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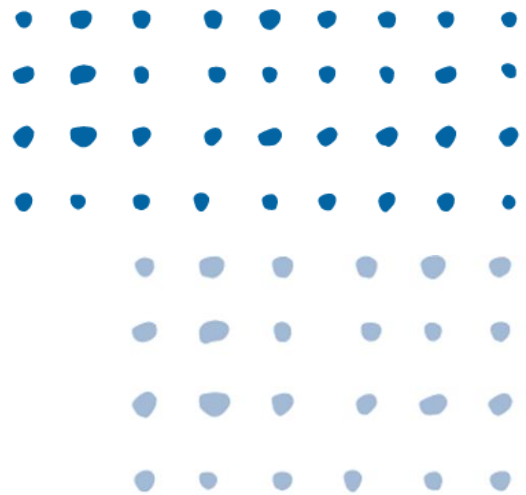
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Cooperation partnerships in higher education

**Project Result 1 – Report on the status of internationalisation
of teacher education (2022)**



**Co-funded by the
European Union**



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INTRODUCTION TO THE DITE PROJECT

What is **diverse internationalisation of teacher education**? What is internationalisation of teacher education at all? This question gets asked whenever the DITE project is introduced. Project team members also constantly ask it, even though we have been working on this subject for over a year already. **We are getting closer to a full answer** but at the same time we know that it will not be a short definition. We have come to this project with certain ideas in our minds but as we progress, we discover new options, new layers, and new approaches to the topic.

Teacher education (TE) is one of the least internationalised subjects in higher education. However, teachers are expected to educate future generations to become global citizens. The DITE project aims to bridge that gap. We focus on the element of internationalisation to boost future teachers' skills and to sensitise them to international perspectives.

This report is our first step towards discovering and designing a universal model and guidelines for **incorporating international components** into education of future teachers. Internationalisation of teacher education is, and should be, based on existing examples of and approaches to internationalisation of (higher) education. The following document is **a summary of ideas** described in the literature, as well as of **attempts and strategies implemented** in the institutions participating in the project.

Our report has 3 sections:

- • • • **review of the literature** on internationalisation of teacher education with a special focus on internationalisation at home;
- • • • **description of the national systems of teacher education** in Poland, Portugal, and Spain that are very often mentioned as a main barrier to internationalisation;
- • • • our research that was carried out at four universities depicting the **current state of internationalisation of teacher education** at each of the institutions.

It shows a truly diverse landscape of concepts, conditions and people who navigate in this complex environment.

We hope that our findings will be inspirational not only for us, but also for the wider public and that you will follow us on our journey. The findings of this report will be the basis for training modules for academic teachers who deliver classes for TE students. This training will start in early 2023 and the training materials will be available to everyone soon after it is finished.

Have a good read!


Małgorzata Kopalska
The DITE project coordinator
The University of Szczecin

Special thanks to the SUCTI and SUCTIA projects for their constant inspiration. DITE would not have been created if not for your experience.

SECTION 1: INTERNATIONALISATION OF TEACHER EDUCATION - LITERATURE REVIEW

1.1. Methodological procedures

In order to go through a literature review about **internationalisation of teacher education** (ITE) methodological procedures were adopted. These procedures intended to answer the following questions that have arisen from the objectives pursued by DITE:

- 
- • • • **What does internationalisation of teacher education mean?**
 - • • •
 - • • • **What is internationalisation at home?**
 - • • •
 - • • • **What are the values, enablers, challenges and barriers of internationalisation of teacher education?**
 - • • •
 - • • • **Are there any experiences of internationalisation of teacher education?**
 - • • •

To accomplish this task, we carried out research in EBSCO. The following Keywords and Booleans were applied: "internationalisation" AND "teacher education" OR "teacher training" OR "initial teacher education"; "internationalisation at home" AND "teacher education" OR "teacher training" OR "initial teacher education" OR "initial teacher training".

The eligibility criteria used were: Keywords in the title and/or summary and documents in the following formats: articles, books and book chapters. Exclusion criteria included articles/books and book chapters focusing on: 'mobility' and/or 'travel'.

The total number of identified articles, books and book chapters were 84. Then the research team inductively identified four main dimensions, which lie at the heart of DITE's concerns:

- Internationalisation of teacher education;
- Internationalisation at home;

- Values, enablers, challenges and barriers;
- Good Practices

These dimensions were the focus of the analysis of the documents. These documents were exported to ENDNOTE and then distributed to partners, in an alphabetical order, to be analysed. After reading each document (articles/books/book chapters) it was suggested that each partner fill in an excel file which had four sheets corresponding to the four dimensions mentioned above.

All team members participated in this analysis and used the excel file to report the topics that they identified as being of great interest to this research project. The literature review is presented below.

1.2. Internationalisation of teacher education

1.2.1. A reaction to globalisation

Following Koh et al. (2022, p. 3), we treat **internationalisation of teacher education as “a sub-field in teacher education”**. These authors (ibid.) go further and state that internationalisation of teacher education and research in this field of knowledge originated from international/global education broadly and particularly from **internationalisation of higher education**.

Internationalisation in higher education was initially defined by Knight (2003, p. 2) as **“the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education”**.

Therefore, internationalisation can be understood as **a response to globalisation, or seen as an agent of globalisation**. When it comes to internationalisation of teacher education, we can better understand its role if we agree with Luke (2004, p. 1429) who claims that it is **“teaching as cosmopolitan work and profession in critical and economic relation to flows, contexts and consequences of cultural and economic globalisation”**.

1.2.2. Global influences in the internationalisation of education

Internationalisation of teacher education has become an imperative in the last 40 years since important global players in education have been devoting themselves to develop and endorse policies to enhance education and societies. These important international actors are the **World Bank, UNESCO and the OECD** that **“in addition to collecting data and information, conducting studies, and publishing reports, databases and**

recommendations [...] promote their ideas through international conferences and by offering support in developing local teacher education policies and practices." (Sieber and Mantel, 2012, p. 9).

