



UNIVERSITÄT
LEIPZIG

RESEARCH NEWSLETTER

FACULTY OF EDUCATION

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NEWS FROM THE THIRD-PARTY FUNDED PROJECTS

GERMAN-ITALIAN CONFERENCE "COMPARISON AND FURTHER DEVELOPMENT OF INCLUSIVE PROCESSES IN THE EDUCATION SYSTEMS OF ITALY AND GERMANY"

Funded by the Villa Vigoni Foundation and the German Research Foundation (DFG), a three-day German-Italian conference on "Inclusion in Education" was held at Villa Vigoni (Loveno di Menaggio) in June 2024. The conference was applied for and organized by the project leaders at Leipzig University and the University of Bergamo, and the participants consisted of 22 representatives from various universities and research institutions in both countries.

OBJECTIVES AND RESULTS The aim of the event was to carry out a comparative analysis of the integrative and inclusive processes in the education systems of Italy and Germany, to identify their specific characteristics, strengths and weaknesses and to create a systematic basis for further research and implementation measures. The systems in the two countries are currently organized very differently: In Italy,

exclusive educational institutions for children with disabilities were abolished more than 50 years ago and work has been underway since then to achieve full inclusion of all pupils, while in Germany there is a very diverse system with different support settings in the various federal states.

The conference focused in particular on the following topics:

1. analysis of the different inclusion/integration models and the current state of inclusion in the different education systems
2. training and further education special needs teachers
3. working methods of multidisciplinary cooperation to support inclusive processes and promote child development
4. models and strategies for the development of individual educational plans using the ICF (International Classification of Functioning, Disability and Health).

The conference marked the start of further German-Italian cooperation

projects. For example, the application for funding for the joint development of microcredentials for teacher training is in preparation (subject area: ICF qualification). Joint research into cooperation structures between educational institutions and their support networks in the area of inclusion is also being planned. The aim is to conduct a comparative analysis of the quality and quantity of cooperation structures in both countries. Together with colleagues from the University of Bergamo, funding has again been applied for for a further German-Italian conference at Villa Vigoni in 2026.

Claudia Wirts

Project management: Dr. Claudia Wirts (University of Leipzig), Prof. Serenella Besio & Prof. Nicole Bianquin (Università degli Studi di Bergamo)

Contact: claudia.wirts@uni-leipzig.de



Participants of the German-Italian conference in June 2024 at Villa Vigoni

LESSON STUDY AND DIALOGICAL LESSON DEVELOPMENT IN THE EXCHANGE BETWEEN LEIPZIG AND HIROSHIMA

RESULTS TO DATE

The Chair of Educational Method at Hiroshima University (Japan, Assoc. Prof. Dr. Nariakira Yoshida) and the Department of General Didactics and Secondary School Education at Leipzig University (Prof. Dr. Maria Hallitzky) have been cooperating since 2016 with the aim of contrasting and reflecting on the research and development of teaching from different perspectives, each of which is unique.

In their own ways, both areas work closely together with local school stakeholders. The respective methods of lesson study at Hiroshima University and dialogical lesson development on site provide an opportunity to understand different forms of interprofessionality in educational research and school practice. A further focus is on understanding the (inter)cultural conditionality of these.

In addition to numerous joint presentations, workshops and reciprocal research visits, the publication "Unterrichtsforschung im Gespräch. Intercultural and interprofessional perspectives on a lesson" (Hallitzky et al., 2022), which the teaching staff also actively contributed to.

SCHOOL AND TEACHING DEVELOPMENT IN INTERNATIONAL COMPARISON

From the initial results of their work, both research teams, together with two teachers who work with the respective teams, came up with a further project idea. Teaching development and research should now also be considered interculturally and professionally in the context of school development. Under this motto, all participants met in Leipzig last September 2024.

The basic attitude of perceiving one's own and other cultures' practices heterarchically and recognizing moments of academic and practical school reflection in them continued to form the core of the exchange. This is particularly challenging and at the same time exciting because all participants are anchored in different normative horizons, discourses and educational systems. Assuming that no research question can be imposed as legitimate for all, different positions were again revealed, allowing us to identify a common, loosely connected radius of interest.

