

Civic Engagement

in VET teacher education at Rostock University



Learning through engagement:

By creating encounters within the framework of our seminars, prospective vocational school teachers are given the opportunity to discover the (education) biographies of refugees as well as students from the vocational transition programs and to actively support them. In the spirit of a democratic learning culture, the students help to shape these encounters and reflect on their involvement in the course of the seminar. In this way, the acquired theoretical foundations can be better understood in their meaning and relevance and critically questioned.

Learning through history and comparison

To actively participate in shaping one's own vocational education system requires the courage to imagine a different version of the present. To do this, we need to understand the history of our own system to recognize that its form emerges from the negotiation of political interests and is always in a state of change. But we can learn also from others, when we give students the opportunity to deal with historical aspects and with international insights and comparisons. To this end, we consult existing empirical data as well as on internationally renowned scholars who provide us with insights into their national systems of vocational education and training and its history. Based on that, students explore limits and possibilities of the current system in Germany.

Learning through reflexion, feedback and raising the own voice

Every VET teacher student has his or her individual biography that inspired to become a VET teacher. Reflecting on this path and one's own drivers, but also on external influences, and thus discovering and formulating one's own life themes is a prerequisite for leading and developing young people as an authentic person in the future. Based on humanistic psychology and group dynamic approaches (TCI), we enable our students to rediscover and trust themselves. With the help of creative and partly body-oriented methods they learn to develop and shape trustworthy forms of encounter. This aims at practicing participative and democratic forms in school and in the classroom in the future as well, and at encouraging others to express themselves freely.

Let's talk about Civic Engagement in VET teacher education!

How can VET teacher education contribute to enable VET teachers to encourage their students?

What are limitations in empowering VET students for civic engagement?

Is civic engagement a cross-cutting issue or can it also be subject-specific?

What other opportunities do you see for promoting civic engagement in the education of VET teachers?

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