These three important and influential organisations in education hold different discourses in development, which have different underlying political philosophies and express different notions of quality of education. Sieber and Mantel (2012) claim that the World Bank holds a discourse on development based on growth and human capital that translates into policy proposals that are monolithic and based on a Neoliberal and Neoconservative political philosophy, while UNESCO's discourse on development is humanistic and based on Liberalism. According to the authors the OECD holds a mixed position between the World Bank and UNESCO on their discourses on development.

In order to better illustrate the most important influential organisations in the internationalisation of education (IE), in line with Sieber and Mantel (2012), we have built the following figure:

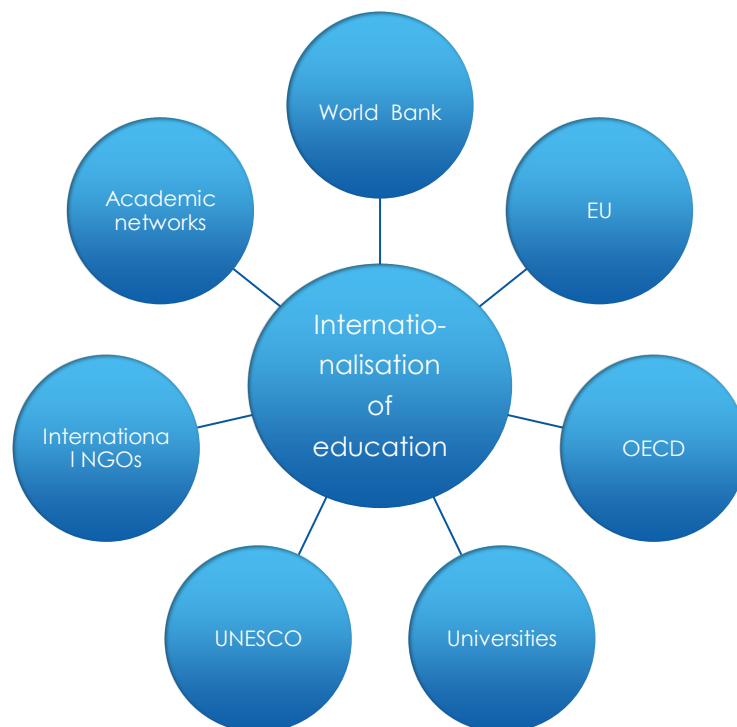


FIGURE 1: THE MOST IMPORTANT INFLUENTIAL ORGANISATIONS IN THE INTERNATIONALISATION OF EDUCATION (IE)

These authors also stress that other international organisations such as the EU, **scholars from independent universities, academic networks and international non-governmental organisations**, that are also powerful players, hold a discourse on development based on the importance of social cohesion and social justice in societies. This discourse has as underlying political philosophy of the Globalism or thick cosmopolitanism, that gives voice to other important players such as **universities, international expert associations, consultants, corporations, international and national non-governmental organisations** that are influential in the actions of local stakeholders in education.

1.2.3. Implementation of international ideas in the national educational systems

Globalisation brings “foreign” and international influences to the States and their education systems, these new “**educational ideas, principles, policies and practices are transferred from one context to another, they are resisted, supported, modified, and indigenized as they are implemented in the recipient context**” (Sieber and Mantel, 2012, p. 8).

Given the above, Sieber and Mantel (ibid.) do not perceive internationalisation of higher education to be a simple and flat process of transferring ideas and practices, it is more of a **contested arena** where **power relationships** occur between the providers and the implementers “**thus educational transfer is not a smooth process**” (ibid.).

The internationalisation process of knowledge transfer may entail consequences that were not predictable since each setting “**has its own historical, political and social legacy, and each educational system has its specific structure and its unique network of educational actors**” (Sieber and Mantel, ibid.). These socio-educational players hold different powers to support or reject “**the foreign ideas that may be implemented in their national educational context**” (ibid.).

As Phillips (2009) describes, there is a **scale of educational transfer** that also implies **power relationships**. Situations of **imposition** can occur through authoritarian rules, as it happens nowadays in Afghanistan after the “**colonisation**” by the Taliban, but these are extreme situations that happen when democracy is suppressed.

More common situations are those where **international ideas or practices are borrowed purposefully due to their international reputation** in top ranking performances in international programmes like TIMSS (Trends in International Mathematics and Science

Study), PISA (Programme for International Student Assessment) or PIRLS (Performance in International Reading Literacy Study). This happens in Singapore, where it is understood that to achieve success in education we must be “constantly learning from the lessons that other systems have to offer, and practising a culture of continuous self-improvement and not being content to rest on the sweet laurels of success as it were” (Low and Lee, 2012, p. 45).

This success and the lessons learned abroad are seen by other countries as **highly inspirational** and in this sense Singapore shares its ideas and practices “so that others do not have to reinvent the wheel, to share knowledge and insight that enables, empowers, and reforms are recommended with the ultimate aim of achieving better student learning outcomes” (ibid., p. 47). However, Low and Lee (ibid.) say it is important to be aware of the need to find means to **contextualise** the “Singapore model” experiences in order to not “destabilize the societal and cultural modes, or derail the pace of progress in the respective countries in which they are applied” (ibid.).

Perhaps the most common way of internationalisation of education is through the **influential theories and methods of education developed by educationalists of great status** for example Dewey, Pestalozzi or Piaget. (ibid.).

