

Course Package (20 ECTS + 10 ECTS): Teaching Social Studies for an Interconnected World

Course Title: Teaching Social Studies for an Interconnected World

Credits: 20 ECTS + 10 ECTS (school-based internship)

Language: English

Timeframe: Summer term (April - July)

Course Description:

This interdisciplinary course addresses the challenges of teaching social studies in a rapidly changing, interconnected world. It focuses on heterogeneity, diversity, and inclusion, encouraging students to critically reflect on identity, culture, gender, social belonging, and their own position in society.

The course prepares future teachers to work in international and diverse educational contexts through the following four components:

1. **Subject-Specific Knowledge and Didactics**
2. **Independent Research Project**
3. **Teaching Across Cultures**
4. **Integrative Academic Work**
5. **Internship**

Teaching Social Studies for an Interconnected World

Course Package example structure for Summer Term:

1. Subject-specific Knowledge

3 seminars offered in English in the fields of:

Geography, History, Political Science & Educational Studies.

9 (3 x 3) ECTS

2. Subject-specific Didactics

1 subject-specific didactics seminar.

3 ECTS

**5. Internship at a
bilingual German
secondary school
(age 10-16)**

10 ECTS

3. Teaching Across Cultures

1 Seminar on intercultural communications and critical reflections

3 ECTS

4. Integrative Academic Work

An individual academic final project combining:

(a) insights from a **course focused
on subject expertise**

and / or

(b) perspectives from a **course/
project in subject didactics**

(c) the individual interests, prior experiences, or current involvement in educational settings.

5 ECTS

Teaching Social Studies for an Interconnected World

Course Package structure for Summer Term 2027:

Module Component	Planned Seminars 2027	Requirement + ECTS
1. Subject-specific Seminars	Geography: <i>Indigenous Spaces and Lifeworlds</i> (Charlotte Keefer) History: <i>From Scapegoat mechanism to conspiracy theory - theoretical analysis based on historical examples</i> (Carolin Hestler) Educational Studies: <i>Inclusive Global Education: Fostering Ownership of Learning Across Borders</i> (Anselm Böhmer)	3 Seminars → 9 ECTS
2. Didactics	Didactics: <i>Constructing knowledge in the social studies classroom</i> (Florian Weber-Stein & Anja Vocilka)	1 Seminar → 3 ECTS
3. Teaching Across Cultures	Seminar: <i>Intercultural Reflection for Incoming Exchange Students and (former) Outgoing Students</i> (Nina Jäger & Moritz Jahraus)	1 Seminar → 3 ECTS
4. Integrative Academic Work		Final Academic Project → 5 ECTS
5. School Internship		Teaching Practice → 10 ECTS

1. Subject-specific Knowledge (9 ECTS) - Overview

- Participation in three English-taught seminars from the fields of **Geography, History, Political Science, or Educational Studies**
- Focus on building disciplinary knowledge and exploring didactic approaches relevant to teaching in heterogeneous societies

Seminars normally last 1,5h and are usually offered once a week throughout the whole semester. The seminars will take place from Monday to Wednesday.

Example of offered seminars:

Geography:

e.g. *Indigenous Spaces and Lifeworlds* (Charlotte Keefer)

History:

e.g. *Holocaust Education in an international perspective* (Dr. Carolin Hestler)

Political Science:

e.g. *Why Borders? On Freedom & Security in International Relations* (Prof. Dr. Oliver Lemcke)

Educational Studies:

e.g.: *Blended Community Engagement in Teacher Education* (Prof. Dr. Christoph Knoblauch/
Prof. Dr. Anselm Böhmer)

1. Subject-specific Knowledge (9 ECTS) - Learning Outcomes Geography

Learning outcomes:

Geography:

BA-SekI-Geo-M 6.3. Current issues in Geography

e.g. ***Indigenous Spaces and Lifeworlds*** (Charlotte Keefer)

The students are able to

- Explain key concepts and geographical perspectives related to Indigenous spaces, places, and lifeworlds.
- Analyse the relationships between Indigenous communities, land, identity, culture, and processes of colonialism and globalisation.
- Critically evaluate different geographical representations and narratives of Indigenous peoples and their territories.
- Reflect on how geographical knowledge can contribute to a more nuanced and respectful understanding of Indigenous perspectives.

1. Subject-specific Knowledge (9 ECTS) - Learning Outcomes History

Learning outcomes:

History:

BA-SekI-Ges-M5.1. Seminar on a topic from the perspective of world history

e.g.: ***Holocaust Education in an international perspective*** (Dr. Carolin Hestler)

The students are able to

- Analyse selected historical topics and phenomena from non-European history, global history, and transnational history from a critical and comparative perspective.
- Demonstrate an understanding of key theoretical approaches and historiographical perspectives within the field of history.
- Reflect on the scope and limitations of historical theories and methodologies in relation to diverse temporal, spatial, and cultural contexts.

