



NEWSLETTER DER PSE #11

Spring 2026

Professional
School of Education



The eleventh issue of the PSE Newsletter offers updates on selected current PSE activities in the field of teacher education. This edition highlights the “Teachers as Changemakers” (TaC) project, including a wrap-up report and future outlook, as well as the “Global Teacher Education plus” (GoTEd+) project, with a focus on the successful Winter School and a GoTEd+ visit to Florida. You will also find news on the Erasmus+ program. In addition, we share insights into ongoing research activities within the current PSE doctoral college and at the Center of Excellence for Digital Teaching and Learning (DigiLLabs). Last but not least, this issue provides a glimpse into the current activities of the Lehr:werkstatt.

Be sure to save the date for our Herbsttagung/Schulentwicklungstag on October 1st. You can already enjoy a preview of the conference program and take a look at the new PSE print materials.

In our traditional interview, we are pleased to introduce our new colleague, Maja Freymuth.

We wish you all a successful Summer Semester 2026.

Yours sincerely, Thomas Trefzger, Matthias Erhardt
& Angelika Fütting-Lippert

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„Teachers as Changemakers“ Closing event with an outlook



An end without a full stop – the TaC project continues to make an impact

On 10 February 2026, the collaborative projects “Teachers as Changemakers (TaC)” and “lernen:digital” presented their respective achievements at a symposium held at the University of Bamberg to mark the end of their regular funding period.

Within the TaC consortium, the Universities of Würzburg and Bamberg worked closely together to implement Social Entrepreneurship Education (SEE) as an innovative approach to fostering future-oriented skills within teacher training. To this end, the TaC Toolbox was developed, containing background information on SEE and tried-and-tested teaching methods. Due to differing study programmes, specific formats were also developed for each institution.

At the University of Würzburg, these include the lecture series “Teaching for Impact”, the seminars “SEE in STEM subjects” and “Leadership + X” in cooperation with the Karl Schlecht Foundation, whereby in the latter case the “X” stands for a focus that changes annually. A new school competition, the TaC Award, has also been launched in collaboration with the Office of the Ministerial Representatives. The TaC Award recognises P-seminars focused on the common good at the Gymnasium in Lower Franconia.



Photo (ZBL Bamberg): Postersession TaC



Photo (ZBL Bamberg): The entire TaC project team

Thanks to a cost-neutral extension, the TaC project can continue until the end of 2026. The third call for entries for the TaC Award will open in April 2026. The seminar ‘SEE in STEM Subjects’ will continue its work this semester. This time, the focus is on planning learning stations for a STEM action day. In addition, the lecture series ‘Teaching for Impact’ will be offered again, as well as teaching formats for imparting entrepreneurial future skills, which were supported as part of TaC Teaching Projects.



Professional School of Education

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„Teachers as Changemakers“ New Collection and participation in ESD Day



Collection provides impetus for sustainable teacher training

How can teachers prepare young people for a sustainable and innovation-driven future? The open-access collection “Teacher Training for Sustainable Development. Linking Education for Sustainable Development and Social Entrepreneurship Education” (wbv Media) provides answers to this question. It demonstrates in a practical way how Education for Sustainable Development (ESD) and Social Entrepreneurship Education (SEE) can be meaningfully intertwined. The volume brings together theoretical foundations, empirical findings and practice-oriented concepts for undergraduate studies, pre-service training and professional development.

TaC at the Lower Franconia ESD Day in Schweinfurt

Education for Sustainable Development (ESD) forms part of the Bavarian curriculum and is becoming increasingly important in society. On 24 March 2026, nearly 100 teachers and ESD stakeholders from Lower Franconia gathered in Schweinfurt to discuss current developments and practical approaches. The collaborative project “Teachers as Changemakers (TaC)” was also represented to present Social Entrepreneurship Education (SEE) as an ESD-oriented approach to fostering future-oriented skills.

