Priorities, Practices and Development Fields in the internationalization of teacher education

– Preliminary results from a European survey –
Wanted: Teachers for multicultural and multilingual classrooms
Yet, many teachers don’t feel prepared for the task

Only 30% report that dealing with diversity was addressed in their pre-service education.

It is also the area for which they feel least well prepared.
Internationalisation of teacher education:
A European survey
Survey approach

Context and structure

**Instrument:**
- Demographic data
- **Rationales** concerning the internationalization of teacher education
- **Developmental fields** and priorities
- **International learning opportunities** (students)
- International learning opportunities (staff)
- **Strategies to promote mobility** among teacher education students
- **Mobility barriers** for teacher education students
- **Criteria for choosing international partners** in teacher education

**Data Collection**
- Online survey, incl. multiple choice and rating scales
- **Collection:** 21/01/2020 – ongoing
- **Data base** for the analysis: Jan – Feb of 2020

Overall, **407 higher education representatives** participated in the survey

This includes institutions across **28 European countries**

However, participation varied considerably between countries.

- Sample is not fully representative
- Survey results need to be interpreted with care
Participants represented a wide range of functions in teacher education

- About half work in teaching or teacher education centers
- Over a third work in international offices and administrative/management fields

Main field of work related to the internationalisation of teacher education

- Teaching / lecturing: 33%
- International office: 22%
- Teacher education centre: 14%
- Research: 11%
- Student office: 2%
- Management and administration: 13%
- Other: 5%
(preliminary) Results
Today’s focus

- Rationales
- Developmental fields and priorities
- Learning opportunities: Country profiles
The internationalization of teacher education is a way to improve the quality of teacher education and develop and modernize degree programs.

Increasingly globalized and multicultural living and working environments lead to a need to foster a European identity and outlook, and 'international competences' such as international knowledge, intercultural skills, citizenship skills, language.

The internationalization of teacher education is a way to improve the quality of teacher education and develop and modernize degree programs.
Rationales

➢ Generally very high agreement on the added value of the internationalization of teacher education

In teacher education there is a need for a stronger internationalization of systems and structures and for fostering the intercultural dimension of the field at large (developing a European identity, strengthening internationality, etc.).

Increasingly multicultural societies in Europe and the world lead to the need to develop new competences in teachers, in particular in relation to the broad professional competence of dealing with and teaching in culturally diverse and heterogeneous settings.

Increasingly globalized and multicultural living and working environments lead to a need to foster a European/global identity and outlook, and ‘international competences’ such as international knowledge, intercultural skills, citizenship skills, language.

Through internationally experienced graduates, the internationalization of teacher education fosters renewal, development and innovation in primary and secondary school systems and the improvement of their quality.

The internationalization of teacher education is a way to improve the quality of teacher education and develop and modernize degree programs.

Do you consider the issues stated below to constitute relevant rationales and generally shared convictions at your institution?

- Not at all
- Very much

<table>
<thead>
<tr>
<th>Issue</th>
<th>Score</th>
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<tr>
<td>In teacher education there is a need for a stronger internationalization of systems and structures and for fostering the intercultural dimension of the field at large (developing a European identity, strengthening internationality, etc.).</td>
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<td>The internationalization of teacher education is a way to improve the quality of teacher education and develop and modernize degree programs.</td>
<td>3.34</td>
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Developmental fields and priorities

Do you consider the following developmental fields to form priorities for internationalizing teacher education at your institution in the upcoming years?

- Increasing the recruitment of international students and staff.
- Increasing academic staff mobility (incoming and outgoing) to support internationalization.
- Increasing the international orientation of degree programs at large.
- Increasing curricular and structural integration of mobility programs.
- Increasing the quality of mobility programs to maximize student learning and program effectiveness.
- Reducing various barriers to mobility.
- Increasing mobility.
- Reviewing existing international programs and partnerships to align them with student demand and institutional priorities.
- Increasing institutional support for internationalization.
- Increasing faculty commitment and faculty involvement in internationalization.

"Increasing faculty commitment and faculty involvement in internationalization.

"Increasing institutional support for internationalization.

"Increasing mobility.

"Reducing various barriers to mobility.

"Increasing the quality of mobility programs to maximize student learning and program effectiveness.

"Increasing the international orientation of degree programs at large.

"Increasing academic staff mobility (incoming and outgoing) to support internationalization.

"Increasing the recruitment of international students and staff.

Do you consider the following developmental fields to form priorities for internationalizing teacher education at your institution in the upcoming years?

- Increasing teaching in English.
- Increasing faculty commitment and faculty involvement in internationalization.
- Increasing institutional support for internationalization.
- Reviewing existing international programs and partnerships to align them with student demand and institutional priorities.
- Increasing the recruitment of international students and staff.
- Increasing mobility.
- Reviewing international programs and partnerships to align them with student demand and institutional priorities.
- Increasing the quality of mobility programs to maximize student learning and program effectiveness.
- Reducing various barriers to mobility.
- Increasing faculty commitment and faculty involvement in internationalization.

"not at all"

"very much"
Increasing faculty commitment and faculty involvement in internationalization.

Increasing institutional support for internationalization.

Review existing international programs and partnerships to align them with student demand and institutional priorities.

Increasing the quality of mobility programs to maximize student learning and program effectiveness.

Reducing various barriers to mobility.