1. Subject-specific Knowledge (9 ECTS) - Learning Outcomes Political Science

Learning outcomes:

Political Science:

BA-SekI-Pol-M 5.3: International und transnational Politics

e.g. ***Why Borders? On Freedom & Security in International Relations*** (Prof. Dr. Oliver Lemcke)

The students are able to

- Demonstrate foundational knowledge of selected topics from related disciplines such as economics, law, and sociology, and understand their relevance to political science.
- Compare political science with other social science disciplines in terms of methodology, subject matter, and theoretical approaches.
- Analyse and discuss the relationship between politics and economics within national, European, and international contexts.
- Characterise and critically reflect on key developments and core ideas in the history of political thought.
- Explain the role, significance, and operational conditions of international politics in a globalised world, and assess the work of international and transnational actors.
- Understand and analyse core questions of economic theory and general economic and social policy.
- Describe and evaluate structures and processes of globalisation, including international relations, conflict resolution, and global governance mechanisms.
- Analyse issues related to political socialisation and their impact on democratic participation and civic education.
- Explain and critically assess major political theories and their application to contemporary political challenges.

1. Subject-specific Knowledge (9 ECTS) - Learning Outcomes Educational Studies

Learning outcomes:

Educational Studies:

Geographies of Childhood in Teacher Education (GCTE)

e.g.: ***Blended Community Engagement in Teacher Education*** (Prof. Dr. Christoph Knoblauch/ Prof. Dr. Anselm Böhmer)

The students are able to

- Compare and critically evaluate approaches to community engagement in teacher education programmes across diverse international contexts, with a focus on different “Geographies of Childhood”.
- Analyse the roles of indigenous leadership, regional engagement, and international orientation in shaping educational practices and policies.
- Reflect on the significance of diversity, ethnographic research, and place-based learning for educational equity and inclusive pedagogy.
- Assess the potential of community-based internships and partnerships between universities and local communities for professional development in education.

2. Subject-specific Didactics (3 ECTS)

- Includes written report and oral presentation
- Supported by a **subject-specific didactics seminar** to develop academic and reflective skills

Subject-specific didactics seminar (example):

MA-SekI/Eula Pol-M. 2.2: Empirical teaching and learning research

e.g. ***Constructing Knowledge in the Social Studies Classroom*** (Anja Vocilka, Prof. Dr. Florian Weber-Stein)

→ Learning outcomes of this seminar:

The students are able to

- Compare subject-specific teaching methods in political education and evaluate their applicability in different instructional contexts.
- Plan, analyse, and reflect on political education lessons with regard to didactic principles, curricular goals, and learner needs.
- Identify and apply strategies for fostering political, social, and economic judgment, and develop well-reasoned personal positions on complex societal issues.
- Integrate value education into political teaching in a reflective and pedagogically appropriate manner.
- Recognise the conditions necessary for promoting political and civic participation among young people and develop practical strategies to support their engagement.

3. Teaching Across Cultures (3 ECTS)

**Intercultural
Communication, exchange
and critical reflection**

Seminar:

Intercultural Reflection for Incoming Exchange Students and (former) Outgoing Students (Nina Jäger & Moritz Jahraus)

→ **Content of this seminar:**

This seminar is intended for current incoming exchange students at LUE and former outgoing exchange students from LUE who have returned from their studies abroad. It aims to provide a platform of exchange for the two groups of students to reflect on their intercultural experiences during their time abroad.

Starting with discussing the theoretical background (concepts of culture, (critical) interculturality, pros and cons of cultural standards/ cultural dimensions according to Hofstede) we will discuss learning in different teaching cultures in the context of higher education and we will work with critical incidents.

Students will work in small groups and will be asked to report on their intercultural experiences (e.g. by drafting their own critical incidents and in exchange with their peers in class).

4. Integrative Academic Work (5 ECTS)

Development of an **individual academic project** that combines:

- (a) Disciplinary insights from a subject-specific course.
- (b) Didactic perspectives from a didactics seminar or project.
- (c) The student's own interests, prior experience, or current involvement in community or educational settings

-> Encourages critical engagement with educational practice and inclusion

Purpose:

The project supports future teachers in connecting theory, pedagogy, and personal engagement, and demonstrates how teaching can address complex societal issues such as global interdependence, diversity, and civic responsibility.

Format & Flexibility:

While the scope and depth are equivalent to a traditional academic paper, the format is open to creative and practice-oriented approaches.

Examples include:

- A critically contextualized portfolio from a community or educational initiative.
- An educational podcast or vodcast (e.g. for the “Voices in Between” series).
- A teaching unit or didactic model on societal interconnectedness.
- A research-based essay linking expertise, didactics, and civic engagement.
- A digital learning resource for diverse/globalized classrooms.
- Other innovative formats (with prior approval).

All Projects must Include:

- A clear theme or guiding question.
- Academic references (subject + didactics).
- Personal reflection (values, experiences).
- Implications for future teaching.



5. Internship (10 ECTS)

Title: School-Based Internship in Social Sciences

Semester: Summer Term (April – July)

Schedule: Every Thursday and Friday (semester-long)

Subjects: Geography, History, Social Studies (Sachkunde)

Target Group: Teacher education students (Lower Secondary Level)

Schools: Bilingual Lower Secondary Schools (Realschule) - age 10-16

This internship is designed for teacher education students specialising in Social Sciences, with a subject focus on Geography, History, and Social Studies (Sachkunde). It provides hands-on teaching experience at the lower secondary level (Sekundarstufe I) and supports the practical application of subject-specific didactics in real classroom settings.

Aim:

The aim is to deepen students' understanding of teaching and learning processes in social sciences, enhance their reflective teaching practice, and develop their ability to design inclusive and age-appropriate lessons that engage with historical, geographical, and societal topics relevant to students' everyday lives.