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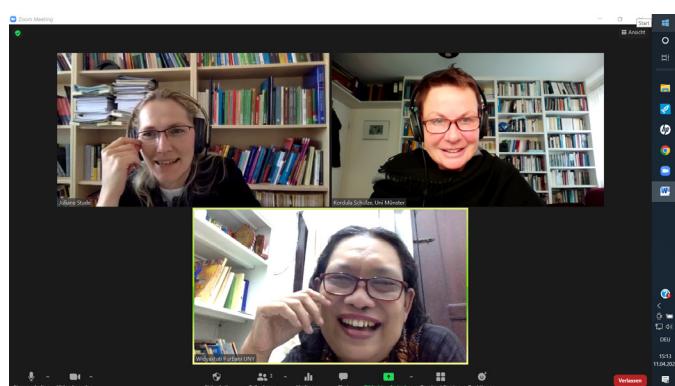
News from the TDDT Project: Research and Practice on the Internationalisation of Teacher Education in Münster and Yogyakarta

A project report by Kordula Schulze, Anna Gausepohl and Widyastuti Purbani

In its last report, the TDDT project, funded by the DAAD in the programme line „University Dialogue with the Islamic World“, was able to provide differentiated insights into its bi-national tandem work. In this context, various projects on diversity in children's literature were developed jointly by students from our two universities. Now the projects are being prepared for further use in didactic contexts. It is also important to share the scientific findings from the work with the research discourse. These next steps will be explained.

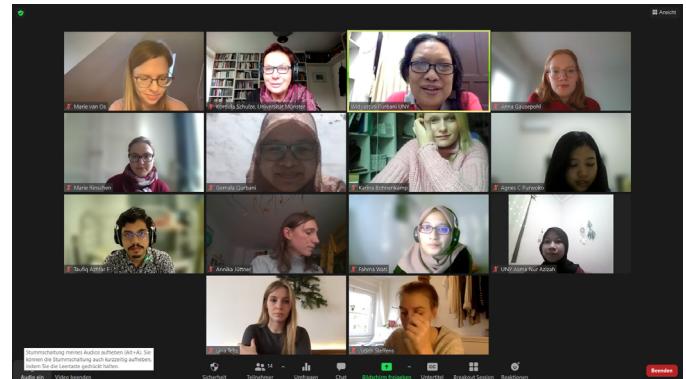
The German-Indonesian project „Teaching Diversity – Diversity in Teaching“ (TDDT) has been dealing with dimensions of heterogeneity in children's literature and teacher education for one year. In 2021, lecturers, students, teachers, writers and prominent guests discussed the state of diversity education in the two partner countries in several bi-national seminars and a multi-professional round table. Following this, the tandems of German and Indonesian students were able to create valuable projects on the topic of diversity in the school and educational context. The Larger Picture followed this progress in its editions in [November 2021](#) and [January 2022](#).

The project managers, Prof. Dr. Juliane Stude and Kordula Schulze from the Institute of German Language and Literature at WWU Münster and co-applicant Dr. Widyastuti Purbani, Prorector of the Graduate School at Yogyakarta State University in Indonesia, acknowledged the need to bridge the distance between theory and practice and to contribute to the internationalisation of teacher education. Their work in the TDDT project contributes to this. The joint discussions also focused, among other things, on possibilities for the internationalisation of curricula, the strategic expansion of stable educational cooperation and their sustainable accompanying concepts. Within the framework of the project, emphasis is also placed on the multidimensional increase in students' competences. Dealing with local conditions, challenges as well as problems is also the subject of the discourse.



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The results of the **bi-national student tandems**, who had dealt with diversity in the didacticization of children's books in a creative and activity-oriented way, were presented and discussed in the plenary in February 2022.



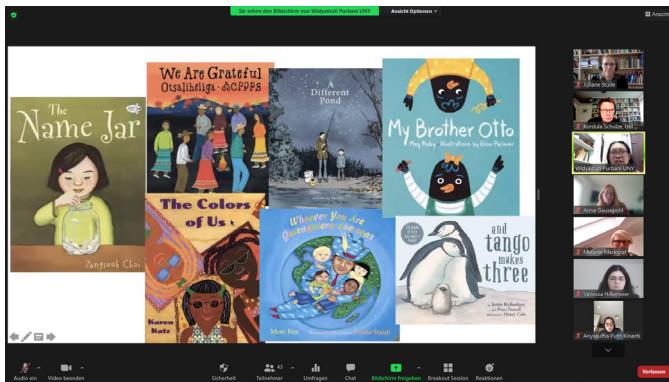
The students were impressed by the diversity of the resulting projects in terms of (multilingual) multimedia presentation and content: a diversity-oriented children's picture book that was converted into a play in three languages (English, German, Bahasa Indonesia) and performed with a self-built *kamishibai* (jap. cartoon theatre). Dialogues on various topics, which were presented semi-staged with finger puppets, a didactical analysis of the underlying racist story of „Sleeping Beauty“, diversity-oriented index cards as a handout for creative storytelling as well as the development of own diversity-oriented picture books were presented.



The seven very heterogeneous projects have now been presented to the lecturers of the two universities. At the CCLLE (Centre for Children's Literature and Literacy Education) at Yogyakarta University, they will soon be available to students and teachers for discussion and didactic implementation in teacher training. The projects will also be continued at the University of Münster in the current summer semester of 2022 in a seminar “Heterogeneity in (language) teaching and learning processes” led by Kordula Schulze and Prof. Dr. Juliane Stude. The aim is to continuously use the experienced opportunities of internationalised teacher education. Dr. Widyastuti Purbani has already been invited as an international guest via digital means in April 2022, the children's book author and illustrator Nuraini Fahmawati will follow in May. Regular guest lectures at both universities have become established since the beginning of the

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project and contribute as „cross overs“ to the strategy of extended international teaching. The first steps towards integrating the internationalisation of teacher education have thus been created.



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International teacher education as a basis for social progress has been neglected for a long time and is now considered a relevant topic in Germany as well as in Indonesia.

“Teaching degree programmes comprise a significant proportion of study programmes offered at the WWU; their special conditions for internationalisation are addressed in the strategy. The percentage of undergraduate students at the WWU who take advantage of study abroad opportunities varies from faculty to faculty. Though their focus and character may vary, internationally oriented courses and support structures are essential elements of successful student exchange.” ([WWU Internationalisation Strategy](#), p.6, [2022-04-12]).

Ensuring and enhancing the quality of teaching research, curriculum development and academic teaching are therefore of great importance. Likewise, there is a broad consensus that international exchange and international cooperation serve the encounter and cultural exchange of the partners involved. Furthermore, they train intercultural competences of the individual and qualify (prospective) teachers for responsible action in plural societies. The applicants make a decisive contribution to this.

Therefore, the findings from the Tandem Projects will be shared with the scientific public. With the help of questionnaires, the students were asked about their experiences in the bi-national Tandem Projects. They reflected on the relevance of diversity education, the challenges they faced during the projects and gave insights into their acquired intercultural competences. Furthermore, interviews with several students will be conducted, so that qualitative and quantitative means of data collection form the empirical framework of the research contribution. The initiators are sure that they can improve didactic teacher training in a binational context through practical phases, teaching and research-based work.