During the three-day visit from Hiroshima, both research teams first discussed their views on the topic. The next day, both teams videotaped and observed three teaching units in

the school where the teacher working on the project was based. This was followed by a very lively exchange between researchers and teachers on teaching concepts. With this prior experience, two teachers met and had a discussion about their own pedagogical attitudes and positions in the development process of the school and their own teaching.

WALS CONFERENCE HIROSHIMA

The next cooperation goal is to analyze the connection between teaching and school development based on the respective empirical examples, analogous to the joint publication of 2022. This is to be made available as an English publication for the international lesson study context.

As part of this process, a research trip to Hiroshima is planned for 2025. This is to follow on from the annual conference of the World Association of Lesson Studies. In November 2025, the biennial symposium will take place as part of the cooperation agreement between Hiroshima University and Leipzig University.

Charlotte Schweder-Lipowski

More information under: [Link](#)



Working meeting of the Chair of General Didactics and School Pedagogy of Secondary Education and the Chair of Educational Method (HU) (September 2024)

WORKING TOGETHER TO IMPROVE TEACHER TRAINING IN THE INTERNATIONAL EXCHANGE BETWEEN LEIPZIG AND NAMPULA (MOZAMBIQUE)

Since 2019, there has been university cooperation between Leipzig University and Universidade Rovuma, which is based in Nampula in northern Mozambique. Within this framework, the QuEProF project (Qualidade da Educação pela Qualidade na Formação de Professores-Formadores | Quality of Education through Quality in the Training of Teacher Educators) was funded by the DAAD from 2021 to 2024.

The aim of the project was to indirectly improve the quality of primary school education in Mozambique by improving teacher training. Primary school teachers in Mozambique are trained in specific institutes, but these are often staffed by people who have experience as primary school teachers themselves, but are primarily trained in individual subjects. There is therefore a need for further training in educational science and didactics for these teacher trainers. To this end, the Universidade Rovuma, in cooperation with the Faculty of Education at Leipzig University, developed a part-time Master's degree program,

which was officially opened in August 2024.

To accompany the development of the course, joint workshops were held between lecturers from Universidade Rovuma and Leipzig University. These focused on the different teaching realities and joint school visits as well as didactic, methodological and professionalization-related concepts for the primary school sector. With the participation of various professors from the faculty, there was an exchange of didactic and methodological knowledge in the areas of literacy acquisition (Prof. Dr. Susanne Riegler), acquisition of basic mathematical skills (Prof. Dr. Simone Reinhold), science learning (Prof. Dr. Kim Lange-Schubert) and inclusive education (Prof. Dr. Saskia Schuppener). In addition, concepts of lesson development and teacher professionalization such as the lesson study approach and casuistic teacher training were discussed (Prof. Dr. Maria Hallitzky, Dr. Mamadou Mbaye, Dr. Karla Spendrin), which

contribute to taking a research-based approach to one's own teaching and adapting subject-specific didactic concepts to the requirements of the local context.

In addition to the reciprocal visits by lecturers, the exchange between the universities was also enriched by the integration of a school internship for students in the second education module. This enabled four students from our faculty to take part in school life in Nampula for a month each.

The cooperation will continue via Erasmus+ even after the end of this project: A visit by the new Dean of the Faculty of Education at Universidade Rovuma (Prof. Dr. Ana Luísa Chiluvane) and a research semester for three doctoral students are planned for 2025.

Project management:
Prof. Dr. Maria Hallitzky

More information under: [Link](#)

Charlotte Schweder-Lipowski



Opening ceremony of the Master's degree program for the training of teacher educators for primary education (Nampula, August 2024)

SUCCEEDING AGAINST THE ODDS: A QUALITATIVE INVESTIGATION OF FAMILY-BUILDING CULTURES IN THE BRISE FAMILY SAMPLE



KEY DATA

Term: 01.10.2024 - 31.03.2025

Funded by: IPN in Kiel, funding from

the BMBF

Project management: Substitute professor Dr. Elisa Oppermann; Prof. Dr. Susanne Viernickel;

Collaborators: Marianne Rölli Siebenhaar, M.A.; Nadine Scholz, B.A.

