

Webinar:

Making teacher training studies more international

STEERING

Support to European Higher Education Reforms in Germany

19th of March 2018

 DAAD

Deutscher Akademischer Austauschdienst
German Academic Exchange Service

 Erasmus+

GEFÖRDERT VOM
 Bundesministerium
für Bildung
und Forschung

■ Bologna Ministerial Conference 2015:

“We also wish to promote the mobility of teacher education students in view of the important role they will play in educating future generations of Europeans”.

(Extract Yerevan Communiqué)

Outline of the webinar

10:30

- **Intercultural competence through curricula with integrated mobility – possibilities and challenges**
Raimonda Markeviciene, Vilnius University Lithuania
- **Internationalisation and impact in teacher education**
Tove Heidemann, Consultant, Denmark
- **Student and faculty mobility – how to profile the agreements and go for best practice**
Ryszard Zamorski, Uniwersytet Technologiczno-Przyrodniczy w Bydgoszczy

11:30

Intercultural competence through curricula with integrated mobility – possibilities and challenges

Bonn, 19.03.2018

Raimonda Markeviciene,
Vilnius University Lithuania

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Challenges

‘The roles of teachers and schools are changing and so are expectations about them: teachers are asked to teach in increasingly multicultural classrooms, integrate students with special needs, use ICT for teaching effectively, engage in evaluation and accountability processes, and involve parents in schools’

OECD (2009), *Creating Effective Teaching and Learning Environments*, TALIS, Paris

Intercultural competence what is it?