The TaC Toolbox developed as part of the project enabled the team to engage in conversation with numerous teachers during a gallery walk. Among other things, the TaC Toolbox contains 27 tried-and-tested methods for implementing SEE content in the classroom. The keen interest underlined both the relevance of the topic and the need for teaching methods that can be put into practice immediately. This was also evident from the high demand for SEE training courses, which are offered by the project team alongside the TaC Toolbox.



As well as providing an opportunity to present their own work, the conference offered numerous networking opportunities. The project team is looking forward to future collaborations and training initiatives to further strengthen the SEE approach in Lower Franconia and raise awareness of it.



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„Teachers together for change“ – 5th GoTEd+ Week I

When lecturers from Israel, Ukraine, Sri Lanka, Namibia, the USA, Spain, Italy, Ghana, Kenya, Sweden, Poland, the Czech Republic, Turkey, Indonesia and Germany come together in Würzburg, it is about far more than just academic exchange. The 5th GoTEd+ Week at the Professional School of Education brought together more international guests than ever before from 23 to 26 February 2026. Under the theme “Teachers together for change”, the focus was on how teacher education can respond to global socio-ecological challenges.

On 24 February, Doris Fischer, in her capacity as Vice-President for Internationalisation, welcomed the participants of the GoTEd+ project’s Winter School and, referring to her colleague Nataliia Lazenbna from Ukraine, emphasised the importance of mutual exchange and how well the researcher has now integrated into the JMU community.

Hans-Stefan Siller spoke as a representative of the PSE Executive Board and the person responsible for internationalisation matters at the PSE. He highlighted the importance of international exchange for teacher training and, in this context, emphasised the significance of the DAAD-funded project for international cooperation: “In teacher training in particular, internationalisation is therefore much more than just mobility or an additional programme component. Internationalisation also means practising a change of perspective, developing and creating opportunities for comparison, understanding diversity as a resource, testing subject-specific and didactic concepts in different contexts – and embedding global issues in such a way that they become understandable, discussable and relevant for action in the classroom.”



Photo (PSE): Participants of the GoTEd+Week



Photo (PSE): Nataliia Lazenbna



Photo (PSE): Participants

Nataliia Lazenbna then kicked off the programme with her keynote, “Resilient wanderer: A teacher’s global journey”. Drawing on her experiences in both Ukraine and Germany, she demonstrated how multilingualism, art and digital learning spaces can foster resilience – particularly in times of war, displacement and social fragmentation. Her message was that teachers play a central role as cultural and social bridge-builders.

„Teachers together for change“ – 5th GoTEd+ Week II

Cheryl McCarthy and Edwidge Bryant (Flagler College, USA) then turned their attention to so-called Title I schools in the United States. They highlighted how strongly educational equity depends on political frameworks, particularly the current situation in Florida, and presented successful mentoring programmes that empower disadvantaged children in the long term. Prabath Ekanayake (University of Peradeniya, Sri Lanka) broadened the global perspective: his project “Teachers together for change” trains teachers in gender-sensitive pedagogy to open up better educational opportunities, particularly for girls in structurally disadvantaged regions of Sri Lanka.



Photo (PSE): Cheryl McCarthy and Edwidge Bryant



Photo (PSE): Prabath Ekanayake

Wednesday (25 February) placed greater emphasis on research and methodology. Arnon Hershkovitz (Tel Aviv University, Israel), an expert in computational thinking, demonstrated how data-driven decision-making processes can support education at various levels – though he also made it clear that professional judgement and ethical responsibility remain indispensable. In the short presentations, the focus shifted to literature and languages: Kateryna Lut explained how eco-literature combines ecological awareness with language learning, whilst José Luis Estrada-Chichón and Francisco Zayas Martínez presented cooperative reading aloud as a pathway to reflective, inclusive interculturality in foreign language teaching.



Photos (PSE): Francisco Zayas Martínez, José Luis Estrada-Chichón, Arnon Hershkovitz and Kateryna Lut

„Teachers together for change“ – Die 5. GoTEd+ Week III

Finally, during the “Networking for Research” session, participants engaged in intensive, practical and peer-to-peer discussions at four thematic tables on publication strategies, multilingualism, international research stays and AI in teacher training.