INITIAL SITUATION

The family is the first and most important living and learning environment for children (Bronfenbrenner & Morris, 2006), through which so-called origin-related educational inequalities are also reproduced (Grgic & Rauschenbach, 2020). It is well documented that children from socioeconomically disadvantaged families have an increased risk of unfavorable developmental trajectories (Bradley & Corwyn, 2002; Liu et al., 2022; Skopek & Passaretta, 2020). However, this does not apply equally to all children

TARGET POSITION

The qualitative interview study aims to describe and analyze "family

education cultures". The focus is on the organization of everyday family life and the stresses and strains identified by the families. Of particular interest are how families cope with stress and the strategies they use to promote child development despite complex challenges.

METHODICAL APPROACH

Qualitative guided interviews were conducted with 20 parents from the BRISE study to collect the data. BRISE (Bremer Initiative zur Stärkung frühkindlicher Entwicklung) is a long-term study that examines the effects of early childhood support measures on children from socio-economically disadvantaged families from birth to school entry. For the additional qualitative study, families with different social disadvantages (in particular socio-economic burdens) and whose children showed at least average cognitive development in the development tests of the BRISE study were specifically selected. The interviews were conducted and transcribed in December 2024 by two trained interviewers from Leipzig. The family

interviews were evaluated on the basis of qualitative content analysis according to Kuckartz and Rädiker (2020).

FIRST INSIGHTS INTO THE RESULTS

Initial, preliminary analysis results point to a variety of challenges in the day-to-day organization of family life. The families' descriptions suggest a high degree of organizational pressure in terms of coping with everyday life. For example, interviewees spoke of "being scheduled" or being determined by others. At the same time, there are initial indications of different resources that families use to deal with stress. For example, the descriptions of many parents reveal a certain calmness or optimistic pragmatism. In addition, they report a variety of family activities that suggest stimulating family cultures.

Elisa Oppermann



ILEA T: BMBF-FUNDED PROJECT SUPPORTS NATIONWIDE SCREENING FOR PRIMARY ENROLLMENT

The instrument developed in ILEA T in the BMBF funding priority Cooperation between elementary and primary education for individual learning development analysis in the transition phase has been made available nationwide in North

Rhine-Westphalia for primary school registration since fall 2024. ILEA T is an example of how the results of BMBF-funded research projects can be successfully transferred into practice by the federal states.

More information under: [Link](#)

Anne Stein

HUMANKIND INVOLVED IN INTERNATIONAL STUDY ON BETTER SCHOOL ENTRY

SWITCH STUDY EXAMINES WELL-BEING AND SUCCESSFUL DEVELOPMENT

The Humboldt Science Center for Child Development is part of a large-scale transnational DFG study on the influence of social well-being on successful school entry, which varies greatly in the four participating countries (Great Britain, Sweden, Austria and Germany). The effects of these different framework conditions and other factors on well-being and successful development are intended to provide socio-political guidelines and recommendations for action.

Starting school marks the earliest and most important turning point in childhood: according to the Federal Statistical Office, almost 800,000 children start school every year in Germany alone, 40,000 of them in Saxony. A smooth transition to school depends not only on the children's cognitive abilities, but also on their social-emotional skills and their social environment: "The factors that are decisive in this critical phase are still insufficiently known," emphasizes Professor Tina Malti, Director of the HumanKind Science Centre, which is involved in the study with a total of over 4,000 participants from four countries. As

the conditions and implementation of school entry vary greatly across Europe, the SWITCH project is investigating the effects of the differences between the participating countries.