Global
competence



International
mindedness



International
competence

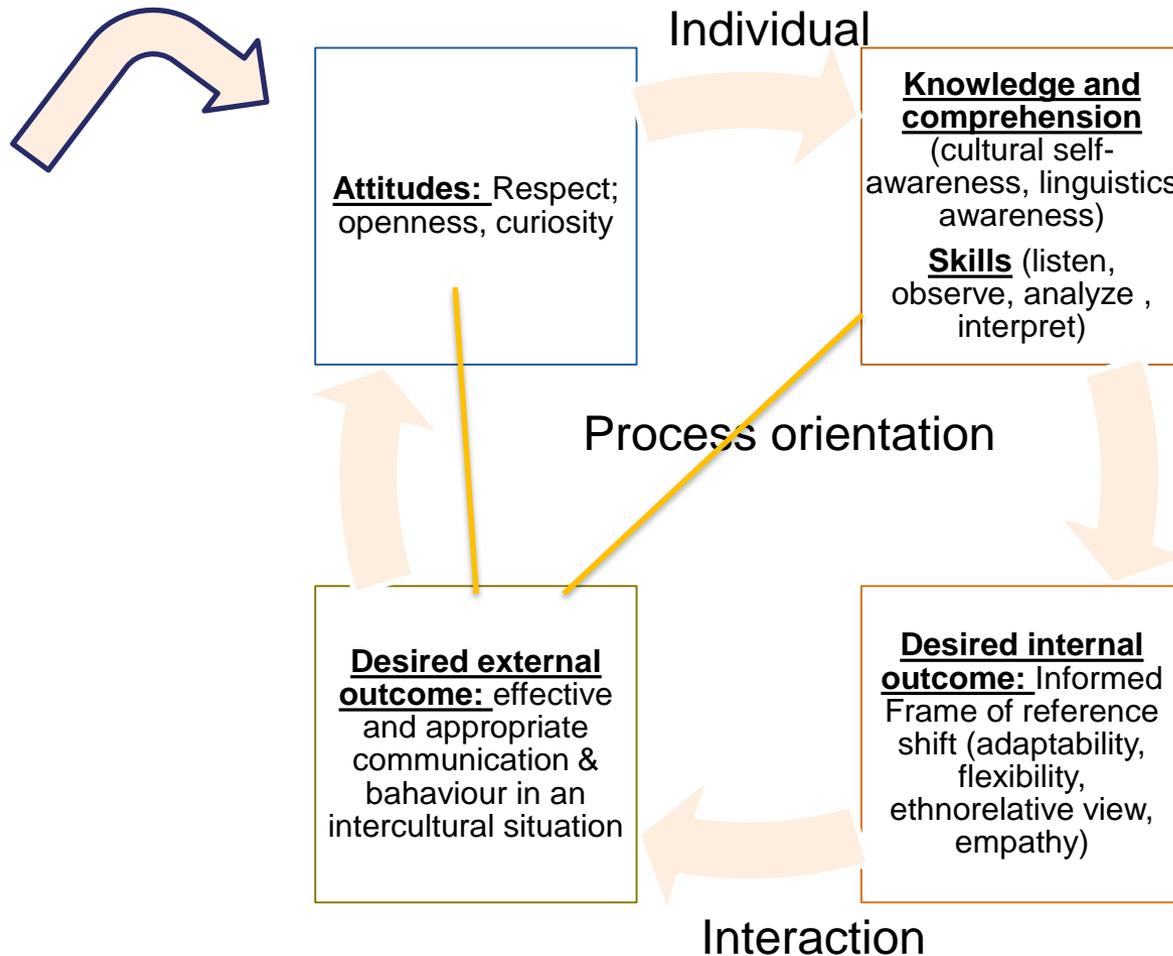


Global
citizenship

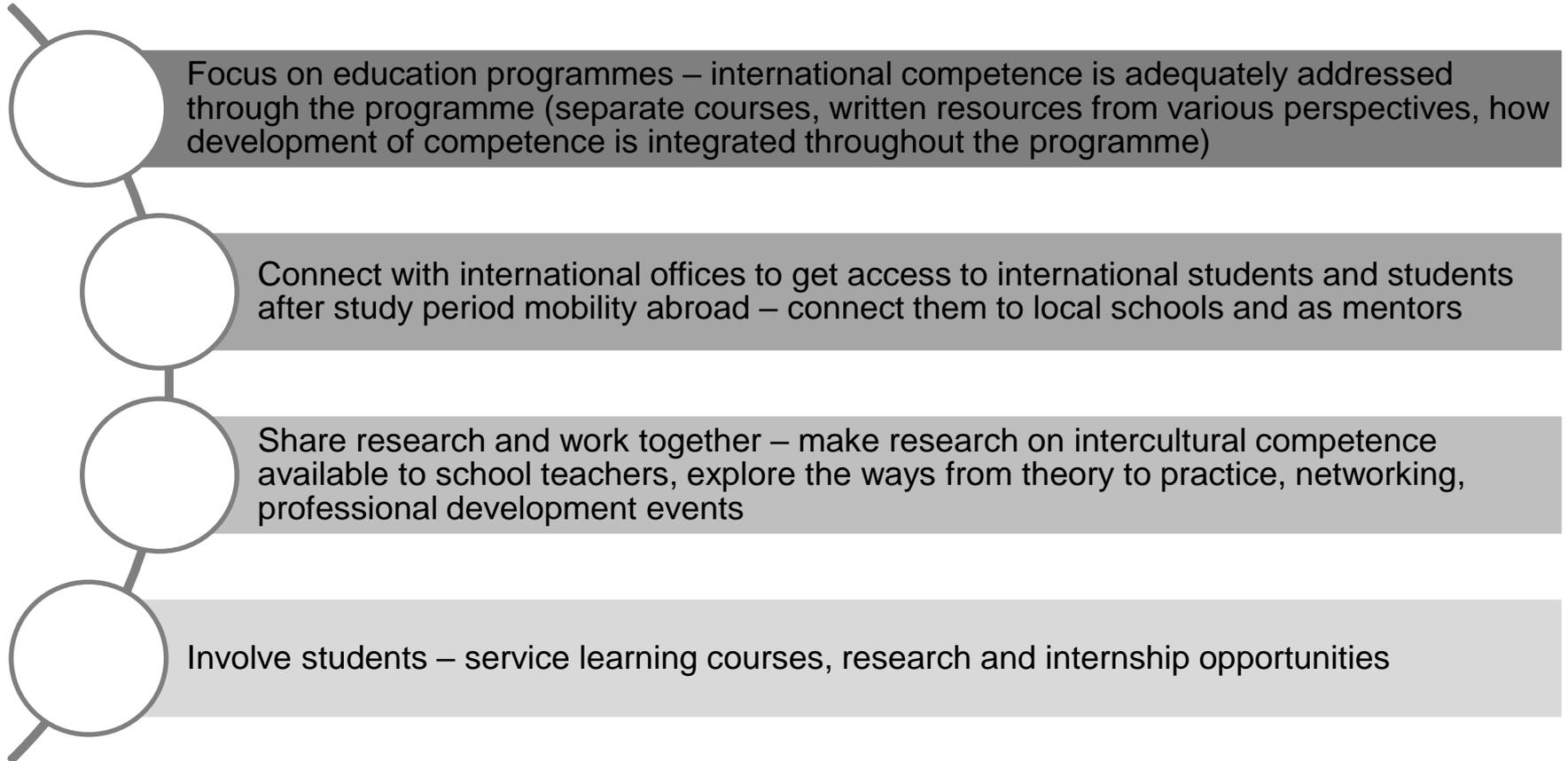
Definitions usually involve students' capacity to communicate effectively and appropriately with those from different background as they engage in local and global society