In order to better illustrate the scale of educational transfer according to Philips (2009) we have built the following figure:

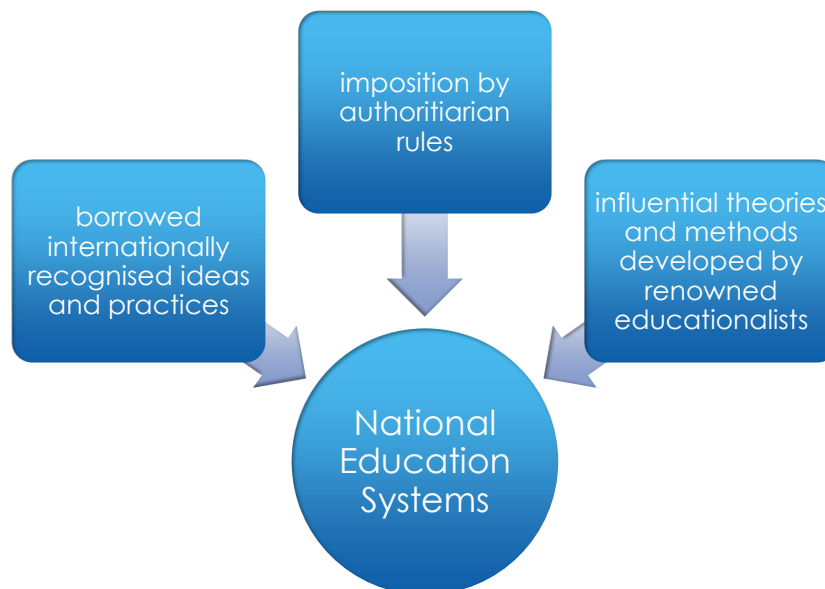


FIGURE 2: SCALE OF EDUCATIONAL TRANSFER

1.2.4. Why internationalise teacher education?

Different authors have different points of view regarding this question. Yemini et al. (2017, p. 547) put an emphasis on **internationalisation as a means to develop societies as a whole**. They say that “International competence has become critical to the cultural, technological, economic, and political health of nations, institutions, and individuals”.

Other authors such as Lohrova and Proskova (2021, p. 167) highlight the necessity of internationalisation of teacher education so that **future teachers’ competences are enhanced and they have more opportunities in the labour market**. Internationalisation is “a pathway to the teacher competences and employability skills of future teachers.” These authors underline that all the competences and essential core skills for becoming a teacher should be developed with an international perspective in mind so that graduate employability is enhanced.

Many authors, however, stress that the idea of internationalisation is fundamental since it is a process of **diversity acknowledgment and culture exchange**, where respect allows a dialogue between nations to develop the common values of humanity that will inform education and practices of future teachers. The main goal is, in fact, to make a contribution to the global common good, so internationalisation becomes an intentional process, and seeks to ensure “the quality of education and research for all students and staff, and making a meaningful contribution to society” (DeWit et al., 2015, p. 29).

Following this line of thought, Auferbaur et al. (2019) state that European recommendations for student mobility explicitly mention that the major on teacher training should be internationalised, since **future teachers will face more and more diversity, and multicultural settings of education**. In this particular case mobility is seen as a means to prepare prospective teachers for the heterogeneity of school classes and the cultural differences of the school systems.

For Altbach (2008, pp. 26, 27) internationalisation also refers to specific policies and programmes undertaken by governments, academic systems and institutions for **cross-cultural exchanges**.

Krishna and Kamboj (2007, p. 10) stem from the idea of internationalism that “refers to the cooperation among all human beings irrespective of all ethnic, social, economic differences” and point to teacher education and its internationalisation as **an instrument to accomplish internationalism**.

1.3. Internationalisation at home

1.3.1. Why internationalise at home?

Beelen and Leask (2011) claim that the term '[Internationalisation at Home](#)' emerged in 1999 at Malmo University when Bengt Nilsson, newly appointed vice-president for international affairs, was faced with the fact that this newly established university did not have an international network yet, so the traditional study-abroad experience could not be offered to students. Therefore, he thought that he had **to find experiences “at home” so that the students had the opportunity to learn from experiences from abroad.**

DeWit et al. (2015) argue that internationalisation at home is also **a reaction to the internationalisation as mobility**, since that is a reality to only about 10% of the students. In fact, Beelen and Leask (2011) had already pointed out that **mobility is not a reality to all students due to a myriad of circumstances that can be personal, logistical and financial.**

Makeeva and Lopukhova (2018, p. 365) also reinforce the idea that this way of internationalising education provides experiences to [“those 80-90% of students who will not be mobile because of different reasons”](#).

1.3.2. What is internationalisation at home and what is its importance?

Beelen and Jones (2015a, p. 69) define internationalisation at home as **“the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students**, within domestic learning environments.” These authors define “domestic learning environments” as contexts of learning that are not only the campus or the formal learning contexts. These “domestic learning contexts” can be [“cultural, ethnic or religious groups; using a tandem learning system or other means to engage domestic with international students; or exploiting diversity within the classroom. It also includes technology-enabled or virtual mobility, such as through Collaborative Online International Learning”](#) (Beelen and Jones, 2015b, p. 69). Beelen and Leask (2011) emphasise that internationalisation at home will improve students' preparation for a globalised world, by equipping them with [“transversal skills”](#): openness, curiosity, confidence and tolerance. that will help them to fully understand other values and behaviours; this repertoire includes

Wächter (2016), as the authors mentioned above, emphasises **the intercultural value of internationalisation at home**. For this author, the activities of internationalisation at home are focused on developing international or global understandings and intercultural skills.

These activities are a combination of academic knowledge with fostering the attitude of openness and generosity towards other people in students. This means learning “[how to behave in other cultures and how to communicate with people with different religions, values and customs, and not be scared of coping with new and unfamiliar issues](#)” (Wächter, 2003, p. 39).

1.3.3. How can internationalisation at home be presented to the students?

14

Lugovtsova, Krasnova, and Torhova (2012) write that internationalisation at home can be diverse; it may be presented to students in the form of joint degrees between universities, support for capacity-building, joint research projects, teaching practice, placements and applied research in local cultural and ethnic organisations and distance learning programmes. Internationalisation at home can also be expressed in enhanced curriculum, teaching and learning methodologies and learning outcomes by integrating international dimensions that will foster students' knowledge and engagement with the world and develop their global understanding and intercultural abilities.

