



PROF. DR. KERSTIN GÖBEL

PROFILE

Full Professor of Educational Sciences – Instructional Development

CONTACT

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CAREER

since 04/2013

Chair, full professor of Educational Sciences, Faculty of Educational Sciences, University of Duisburg-Essen, Germany

2007-2012

Habilitation in Educational Science at University of Wuppertal, Germany "Analysis and promotion of intercultural competence and multilingualism in foreign language teaching"

09/2010 - 03/2013

Stand-in Professor for Educational Issues in the Context of Immigration and German as a Second Language; University of Wuppertal, Germany

2006

Ph.D. in Psychology; University of Koblenz-Landau, Germany "Teaching Quality in intercultural English as a foreign language classes – a video study"

04/2005 - 08/2010

Assistant Professor, Center for Teacher Education; University of Wuppertal, Germany

1999-2004

Lecturer; Department of Psychology, University of Frankfurt/Main

1996-2004

Researcher; Department of Psychology, German Institute for International Educational Research, Frankfurt/Main

1996

Diploma in Psychology, J.W. Goethe-University Frankfurt, Germany

CURRENT RESEARCH PROJECTS

Franzimo

French as a second foreign language: Intercultural and multilingual [HTTPS://WWW.UNI-DUE.DE/UNTERRICHTSENTWICKLUNG/SPRACHSTRANSFERUNTERSTUETZUNG.PHP](https://www.uni-due.de/unterrichtsentwicklung/lehrg/SPRACHSTRANSFERUNTERSTUETZUNG.PHP)

Culturally sensitive teaching and learning

<https://www.uni-due.de/unterrichtsentwicklung/lehrlernprozesse.php>

FLECTT

Cooperative instructional video reflection in ReFLECTing Teams
https://www.uni-due.de/unterrichtsentwicklung/vid_eobasierteunterrichtsreflexion

DEGREE

Digital Reflective Teacher Education
<https://www.uni-due.de/unterrichtsentwicklung/degree.php>

SchuMaS

Interdisciplinary school development
<https://www.uni-due.de/unterrichtsentwicklung/schumas.php>

HIDDEN SCHOOL DROPOUT

<https://www.uni-due.de/unterrichtsentwicklung/school.php>

Digital teaching and learning

Coronavirus-Related Teaching Situation (CRTS) study
<https://www.uni-due.de/unterrichtsentwicklung/crts.php>

RESEARCH AREAS

The research work of Kerstin Göbel and her group includes the following topics: culturally sensitizing and interlingual teaching/learning processes in school and in the classroom, school commitment and school-dropout, the development of reflective skills in teacher training and digital teaching and learning in the context of the university. The empirical implementation of the research applies different research methodological approaches and in cooperation with national and international research partners. Kerstin Göbel is a member of the InSU_Lab research group at the Faculty of Education (<https://www.uni-due.de/insulab/index>) and spokesperson for the research focus on school and teaching development at the Interdisciplinary Center for Educational Research at the UDE (<https://www.uni-due.de/izfb/schulentwicklung>).

PARCITIPATION in Academic Self-Administration

- Since June 2021 member of the board of directors of the Interdisciplinary Center for Empirical Educational Research at the University of Duisburg-Essen
- Since October 2018 member of the Senate of the University of Duisburg-Essen
- Since 2017 module coordinator for the "Theory-Practice-Project" module in the Master of Education
- 2016-2018 Member of the Faculty Council of the Faculty of Education at the University of Duisburg-Essen
- 2017-2019 Member of the Advisory Board of the Faculty of Education at the University of Duisburg-Essen.
- 2016-2017 Dean of Studies at the Faculty of Education
- 2013-2017 Chair of the Examination Committee for the BA/MA – teaching degree programs at the University of Duisburg-Essen
- 2011-2013 module coordinator for the module "German for migrant students" in the Master of Education at the University of Wuppertal
- 2007-2013 member of the examination board for the Master of Education courses at the University of Wuppertal
- April 2005 – March 2010 Member of the Curriculum Committee for Education and the Institute for Educational Research (2010-2013) at the University of Wuppertal
- October 2005 – September 2010 Module coordinator in the combinatorial Bachelor's degree in Education at the University of Wuppertal