Photos (PSE): Conversations among the participants

Photos (PSE): Participants of the 5. GoTEd+ Week

The event concluded on Thursday (26 February) with a visit to the Freie Waldorfschule Würzburg. The international guests gained an insight into the Waldorf educational approach, sat in on lessons and spoke with teachers and pupils. One lecturer from overseas was particularly impressed: “You can truly feel how education here addresses the whole child – head, heart and hands.” The children, too, greeted the guests with great curiosity and openness.

„You can truly feel how education here addresses the whole child – head, heart, and hands.“

Both the participants and the PSE organisers, Maike Madera and Matthias Erhardt, were very satisfied with the exchange and the expansion of international contacts. The GoTEd+ project’s Winter School offers a platform where international colleagues can also network with one another and initiate further projects.



Photos (PSE): Conversations, Discussions, and Ideas for the Future

As part of the GoTEd+ project, for example, the online lecture series of the “Modellprojekte Lehramt.International in Bayern” network will take place again in the summer semester of 2026 – with contributions from colleagues at the partner universities.

On a GoTEd+ Mission in Florida I

Since 2025, the DAAD model project Lehramt.International “Global Teacher Education plus” (GoTEd+) has been based at the PSE. The aim of this initiative is to work with international partner universities to systematically promote the structural comparability of teacher training programmes and, consequently, the recognition of academic achievements, and to implement this in an exemplary manner. In addition to promoting student mobility for academic stays abroad, the project also includes guest lectureships as well as exploratory trips by German and international researchers and education experts.

As part of such a fact-finding trip, Dr. Matthias Erhardt and Maike Madera visited Flagler College in Florida from March 30 to April 2; the college has been a partner university of the PSE since 2025. The purpose of the visit was to gain insights into the American education system and, in particular, into teacher education at the college. At the same time, Prof. Maria Eisenmann (Chair of Subject Didactics – Modern Foreign Languages) served as a visiting lecturer at Flagler College as part of the project.



Photos (PSE): Flagler College, the cafeteria and a panel discussion with PSE representatives and students from the college

Flagler College in St. Augustine on Florida’s East Coast impresses at first glance with its extraordinary architecture: the current main building served as a luxurious hotel in the late 19th century. It has been used for university teaching for about 60 years now—and students still dine in the hotel’s magnificent former dining room.

During our stay, the so-called Educational Week took place — a series of events designed to specifically prepare students in teacher-training programmes for their career entry. This provided ideal opportunities to connect with representatives from the Department of Education as well as colleagues from the International Office — whether during the events, over lunch, or at the welcome dinner. This facilitated an intensive exchange about coursework, college life, and the transition from college to the teaching profession.

On a GoTEd+ Mission in Florida II

Particularly impressive was the close integration between the college, schools, and school authorities. All participants share the common goal of working together to prepare students as best as possible for the demands of everyday school life. The relatively small number of students allows for individualized, supportive, and encouraging guidance.

Particularly noteworthy is the interplay between theoretical content, pedagogical training, and practical application: core practices are practiced early on and directly tested during weekly classroom observations at nearby schools (primary and secondary)—including immediate feedback from teachers and faculty at Flagler College.

We gained a concrete insight into this practice during a visit to Webster Elementary School. As a comprehensive school, this elementary school combines regular and special education classes under one roof; as a so-called Title I School, it is among those schools that receive additional financial support due to their socioeconomic circumstances.

We noticed several striking differences from everyday life in German schools—such as extensive video surveillance, the presence of a sheriff on the school grounds, and emergency buttons on teachers' transponders that can be used to immediately alert police in an emergency.

In the different school classes, which are relatively small by our standards, there are often not only regular teachers present, but also support teachers or, in some cases, parents or relatives of certain students, who are there to provide the best possible guidance and support to children who require special attention in challenging situations.