Intercultural competence model

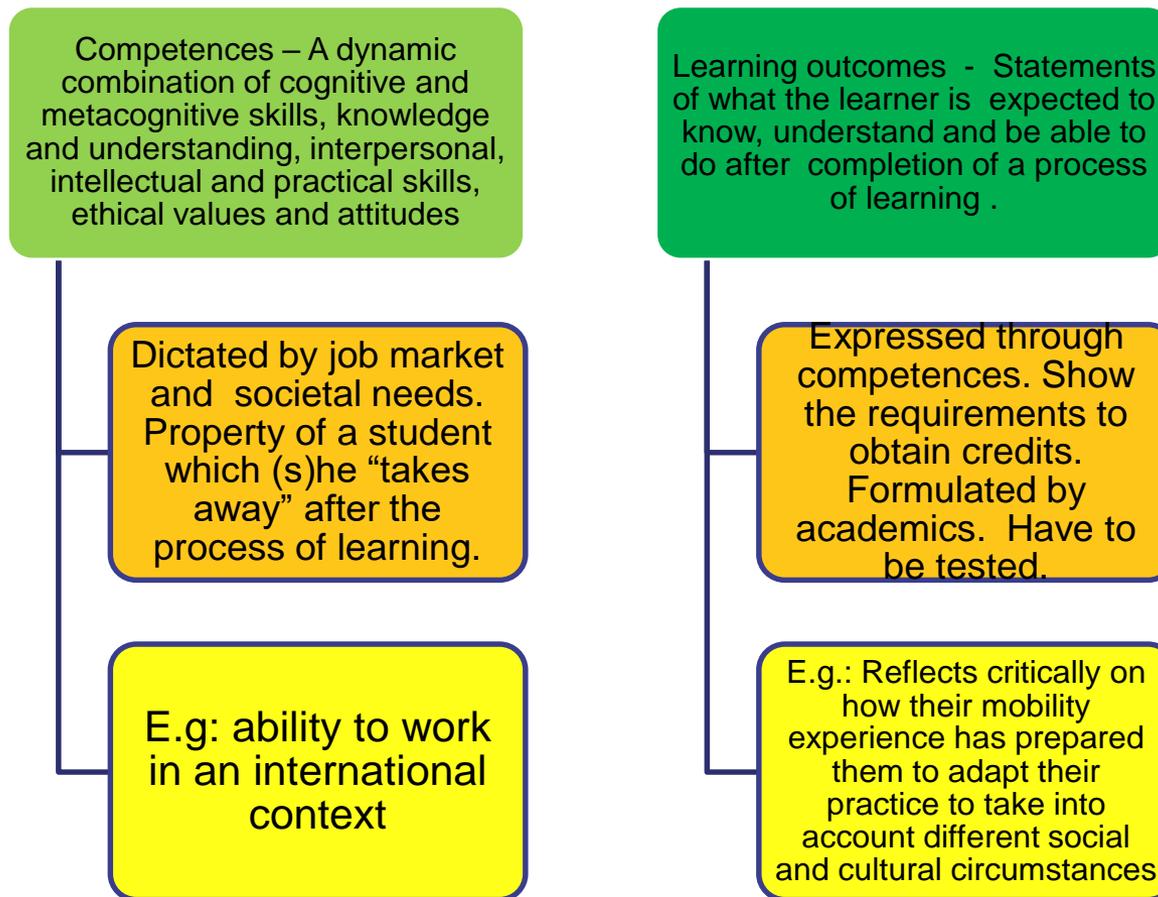
by Carla K. Deardorff, Duke University, USA



Tips for streamlining international competence development:



Mobility in educational programmes for international competence and learning outcomes



Curricula developing international competence – Type I

- Full semester (mobility window)
- Any number of modules at the host institution adding up to 30 credits, the semester is counted and accredited as a whole



LO of the whole programme are the guiding principle. Identify the semester or year when a period abroad will best fit into the programme.