As part of five large-scale representative samples of preschool-age children in Germany, Sweden, the UK and Austria, around 1,000 participants per location will be recruited between the end of March 2025 and 2028. In addition, SWITCH will record socio-demographic factors and the age of the children so that the cohorts can be compared with regard to differences in school enrollment practices within and between the countries. Sub-samples (n: approx. 80 per site) will be used to measure children's social-emotional, cognitive and early literacy and numeracy skills. In addition, the most important relationships with peers, parents and teachers as well as interpersonal "biobehavioral synchrony", such as parent-child and peer-child interactions, will be assessed in detail. In the overall assessment, the effect between social relationships, well-being, healthy development and academic skills at the end of first grade is shown.

Based on the results, policy makers will be provided with evidence-based guidelines that identify concrete strategies to support well-being and successful development during this important transition: "With the SWITCH project, we want to gain crucial insights into how children's well-being can promote optimal educational and developmental opportunities in this fundamental early phase," explains co-applicant Dr. Franziska Greiner-Döchert, research associate in the field of educational psychology with a focus on teaching, learning and development. The SWITCH project is being funded with a total of 1.5 million euros through the "CHANSE" (*Collaboration of Humanities and Social Sciences in Europe*) and "NORFACE" (New Opportunities for Research Funding Agency Cooperation in Europe) programs of the German Research Foundation. In addition to Leipzig University, the universities of Bremen, Essex (UK), Vienna (Austria) and Linköping (Sweden) are also involved.

Madlen Mammen



First graders from four countries are the focus of the SWITCH study (Photo: Colorbox)

SPOTLIGHT ON: DIGITALIZATION AND ARTIFICIAL INTELLIGENCE

DIGITAL AND BARRIER-SENSITIVE PARTICIPATION IN MUNICIPAL PLANNING

THE DIKOMALL PROJECT

The *DiKomAll* project is investigating how (digital) participation processes in municipal planning can be designed to be barrier-sensitive. "DiKomAll" stands for "Digital Communities for All" and was launched in October 2023. Municipal planning always provides for public participation, but usually only reaches a fraction of citizens. The project focuses on researching participation opportunities and barriers for people with attributed intellectual disabilities. The project works with exemplary planning processes, such as noise action planning and the specialist health plan in Bochum. In addition, various demonstrators for digital participation and monitoring systems are made available. The joint project also follows a participation-oriented research design, where people with attributed disabilities are involved in

various parts of the project as co-researchers. DiKomAll is a joint project involving Bochum University of Applied Sciences, the City of Bochum, the Federal Center for Health Education, the Wittekindshof institution, the Planersocietät and the University of Leipzig. Prof. Dr. Saskia Schuppener, Julia Heusner and Helene Hellmann are part of the Leipzig team working on the project.

As a joint partner, the University of Leipzig is responsible for identifying access barriers and opportunities as well as dealing with the communal identity of people with attributed intellectual disabilities and was approached on the basis of various areas of expertise: these include social space orientation, a focus on language as a communicative barrier and reflection on research ethics issues as well as

participatory research expertise. The results of the working group in Leipzig are used for the implementation of planning processes and the development of digital participation formats (by the University of Applied Sciences for Health and the BzGA).

Saskia Schuppener

More information under: [Link](#)

GEFÖRDERT VOM



Bundesministerium
für Bildung
und Forschung



Co-researchers with so-called intellectual disabilities test participation formats (<https://www.interaktive-technologien.de/projekte/dikomall>)

