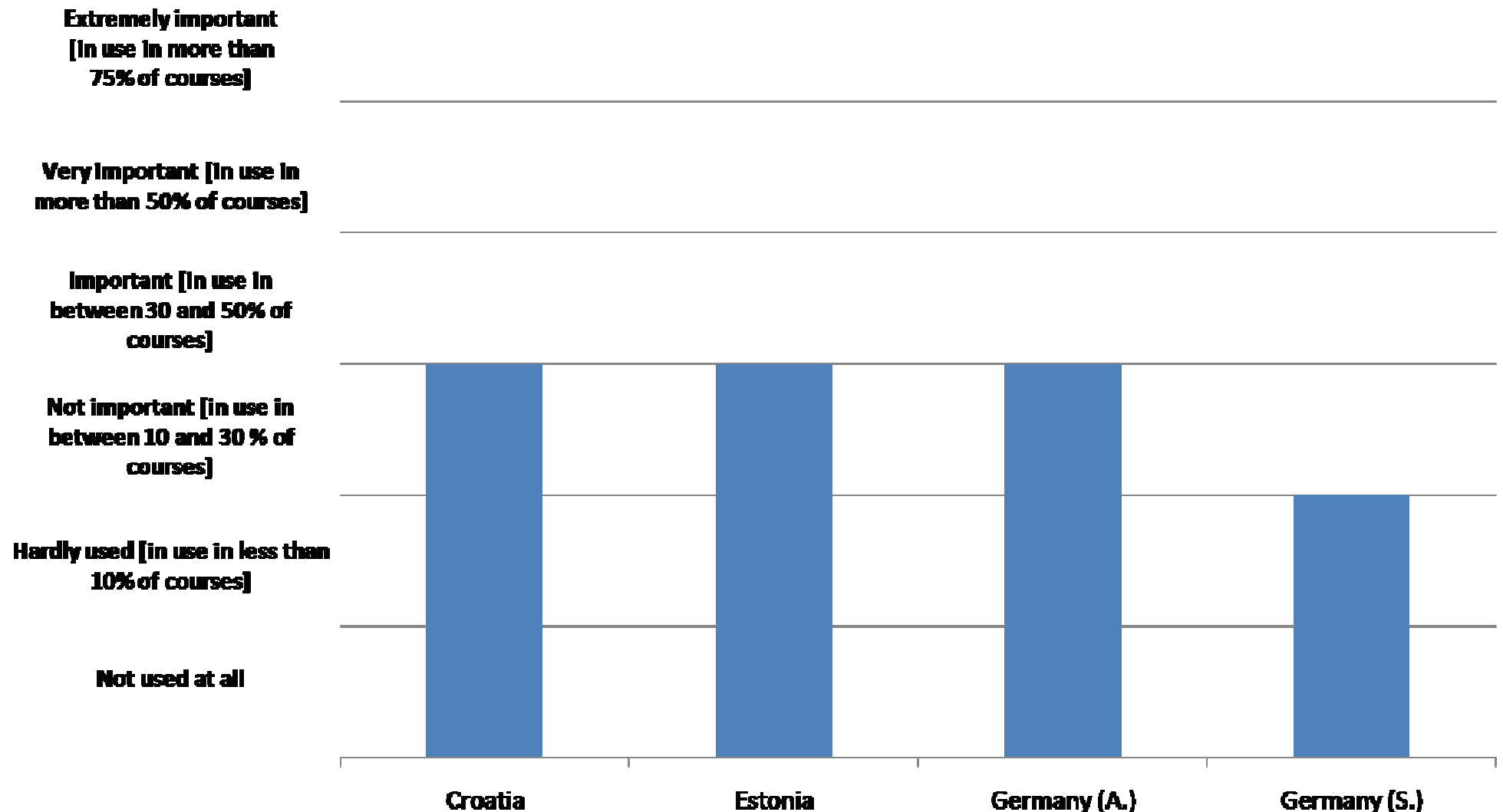
Proportion of *intercultural education* in curriculum „History 1“
per country (E5.1) => 22. Mai

Intercultural education



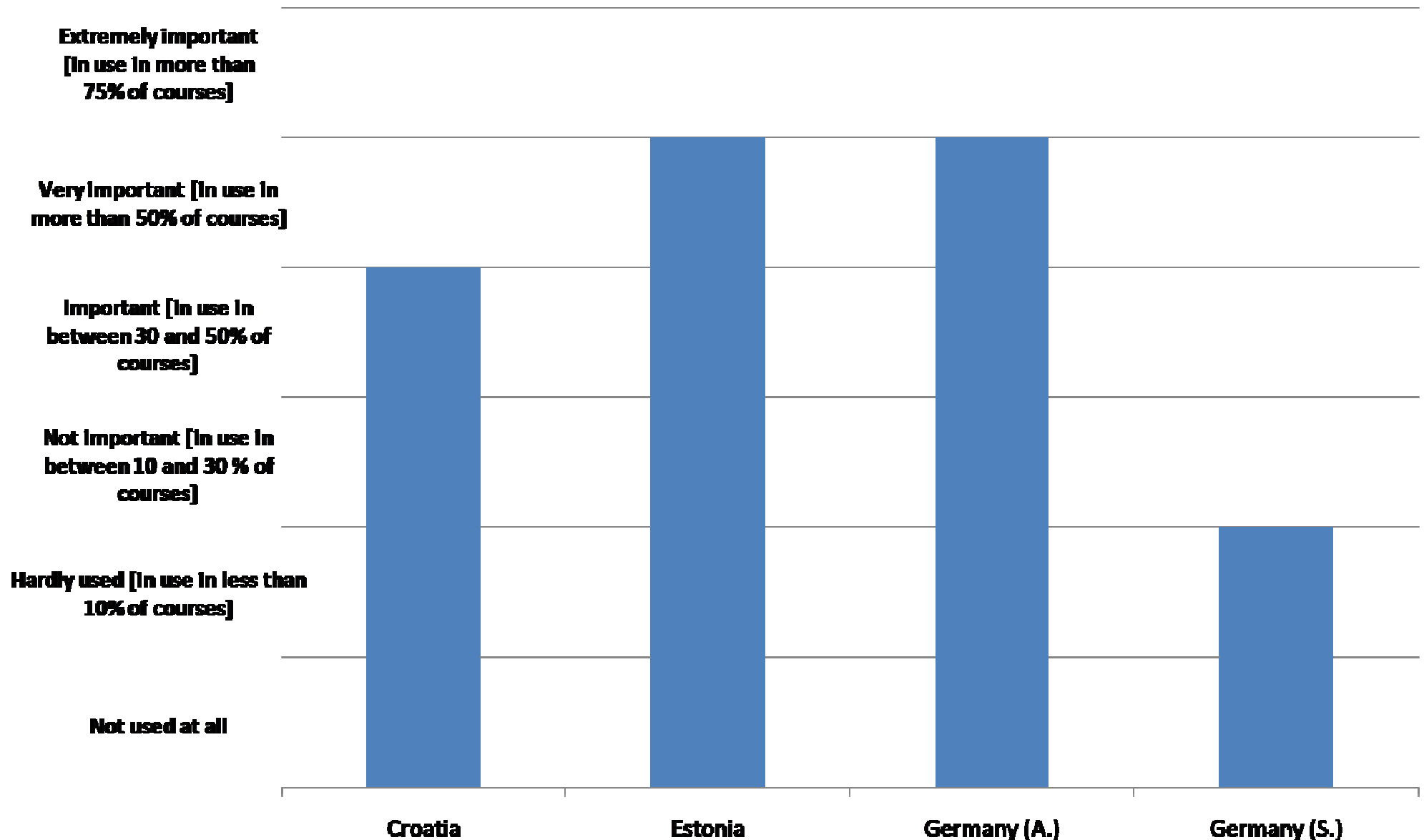
Proportion of *conflict resolution and conflict management*
curriculum „History 1“ per country (E5.1) => 22. Mai