1.3.4. The future of internationalisation at home: challenges to overcome

When discussing the future of internationalisation at home Beelen and Leask (2011, p. 6) argue that it depends “[on our ability to enhance and assess the international and intercultural learning of all of our students as a normal part of every programme of study.](#)”

For DeWit (2020) the reality is that putting internationalisation at home into practice is difficult and it is not going further than the implementation of isolated examples of good practice. He believes that **internationalisation of the curriculum at home should be inclusive and accessible and not exclusive and elitist**. In order to achieve such a mission, the attention of scholars and practitioners is called for in the following four arguments:

the need to work together: “escalate our efforts at working together across disciplines, professional areas and national boundaries as well as within universities” (ibid., p. 541);



involvement with other members of the community in order to pursue the common good: “engage more with stakeholder groups beyond the academy, striving towards the common goal of creating a better, more equal and fairer world” (ibid.);

making internationalisation a subject that goes across all social areas and institutions that aim to increase the quality of education: “integrate internationalization with our agendas – disciplinary, professional, institutional, national, and regional – which are also focused on improving the quality of education and research for all students. Internationalization of the curriculum, teaching, learning and service should not operate in a vacuum” (ibid.);

accentuating the need to democratically improve the quality of education through combined efforts of all institutions in the world: “place emphasis on enhancing the quality of education and research for all students and staff in all parts of the world. This requires integrated policy and strategy as well as cooperation and partnership within and between institutions across the globe” (ibid., p. 542).

In order to achieve that, the author proposes “global cooperation and inclusion” by “integrating online modes”, “bringing the world into the classroom”, “connecting the local with the global” through “collective and concrete action” in order to achieve “a more inclusive and better society” (ibid., p. 543).

1.4. Values, enablers, challenges and barriers

1.4.1. Values

The literature review demonstrates that countries/educational systems hold different values underpinning internationalisation of teacher education. These values can be better understood by using the categories proposed by DeWit (2002) to classify **the rationales for internationalisation**. The author presents four rationales: **academic, economic, political and social and cultural**. In order to clarify these rationales, we have built a table that summarises the main aspects of each one of them.

TABLE 1: RATIONALES FOR INTERNATIONALISATION

Academic	<ul style="list-style-type: none"> guarantees the quality of education improves institutional status and profile adheres to international academic standards
Economic	<ul style="list-style-type: none"> concentrates on the direct and indirect economic benefits conveyed by internationalisation
Political	<ul style="list-style-type: none"> focuses on foreign policy, national identity, regional identity, national security, peace and mutual understanding and technical assistance
Social and Cultural	<ul style="list-style-type: none"> aims to promote national culture and language to others, and to understand the cultures and languages of others, and the individual learning experiences.

Three rationales: the social culture, the economic and the academic, arise when reviewing literature on internationalisation of teacher education. These last ones often show up together. When countries reach what is considered internationally high academic standards, their education systems tend to bring economic benefits by their multiple forms of internationalisation. These are usually wealthy countries. In other cases, education systems see internationalisation only as a means to bring revenue to the universities, in order to help to maintain them. This will be illustrated by examples collected in our Literature Review:

1.4.1.1. *Social and Cultural*

Dooly and Villanueva (2006) stress the importance of values such as **intercultural awareness, knowledge of different cultures, open mindedness and the ability to communicate** that can be developed through internationalisation of teacher education. As far as they are concerned if students' **consciousness of diversity** is raised, "they will also become more aware of the ways in which they are influenced by personal and professional background and formation and by the social and cultural texture which makes up the environment in which they live" (Ibid, p. 237).

Internationalisation is understood as a key element to develop culture exchange and culture respect in the educational systems and in the teaching profession. Teachers will be better equipped to guide their students to become more open to understand the diverse views in the world and to better understand humanity.

In her comparative case study of Canada and Greater China regarding internationalisation of teacher education, Larsen (2016, p. 399) points out the reason that supports the internationalisation of education in Canada. That reason is the **linguistic, cultural and racial diversity that can be found in the schools of Canada, i.e. "[t]he multicultural nature of Canadian society has contributed to increasing awareness about the importance of infusing the public school curriculum with material reflective of the diversity and global origins of the population."**

In a study led by Li and Santoro (2021, p. 2) on Scottish and Chinese teacher educators' understandings of and practices in the internationalisation of teacher education it is expressed that "Scottish teachers must acknowledge cultural diversity and difference, promote equality and inclusion, and educate all children for global citizenship (General Teaching Council for Scotland, 2021; Scottish Government, 2017)". Li and Santoro (ibid.: 2-3) in the same study point to the goals for school education in China presented by the Core Competences Research Team in 2016: "[s]chool education in China is thus required to develop students' awareness of, and openness to, global issues, as well as their understanding of, and appreciation for, cultural differences, and the ability to communicate effectively across cultures".

Li and Santoro (ibid., p. 13) conclude that we "must rethink what internationalisation means to the development of quality teachers for the global and local contexts rather than seeking or promoting universal standards or models of quality set by the West". For these authors, **teacher educators play a special role in the deconstruction of the**

superiority of western education and in the recognition of the educative value of intercultural dialogue.

1.4.1.2. *Academic and economic*

When talking about internationalisation in Singapore, Low and Lee (2011, p. 46) refer to the values that underpin it. They write that “[t]he impetus for Singapore’s internationalization efforts is to help policymakers, organisations, and individuals keep apace in a borderless knowledge-based economy”. Therefore, they consider that it is urgent to **equip students with abilities and aptitudes that lead them to succeed in a competitive global work market.**

The National Institute of Education (NIE) of Singapore actively looks for sustaining “a culture of continuing national competitiveness and full participation in a globalised marketplace” (ibid.). NIE’s key guiding philosophy in internationalising teacher education is to serve the global educational community. In order to accomplish that aim, NIE “must first have internationally reputable teaching, research, and consultancies that are considered to be attractive and viable for serving the global educational community” (ibid.). Singapore’s education has developed an international reputation, due to the fact that it occupies a place in the top-ranking performances in the TIMSS, PISA, and Performance in International Reading Literacy Study (PIRLS) and high achievements in international olympiads for mathematics, physics, chemistry, and biology. NIE’s mission is to prepare and develop “high quality teachers to become effective educators that can ultimately hope to positively impact pupils’ learning outcomes” (ibid.).