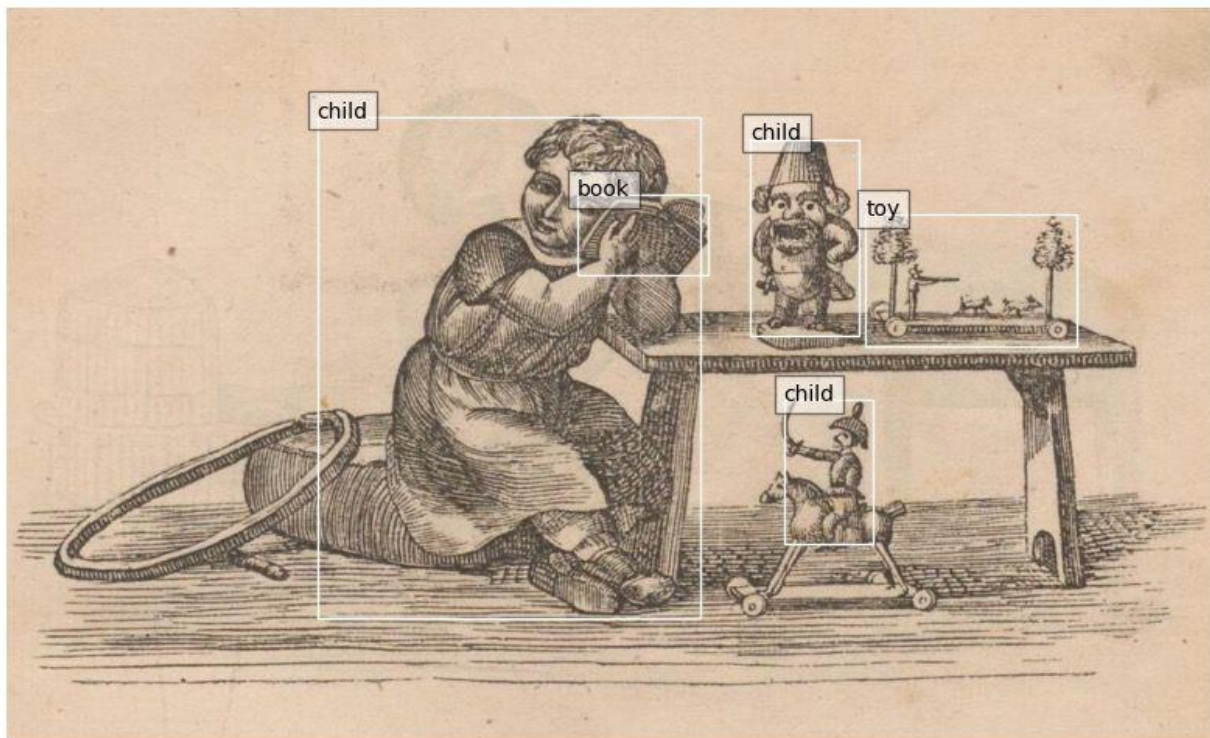
BUCHKINDHEITEN DIGITAL RESEARCHES 19TH CENTURY PLAY AND READING CHILDHOODS

Our ideas of childhood are linked to specific places and objects. However, these are subject to change. The interdisciplinary pilot project "Buchkindheiten digital", which has been funded by the SAB and SMWK since March 2024 with the aim of strengthening third-party funding, examines this change using the pictorial program of historical children's and youth books from the period 1800-1914. It focuses on the playing and reading behavior of girls and boys as an example and analyzes this with approaches of Distant Viewing. Upheavals and shifts in their chronological sequence are to be made visible and recorded. The Colibri collection, one of the world's largest digital collections of

children's books with almost 15,000 titles, forms the basis for this research. The data set, which contains around a quarter of a million illustrations after automatic image extraction, significantly expands the sources previously included in childhood research studies. Findings from cultural history, educational science and reading socialization research can thus be given a new perspective. The volume of data sets clear limits to analysis using conventional methods, while developments in the field of machine learning open up new approaches. Together with Manuel Burghardt and Janos Borst-Graetz from the Computational Humanities department at Leipzig University, Wiebke Helm from the German

primary school didactics department is currently testing and evaluating various vision language models for detecting play, reading and teaching scenes. Automatic image recognition of people by age and gender as well as of play and learning objects will follow in the spring. The discriminative, explorative and descriptive approaches carried out by the project group and their results serve as the basis for an application for third-party funding, which aims to carry out further and more in-depth research into the topic.

Wiebke Helm



Results of the automated object detection of a play scene from the children's book "Fifty Fables for Children" (1879) by Wilhelm Hey.

