



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

– Preliminary results from a European survey –

Photo: Konopka/DAAD

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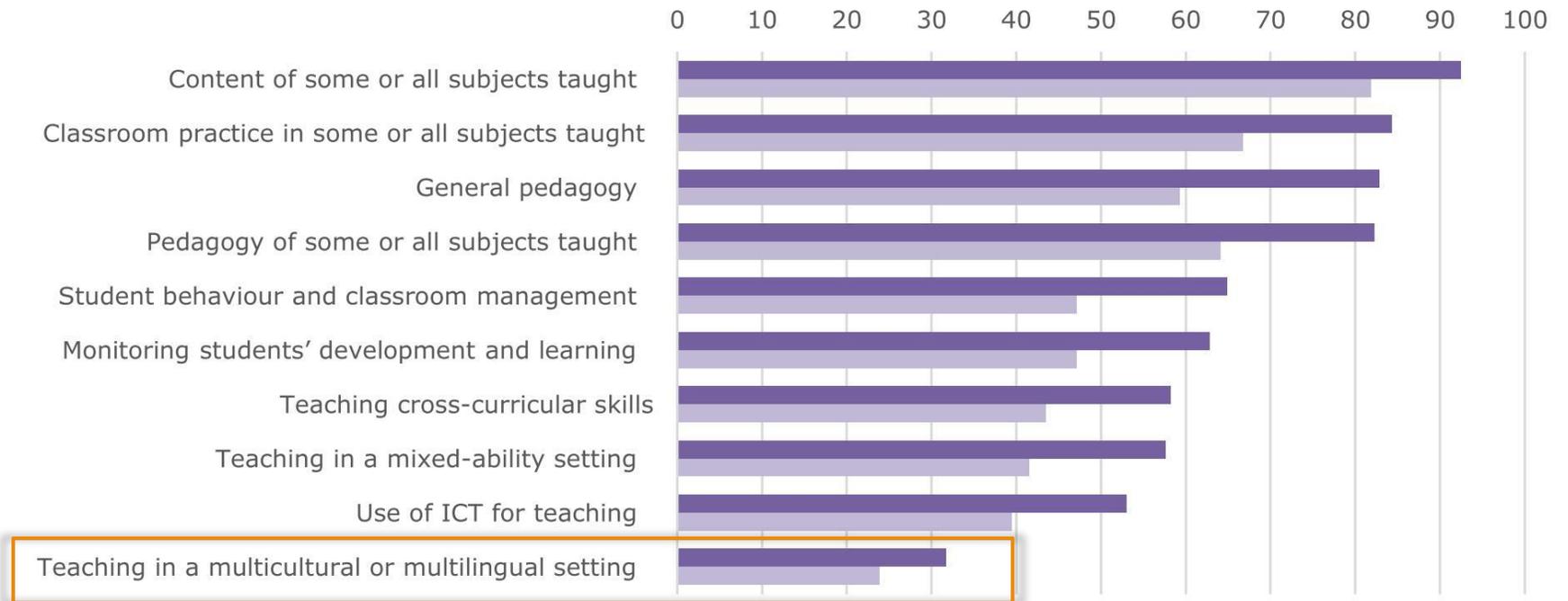
Wanted: Teachers for multicultural and multilingual classrooms

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.

Figure 6 – Content of teacher education and sense of preparedness for teaching



■ Percentage of teachers for whom the following elements were included in their formal education or training

■ Percentage of teachers who felt "well" or "very well" prepared for the following elements

Source: OECD, TALIS 2018.