Conflict resolution and conflict management



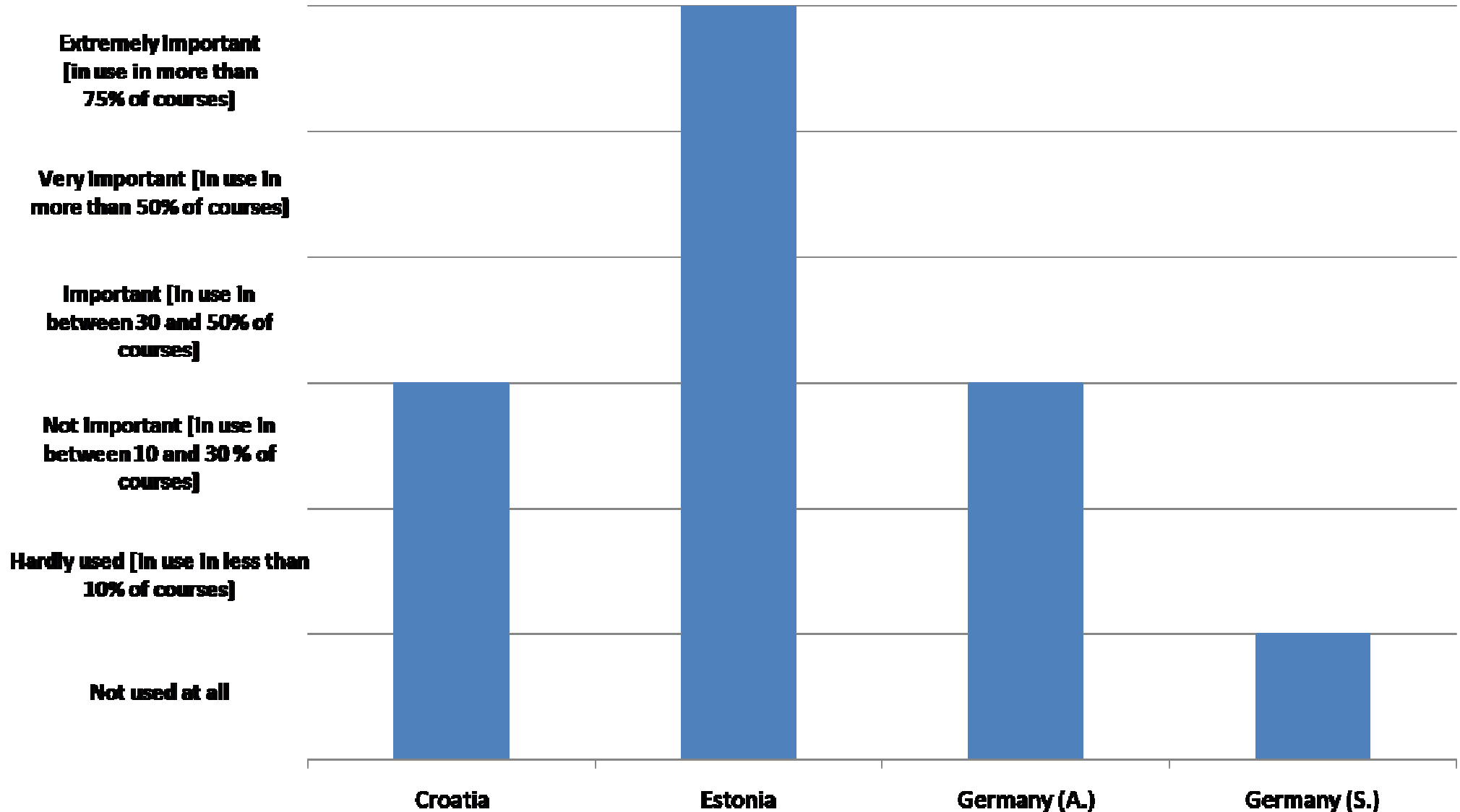
Proportion of *critical thinking*
curriculum „History 1“ per country (E5.1) => 22. Mai

Critical thinking



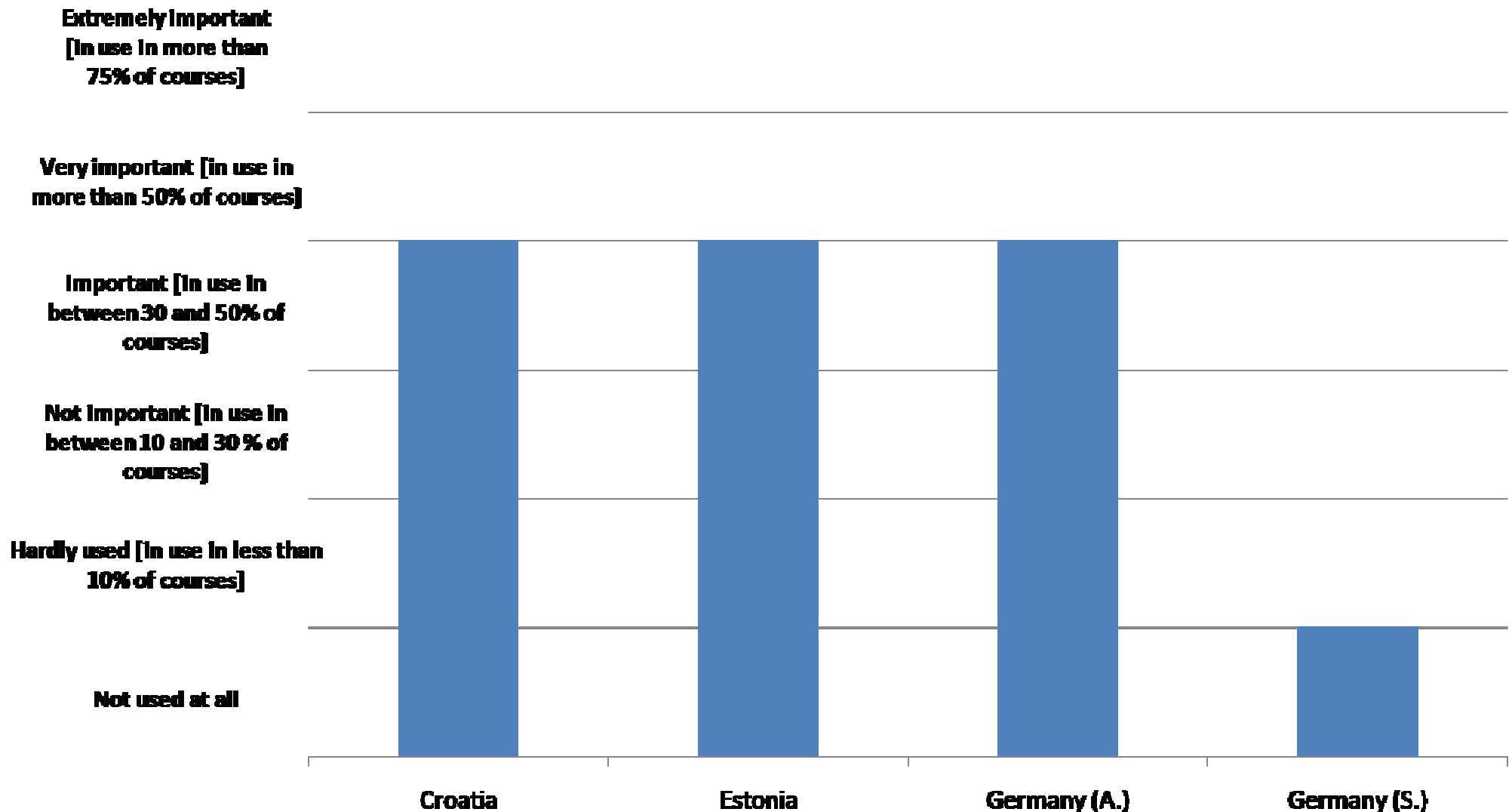
Proportion of *skills for active citizenship*
curriculum „History 1“ per country (E5.1) => 22. Mai