EXPERT ACTIVITIES

for research funding institutions:

- Appointed reviewer for the DFG
- Appointed expert for the Swiss National Science Foundation
- Appointed reviewer for the Estonia Research Council
- Appointed reviewer for the German National Academic Foundation

For scientific journals:

- American Educational Research Journal
- International Journal of Intercultural Relations
- Journal for Educational Research Online
- Journal of Community and Applied Social Psychology
- Learning and Individual Differences
- Contributions to teacher education
- Educational science
- Journal of Developmental Psychology and Educational Psychology
- Journal of Pedagogy
- Journal of Educational Science
- Journal for intercultural foreign language teaching
- Journal of Foreign Language Research
- Journal of Psychology in Education and Teaching
- Magazine The German School
- Educational Research Journal
- Journal of Cross-Cultural Psychology

ADVISORY BOARD ACTIVITIES

- Member of the user advisory board of the specialist portal for education (German Institute for International Educational Research, Frankfurt, a. M.)
- Member of the Advisory Board of the project "International Competence - Development of a Competency Kit as a Design Aid for Regulatory Work" (Federal Institute for Vocational Training BIBB)

MEMBERSHIPS in scientific ASSOCIATIONS

- Working Group Empirical Educational Research (AEPF)
- German Society for Educational Science (DGfE)
- European Association for Research on Learning and Instruction (EARLI)
- International Association of Cross-Cultural Psychology (IACCP)

Funded Research Projects

2022-2025

Cooperation and reflection of teachers in inclusive classrooms Project (Graduate school for teaching development, Centre for Teacher Training, University of Duisburg-Essen)

2022-2025

DEGREE-Project, Digital reflective teacher education 5.0: videobased – barrier free – interconnected, Principal Investigator (BMBF)

2021-2025

Interdisciplinary school development project SchuMaS (Schule macht stark) Member of the Scientific Board of Regional SchuMaS Centre of Duisburg-Essen

2016-2024

Interdisciplinary Research Project 'Franzimo – Multilingual and intercultural perspectives in French teaching", together with Prof. Dr. Lars Schmelter (applied linguistics), University of Wuppertal, Germany; Principal Investigator/Co-Speaker

2016-2023

FLECTT-Project, Cooperative videobased reflection on teaching in practical phases of teacher education. Principal Investigator (BMBF)

2015-2017

Promoting language-sensitive teaching - offers for teacher education; Funding: Mercator Foundation

2014-2018

Student feedback on teaching and their contribution to teaching reflection in the practical semester – ScRiPS; Funding: Ministerium für Schule und Weiterbildung, NRW

2011-2015

Analysis of intercultural teaching/learning processes in English as a foreign language teaching in grade 9, PI (DFG) Go 798/2-1

Main Scientific Results

1. Göbel, K., Bönnte, J., Gösch, A. & Neuber, K. (2022). The relevance of collegial video-based reflection on teaching for the development of reflection-related attitudes, *Teaching and Teacher Education*, 120, 103878.
2. Göbel, K. & Neuber, K. (2022). Verändern sich reflexionsbezogene Einstellungen von Studierenden nach der Nutzung von Schülerrückmeldungen im Praxissemester? Befunde einer Interventionsstudie. *Zeitschrift für Erziehungswissenschaft*. ISSN: 1862-5215; 1434-663X. <https://doi.org/10.1007/s11618-022-01069-0>
3. Göbel, K. & Preusche, Z. (2022). The Relationship Between Minority Students' Ethnic Identity, Perceived Discrimination and Their Self-Esteem – Evidence from Germany. In: G. Gutzwiller-Helfenfinger, K. Göbel & H.J. Abs, *The Challenge of Radicalization and Extremism: Integrating Research on Education and Citizenship in the Context of Migration*. Brill.
4. Civitillo, S., Göbel, K., Preusche, Z. & Jugert, P. (2021). Disentangling the effects of perceived personal and group discrimination among secondary school students: The protective role of teacher-student relationship quality and school climate. *New Directions for Child and Adolescent Development*, 177, 77-99.
5. Göbel, K. & Preusche, Z. M. (2019). Emotional school engagement among minority youth: The relevance of cultural identity, perceived discrimination, and perceived support. *Intercultural Education*, 31 (3). <https://doi.org/10.1080/14675986.2019.1616263>
6. Vieluf, S. & Göbel, K. (2019). Making intercultural learning in EFL lessons interesting – the role of teaching processes and individual learning prerequisites and their interactions. *Teaching and Teacher Education* 79, S. 1-16.
7. Göbel, K.; Lewandowska, Z. M. & Diehr, B. (2017). Lernziel interkulturelle Kompetenz – Lernangebote im Englischunterricht der Klassenstufe 9 – eine Reanalyse der Unterrichtsvideos der DESI-Studie. *Zeitschrift für Interkulturellen Fremdsprachenunterricht* 22 (1), S. 107-121. <http://tujournals.ulb.tudarmstadt.de/index.php/zif/>.
8. Göbel, K., Rauch, D. & Vieluf, S. (2011). Lernergebnisse und elterliche Unterstützung in Deutsch und Englisch von Lernenden unterschiedlicher sprachlicher Herkunft. *Zeitschrift für Interkulturellen Fremdsprachenunterricht* 16 (2), 50-65.
9. Göbel, K. & Helmke, A. (2010). Intercultural learning in English as a foreign language instruction: The importance of teachers' intercultural experience and the usefulness of precise instructional directives. *Teaching and Teacher Education*, 26 (8). 1571-1582.