Internationalisation of teacher education: A European survey

Survey approach

Context and structure



Instrument:¹⁾

- 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**



Sample

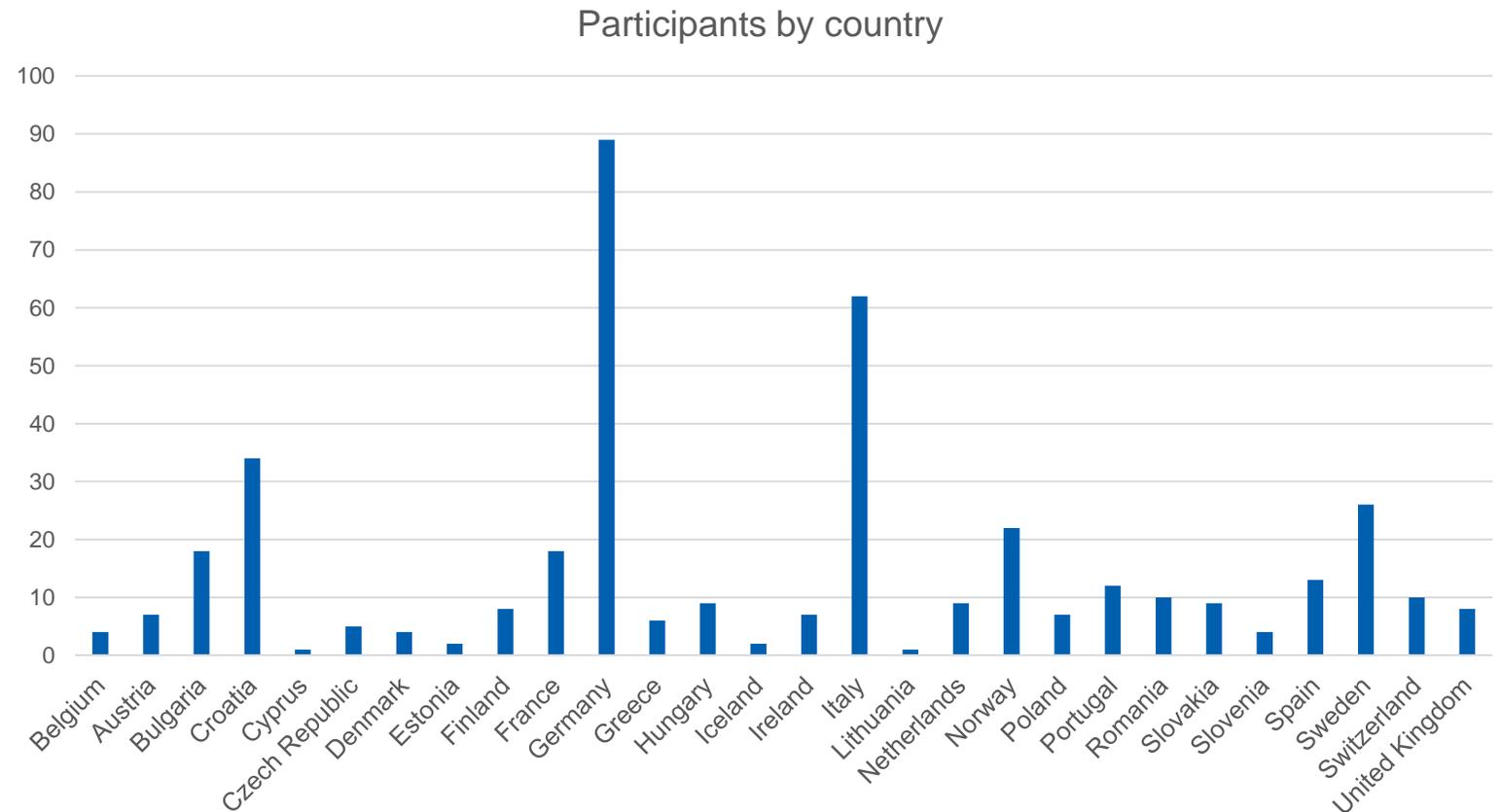
Survey sample

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

This includes institutions across **28 European countries**

However, participation varied considerably between countries.

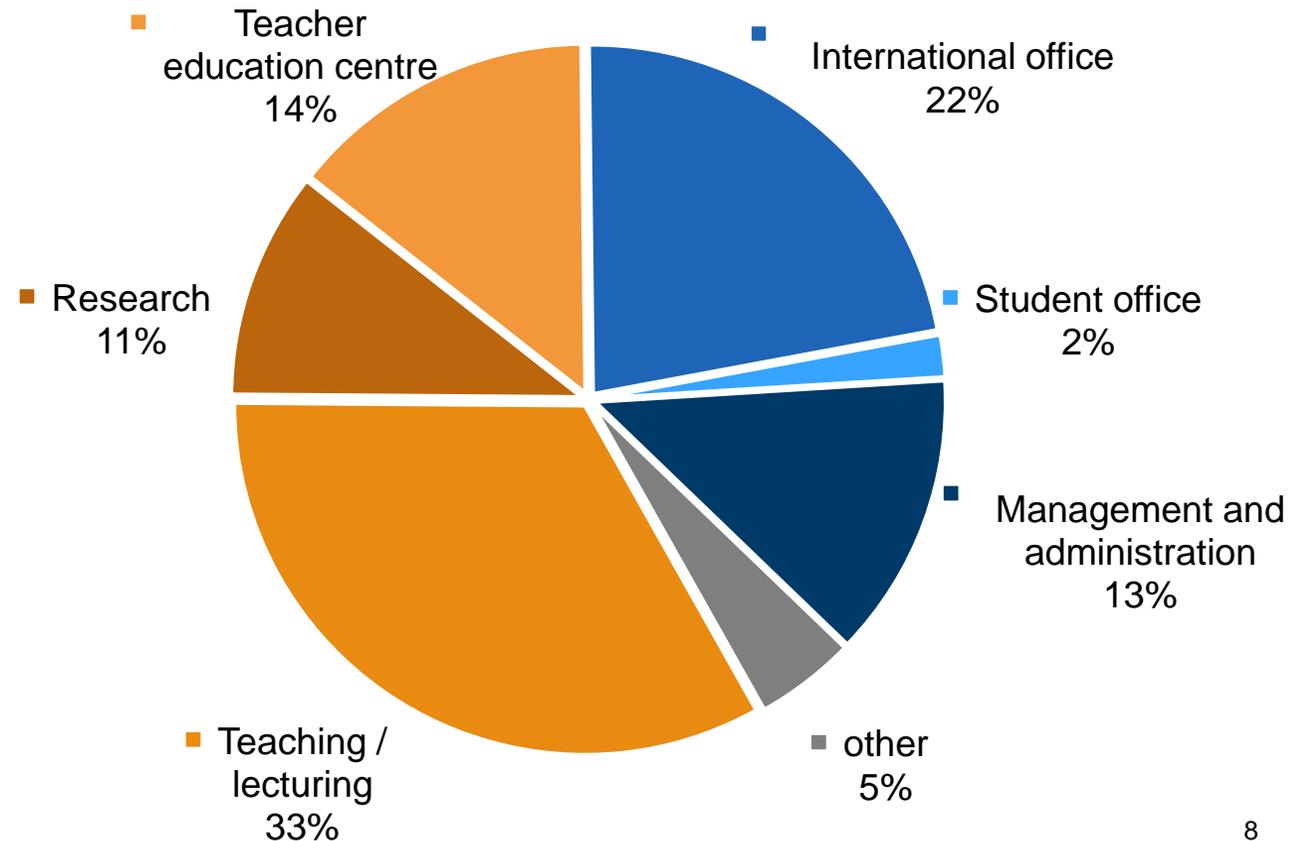
- Sample is not fully representative
- Survey results need to be interpreted with care