Singapore’s internationalisation efforts seem to be centred on keeping the country in the top international rankings, develop a brand due to this reputation and develop a market for their programmes and consultancy.

When referring to the UK example of internationalisation in teacher education Li and Santoro (2021, p. 12) remark that “[t]he UK government, individual universities, and other suppliers of higher education have been encouraged to recruit more international students and build ‘the UK brand globally’ by disseminating its higher education” (Department for Business, Innovation and Skills, the United Kingdom, 2013, p. 57).

Li and Santoro (2021) state that the main reason for China to become international is based on the academic rationale. China wants to ensure the **quality of teacher education in order to become competitive in basic education.** China became “very proud that the fifteen-year-olds in Shanghai had excelled in PISA tests in recent years, an

achievement they attributed to the success of their outward-looking attitude towards education" (ibid., p. 12).

The authors emphasise that "the global rankings of universities, such as the Times Higher Education, can be another influential factor shaping the Chinese teacher educators' emphasis on internationalisation in teacher education for quality assurance" (ibid.).

Many universities in European countries are functioning under tight budgets and are being encouraged by their governments to pursue income by internationalisation. An example of the economic values that underpin internationalisation in teacher education is presented by Makeeva and Lopukhova (2018, p. 364) who write about Russia: "Russian government has really been developing a successful strategy in the area of the international cooperation in higher education to make universities more competitive and appealing to both domestic and global markets."

Lugovtsova et al. (2012, p. 81), who address internationalisation of teacher education in Belarus, explain that due to the problem of underfinancing of universities by the State these "were forced to search for additional financing. One new source of income they identified was recruiting foreign students who would pay for their higher education in Belarus. This economic logic encouraged the government to accept a certain degree of internationalization."

1.4.2. Enablers

The enablers of internationalisation of teacher education are **seldom mentioned** in literature. However, as we have seen above, **the need to finance universities** could perhaps be considered a promoter of internationalisation.

Another example of what can enable internationalisation of teacher education is given by Low and Lee (2012, p. 45) who refer to Singapore's **geographical location** between the East and West, the fact that it is **a multi-ethnic, multilingual, and multi-cultural society** and the safe and clean environment and stable, corrupt-free government, and high living standards. All of these aspects are considered enablers of the process of internationalisation.

1.4.3. Challenges

Low and Lee (2012) denote that NIE in Singapore develops an enormous amount of work for other countries including the establishment of teacher education institutes and

training school leaders. As a consequence, these international actions generate some **challenges that are administrative, financial, professional and pedagogic** (ibid.):

- • • • how to achieve **balance between the internal and external demands** that are put upon manpower and how can deployment be done;
- • • • how to **deal with teacher educators' scepticism** in the beginning of the internationalisation process, since consultancy to assist other countries to establish teacher education institutes was not the core business of the institute;
- • • • how **to ensure the economic viability of the projects undertaken** since some are paid and generate profit, but others are altruistic;
- • • • how **to pursue the development of a curriculum that is relevant enough** to attain global relevance;
- • • • how **to pursue quality in order to obey international benchmarks** of best practices for sustained brand name;
- • • • how **to give rise to successful teaching and learning results**;
- • • • how **to improve the multicultural consciousness** and understanding between both faculty and students on campus;
- • • • how **to seek out funding for international students and programmes** especially for participants from the less developed countries.

On analysing internationalisation of teacher education in Switzerland Leutwyler et al. (2017, p. 71) have come to the conclusion that Switzerland has a high number of students that take advantage of mobility opportunities every year, however the challenge identified is how to make use of that stays abroad by developing "a meaningful conceptual and curricular embedding of respective experiences. This challenge still implies a lot of open questions, but it is increasingly addressed by the majority of Swiss Universities of Teacher Education".

Guo and Guo (2020, p. 20) point to westernisation and the **use of the English language** as a challenge in the internationalisation of teacher education in China. Students felt that the use of English “promotes the superiority of Western knowledge, leading to the devaluation of Chinese knowledge”. So, the authors think it is urgent to de-Westernise and deconstruct the colonial relations of knowledge, especially the Eurocentric thought and processes of knowledge production. And, also, the necessity to restore the importance of the Chinese language and epistemology.

1.4.4. Barriers

In Li and Santoro's (2021) study, a teacher educator considers the Scottish teacher education programmes to be of high quality. In their view **if students went abroad, the universities in Scotland would not be able to control the quality of their education and students could feel difficulties in meeting the Scottish teacher professional standards.** This is seen as a barrier to internationalisation as he remarks that “[s]tudent-teachers in Scotland need to demonstrate, prior to graduation, that they meet the Scottish teacher professional standards for provisional teacher registration. Henry believed such a requirement presented barriers to them undertaking study abroad programmes during their degrees” (ibid., p. 10). In their view it was difficult to ensure that Scottish requirements were met since universities in Scotland had **little control over the content of the courses and the professional placements of students.**

Another barrier to internationalisation in Russia is presented by Makeeva and Lopukhova (2018, p. 366), who report that the “[l]anguage barrier is one of the main factors that hampers the inflow of foreign students to Russia and prevents Russian students from going abroad.” But this is not the only one; **“lack of financial support** at the institutional level is identified as the most important obstacle for internationalisation” (ibid.).