INFORMATION FOR YOUNG SCIENTISTS

QUALIFICATION PROGRAM OF THE GRADUATE ACADEMY LEIPZIG

All doctoral candidates and (early) post-docs can become members of Leipzig University's Graduate Academy and benefit from the extensive qualification program. Among other things, workshops are offered on all questions relating to the qualification process, e.g. writing workshops. In June, the focus will be on the use of AI in your own research project. In addition, international doctoral candidates can also attend German courses.

More information under: [Link](#)

MENTORING FOR WOMEN IN SCIENCE: T.E.A.M LAUNCHES NEW APPLICATION ROUND

Leipzig University is once again launching the application phase for the mentoring program t.e.a.m. - a personnel development program specifically for female academics that supports female doctoral and postdoctoral researchers in planning and implementing their next career steps in a targeted manner.

The program is aimed at women who want to expand their scientific skills, build new networks and exchange

ideas about career paths in and outside of science. Practical impulses are conveyed in various formats in order to develop long-term perspectives in science and to strengthen the visibility of women in scientific structures.

The program offers:

- Individual mentoring with experienced scientists
- Workshops on topics such as career planning, leadership skills, science communication and research funding
- Networking opportunities with other female scientists and leading personalities from science, business and society
- Peer groups for the exchange of challenges and strategies in everyday scientific life

Application deadline: March 30, 2025

Program period: June 2025 to June 2026

You can find further information on the application and the requirements for participation here: [Link](#)

Nancy Nilgen

EVENT ANNOUNCEMENTS

MAY 2025

13.05.-15.05.: 18th German Child and Youth Welfare Day (DJHT): "Because it's about the whole: Realizing democracy through participation!" (Leipzig Trade Fair)

JUNE 2025

06.-08.06.2025: Annual conference of the Society for Children's and Youth Literature Research (GKJF): "Awakenings, upheavals, transformations in children's and youth media"

19-20.06.: Advances in teaching foreign languages to young learners (ATFLY) (Online conference)