Photo (PSE): Classroom of Webster Elementary School

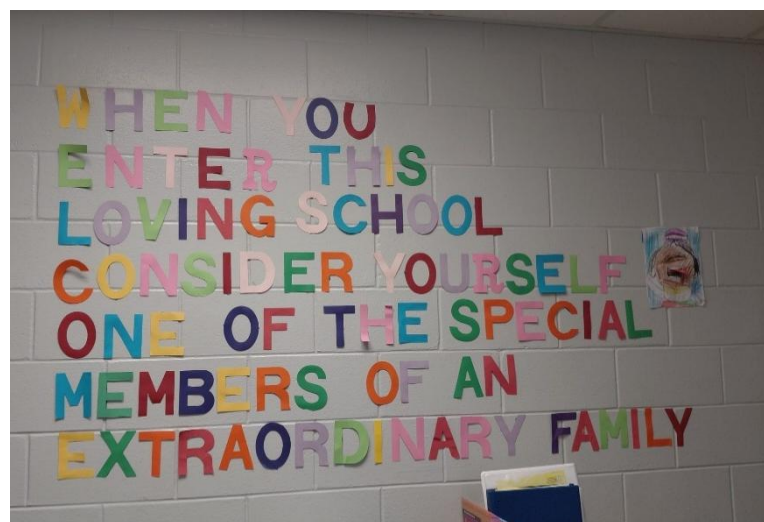


Photo (PSE): Inside Webster Elementary School

On a GoTEd+ Mission in Florida III

During the “Teaching Beyond Borders” panel during the Education Week, we were able to compare our impressions from the school visit with the experiences of Flagler College students who had already completed teaching practicums at schools in Bad Neustadt. Beyond initial surprises—such as stores being closed on Sundays or the possibility to open classroom windows, which is taken for granted in Germany—a lively discussion emerged regarding differences, commonalities, and potential for development in the respective educational systems of both countries, as well as in teacher training.

As our intensive and highly enriching visit comes to a close, one thing is clear: the partnership between our institutions has been further strengthened. We look forward with great anticipation to the next steps in our collaboration and are taking back to Germany numerous inspiring ideas for the further development of teacher education.

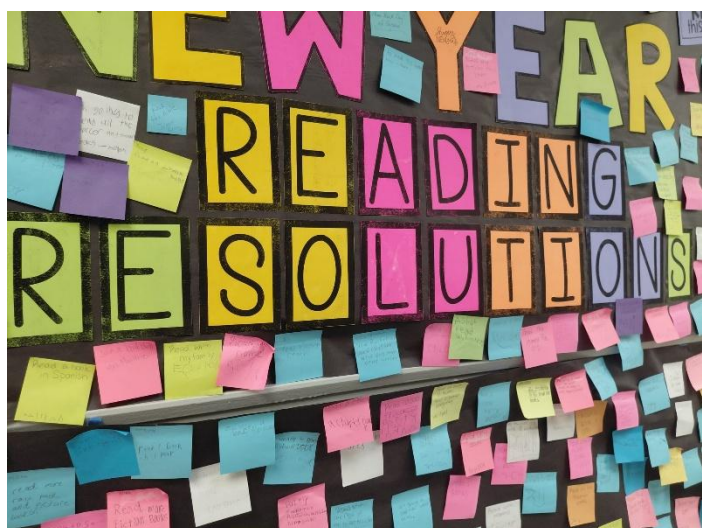


Photo (PSE): Bulletin board at Webster Elementary School



Photo (PSE): Maria Eisenmann (JMU), Maike Madera (PSE), Matthias Erhardt (PSE), Cheryl McCarthy (Flagler)

As part of the GoTEd+ project, scholarships are awarded for five-month combined study and internship stays at the partner universities. It is planned that Würzburg teacher education students will also have the opportunity to study at Flagler College in Florida until the end of the project term in 2029. Interested students are asked to closely follow the PSE website, Instagram account, and email newsletters so as not to miss any current calls for applications.