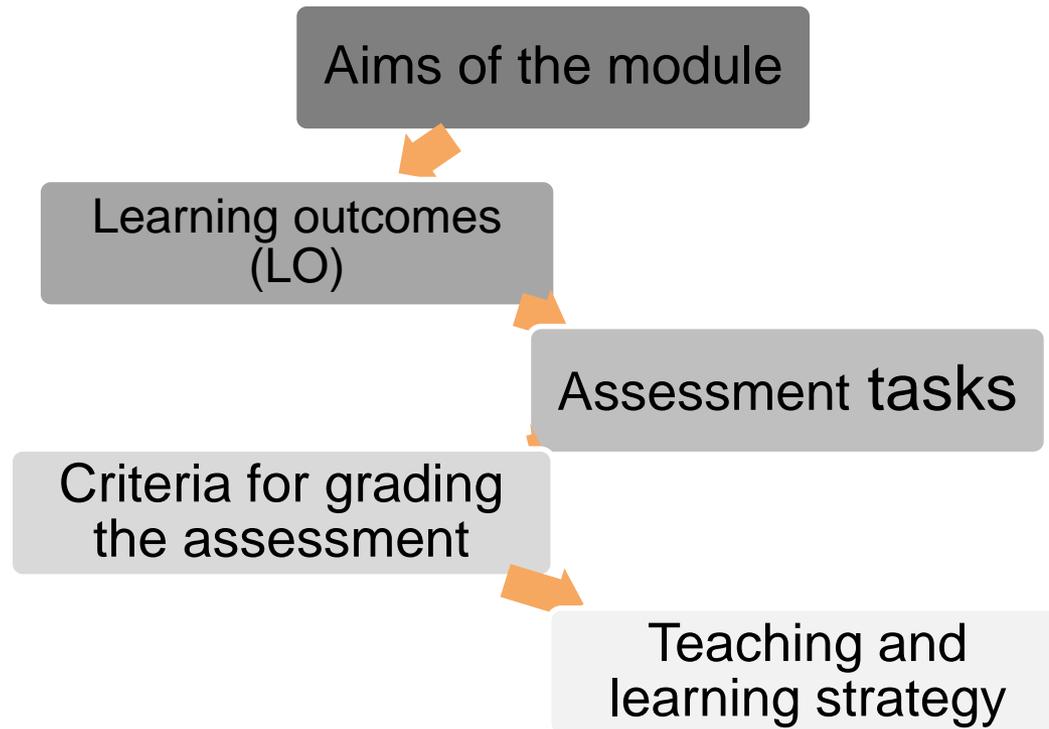
Curricula developing international competences – Type II

- Full semester
- E.g. 6 modules, of which 5 modules refer to specific subject areas and one focuses on intercultural learning outcomes (Mobility module)
- Mobility module is not taught but assessed as independent work (reflection)



MM should be clearly described. Assessment could be done by either home or host institution.

Development of the module



Aims of the module

- **1. Enhance learner's knowledge and understanding of their discipline by exposing them to a different system of learning and teaching;**
- **2. Foster awareness of the international dimension of knowledge;**
- **3. Give access to techniques, equipment, technologies, and expertise other than those available in their home institution;**
- **4. Improve competence in a second language;**
- **5. Provide context for the development of critical reflection capacity and self-directed learning;**
- **6. Develop awareness of and ability to work within cultural diversity;**
- **7. Prepare for work in novel situations and to take into account social and cultural circumstances.**

Learning outcomes

By the end of the module learners will be able to:

- **Describe and explain how their knowledge and understanding of their discipline has been enhanced by their experience of studying in different learning and teaching environment (aims 1,2 ir 5);**
- **Demonstrate improvement in their second language competence (aim 4);**
- **Reflect critically on how their mobility experience has prepared them to work successfully in novel situations and to adapt their practice to take account of different social and cultural circumstances (aims 5,7, ir 8).**

Possible assessment tasks for LO

Case study

- **Write a case study or prepare and deliver oral presentation at the home institution that:**
- a) explains one particular feature of the way in which the discipline is taught in comparison to home institution;
- b) evaluates the relative effectiveness of that feature.

Reflective diary

- **Keep a reflective diary that:**
- a) records weekly challenges and opportunities of living and studying in the host country;
- b) sums up conclusions about the personal and professional value of the experience.