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





(preliminary) Results



Rationales



Developmental fields and priorities



Learning opportunities: Country profiles

Rationales

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

“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.”

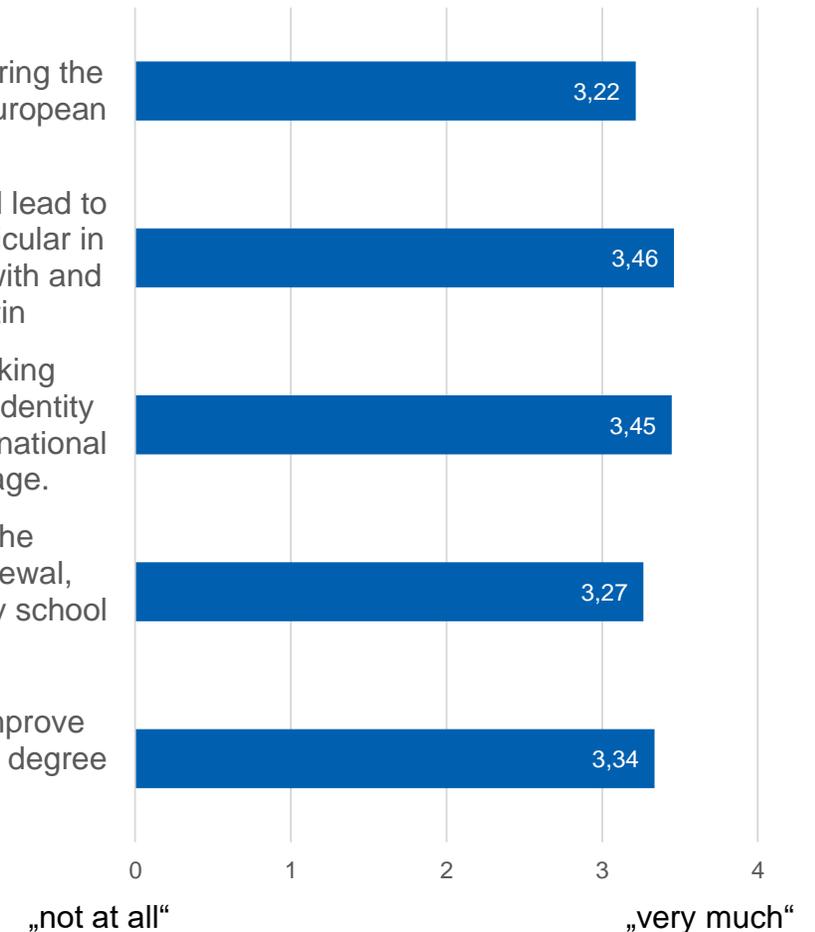
In teacher education there is a need for a stronger internationalization of systems and structures and for fostering the intercultural dimension of the field at large (developing a European identity, strengthening internationality, etc.).

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?