Skills for active citizenship



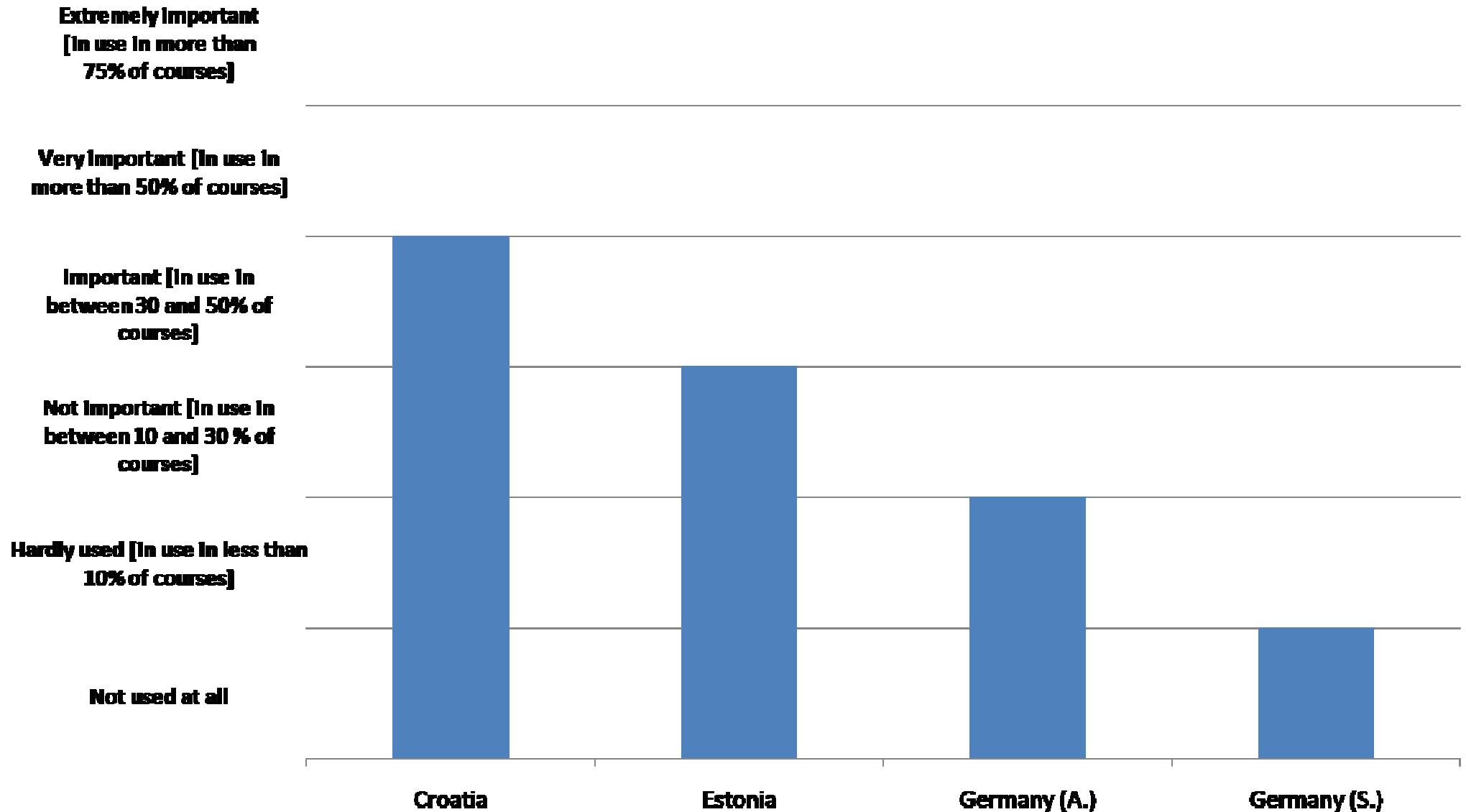
Proportion of *mutual understanding/ respect of oneself and of others*
curriculum „History 1“ per country (E5.1) => 22. Mai

Mutual understanding/ respect of oneself and of others



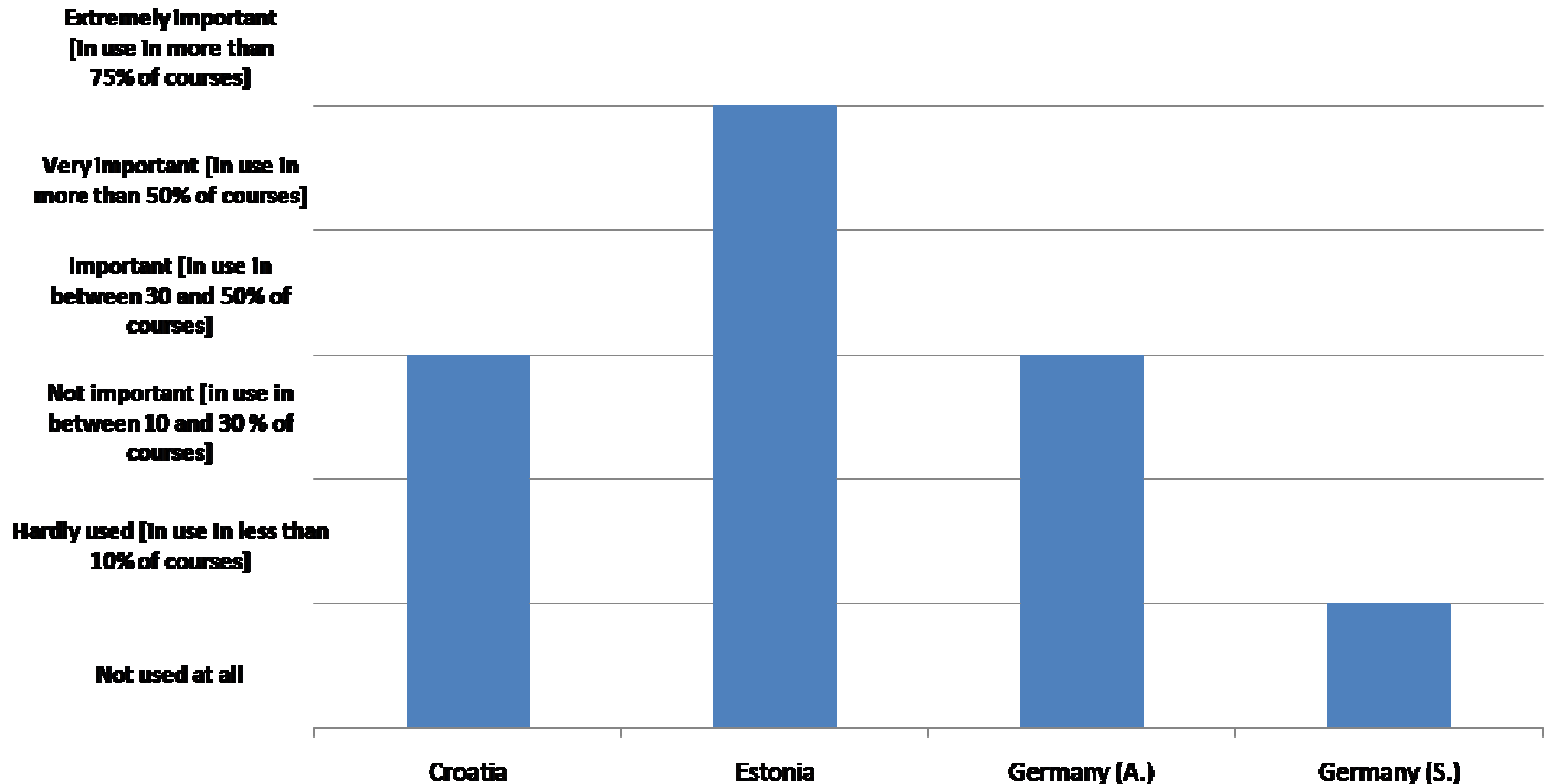
Proportion of *self-confidence*
curriculum „History 1“ per country (E5.1) => 22. Mai