Erasmus+ at PSE

More partner universities – more applications – more Erasmus+ outgoing students 26/27

Internationalization is a top priority at the PSE – and the success of the numerous initiatives cannot always be expressed in numbers, sometimes, however, it can:

The number of PSE partner universities - that is, European institutions where Würzburg teacher education students can complete one or two semesters abroad - is growing steadily. Establishing new partnerships requires patience: study programmes must be carefully compared, interested faculty members at potential partner universities identified, and finally, Erasmus+ agreements drafted before the first student exchange can take place. It is not uncommon for the process to reveal that a collaboration is not the best fit after all.

This makes it all the more gratifying that the PSE has successfully expanded its Erasmus+ portfolio in recent months: five new partner universities have been added. This means that teacher education students now have a total of 19 European universities to choose from. In addition to two more universities in Spain (Málaga and Salamanca), starting in the 2027/28 academic year, students will be able to study abroad for the first time in Southern Norway (University of Agder), in Latvia (University of Latvia), and in inland Turkey (Kastamonu University). This means that Scandinavia and the Baltic states are now represented in the network for the first time. Like all of PSE's partner universities, these new options are open to students in all teacher education programs. We are very pleased about your interest and look forward to receiving your applications starting in November!

We're already looking forward to their stories - and maybe even to their Instagram takeover!

For information on Erasmus semesters abroad, visit the PSE (<https://www.uni-wuerzburg.de/pse/international/>) or meet with Maike Madera during her office hours (Wednesdays, 9–10 a.m.).



Photo (PSE): Maike Madera at the information evening for future Erasmus+ outgoing students of the PSE

Demand for study abroad programmes has also continued to rise: During the last application round, 60 students applied for places at PSE partner universities for the first time - a new record. The number of so-called “outgoings” for the 2026/27 academic year is correspondingly high: 40 teacher education students will spend a semester at their host university between September 26 and July 27.

A semester abroad offers the opportunity to gain valuable intercultural experiences, get to know new cultures and languages, make international connections, and experience a different educational system up close. In the process, students broaden their horizons, grow through new challenges, and strengthen important skills for an increasingly global future.



Six PhD Projects on AI in Teacher Education

A new cohort of the PSE doctoral programme was launched in summer 2025. In this round, six doctoral candidates will receive funding for a period of three years. The programme is embedded within the interdisciplinary research project “Accompanying and Impact Research on AI-Related Competences of (Prospective) Teachers.”

Its overarching goal is to enhance the quality of teaching and research in teacher education through a distinctive, teacher-training-oriented research framework. By fostering close interconnections between the individual projects, the programme aims to generate a greater overall impact than would be achieved through isolated empirical educational studies.

Early Publications

[Fock, Alissa/Siller, Hans-Stefan \(2025\): Generative artificial intelligence in secondary STEM education in the light of Human Flourishing: a scoping literature review](#) *International Journal of STEM Education* (2025).

Fock, A., Noster, N. & Siller, H.-S. (angenommen). AI Literacy und Computational Thinking im Mathematikunterricht – Eine empirische Untersuchung einer Projektarbeit am Beispiel Q-Learning. *mathematica didactica*.

The PhD students



Photo (Ch. Weiß): f.l.t.r. Lukas Da Silva Lorenz, Alissa Fock, Samuel Ruckdeschel, Lara Pincolini, Patricia Reichelt, Ludwig Schultz

Empirical Studies Underway and Initial Findings Published

Twice each semester, the PhD candidates present the progress of their research at a dedicated exchange forum attended by all principal investigators and interested guests. The aim is to identify synergies and further develop interdisciplinary perspectives. At present, the doctoral researchers are primarily engaged in data collection and analysis, alongside the publication of their initial findings.

The projects cover a broad range of topics, including the enhancement of knowledge acquisition through intelligent tutorial feedback in generative learning tasks (Da Silva Lorenz); the development of mathematics-specific professional knowledge related to large language models (Fock); the design of AI-based tools for creating teaching materials in foreign language education (Pincolini); fostering inclusivity through AI-supported planning competencies (Reichelt); the development of AI-related media literacy among trainee teachers (Ruckdeschel); and the study of acceptance and AI literacy among trainee teachers in STEM subjects (Schultz).