Second language acquisition

- Acquisition of the second language could be assessed **directly** (e.g. testing learner at the beginning and end of mobility) or **indirectly** (e.g. case study written in the second language or performance in the course).

Assessment criteria of mobility LO 1

Learning outcome

LO 1: Describe and explain how their knowledge and understanding of their discipline has been enhanced by their experience of studying in different learning and teaching environment

Case study

The learner will **demonstrate** achievement by being able to:

- Choose** relevant feature to show the difference in practice between learner's host and home countries;
- Provide** a clear description of the feature chosen;
- Give valid explanation** of the reasons for the difference;
- Make reasoned evaluation** of the feature's relative effectiveness (e.g. use evidence, arguments, form conclusions)

Assessment criteria of mobility LO 2

Learning outcome

LO 3: Reflect critically on how their mobility experience has prepared them to work successfully in novel situations and to adapt their practice to take account of different social and cultural circumstances

Diary

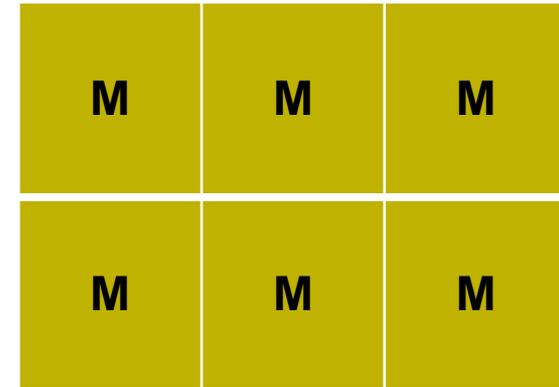
The learner will **demonstrate** achievement by being able to:

- Provide** a clear description and analysis of the challenges and opportunities encountered;
- Analyse** and evaluate their own responses in a critical way;
- Explain** what (s)he has learned from the experience about themselves and their host culture;
- Summarize** the personal and professional value of the experience.

Curricula developing international competence – Type III

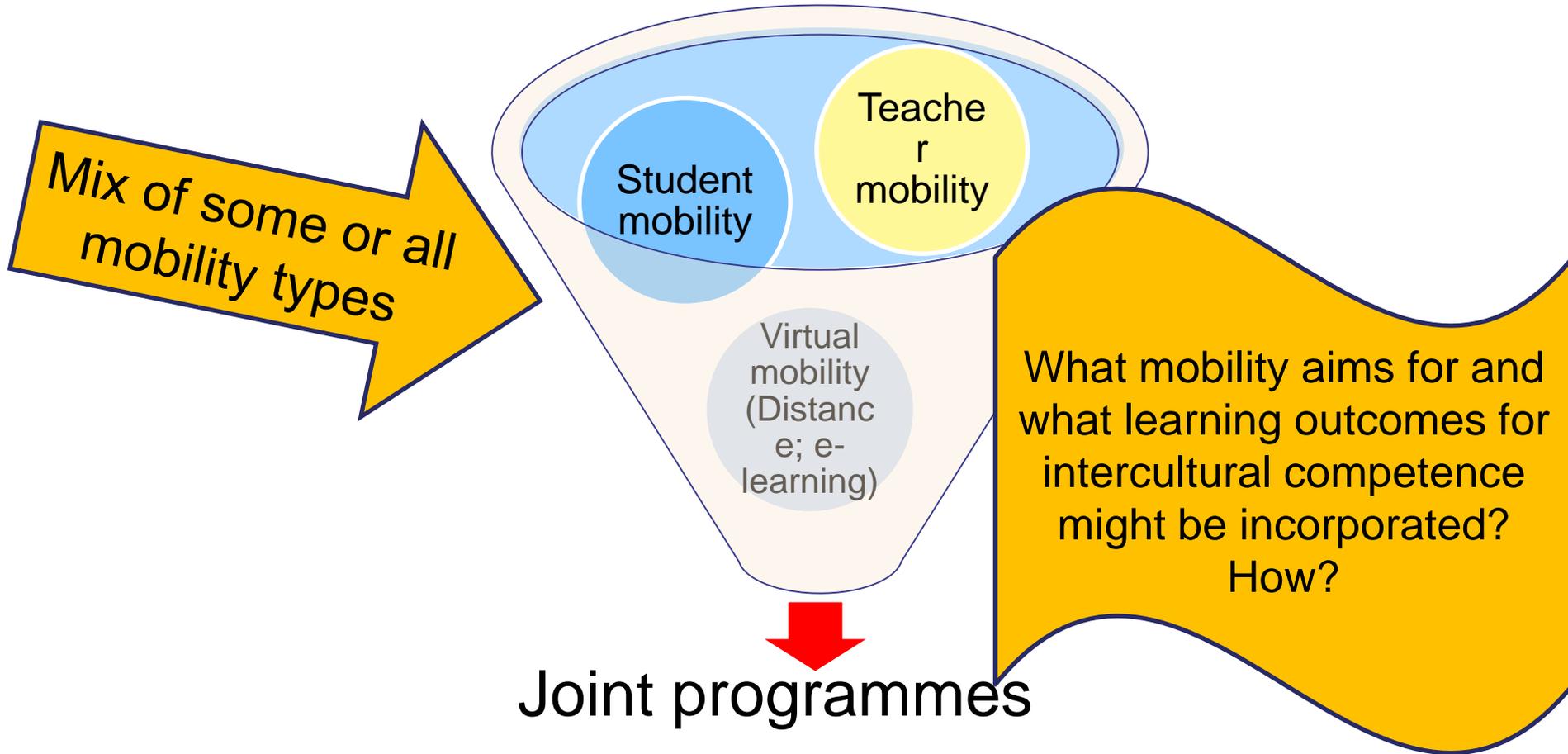
- Full semester
- LO which can most easily be achieved abroad are designed into each module which the learner has to study at the host institution