The same language barrier is pointed out by Lugovtsova et al. (2012, p. 80) in their study about the Belarus internationalisation of teacher education: **“One serious obstacle was lack of knowledge of foreign languages [as well as] lack of information about possibilities of international cooperation [...] administrative resistance by the Ministry of Education and other government bodies [and] the administration's lack of awareness”.**

Leutwyler et al. (2017, p. 71) write that in Switzerland, the internationalisation of the campus is not a reality since it faces a barrier that is common to the Swiss School System and the Swiss teacher education system that is a **“monolingual and monocultural habitus”.**

1.4.5. Good Practices

Low and Lee (2012, p. 47) present three models of internationalisation of teacher education. These models are used by the National Institute of Education in Singapore to assist other countries in the reform or implementation of their educational systems. The first model is the **establishment of teacher education institutes** where NIE works as a partner that delivers consultancy by understanding their needs, their current situation and what they expect to achieve. The second model concentrates on **developing home abilities through the “train-the-trainers” approach**. The third model called “Leaders in Education Programme” implies NIE **sharing its experiences internationally**.

Auferbauer et al. (2019, p. 75) describe **a programme developed in 2016 in four European Higher Education Institutions** (HEI): in Austria, Belgium, Denmark and Spain, specialising in teacher training. This was an international joint study programme for future teachers that focused on **developing the skills for the 21st century designed by the OECD** (OECD, 2012). It also intended to **promote students’ mobility while training to become teachers**, bearing in mind the important role they will perform in the education of future generations of European citizens. The authors stress that the four HEIs involved aim to strengthen “internationalisation by enhancing existing networks and international cooperation, promoting mobility of both university students and staff as well as boosting internationalisation at home” (ibid.).

The programme named “**E3: Empowering Education in a European Context!**” was taught in English, during four consecutive years (2017–2020) and took place each year at one of the four participating HEIs. A curriculum was designed by the four universities and at the heart of this curriculum was the necessity to develop future teachers’ competences to study and work in an international environment, where European intercultural exchange occurred. Lecturers from all four HEIs taught these students during this joint programme that extended for one semester and carried 30 ECTS credits. The programme was a combination of lectures, seminars, workshops and excursions and three weeks of school placement.

Makeeva and Lopukhova (2018, p. 366), when referring to internationalisation in Russia, state that many universities are investing in the preparation of students by enhancing internationalisation at home and for that they “invite guest professors, attract faculty from international academic market, introduce courses in English, find partner institutes in Russian-speaking countries of the former Soviet Union or simply recruit students from low-income countries to come and study in Russia”. Another example of the practices

developed is the Cross-Cultural Communication Course - CCC that aims to understand diverse cultures in a process of rapid globalisation. "The course aimed at developing an individual's intellectual appreciation for cultural differences and sensitivity regarding intercultural interactions, mostly through the use of the language" (ibid., pp. 366-7).

By selecting these examples of good practices, it was the intention of this research to highlight that internationalisation of teacher education is a complex field, where different values, perspectives and ideas coexist. Internationalisation of teacher education occurs at different speeds and there is an uneven degree of accomplishment in the different regions of the globe. In these circumstances each country performs practices of internationalisation, in order to fulfil its own aims.

SECTION 2: TEACHER EDUCATION IN PORTUGAL, POLAND AND SPAIN

In this section all the institutions that are part of the DITE Project are going to give a brief overview of how teacher education is organised in their country and in the institution that participates in the DITE.

2.1. Teacher Education in Portugal

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Public teacher education in Portugal is based on a dual institutional model: universities and polytechnics. The university system in Portugal goes back to 1290. Polytechnics are much younger, and their development began in the late 1970s through mergers of formerly post-secondary vocational institutions. Currently there are 12 universities and 16 polytechnics with teacher education programmes in Portugal.

Polytechnic programmes are, mostly, aimed at students that expect to become teachers of children under 12 years old. University programmes are, mostly, designed to teach children above that age until high school graduation (18 years old). To become a teacher in Portugal it is necessary to complete a **first cycle programme – bachelor's** (as is described in the table below in the **entry requirements**), and a **second cycle programme – master's**.

2.1.1. Teacher Education at the University of Porto

UP has 14 faculties, three of these faculties have teacher education programmes (master's), and two have one joint education programme (master's).

The Faculty of Psychology and Educational Sciences and the Faculty of Fine Arts have developed a joint master's for teachers of Visual Arts.

The Faculty of Arts and Humanities offers a total of 7 master's programmes in teacher education: Philosophy, Geography, History, English, Portuguese and a foreigner language (German or Spanish or French or English), Portuguese, English and another foreigner language (German or Spanish or French).

The Faculty of Sport offers a master's in Physical Education.

The Faculty of Sciences offers 4 master's programmes in teacher education: a master's in Biology and Geology, a master's in Physics and Chemistry, a master's in Mathematics and one in Teaching and Dissemination of Sciences.

TABLE 2: FACULTIES AND PROGRAMMES FOR TEACHER EDUCATION AT UNIVERSITY OF PORTO (MASTER'S)

Faculty	Master	Entry requirements	Length	ECTS	Teaching practice/E CTS	Master report
Faculty of Psychology and Educational Sciences and Faculty of Fine Arts	Visual Arts Education	Bachelor degree in Plastic Arts or similar	4 semesters	120	Yes 30	yes
	Philosophy Education	Bachelor degree, Portuguese language test	4 semesters	120	Yes 48	yes
Faculty of Arts and Humanities	Geography Education	Bachelor degree, Portuguese language test	4 semesters	120	Yes 48	yes
	History Education	Bachelor degree, Portuguese language test	4 semesters	120	Yes 48	yes
	English Education	Bachelor degree, Portuguese language test, 80-100 ECTS in English studies, at least 36 ECTS in English	3 semesters	90	Yes 30	yes
	Portuguese and a foreign language (German, Spanish, French or English) Education	Bachelor degree, Portuguese language test, 80 ECTS in Portuguese studies, at least 36 ECTS in Portuguese; 60 ECTS in German or Spanish or French or English literature, at least 36 ECTS in a respective language	4 semesters	120	Yes 48	yes
	Portuguese Education	Bachelor degree, Portuguese	4 semesters	120	Yes 48	yes