20.06.: Long Night of the Sciences

LATEST PUBLICATIONS BY FACULTY MEMBERS

LAST PUBLICATIONS IN 2024 AND FIRST PUBLICATIONS IN 2025

- Dederich, M. & Schuppener, S. (2024). Affekte, Gefühle und Emotionen im Spiegel von Behinderung. Eine humanwissenschaftliche Einleitung. In S. Schuppener & M. Dederich (Hrsg.), *Ambivalente Emotionen im Kontext von Inklusion und (Geistiger) Behinderung* (S. 7–24). Bad Heilbrunn & Marburg: Klinkhardt – in Kooperation mit Lebenshilfe-Verlag.
- Glaser, K. (2024). When words become actions – Pragmatik im Englischunterricht der Grundschule. *Grundschule Englisch, Heft 87*, 36–38.
- Höhne, E., Lotz, C., Deiglmayr, A. & Zander, L. (2024). How do perceived instructors' mindset beliefs influence STEM students' belonging uncertainty and dropout intentions? *Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie*, 56, 55–72.
- Liebers, K., Siegemund-Johannsen, S., Viernickel, S., & Rupprecht, B. (Hrsg.) (2025). Individuelle Lernentwicklungsanalyse von Basiskompetenzen in der inklusiven Transition Kita – Schule (ILEA-Basis-T). Handreichung. <https://doi.org/10.36730/2025.1.ilea.1>
- Riegler, S. & Schnabel, M. (2024). Mit den „Wilden Schulzwerger“ flüssig lesen lernen. Leseförderung im Spannungsfeld zwischen Lesetraining und literarischem Lernen. In N. Schmidt & J. Mikota (Hrsg.), *Literarisches Lernen mit Erstleseliteratur im Unterricht. Didaktisch-methodische Implikationen und empirische Forschungsperspektiven* (S. 141–157). kopaed.
- Rupprecht, B. (2025). Partizipative Forschung quo vadis? Praxisbezogene Forschung im und für das Feld zwischen Herausforderungen und Forderungen von Kita-Fachkräften. *Frühe Bildung*, 14(1), 44–46. <https://doi.org/10.1026/2191-9186/a000695>
- Rupprecht, B. (2024). Lehrer:innenprofessionalisierung durch hochschulübergreifendes videofallbasiertes Peer-Learning-Enhancement im Lehramt Grundschule – VPE. In Digitalisierung der Hochschulbildung in Sachsen – Hochschuldidaktik Sachsen (HDS) (Hrsg.), *Konzepte für die digital gestützte Hochschullehre. Ideen, Good Practice und Anregungen aus dem Projekt „Digitalisierung der Hochschulbildung in Sachsen“* (S. 40–41). Verfügbar unter <https://nbn-resolving.org/urn:nbn:de:bsz:15-qucosa2-943894>
- Schlichting, H. & Schuppener, S. (2024). Ekel und Scham in Pflegesituationen – Einblicke in den schulischen Alltag mit Kindern und Jugendlichen mit sogenannter geistiger Behinderung. In S. Schuppener & M. Dederich (Hrsg.), *Ambivalente Emotionen im Kontext von Inklusion und (Geistiger) Behinderung* (S. 125–143). Klinkhardt – in Kooperation mit Lebenshilfe-Verlag.
- Schmidt-Drechsler, R., Riegler, S. & Berbig, M. (2024). Zum Gebrauch von Anlauttabellen im Anfangsunterricht. Praxistheoretische Analysen zur Bändigung eines widerspenstigen Materials. *leseforum.ch*, 2024(3). <https://doi.org/10.58098/lffl/2024/3/827>
- Schuppener, Saskia (2025). „Eigentlich sollten Menschen nie weggesperrt werden“ – Exklusionserfahrungen und Deprofessionalisierungsrisiken im Kontext der Anwendung freiheitseinschränkender Maßnahmen. In A. Hackbarth, A. Häseker, S. Bender, M.-A. Boger, K. Bräu & J.A. Panagiotopoulou (Hrsg.), *Erfahrungen der Exklusion. Differenzsensible und diskriminierungskritische Perspektiven auf pädagogische Handlungsfelder* (S. 15–28). Budrich.
- Schuppener, S. & Hauser, M. (2025). Zum Umgang mit unterschiedlichen Wissensformen im Kontext inklusiver Hochschulentwicklung – eine kritische Reflexion. In P.P. Pasqualoni, M. Hoffmann, U. Rapp & P. Steinmair-Pösel (Hrsg.), *Hochschulreihe PerspektivenBildung – Band 2: Bildung im Spannungsfeld von Gleichheit, Differenz und Dekonstruktion* (S. 157–164). Waxmann.
- Schuppener, S. & Dederich, M. (Hrsg.) (2024). *Ambivalente Emotionen im Kontext von Inklusion und (Geistiger) Behinderung*. Bad Heilbrunn & Marburg: Klinkhardt – in Kooperation mit Lebenshilfe-Verlag. <https://doi.org/10.35468/6132>
- Schuppener, S. (2024). Diagnostik und Ableismus. In N. Leonhardt (Hrsg.), *Praxisbuch Ableismus in der Schule. Für einen neuen Umgang mit Behinderung und Fähigkeiten* (S. 57–61). Beltz.
- Viernickel, S., Reichenbach, N., Richter, V., Seidel, D. & Zahn, E. (Hrsg.) (2025). Individuelle Lernentwicklungsanalyse von Basiskompetenzen in der inklusiven Transition Kita – Schule (ILEA-Basis-T). Förderbausteine. <https://doi.org/10.36730/2025.1.ilea.2>

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THE NEXT RESEARCH NEWSLETTER

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We would be happy to include your project/qualification project, a research cooperation, a conference or other important information from your field of work in the research newsletter. To report current publications or information on events, the secretariats & professorship holders

will be contacted in advance by 17.03.25.

FOCUS OF THE NEXT ISSUE

School and teaching research

EDITORIAL DEADLINE

01.04.

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