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

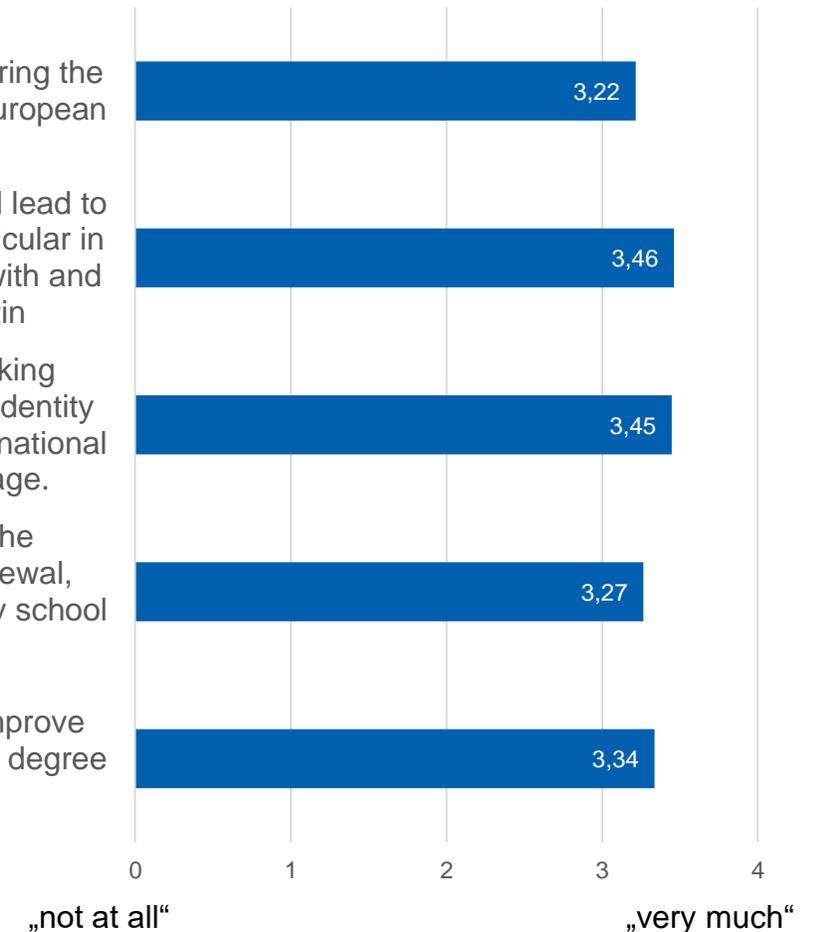
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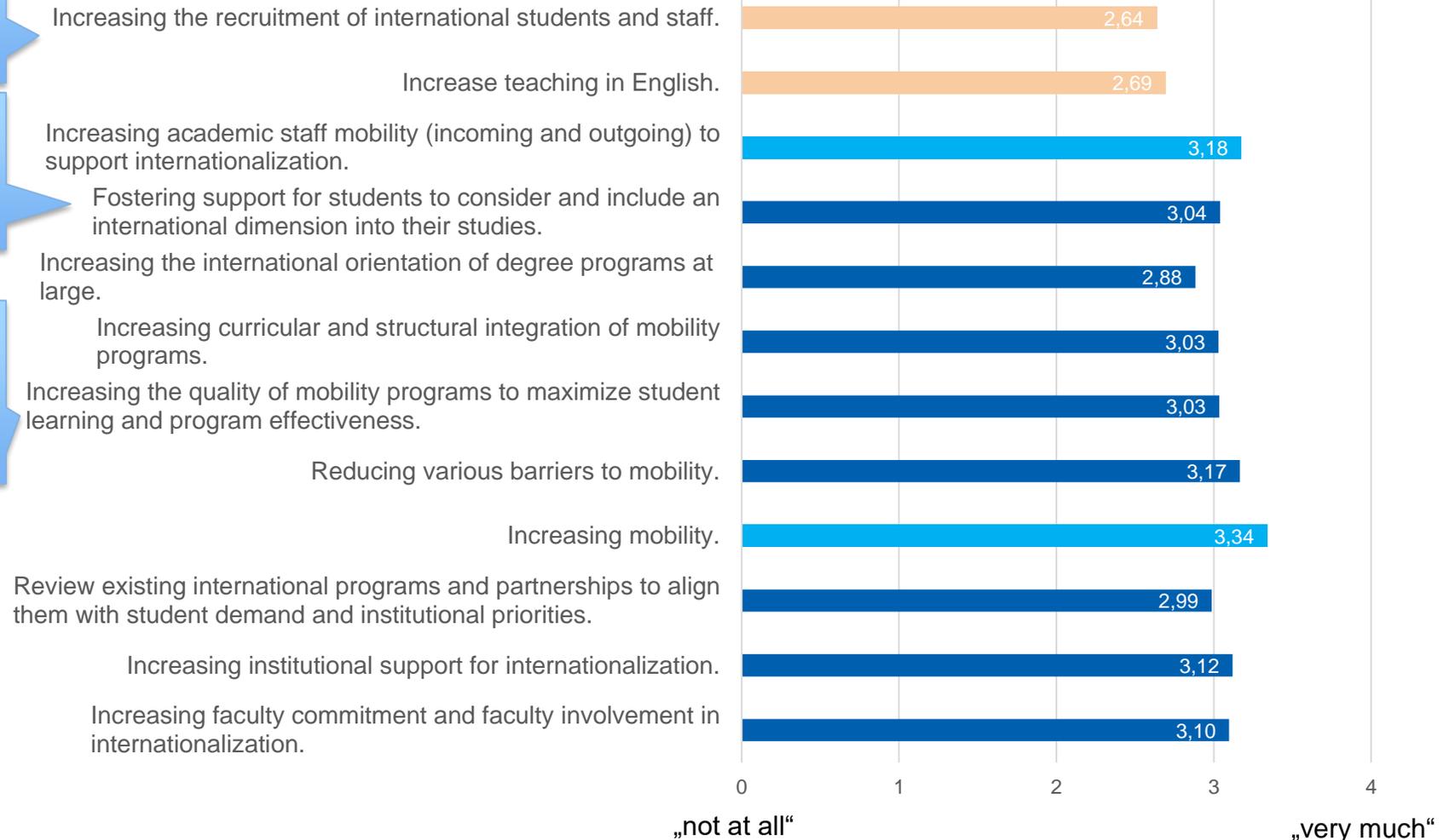
Developmental fields and priorities

“Increasing the recruitment of international students and staff.”