Further information is available here. For any inquiries, please contact [Dr. Angelika Fütting-Lippert](#).

Artificial intelligence is currently transforming key areas of school and higher education. In both mathematics education and media education, questions are being raised about how AI can be utilised in learning processes and critically examined. There has been little research to date into how perspectives from subject-specific didactics and media education can be integrated in this context. Current research at JMU is investigating which concepts and teaching-learning formats are required to systematically prepare future teachers for AI-based educational environments.

Mathematics Education

The focus of the mathematics education perspective is on the reciprocal relationship between artificial intelligence and mathematics. The following three key questions are central to this:

- **How can mathematics be used to help learners understand the topic of AI?**
- **What role does generative AI play in the learning of mathematics?**
- **What needs and requirements does generative AI place on (prospective) mathematics teachers?**

Furthermore, an explicitly empirically evidence-based perspective is adopted when addressing these key questions. The aim is not merely to discuss assumptions about learning and teaching in the context of AI in theoretical terms, but to test them on the basis of robust research findings. A key focus is on the development, testing, evaluation and scientific investigation of teaching materials in which learners analyse a machine learning algorithm from a mathematical perspective (Fock, Noster & Siller, 2026).

Such practical learning settings enable empirical insights to be gained into how pupils understand AI algorithms through mathematics, which thought processes are triggered, and which forms of support are particularly effective. Empirical studies on learning processes, the use of generative AI in the classroom, and teachers' professional competencies thus form a central frame of reference ([Noster et al., 2024](#)). They enable a well-founded assessment of opportunities and risks, a comparison of the effectiveness of different approaches, and the derivation of concrete recommendations for practice in mathematics education. In this way, it is ensured that the examination of the role of AI in mathematics teaching is not only conceptually convincing but also scientifically sound.

Media Education

From a media education perspective, the focus on AI is not merely on its practical application, but also on teaching about AI: learners should gain an understanding of how AI works, what its limitations and biases are, and how it can be critically assessed. [Heurich & Grafe \(2025\)](#) demonstrate that the AI-assisted production of their own explanatory videos on AI can broaden teacher training students' perspectives on AI and provide insight into its advantages and disadvantages. It becomes clear that they require the skills to critically evaluate AI outputs and develop pedagogically meaningful application scenarios. Based on these findings, a teaching concept was developed and refined iteratively. In the next step, the explanatory videos and portfolios created by the students will be systematically evaluated to analyse how trainee teachers address the topic of AI.

Although media literacy is relevant as an interdisciplinary educational objective across all school subjects, there have so far been few studies that systematically combine subject-specific and media education perspectives. Furthermore, trainee teachers continue to face difficulties in applying media education concepts to their respective subjects. Initial insights into relevant developments are documented in the collection "Spaces of Higher Education – Learning Environments for the Future". The article "[DigiLLab Concepts for Promoting Basic Digital Competences in Teacher Training](#)" demonstrates how experimental spatial concepts and digital tools are used to support trainee teachers in developing fundamental digital and AI-related competences. In addition, publications are currently being produced from the perspectives of mathematics education and media education, which bring together initial empirical and conceptual insights into the role of artificial intelligence in teacher training.



Photo (PSE): Students learn to better understand machine learning through analogue applications

