



# PROF. DR. KERSTIN GÖBEL

## PROFILE

W2 – Full Professor for Educational Sciences - Teaching Development

## CONTACT

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## CAREER

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### since 04/2013

Chair, full professor in Education, Faculty of Education, 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

### 1996-2005

Researcher; Department of Psychology, German Institute for Inter-national Educational Research, Frankfurt/Main

### 1996

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

## **Funded Research Projects and Conferences**

### **2022-2025**

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

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**

FLETT-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

## **Engagement in the Research System (selection)**

### **2018-date**

Member of Senate of the University of Duisburg-Essen

### **2020-2022**

Member of Scientific Board of the Project "Internationale berufliche Handlungskompetenz (International Vocational Competence)" of the German Institute for Vocational Research, (BIBB) in Bonn

**2018-2022**

Member of Faculty Board of the Faculty of Education at the University of Duisburg-Essen

**2016-2017**

Dean of Studies of the Faculty of Education at the University of Duisburg-Essen

**2014-2016**

Head of Examination Board for Bachelor and Master Programmes in Teacher Education at University of Duisburg-Essen

**Supervision of Researchers in Early Career Phases****2014-2020**

Neuber, Katharina, Student Feedback in Teacher Education

**Main Scientific Results****Category A**

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. Abrufbar unter <http://tujournals.ulb.tu-darmstadt.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.

#### Category B

1. Göbel, K., Lion, C.; Neuber, K. & Cukiermann, U. (2023). Self-efficacy 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>
2. 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.
3. 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.

4. Göbel, K. & Buchwald, P. (2017). *Interkulturalität und Schule – Migration – Heterogenität - Bildung*. UTB
5. 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.
6. 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.
7. 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.
8. Göbel, K. (2007). *Qualität im interkulturellen Englischunterricht*. Waxmann.