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

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

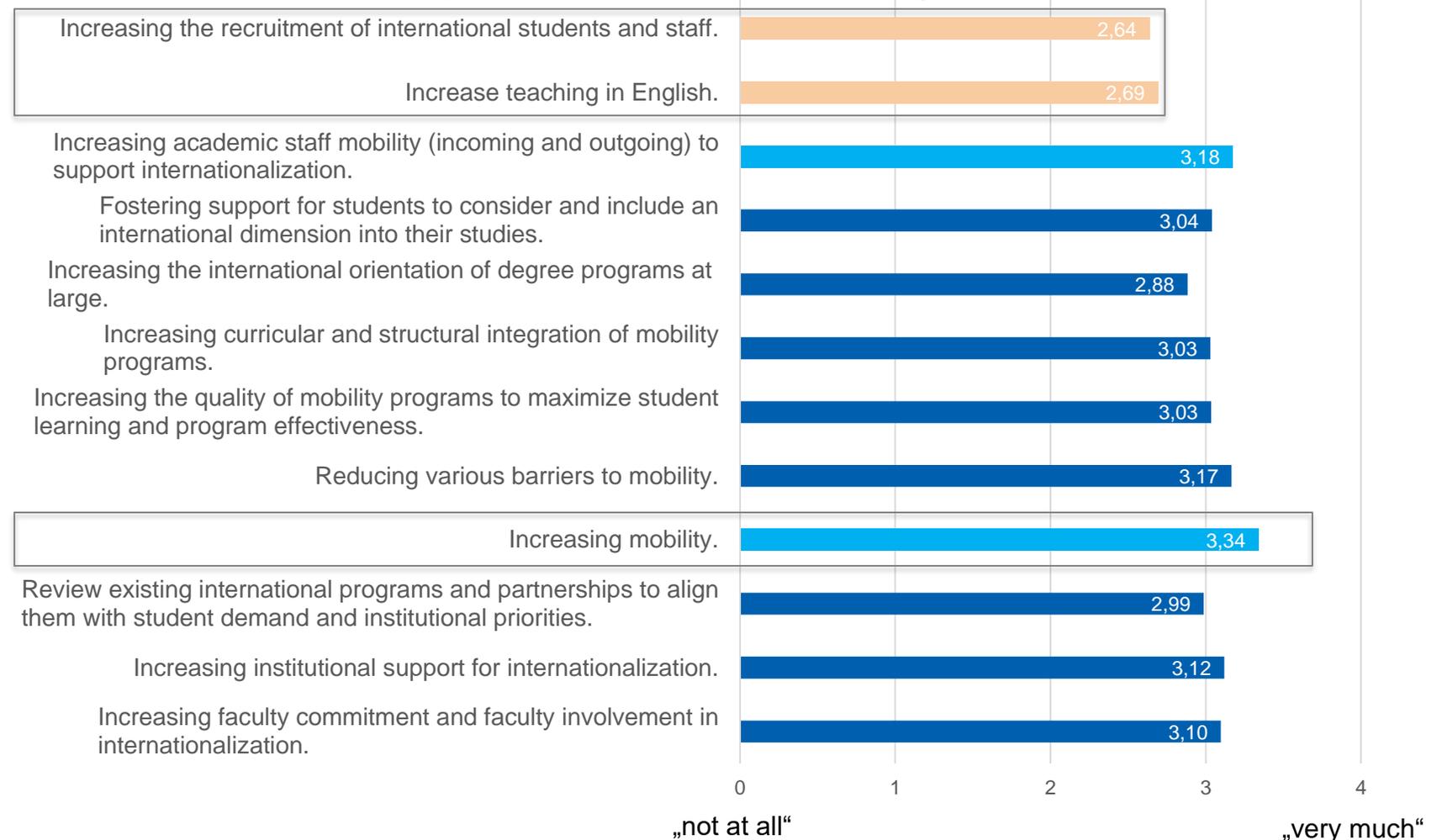
Do you consider the following developmental fields to form priorities for internationalizing teacher education at your institution in the upcoming years?



Developmental fields and priorities

- Increasing mobility for students and staff form high priorities
- Internationalization at home ranks lowest