		language test, 120 ECTS in Portuguese				
	English and another foreign language Education	Bachelor degree, Portuguese language test, 80 ECTS in English studies, at least 36 ECTS in English; 60 ECTS in German, Spanish or French studies, at least, 36 ECTS in a respective language	4 semesters	120	Yes 48	yes
Faculty of Sport	Physical Education	Bachelor degree in Physical Education and Sport	4 semesters	120	Yes 48	yes
Faculty of Sciences	Biology and Geology Education	Bachelor degree with a minimum of 50 ECTS in Biology and 50 ECTS in Geology, Portuguese language test	4 semesters	120	Yes 48	yes
	Physics and Chemistry Education	Bachelor degree with a minimum of 50 ECTS in Chemistry and 50 ECTS in Physics, Portuguese language test	4 semesters	120	Yes 48	yes
	Mathematics Education	Bachelor degree with a minimum of 120 ECTS in Mathematics, Portuguese language test	4 semesters	120	Yes 48	yes
	Teaching and Dissemination of Sciences	Bachelor degree in natural or exact sciences, engineering or technology	4 semesters	120	No	yes

2.2. Teacher Education in Poland

In the Polish education system, teacher education is regulated by two documents: Act of 27 July 2005 Law on Higher Education and Science (Dz.U. (Journal of Laws) of 2005, No. 164, item 1365 as amended); and Order of the Minister of Science and Higher Education of 25 July 2019 on standards of initial teacher education (Dz.U. (Journal of Laws) of 2019, item 1450).

Both concern teacher education in Poland and they both need to be taken into consideration when creating teacher training programmes at higher education institutions in the country. There is no legal possibility to start educating future teachers on tertiary level without the above mentioned acts. They regulate, among other things, the following aspects:

- • • • Number of ECTS points that need to be achieved on each level on education (first and second cycle)
- • • • Intended and achieved learning outcomes
- • • • Number of practical classes for each teacher-to-be
- • • • Basic subjects to be included in the teacher education curriculum
- • • • Organization of teacher education

On this basis, **teacher education in Poland is provided only at the level of universities** that meet the conditions set out in the Law on Higher Education and Science in three categories: **subject teacher, preschool and early childhood education teacher and special education teacher.**

The training of **subject teachers** includes **long-cycle master's degree programmes or first- and second-cycle degree programmes** implemented in the same scope, whereas the **preschool and early childhood education teacher training and special education teacher training** are conducted **only in long-cycle master's degree programmes.**

Students can also obtain qualifications to work as a special education teacher at **postgraduate studies.** However, only teachers who are already qualified to teach a subject or to conduct educational activities may be admitted to such programmes.

Postgraduate studies that offer teaching qualifications may be delivered only by a higher education institution that provides teacher training staff for first- and second-cycle degree programmes or long-cycle master's degree programmes in a field corresponding to the scope of postgraduate studies.

2.2.1. Teacher Education at the University of Szczecin

The University of Szczecin has 7 faculties, 4 of these faculties offer teacher education in long-cycle master's degree programmes or first- and second-cycle degree programmes.

The Faculty of Social Sciences offers long-cycle master's degree programmes in **preschool and early childhood education** teacher training and **special education** teacher training as well as first- and second-cycle degree programmes in general pedagogy, resocialization pedagogy and pedagogy of care and education.

The Faculty of Theology offers a long-cycle master's degree programme for future priests to become **religion teachers**.

The Faculty of Humanities provides teacher education in first- and second-cycle degree programmes in the field of **Polish as a mother-tongue and as a foreign language**. Additionally, the faculty offers teacher education in **foreign languages (English or German)**. In the 2022/2023 academic year a new field of study for teachers was introduced. The **binational German-Polish teacher training degree** has a joint curriculum, which is completed in part at the University of Greifswald and in part at the University of Szczecin.

The Faculty of Health and Physical Education offers **teacher education in PE** in first- and second-cycle degree programmes.

To become a teacher, a student must obtain 300 ECTS in long-cycle master's degree programmes or first- (180 ECTS) and second-cycle (120 ECTS) degree programmes. All students are required to complete at least **150 hours of teaching practice**. Apart from that, students are expected to write a master's thesis and to pass the diploma exam. The University also offers post-graduate studies to get a teaching qualification for specialists in given disciplines.

2.2.2. Teacher Education at the Adam Mickiewicz University

In order to implement those national standards and to be sure that all teacher education programmes are developed and implemented appropriately, the AMU has created the **Center for Coordination and Program Education of Teachers** (Polish *Ośrodek Koordynacyjno-Programowego Kształcenia Nauczycieli*). Its major tasks are:

- • • • coordinating the programme and organisation of education preparing for practicing the profession of a teacher in the field of psychological and pedagogical classes;
- • • • coordinating and monitoring programme changes in education preparing for the profession of a teacher related to adapting the study program to current legal regulations;
- • • • information and consultation support for students and organizational units of universities that provide vocational training in the teaching profession
- • • • initiating and conducting activities for quality education preparing for the teaching profession.

The following AMU faculties provide teacher education for their students:

- Biology
- Chemistry
- English
- Foreign Languages
- Polish and Classical Studies
- History
- Geographical and Geological Sciences
- Maths and IT
- Physics
- Art Studies
- Theology
- Educational Studies

Apart from **full time and part time first- and second-cycle programmes** for future teachers, there are also **postgraduate programmes** that offer teaching qualifications. They cater for students who did not get a teaching licence during their regular studies yet wish to become teachers of their specialization.