Self-confidence



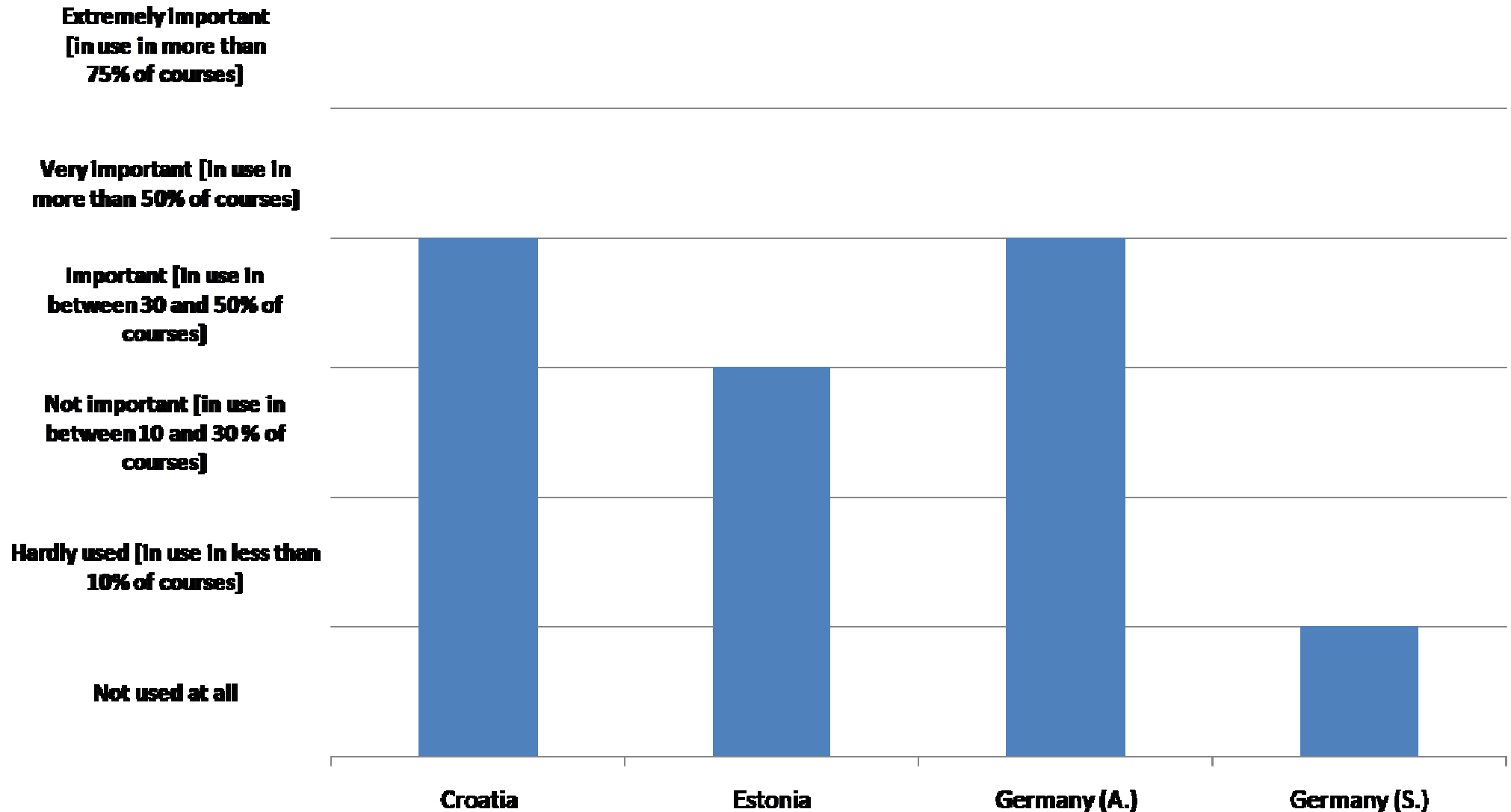
Proportion of *skills for active participation in the community [at school, local, regional level]* curriculum „History 1“ per country (E5.1) => 22. Mai

Skills for active participation in the community [at school, local, regional level]