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



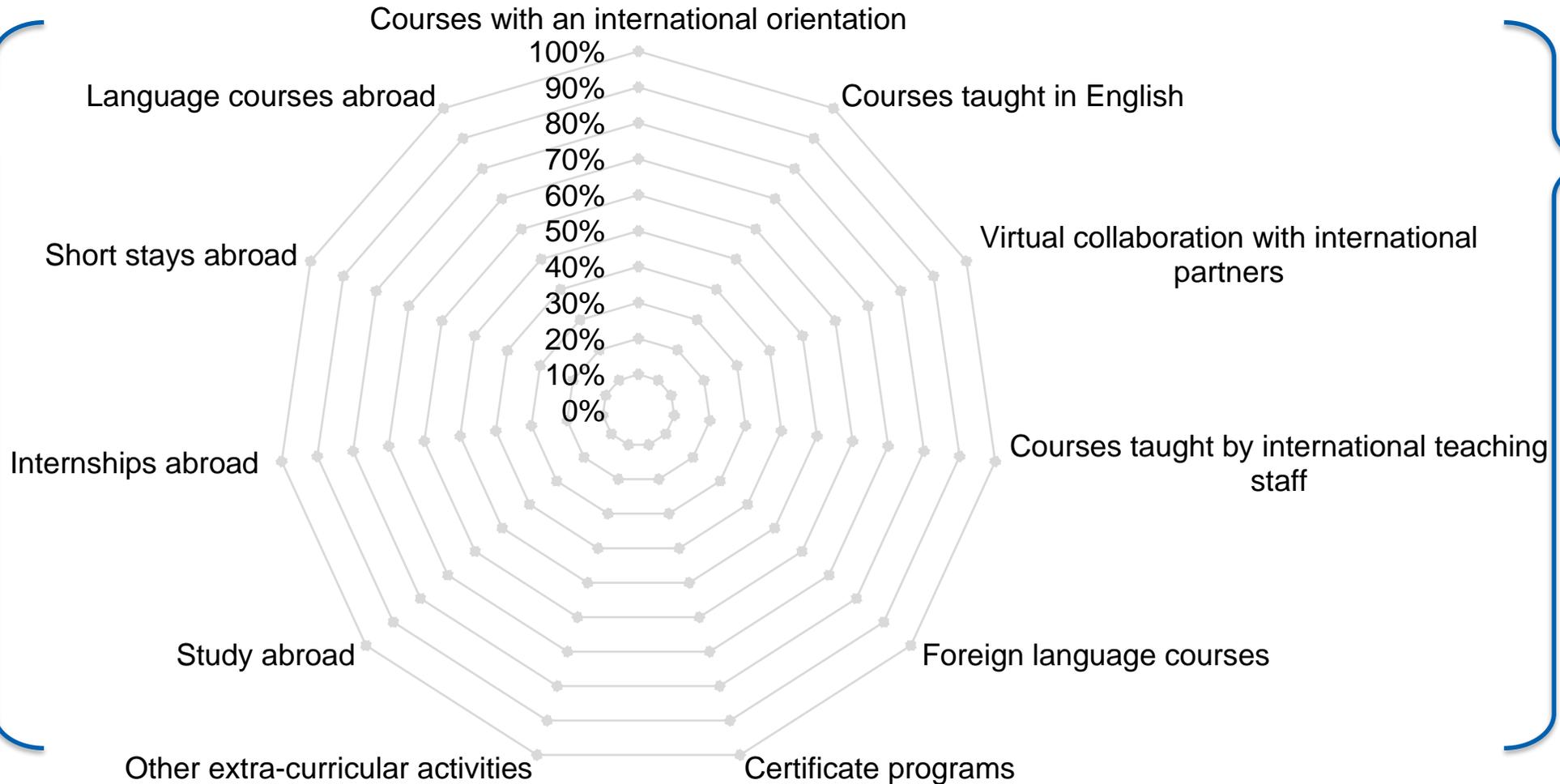
Intercultural learning opportunities - country profiles



abroad



at home





Intercultural learning opportunities for teacher students

Germany
(n = 89)