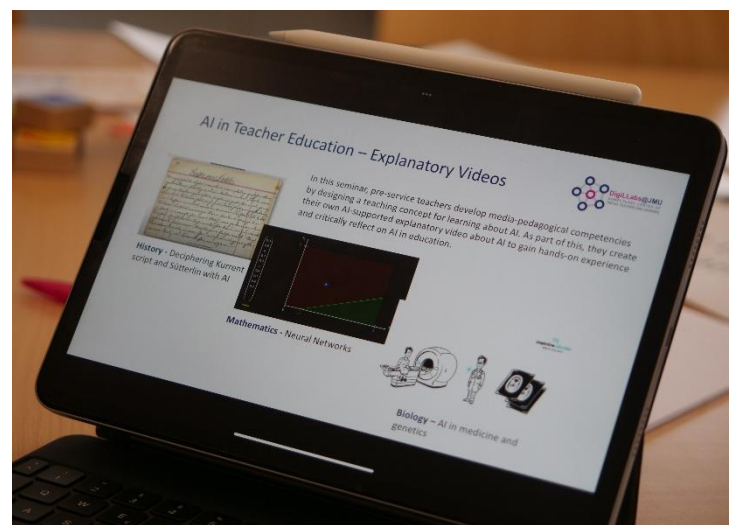


Photo (PSE): Highlights from the interdisciplinary AI seminar

Interdisciplinary perspective

At DigiLLabs@JMU, perspectives from media education and mathematics education are specifically combined to open up new avenues for teaching and learning with digital technologies. To this end, interdisciplinary research projects are initiated and implemented, which strengthen collaboration between the participating disciplines in the long term. These projects focus on two key questions:

- (1) What is the relationship between media education and mathematics education?
- (2) And what does this relationship mean for teacher training?

A recent initiative from the PSE Doctoral College provides a prime example of how these questions are addressed in practice: researchers from fields including media education and mathematics education are collaborating to investigate how trainee teachers contextualise their knowledge of artificial intelligence – and how successfully they manage to integrate media education, subject-specific pedagogy and technical aspects. The analysis of qualitative interviews highlights both existing gaps in knowledge and the challenges involved in bringing together the various fields of knowledge.

The interplay between media education and mathematics pedagogy is therefore not merely a theoretical topic, but makes an important contribution to teacher professional development, helping trainee teachers to implement the reflective and responsible use of AI in the classroom. The interdisciplinary focus of the DigiLLabs and the doctoral programme provides a particularly solid foundation for this.

For further information,
please visit our website:
go.uni-wuerzburg.de/digillab



Photo (Ch. Weiß): The DigiLLabs-Team Silke Grafe, Norbert Noster, Hans-Stefan Siller and Tina Heurich

Lehr:werkstatt - Looking back and looking ahead

The Lehr:werkstatt project, which has been successfully established for many years, will continue in the 2025/26 school year. Since September, 17 tandems—each consisting of a teacher and a trainee teacher—have been working closely together.

Throughout the school year, the trainee teachers accompany and support “their” teacher in everyday school life, gaining valuable, in-depth insights into their future profession. The close integration of theory and practice, combined with sustained collaboration over an extended period, fosters a lasting learning process. This not only supports the professional development of the students but also encourages teachers to reflect critically on their own practice.



Photo (PSE): 19 tandems 2025/26

The university supports students through a supplementary course offered by the chair of School Pedagogy. A central element of the Lehr:werkstatt is a series of skills workshops designed for both teachers and students, providing a space for exchange, reflection, and in-depth professional development.

In the current academic year, these workshops have focused in particular on constructive strategies for handling classroom disruptions, the opportunities and practical applications of the TaC Toolbox for teaching, and approaches to relationship-based learning. Together, these topics enable the tandems to refine their teaching practice in a targeted way and to develop fresh ideas for their lessons.

In July, all participants will be awarded their Lehr:werkstatt certificate at the closing event. Successful participation in the programme is also recognised as part of the students’ orientation placement and their pedagogical-didactic school placement.



Photo (PSE): Lecturer Philipp Schleicher at the skills workshop ‘Learning to Build Relationships’

The application period for the 2026/27 cohort is now open. Teachers and students training for careers in secondary and grammar schools are warmly invited to apply and become part of this collaborative, practice-oriented programme.