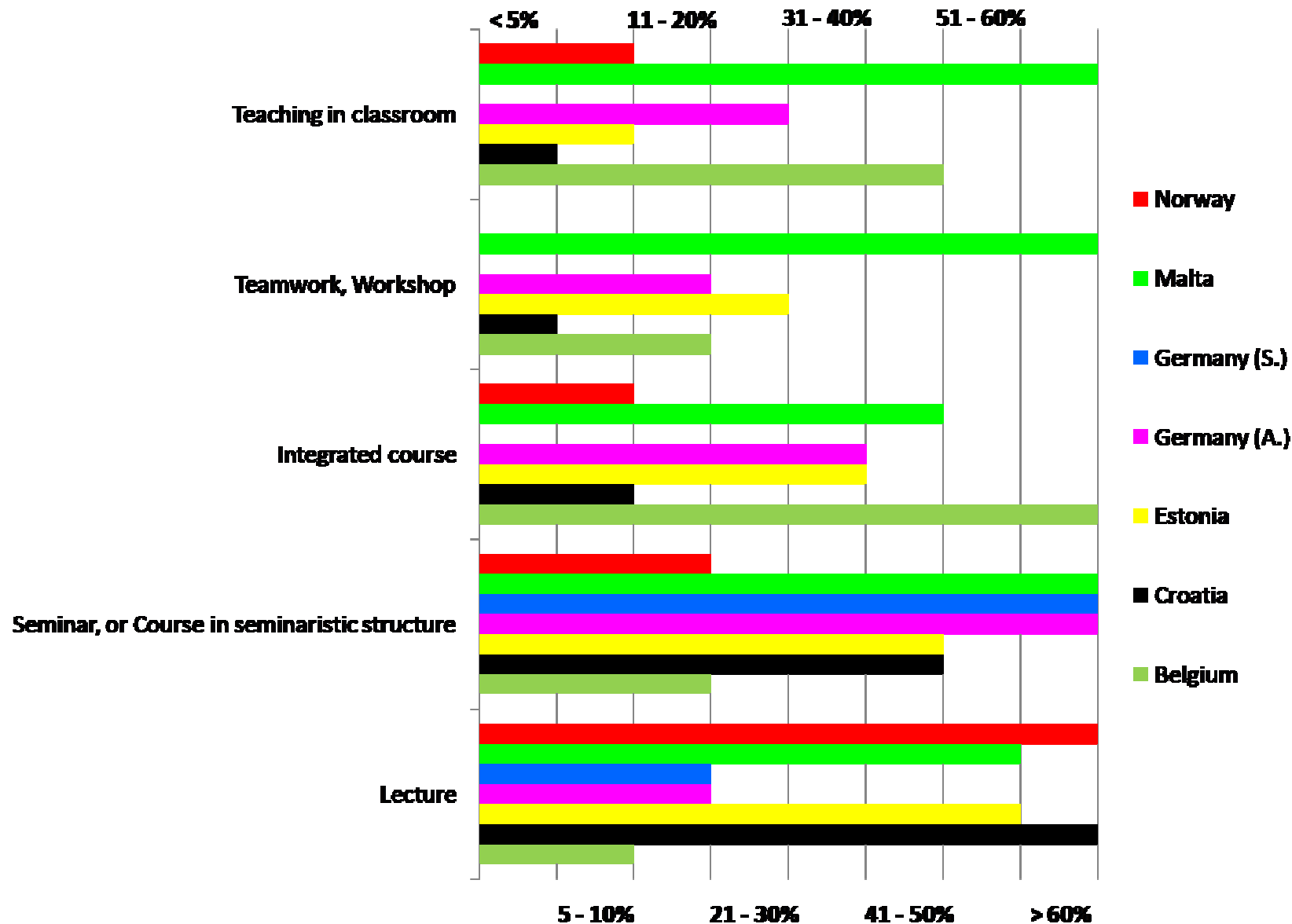
Proportion of *learning to listen*
curriculum „History 1“ per country (E5.1) => 22. Mai

Learning to listen

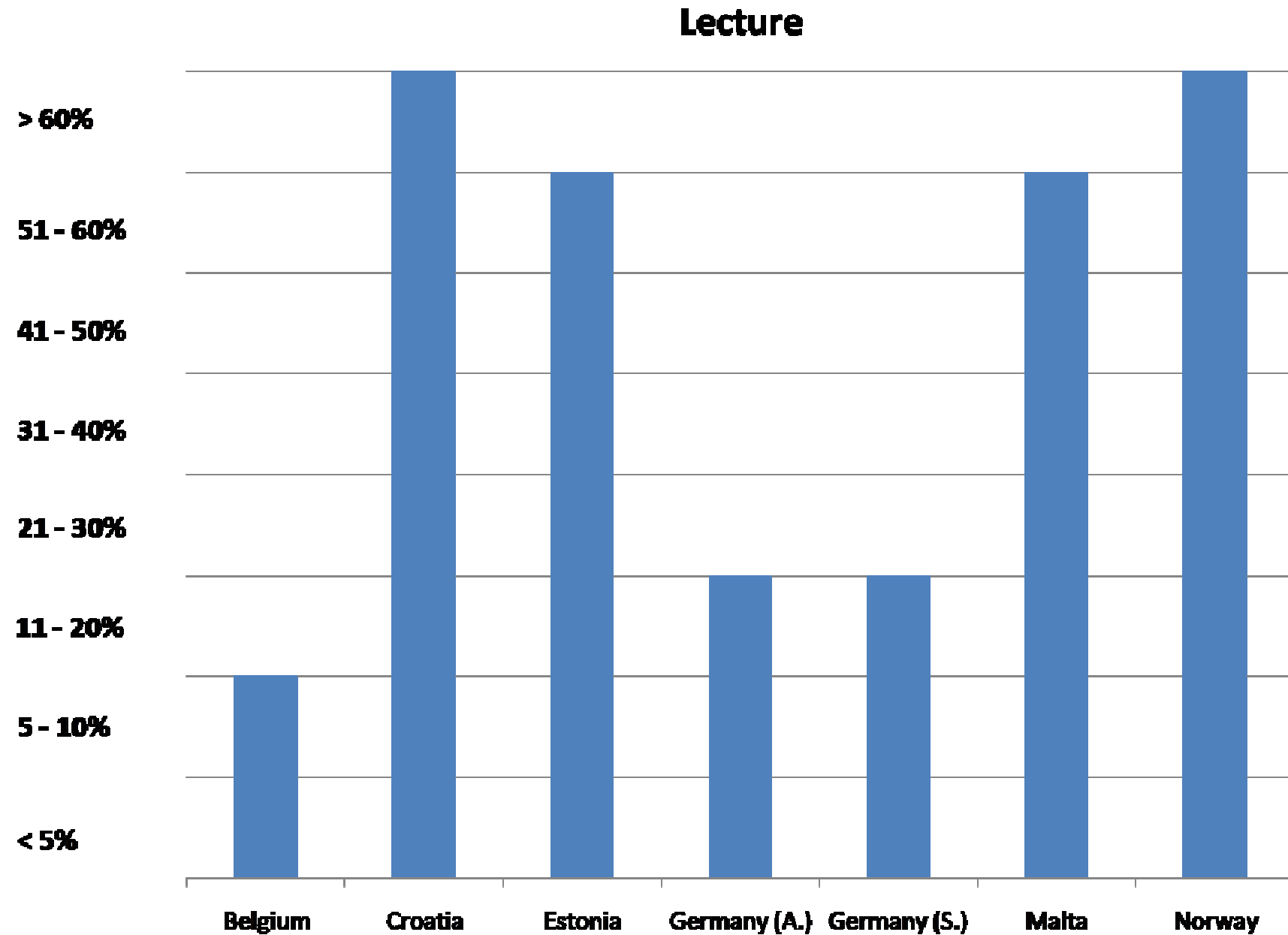


Proportion of types of courses (History 1) in percent (E6.1)