Courses with an international orientation

Language courses abroad

Courses taught in English

Short stays abroad

Virtual collaboration with international partners

Internships abroad

Courses taught by international teaching staff

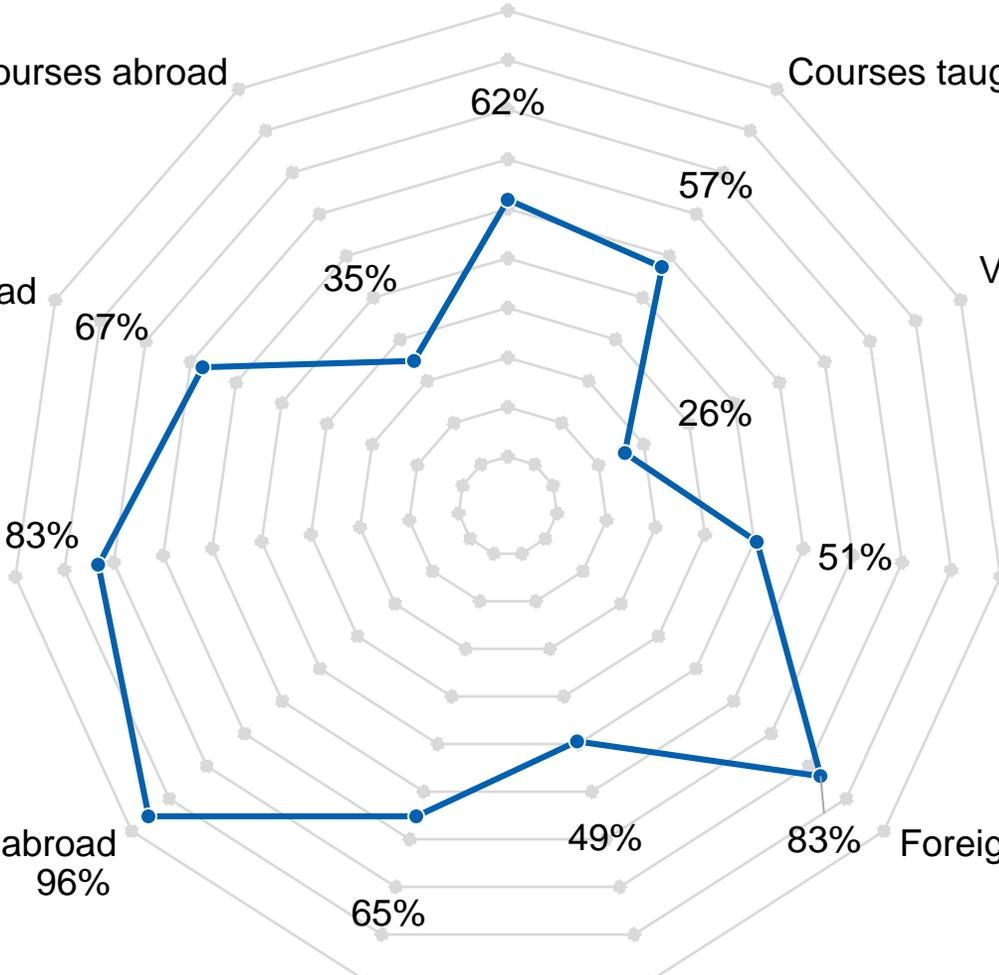
Study abroad
96%

49%

83% Foreign language courses

Other extra-curricular activities

Certificate programs





Intercultural learning opportunities for teacher students

Italy
(n = 62)

Courses with an international orientation

Language courses abroad

Courses taught in English

Short stays abroad

Virtual collaboration with international partners

Internships abroad

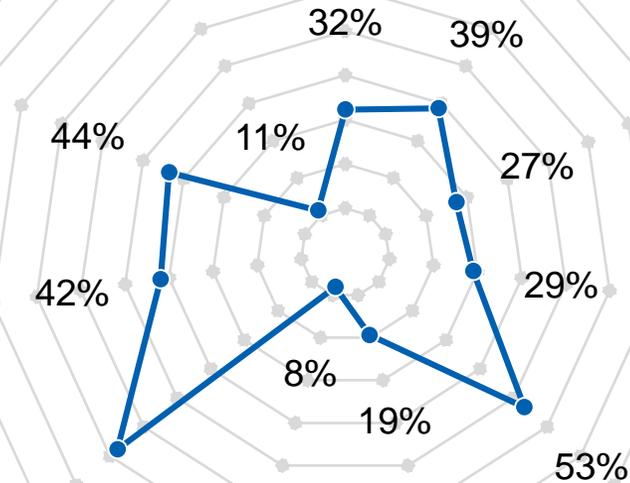
Courses taught by international teaching staff

