

WiB e.V. an Overview

WiB is an associated Institute of the University of Potsdam. Since 2004 it has offered diverse Overseas Short Term (OST) courses for international experts from education and training sectors at all levels. This includes tailor made OST courses for educators, educational administrators and leaders, teachers and academics, government officials and other participants from Vietnam, Tajikistan, Kyrgyzstan, China, Poland and Libya.

All our courses are centred on the internationally renowned *Potsdam Teacher Education and Training Model*.

Building on our success and demand from our clients, we have significantly extended our courses to be offered from mid 2011.

All our courses have a minimum duration of 10 days but can take up to one semester depending on needs and demands from our clients.

Our OST courses are designed and delivered by professors and academics from University of Potsdam who have extensive international experiences as well as by officials from ministries and education authorities from the States of Berlin and Brandenburg.

On completion of the OST successful participants are awarded an attendance certificate.

For further information please contact WiB –
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Overseas Short Term (OST) courses for international experts from education and training sectors

PRAXIS ORIENTED

SCIENTIFICALLY BASED

CLIENT CENTRED



OST courses for international experts from education and training sectors

The content of our OST courses and conditions and methods of delivery are developed in consultation with our clients. This ensures that the needs of participants are met and includes the application of best international practice and a modular curriculum covering the following educational and training courses:

Life-Long Learning: Pre-Service, In-Service and Continuing Professional Development for Teachers

- Guidelines for Life-Long Learning
- Learning in Personal and Professional Development stages
- Self directed and system directed learning and learning methods

Teacher Education and Training Models

- Models of Teacher Education and Training: International Comparison
- International Requirements for Bachelor and Masters degrees: Strengthening professional pedagogical requirements and teacher as a reflective practitioner, Curriculum reconstruction (Modules, Credit Point System, Recognition of Prior Learning)
- Potsdam Model of Teacher Education/Training: Purpose of subject specific teaching-learning processes, Relationships between Theory and Praxis, Status of subject/discipline specific knowledge and subject specific teaching-learning processes

Educational Management and Leadership (Teacher Training Institutions)

- Structures and Formations of Teacher Training/Educational Systems
- Physical, Financial and Human Resource Development and Management for Teacher Training Institutions
- Management and Leadership: Concepts and Practices for Teacher Training systems and institutions
- Leadership and Strategic Planning (including SWOT, and Outcomes Based Budgeting)
- Public-Private-Partnership for Teacher Training/Education Institutions
- Developing and Conducting Regulatory Impact Studies in the Teacher Training/Educational Sector
- Educational Reforms: Policy Formulation and Policy Implementation for Teacher Training

Design and Development of Teaching - Learning Processes, Curriculum, Competencies and Standards for Teacher Training/Education

- Teaching - Learning Processes: Outcomes, Content, Methods and Assessment
- Changing Paradigms: Teacher as Facilitator of Learning
- Teacher Training methodologies and methods
- Methods, Concepts and Practices of In-Service, Pre-Service and Continuing Professional Development in Teacher Education/Training
- Educational Media and new Technologies in Teacher Training
- Models of Teacher Professional Accreditation

Nexus between Research and Teaching

- Principles of academic and scientific research in Education
- Research Paradigms, Methodologies, Methods and Techniques
- Conceptualising, Developing and Implementing Research Proposals
- Managing Research Projects (Processes, Ethics and Responsibilities)
- Action Research: Theory and Practice for Teachers, Teacher Educators, and Educational Leaders specific teaching-learning processes

PISA and its Consequences

- Transition from Input to Output/Outcomes orientation in education
- International Developments in Curriculum Development
- Task Oriented Learning

Quality Assurance in Education

- Quality Assurance: International Perspective and Competition
- Accreditation: Models, Approaches, Practices and Objectives
- Accreditation and Evaluation of Quality in Education schools and teacher education institutions

Detailed Information available on our website
www.wib-potsdam.de