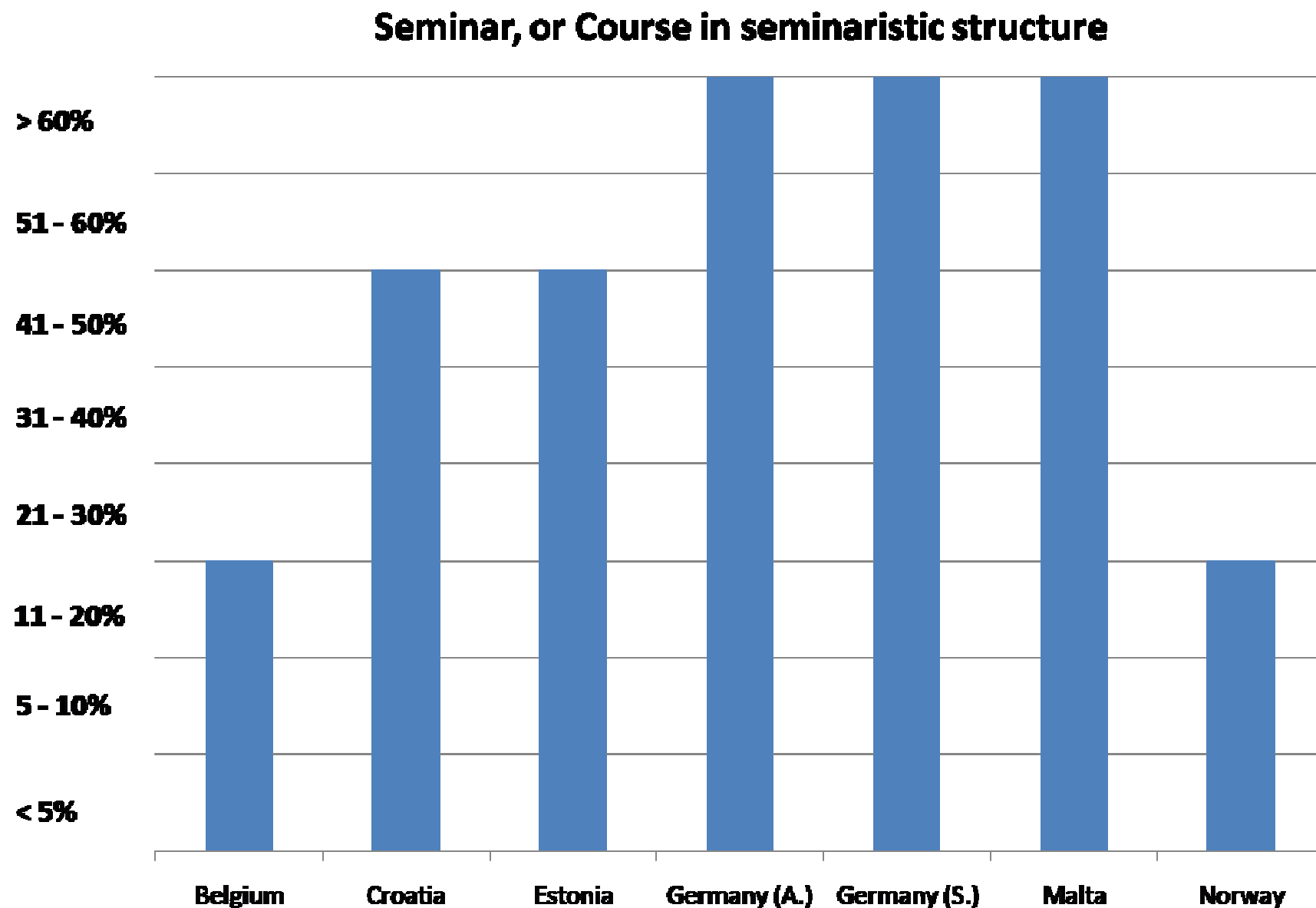
22. Mai



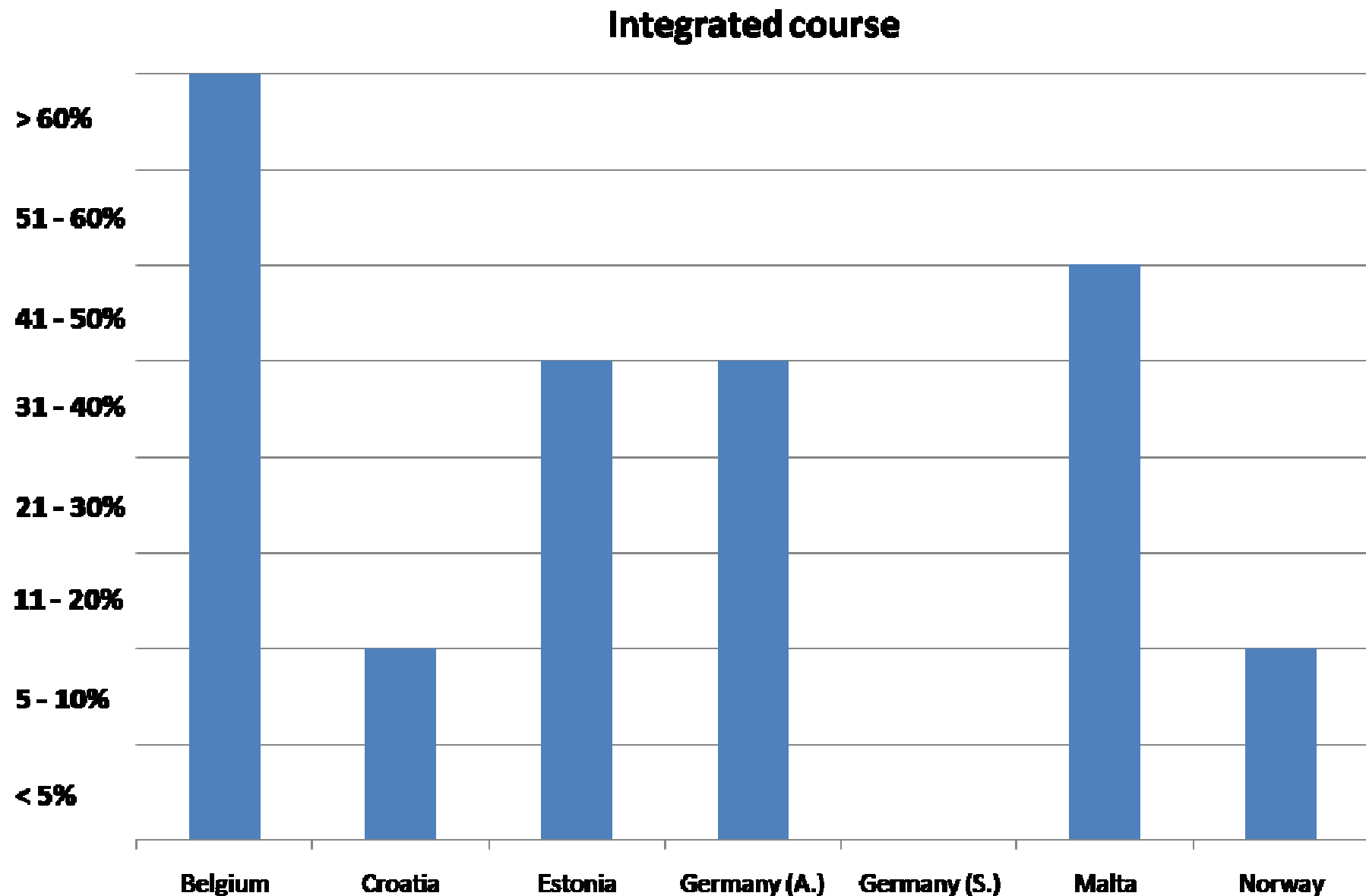
Quantitative significance of *lectures* (History 1) in percent per country (E6.1) => 22. Mai



Quantitative significance of *seminars, or courses in seminaristic structure*
(History 1) in percent per country (E6.1) => 22. Mai