Increasing the recruitment of international students and staff.

Increasing academic staff mobility (incoming and outgoing) to support internationalization.

Fostering support for students to consider and include an international dimension into their studies.

Increasing the international orientation of degree programs at large.

Increasing curricular and structural integration of mobility programs.

Increasing the quality of mobility programs to maximize student learning and program effectiveness.

Increasing mobility.

Increasing academic staff mobility (incoming and outgoing) to support internationalization.

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Reducing various barriers to mobility.

Increasing mobility.

Increasing institutional support for internationalization.

Increasing faculty commitment and faculty involvement in internationalization.

Do you consider the following developmental fields to form priorities for internationalizing teacher education at your institution in the upcoming years?
Intercultural learning opportunities
- country profiles
Intercultural learning opportunities for teacher students

Germany
(n = 89)

Courses with an international orientation

- Courses taught in English: 62%
- Courses taught by international teaching staff: 57%
- Virtual collaboration with international partners: 26%
- Foreign language courses: 51%
- Certificate programs: 83%
- Other extra-curricular activities: 65%
- Study abroad: 49%
- Internships abroad: 83%
- Short stays abroad: 35%
- Language courses abroad: 67%

Courses with an international orientation

- Study abroad: 96%
- Internships abroad: 83%
- Short stays abroad: 67%
- Language courses abroad: 35%
- Courses taught in English: 62%
- Courses taught by international teaching staff: 57%
- Virtual collaboration with international partners: 26%
- Foreign language courses: 51%
- Certificate programs: 83%
- Other extra-curricular activities: 65%
Intercultural learning opportunities for teacher students

Italy (n = 62)

- Courses with an international orientation: 32%
- Courses taught in English: 39%
- Virtual collaboration with international partners: 27%
- Courses taught by international teaching staff: 29%
- Foreign language courses: 53%
- Certificate programs: 11%
- Other extra-curricular activities: 19%
- Study abroad: 68%
- Internships abroad: 44%
- Short stays abroad: 11%
- Language courses abroad: 8%
- Courses with an international orientation: 42%
- Courses taught in English: 39%
- Virtual collaboration with international partners: 27%
- Courses taught by international teaching staff: 29%
- Foreign language courses: 53%
- Certificate programs: 11%
- Other extra-curricular activities: 19%
- Study abroad: 68%
- Internships abroad: 44%
- Short stays abroad: 11%
- Language courses abroad: 8%
Intercultural learning opportunities for teacher students

Croatia
(n = 34)

Courses with an international orientation

- Language courses abroad: 53%
- Courses taught in English: 50%
- Courses taught by international teaching staff: 15%
- Virtual collaboration with international partners: 0%
- Foreign language courses: 29%
- Certificate programs: 74%
- Other extra-curricular activities: 32%
- Internships abroad: 76%
- Study abroad: 21%
- Short stays abroad: 0%
Intercultural learning opportunities for teacher students

Norway (n = 22)

Courses with an international orientation

- Language courses abroad: 73%
- Internships abroad: 64%
- Study abroad: 95%
- Short stays abroad: 5%

Courses taught in English

- Courses taught by international teaching staff: 41%
- Virtual collaboration with international partners: 5%

Other opportunities:

- Foreign language courses: 77%
- Certificate programs: 32%
- Other extra-curricular activities: 50%
- Courses with an international orientation: 5%
- Language courses abroad: 5%
- Study abroad: 18%
- Internships abroad: 82%

Study abroad

- Language courses abroad: 73%
- Internships abroad: 64%
- Study abroad: 95%
- Short stays abroad: 5%

Courses taught in English

- Courses taught by international teaching staff: 41%
- Virtual collaboration with international partners: 5%

Other opportunities:

- Foreign language courses: 77%
- Certificate programs: 32%
- Other extra-curricular activities: 50%
- Courses with an international orientation: 5%
- Language courses abroad: 5%
- Study abroad: 18%
- Internships abroad: 82%
Summary and (tentative) Conclusions
Portfolios of learning opportunities vary notably between countries

**Commonalities:**
- Many offer study abroad
- Few language courses abroad
- Hardly any virtual collaboration courses

**Differences:**
- Courses taught in English
- Courses with an international dimension
- Internships abroad
Conclusions and recommendations

- **Mobility** is considered a **highly important field of development** by teacher educating institutions.

- A **variety of intercultural learning opportunities** (at home and abroad) are implemented
  - Some countries differ substantially in their learning opportunity profiles.
  - In many countries, **internationalization at home is somewhat underexploited** – however, this is likely to be currently changing

- More data might make it easier to **learn from country profiles** and experiences.
Stay in touch and follow-up

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Questions & Answers

What is meant by “certificate programmes”?
➢ In many universities it is possible to receive an extra-curricular certificate when certain courses or activities regarding intercultural competencies have been passed.

Would it be possible to get preliminary results of others countries?
➢ Unfortunately, for data protection reasons, we cannot share raw data on any countries. In countries with low participation rates it is also not advisable to share country-specific, aggregated data, as the results are less representative.

Is it still possible to participate in the survey?
➢ The survey is still open and accessible through the following link: https://www.daad.de/surveys/895947?lang=en

Will there be a publication of the final results?
➢ We are currently weighing the different options for publication. Once the results are published, you will find them on the event’s website.