MM = Module with integrated mobility learning outcomes

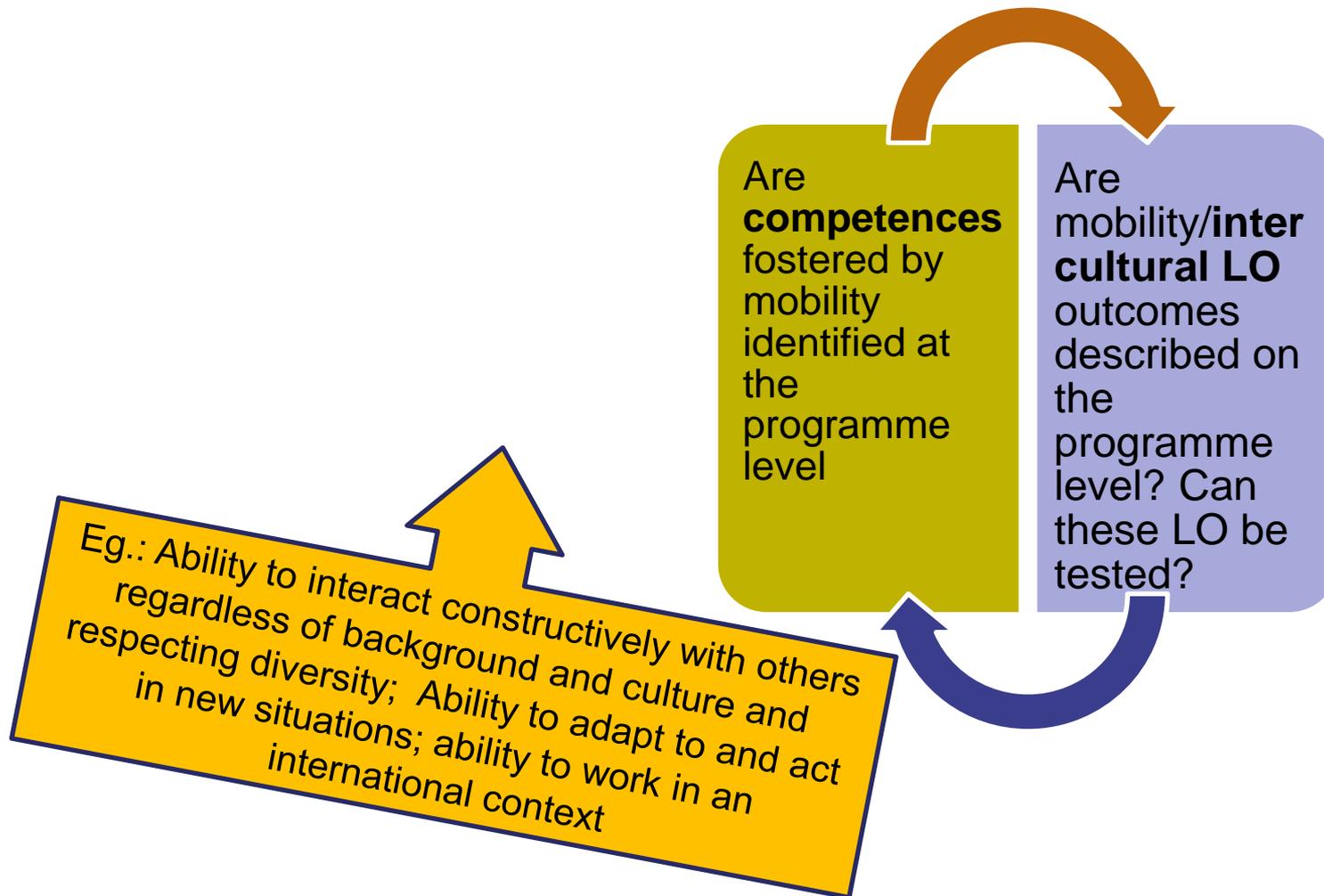


Special attention to assessment. Is reflective element is applicable for home students

Joint programme as means to foster intercultural competence



Tips for Curricula with integrated mobility and Joint programmes



Thank you for your attention!

Internationalisation and Impact in Teacher Education

Tove Heidemann, ph.d., consultant
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Internationalisation should permeate the whole institution

- ▶ At many teacher education colleges internationalisation is only a task for the international office/the international coordinator(s)
- ▶ All teacher educators should meet international students and teachers and take international experience into account in their lessons.
- ▶ The overall aim is to create an international learning environment at the campus.
- ▶ How to promote internationalisation in a systematic way?

The Vechta - Model

- ▶ All teacher students are expected to undertake a period of study and practice abroad - irrespective of the subject they have chosen.
- ▶ Mobility windows are open at the 5th bachelor semester and the 3rd master semester.
- ▶ Students are guaranteed full recognition in advance.
- ▶ Benefits:
- ▶ All teacher educators are somehow involved.

The Haderslev- Model

- ▶ Since 2009 international full time students are mixed with Danish students.
- ▶ They start their studies with the subject of English or German.
- ▶ They are offered a Danish language course parallel with their lessons during the first 1½ year of study.
- ▶ They are gradually directed into other subjects which are taught in Danish
- ▶ They graduate with a Danish certificate and become teachers in Danish schools.
- ▶ Benefits:
- ▶ An international study environment at the campus. Out of 800 teacher students 100 have an international background.
- ▶ All teacher educators (except those teaching Danish as a subject) get in touch with the international students.

European Village in Vienna

a great opportunity for guest teachers

- ▶ Optional course for Erasmus students and local students on comparative education.
- ▶ Guest teachers are asked to present their national educational system and their own institution (a kind of advertising).
- ▶ They also offer lessons of their own interest.
- ▶ Benefits:
 - ▶ The students get first hand impressions of education in other countries.
 - ▶ The guest teachers feel safe. They know exactly what is expected.
 - ▶ The expenses are paid by Erasmus key action 1 funding. However, they need support from the leaders to have their lessons covered at home.

What makes Internationalisation work?

- ▶ Wholehearted support from side of the leaders.
- ▶ A strategic top-down plan to secure impact.
- ▶ Mobility windows.
- ▶ Different opportunities for the teacher educators: study visit or guest teacher stays abroad. Participation in international projects.



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STUDENT and FACULTY MOBILITY – HOW TO PROFILE THE AGREEMENTS AND GO FOR BEST PRACTICES

Ryszard Zamorski



A POLISH PERSPECTIVE –

Based on **legal act published on 6th February 2012** in the Daily Register of Acts of the Polish Republic as the Regulation issued by the the **Minister for Science and Higher Education**

It deals with education standards preparing for education of professional teachers.

→ **CHAPTERS** → ■

▶ 1. Description of education outcomes

- ◆ General description of education outcomes
- ◆ Detailed education outcomes



→ CHAPTERS →

▶ 2. Description of the process and organization of education

- ◆ Education at university (BSc – first specialty, facultative courses),
- ◆ Post-diploma studies (for additional professional preparations),
- ◆ Realization of education modules (course load, ECTS).

▶ 3. Education modules

▶ 4. Internships (forms of activities, tasks and duties of universities)



→ CHAPTERS →

▶ 4. Internships (forms of activities, tasks and duties of universities)

As the principle internships should be arranged outside universities (Erasmus+ and other programmes included)

The whole act covers 22 pages!