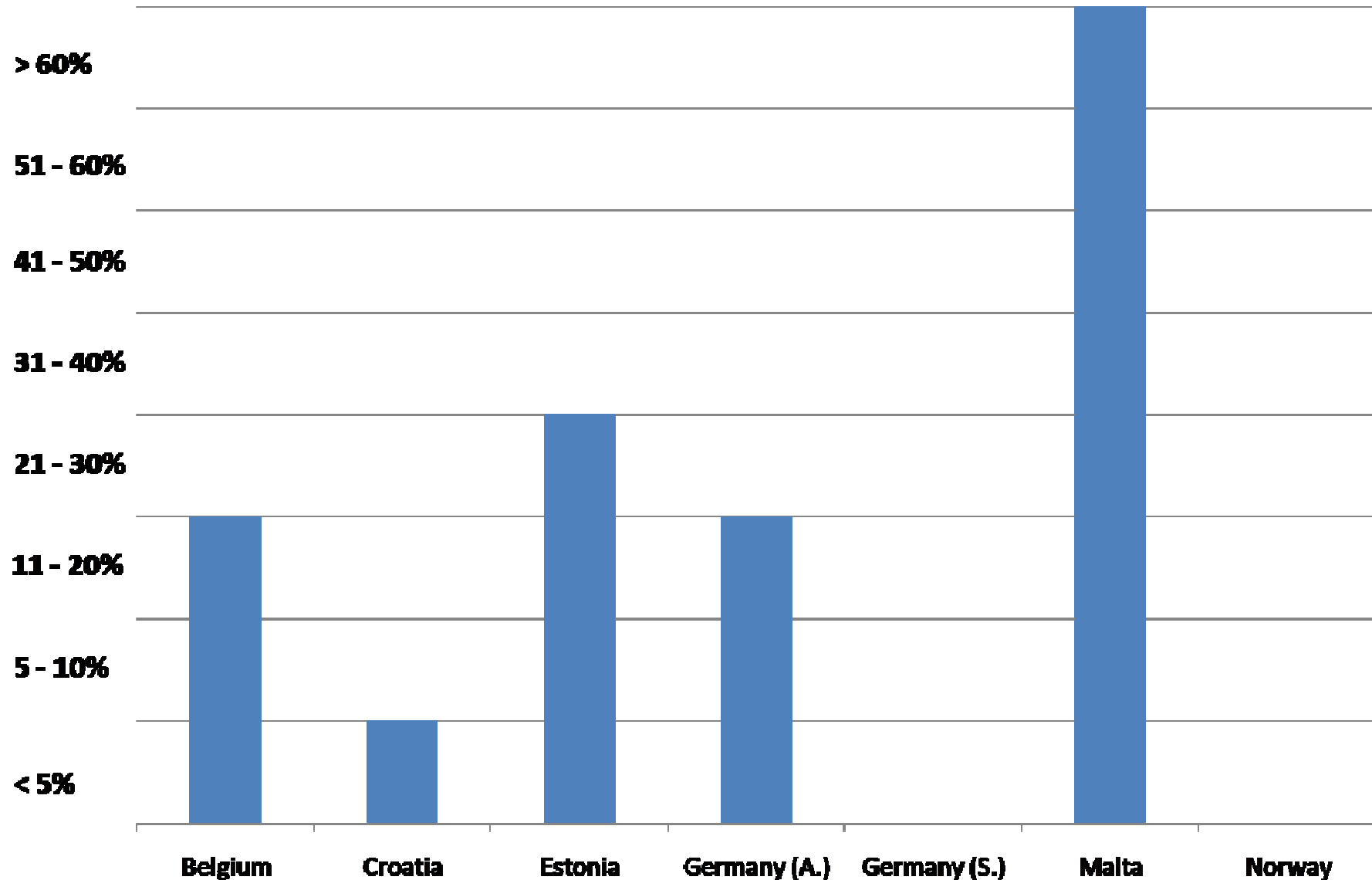


Quantitative significance of *integrated courses*
(History 1) in percent per country (E6.1) => 22. Mai



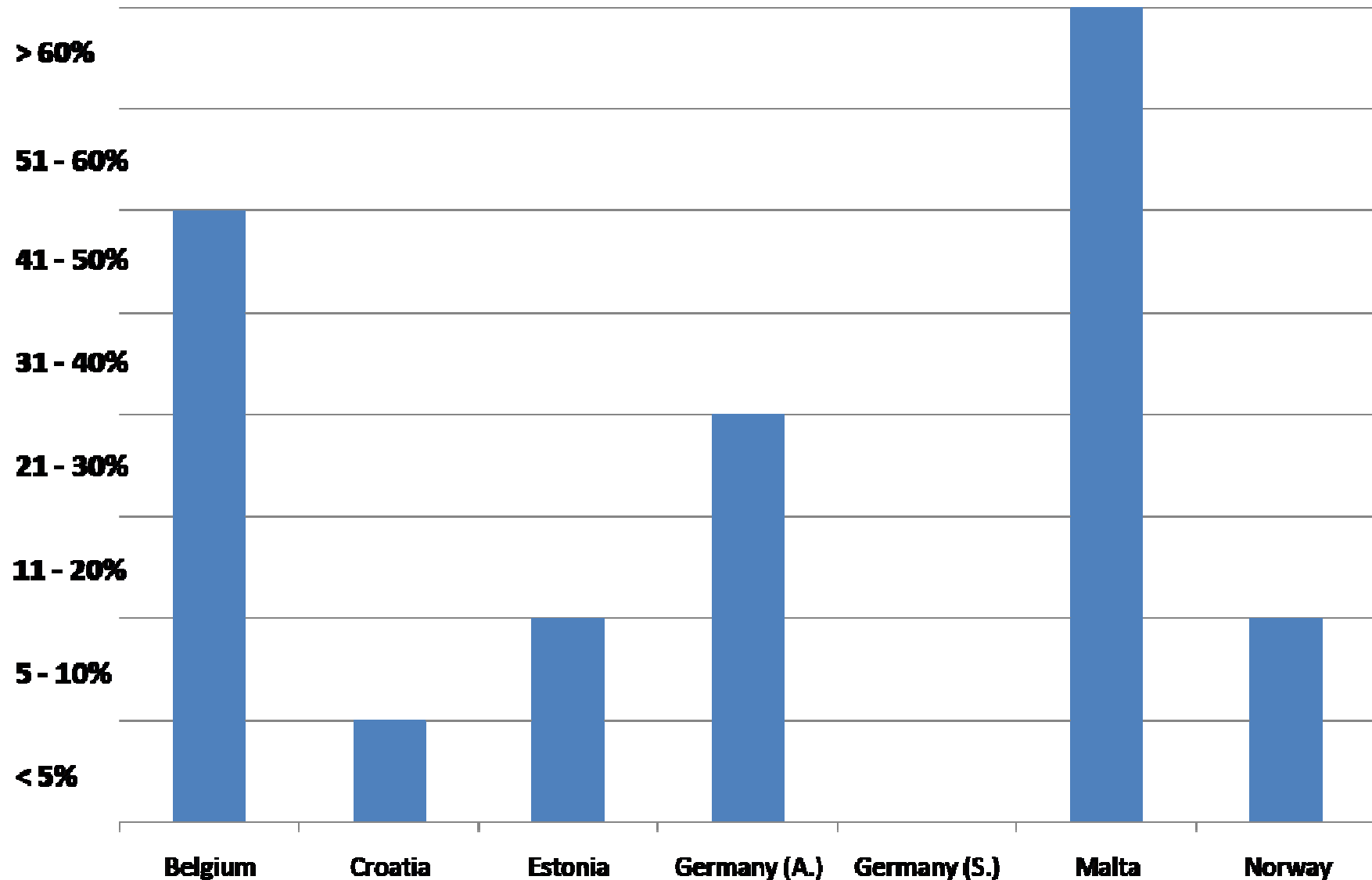
Quantitative significance of *teamwork and workshops*
(History 1) in percent per country (E6.1) => 22. Mai