10. Göbel, K., Vieluf, S. & Hesse, H.G. (2010). Die Sprachentransferunterstützung im Deutsch- und Englischunterricht bei Schülerinnen und Schülern unterschiedlicher Sprachenlernerfahrung. *Zeitschrift für Pädagogik*, Beiheft 55, 101-122.
11. Göbel, K., Lion, C.; Neuber, K. & Cukiermann, U. (2023). Selfefficacy in online teaching during the immediate transition from conventional to online teaching in Germany and Argentina - The relevance of institutional support and individual characteristics. *Education Sciences*, 13(1), 76; <https://doi.org/10.3390/educsci13010076>
12. Göbel, K. (2022). Reflexion in der Lehrkräftebildung: Wie nehmen Studierende Reflexionsprozesse wahr und wie kann die Reflexionsbereitschaft von Studierenden unterstützt werden? *Zeitschrift Erziehung & Unterricht*, Themenheft "Reflexion als Kernelement für den Lehrer:innenberuf", 172 (9-10) S. 718-275.
13. Göbel, K., Wyss, C., Neuber, K. & Raaflaub, M. (2021). Student feedback in practical phases of teacher education as a source for reflection. In W. Rollett, H. Bijlsma & S. Röhl (Eds.), *Student feedback on Teaching in Schools. Using Student Perceptions for the Development of Teaching and Teachers* (pp. 173 - 190). Heidelberg: Springer Nature.
14. Göbel, K. & Buchwald, P. (2017). *Interkulturalität und Schule – Migration – Heterogenität - Bildung*. UTB
15. Göbel, K. & Schmelter, L. (2016). Mehr Sprachen – mehr Gerechtigkeit? In I. Dirim & A. Wegner (Hrsg.), *Mehrsprachigkeit und Bildungsgerechtigkeit* (S. 271-254). Opladen: Barbara Budrich Verlag.
16. Göbel, K. & Hesse, H.G. (2008). Vermittlung interkultureller Kompetenzen im Englischunterricht. In DESI-Konsortium unter Leitung von Eckhard Klieme (Hrsg.): *Unterricht und Kompetenzerwerb in Deutsch und Englisch. Ergebnisse der DESI-Studie Weinheim* (S. 398-410). Weinheim: Beltz.
17. Göbel, K. & Hesse, H.G. (2009). Interkulturelle Kompetenz – ist sie erlernbar oder lehrbar? Konzepte für die Lehrerbildung, die allgemeine Erwachsenenbildung und die berufliche Weiterbildung. In G. Mertens, U. Frost, W. Böhm & V. Ladenthin (Hrsg.). *Handbuch der Erziehungswissenschaft Band III/2* (S. 1139-1152). Paderborn: Schöningh Verlag.
18. Göbel, K. (2007). *Qualität im interkulturellen Englischunterricht*. Waxmann.