Further information about the Lehr:werkstatt, as well as the link to the application portal, is available on our homepage: go.uniwue.de/pse-lw

Herbsttagung/Schulentwicklungstag 2026

Save the Date

This year's Herbsttagung, held in collaboration with school development coordinators from the various school types in Lower Franconia, will take place as a School Development Day on Thursday, 1 October 2026 at Z6. The conference will focus on the increasingly relevant topic of pupils' behavioural challenges and effective ways of addressing them. Teachers are encountering a growing range of behavioural issues in the classroom and are actively seeking constructive strategies for dealing with them.

The event will open with a keynote by Prof. Dr Wolfgang Lenhard (Chair of Psychology IV, JMU), who will explore key aspects of the topic and provide a deeper understanding of the challenges involved. This will be followed by a panel discussion in which experts will examine the issue from multiple perspectives. Two subsequent workshop sessions will offer a diverse range of opportunities for in-depth engagement, covering topics such as health promotion, school social work, school absenteeism, and approaches to tackling bullying.

During the conference, the winners of the TaC Awards (P-seminars at Lower Franconian grammar schools) will be honoured, and their projects will be presented in an accompanying exhibition.

New: PSE flyer and postcards





Interview with Maja Freymuth

Which specific date do you associate with the PSE?

10 February 2026. Even though I didn't officially start until March 2026, I had the opportunity to attend the closing conference of two joint projects run by the Universities of Würzburg and Bamberg on that day. It was a great introduction: I met some of my colleagues for the first time and gained valuable insights into the projects.

What are your responsibilities at the PSE?

I work on the "Teachers as Changemakers" project, which aims to empower teachers to foster social entrepreneurial thinking and practices in the classroom.

My responsibilities include organising and supporting our two courses—the seminar "*SEE in STEM Subjects*" and the lecture series "*Teaching for Impact*." I am also responsible for coordinating the TaC Award, which is presented annually to outstanding P-seminars at Gymnasium in Lower Franconia.

In addition, I contribute to various other aspects of the project, including training sessions on our TaC Toolbox, the Impact Workshops, and the WueCampus self-study course.

What experiences have you had so far at the PSE, with teachers, and in relation to education and educational research?

At the Lower Franconian ESD Day in Schweinfurt - also featured in this newsletter - I had the opportunity to meet many teachers who are deeply committed to Education for Sustainable Development. I was struck by how well connected they are and the enthusiasm and dedication they bring to their work. I look forward to meeting many more teachers like them as the project continues.

What are your interests and hobbies? What do you enjoy doing when you're not at the PSE?

You'll often find me bouldering at the RockInn on many evenings during the week and occasionally exploring other climbing gyms around Germany on weekends. On quieter evenings, I enjoy playing pen-and-paper or board games with friends, reading, or cooking more elaborate meals. From time to time, I also go through creative phases where I spend a lot of time drawing or doing handicrafts. And I really enjoy cycling as well!

What was your funniest experience at university?

One Monday morning, I spent quite a while trying to unlock the door of the PSE building with my apartment key—despite the fact that the door is never locked during the day, so I could have simply walked right in.

OUTLOOK

Professional
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Dates & Announcements

Information event Lehr:werkstatt

29.04.2026 for teachers at 5 PM
and for students at 6 PM, [online](#)

[Workshop introductory internship](#)

05.05.2026, 4 PM, PSE, 1st floor

Information event „Studying abroad as part of teacher education“

06.05.2026, 6-8 PM, HS 0.002 in Z6

PSE at the international evening

23.06.2026 - Sports centre Hubland

PSE-General Meeting „Core Practise“

25.06.2026, 2-4 PM, 00.401 (HSI),
Wittelsbacherplatz 1

Graduation ceremony for pre service teachers

21.07.2026, 5 PM, Neubaukirche

Herbsttagung & Schulentwicklungstag on the topic of pupils' behavioural challenges and effective ways of addressing them

01.10.2026, all day, Z6

Information events

- [\(Exams educational sciences with set date spring 2027 or later](#)
- [Teacher training](#)

„An interdisciplinary approach to AI in the classroom: understanding chatbots, using them in teaching and evaluating them critically and reflectively (Media Education & Mathematics Education)“
current seminar of Tina Heurich & Dr. Norbert Noster