Teamwork, Workshop



Quantitative significance of *teaching in classroom*
(History 1) in percent per country (E6.1) => 22. Mai

Teaching in classroom



First results

Curricula Comparison

Austria

University of Vienna –
Pedagogical University Styria

Comparison of ITT - Curricula

	University of Vienna ISCED 5	University of Teacher Education Styria ISCED 5
Name of study programme	History, Social Studies and Civic Education	History and Social Studies
Type of organisation	Combination of two subjects	Combination of major and minor subject
Distribution of workload (ECTS)	Subject History (80) Subject didactics in history (37) General didactics (41) Practical training during university studies (12) Practical training during induction phase in secondary school (no ECTS)	Subject History (27,5) Subject didactics in history (7) General didactics (55,5) Practical training during university studies (26,5) No induction phase
Diploma thesis (ECTS)	Has to be written in one of the subjects respectively in the field of subject didactics (no ECTS)	Has to be written interdisciplinary (9)
Final examinations for graduation	Obligatory in both subjects	---
Induction phase (ECTS)	One year, includes teaching in one history class plus the same for the second subject and a course at the Pedagogical University (10)	---

Sources:

Bundesgesetz über die Organisation der Pädagogischen Hochschulen und ihre Studien (Hochschulgesetz 2005) §42

Unterrichtspraktikumsgesetz §2,§5,§24

University of Teacher Education Styria

University of Vienna

Proportions...

	Subject courses	Subject didactic courses	General didactic courses	Practical training
University of Vienna	47%	22%	24%	7%
University of Teacher Education Styria	24%	6%	47%	23%

Note: In both cases the second subject is excluded. The general didactic courses of History 1 include the course at Pedagogical University during the induction phase while the percentage of practical training does not include the induction phase.

Sources: University of Teacher Education Styria, University of Teacher Education Vienna, University of Vienna

A professional profile of a history teacher at the University of Vienna

- Knowledge, competences and critical application
 - Research competences
 - Multiperspective views
 - Interdisciplinary thought and work
- Subject didactics
 - Disposition to expand competence informed by ongoing discussions
 - Intercultural thinking and acting
- Civic education - devising „critically communicative learning processes“
- Selecting content with regard to...
 - empirical knowledge
 - the present time
 - the lifeworlds of students
- Choice of an work on topics in a critical, problemoriented and inspiring way

Note: These are only competences with a connection to the subject of history.
They do not include the all competences important in the ITT – curricula.

Source: University of Vienna

A professional profile of a history teacher at the University of Teacher Education Styria

- Knowledge
 - Modes of scientific discussion
 - Concepts
 - Methodology
 - Structures of the discipline
- Ability for phrasing a research question
- Competence to...
 - receive, reflect and transfer results of research
 - connect subject and subject didactics (evaluation and configuration of contents)
- Ability to interpret content of school curricula





















Note: These are only competences with a connection to a subject/ to the subject of history. They do not include all competences important in the ITT – curricula.

Source: University of Teacher Education Styria

Training of historical methods












































University of Vienna – 

University of Teacher Education Styria – 

	extremely often trained (in more than 75% of courses)	Very often trained (in more than 50% of courses)	Trained in a significant number of courses (in between 30 and 50% of courses)	Not so often trained (in between 10 and 30 % of courses)	Hardly trained (in less than 10% of courses)	Not trained
Hermeneutics of history	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
Quantitative analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Working with statistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Qualitative analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Discourse analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Oral History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Action research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	 
Working in and with archives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Working in and with museums	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Working with media sources (pictures, films)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	 	<input type="checkbox"/>

Sources: University of Teacher Education Styria, University of Vienna

Proportions...

	More than 60%	51 – 60%	41 – 50%	31 – 40%	21 – 30%	11-20%	5-10%	Less than 5%
Local history							 	
Regional history							 	
National history							 	
European history								
World history								

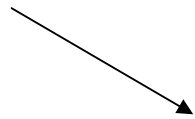
University of Vienna – 

University of Teacher Education Styria – 

Sources: University of Teacher Education Styria, University of Vienna

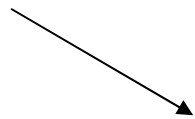
Content analysis

University of Vienna: Different courses with different emphases
for the same position in the curriculum



VO Das andere Mittelalter:
Grundzüge der Geschichte des Byz.Reiches im Vergleich, ca.300-1453
VO Mittelalter 1 (ca. 400 bis ca. 1200)
....









































University of Teacher Education Styria : One course for one position in the curriculum



VU Geschichtliche Entwicklung des zentraleuropäischen Raumes bis
zum Wiener Kongress

Sources: University of Teacher Education Styria, University of Vienna

Proportions...











	More than 60%	51 – 60%	41 – 50%	31 – 40%	21 – 30%	11-20%	5-10%	Less than 5%
Political history								
Social history								
Economic history								
Global history								
Cultural history								

University of Vienna – 

University of Teacher Education Styria – 

Sources: University of Teacher Education Styria, University of Vienna

Subject history courses


	Extremely important (in use in more than 75% of courses)	Very important (in use in more than 50% of courses)	Important (in use in between 30 and 50% of courses)	Not important (in use in between 10 and 30 % of courses)	Hardly used (in use in less than 10% of courses)	Not used at all
Chronological structure	<input type="checkbox"/>	 <input type="checkbox"/> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theme-centred structure	<input type="checkbox"/>	<input type="checkbox"/>	 <input type="checkbox"/> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem-oriented approaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
Teaching by example	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Multiperspective approaches to history	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>


University of Vienna – 

University of Teacher Education Styria – 













Sources: University of Teacher Education Styria, University of Vienna

Differences in history didactics

University of Vienna – 











University of Teacher Education Styria – 

Extremely important (in use in more than 75% of courses)	Very important (in use in more than 50% of courses)	Important (in use in between 30 and 50% of courses)	Not important (in use in between 10 and 30 % of courses)	Hardly used (in use in less than 10% of courses)	Not used at all
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Historical consciousness					
Construction and Deconstruction of History					
Planning and organising history lessons					
Use of information-technology in history					
Multicultural aspects in history teaching					
Other: Teaching children with special needs					

Sources: University of Teacher Education Styria, University of Vienna

Differences in civic education

	Extremely important (in use in more than 75% of courses)	Very important (in use in more than 50% of courses)	Important (in use in between 30 and 50% of courses)	Not important (in use in between 10 and 30 % of courses)	Hardly used (in use in less than 10% of courses)	Not used at all
System of laws; jurispondence						
Political / Social institutions						
Critical thinking						
Political systems						
Environment						

University of Vienna – 

University of Teacher Education Styria – 

Sources: University of Teacher Education Styria, University of Vienna

Aspects not mentioned in the curricula

- Strategies for effective fighting racism and xenophobia
- Construction values, differing social perspectives
- Learning to listen
- Solidarity
- Self – confidence
- Social and moral responsibility
- Mutual understanding
- Skills for developing project initiatives in conjunction with communities/ organisations
- Skills for active participation in the community
- Skills for getting involved with democratic institutions
- Skills for active citizenship
- Peace education
- Human rights education
- Political literacy

Sources: University of Teacher Education Styria, University of Vienna

Thank you for your
contributions ...
and
for your attention!