Foundation for the Development of the Education System (FRSE)

- FRSE has changed the face of education in Poland,
- FRSE provided opportunities for gaining general and specialist knowledge,
- FRSE has contributed to pursuing interests in distant countries and in local communities,
- FRSE implemented TESSA, TERM, and SMART programmes funded by PHARE, as well as Tempus programme,
- FRSE commenced the implementation of community educational programmes.

- FRSE - the Lifelong Learning Programme (including Erasmus, Leonardo da Vinci, Comenius and Grundtvig) and the Youth in Action programme in Poland.
- FRSE has been appointed **the Polish National Agency of the Erasmus+ Programme** implemented in the years 2014-2020.
- FRSE - other European informational and educational initiatives in Poland: European Language Label, eTwinning, Eurodesk, Europass and Eurydice.
- FRSE supports cooperation with countries in the East via Polish-Lithuanian Youth Exchange Fund and SALTO-EECA Eastern Europe and Caucasus Resource Centre.
- FRSE has implemented three projects under Human Capital Operational Programme Priority III: High Quality of the Education System.

FRSE is responsible for **STUDENTS**:

ERASMUS+

EUROPEAN SOLIDARITY CORPS

EUROPEAN FUNDS Knowledge Education Progress

EURO-DESK POLAND

EUROPASS

EURYDICE

EDU Inspirations/Inspirators

EUROPEAN YOUTH PORTAL

Polish-Ukrainian Youth Exchange Council

FRSE is responsible for Academic teachers and staff:

ERASMUS+

EURYDICE

SELFIE+

EDU Inspirations/Inspirators

Foreign Languages at School

FRSE is responsible for Teachers and Trainers:

ERASMUS+

TWINNING

EURO-DESK POLAND

ERASMUS+ SALTO YOUTH Eastern Europe Caucasus
Research Centre

EURYDICE

EPALE European Platform for Learning Adults

EDU Inspirations/Inspirators

EUROPEAN LANGUAGE LEVEL

Foreign Languages at School

Polish-Lithuanian Youth Exchange Fund

Polish-Ukrainian Youth Exchange Council



Erasmus+

Since 2014 Erasmus and other programmes (Erasmus, Erasmus Mundus, Tempus, Leonardo da Vinci, Grundtvig, Comenius, Jean Monnet) were included under The European Union programme for education, training, youth and sport **ERASMUS+** .

- Enhancing the mobility and exchange of the best ideas and practices,
- Increasing the quality of education, including lifelong learning,
- Cooperation with a foreign university or research institute.



- ▶ Agreement between Partners is the most fundamental step of Erasmus+ cooperation.
- ▶ Clear objectives of the exchange must be passed to outgoing and incoming students (among them SECURITY).
- ▶ The role of professors, coordinators and deans is crucial.
- ▶ Transcript of Records when signed by the three parties cannot be questioned.
- ▶ Some unforeseen cases need a flexible attitude!



Key Action 1
– Mobility for learners and staff –
Higher Education Student and Staff Mobility
Inter-institutional agreement 2014-20[21]
between programme countries

- ▶ The institutions agree to cooperate for the exchange of students and/or staff in the context of the Erasmus+ programme,
- ▶ the Erasmus Charter for Higher Education,
- ▶ Inter-institutional agreements can be signed by two or more higher education Institutions
- ▶ Higher Education Institutions have to agree on the period of validity of this agreement
- ▶ Clauses may be added to the template agreement.



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**Mobility Agreement
Staff Mobility For Teaching**

**Mobility Agreement
Staff Mobility For Training**



Mobility of teachers and the impact on their work monitored by Michał Pachocki; published by FRSE; 3/2016

1. As evaluated by themselves: 97% declared applying new ideas; 82% - inspiring others; 73% - initiatives for supporting good practises; 36% - seeking support outside school, etc.
2. As evaluated by themselves and other teachers: 67% declared discussing new ideas; 90% - mobility positively affected school life; 77% observed positive changes at school; 80% noticed tolerant and open attitude; 50% - better student outcomes; 76% better motivation of students, etc.
3. As evaluated by students: 97% observed new methods used; 82% - inspiration for the others; 73% - positive atmosphere at school, etc.



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Thank you for your attention!



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Website of the webinar:

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