Study abroad

Foreign language courses

Other extra-curricular activities

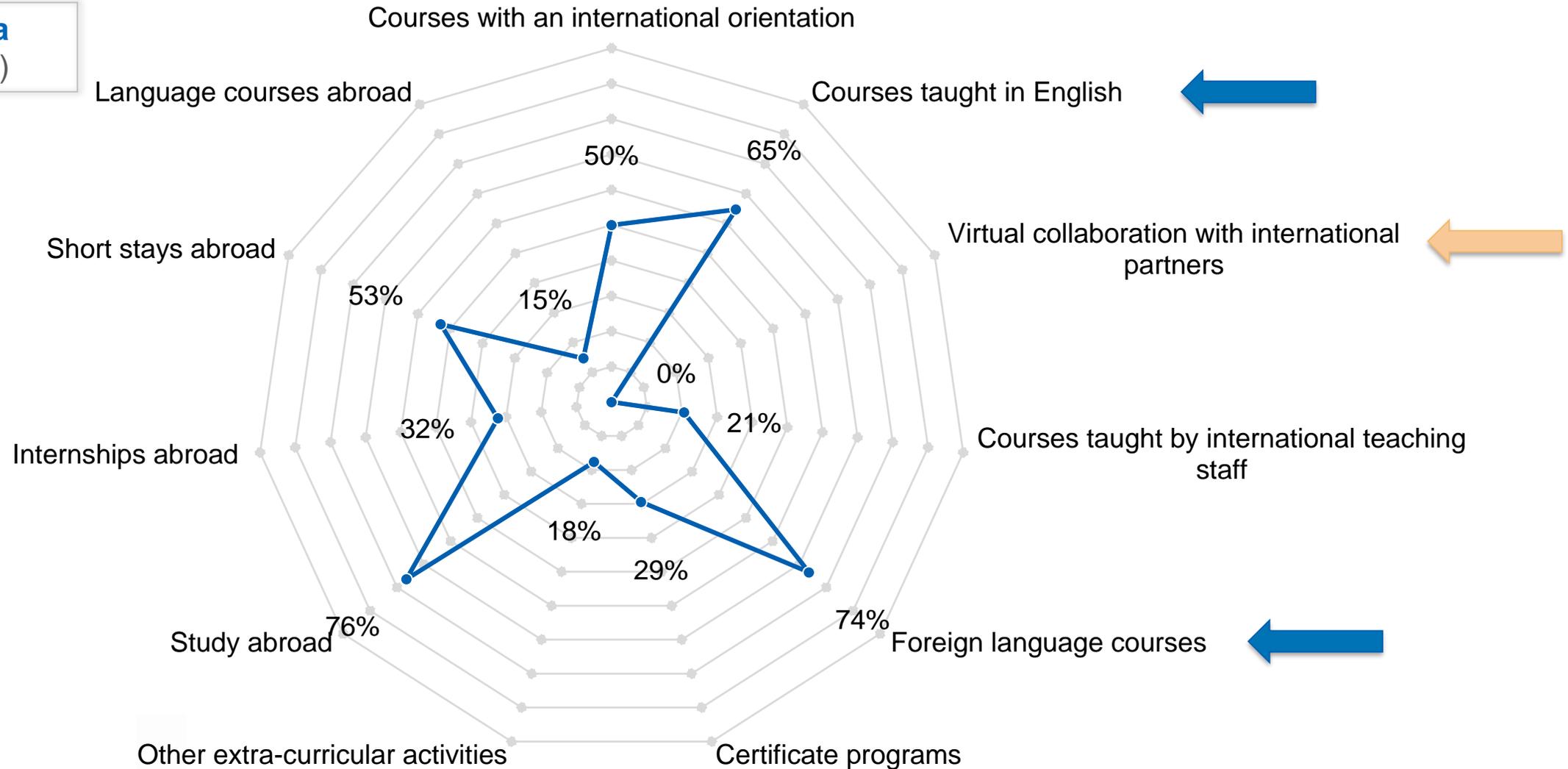
Certificate programs





Intercultural learning opportunities for teacher students

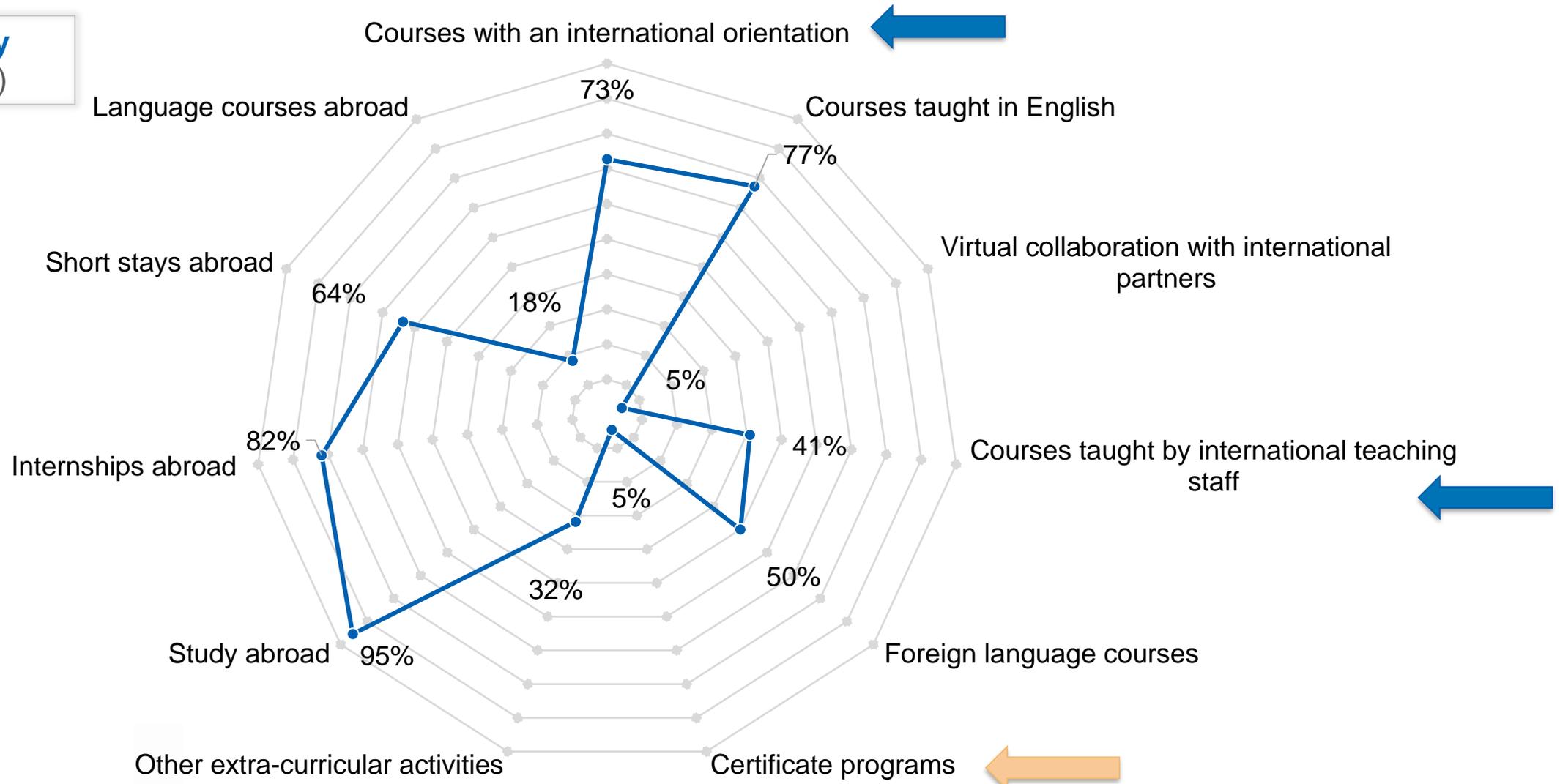
Croatia
(n = 34)





Intercultural learning opportunities for teacher students

Norway
(n = 22)





Summary and (tentative) Conclusions

Portfolios of learning opportunities vary notably between countries

Differences:



- Courses taught in English
- Courses with an international dimension
- Internships abroad

Commonalities:



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

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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Q&A's

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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.