2.3. Teacher Education in Spain

In Spain, teachers of the first stages of education, that is pre-school (children aged 3 to 6) and primary education (children aged 6 to 12) must get a professional degree (240 ECTS), which trains, prepares and confers qualifications for the profession in each of the stages, even though the labour system allows mobility between these two educational levels.

A degree in any discipline (240 ECTS) is the basis for the initial training of future teachers working in compulsory secondary education (12 to 16 year olds), high schools (16 to 18 year olds), vocational training (16 year olds and older) and official language schools. Once the degree has been completed, it is necessary to take a university **Master's Degree in Training for Teachers of Compulsory Secondary Education and Upper Secondary Education** and/or **Professional Training and Language Teaching**. This master's degree gives access to certain specialities based on the student's previous training. These specialities are regulated at state level and each university can teach all or some of them.

2.3.1. Teacher Education at Universitat Rovira i Virgili (URV)

The **regional government** (in this case, the Generalitat de Catalunya) awards the teaching qualifications in individual specialities in order to guarantee **an offer based on demand, territorial distribution and present and future needs of teachers** in the system in the Catalan territory. In the case of the URV, a master's degree is managed by the Faculty of Educational Sciences and Psychology with the participation of 11 departments, which makes it possible to obtain teaching qualifications in 10 specialties that are currently on offer:

- | | |
|--|--|
| — Natural Sciences (Physics and Chemistry) | — Natural Sciences (Biology and Geology) |
| — Technology | — Economics |
| — Industrial Technologies | — Business Administration |
| — Foreign Languages (English) | — Geography and History |
| — Catalan Language and Literature | — Spanish Language and Literature |

The **master's structure**, in accordance with the Royal Decree 1834/2008, **requires 60 ECTS (1 year)**. They are awarded for a shared block (20 ECTS), a speciality block (20 ECTS), teaching practice (14 ECTS) and a master's final thesis (6 ECTS), where students prepare

a work that features innovation and educational research that they will have to defend in front of a court.

SECTION 3: FINDINGS FROM INTERVIEWS/FOCUS GROUPS

In order to fully understand the situation of internationalisation of teacher education in the participant institutions of the DITE Project, the team drafted a script that was used by all of them. One institution (UP) organised **focus sessions** and all the other centres organised **individual interviews**. The script asked the following questions:

- • • • **What does Internationalisation of Teacher Education (ITE) mean to you?**
- • • • **What does ITE mean for your organisation?**
- • • • **What are the values, challenges, possibilities and barriers of ITE?**
- • • • **Could you identify and describe any experiences connected with ITE that you would share with your organization (good practices)?**
- • • • **How would you implement the internationalisation of teacher education in your faculty/studies? Could you share/Do you have any ideas?**

All the participants gave their consent to be interviewed and recorded by using a form that was produced by the DITE team. Anonymity was also ensured, this is why when recordings were transcribed participants were identified by their occupation and a number (e.g., Teacher Educator 1). This identification will be used when quotations are added to the texts of the analysis.

3.1. University of Porto - organisation and analysis of focus groups

In order to get the perspectives from those involved in teacher education at the University of Porto (UP), we have organised **3 focus group sessions**: one with 4 course directors, one with 5 teacher educators and one with 6 students (future teachers). These focus groups were recorded, then transcribed and analysed by using NVivo.

Through the use of NVivo we ended up with **6 major dimensions of the analysis**:

- • • • internationalisation (meanings);
- • • • barriers to internationalisation;
- • • • good practices of internationalisation;
- • • • facilitators to internationalisation;
- • • • values that should underpin internationalisation;
- • • • challenges to overcome in the future for internationalisation.

These major dimensions of analysis are then divided in several categories and subcategories which will be presented below.

3.1.1. Internationalisation (meanings)

This dimension is divided into 4 categories and one of the categories is divided into 2 subcategories.

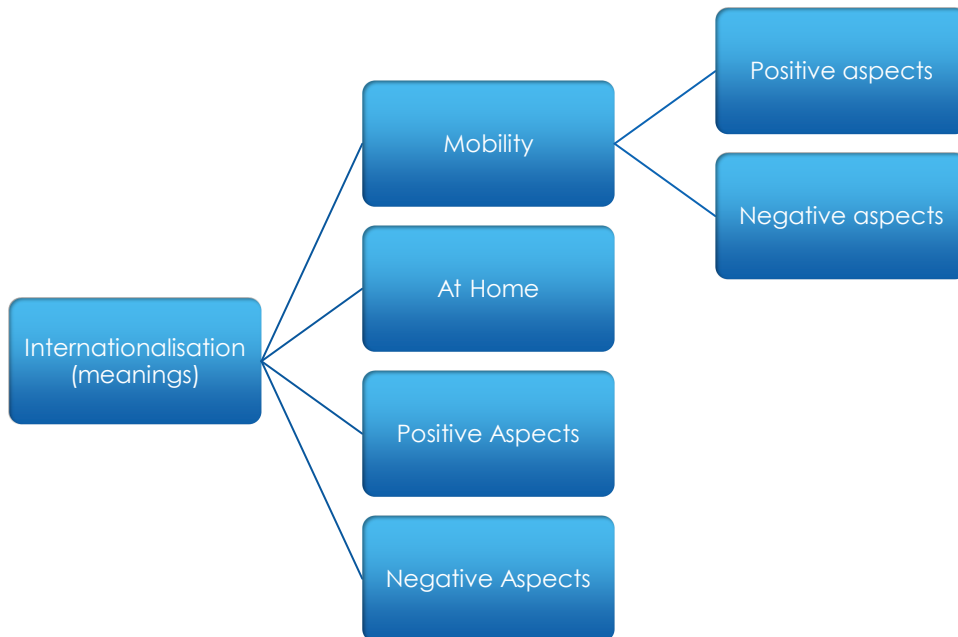


FIGURE 3: INTERNATIONALISATION (MEANINGS) IN THE OPINION OF DIRECTORS, TEACHER EDUCATORS AND STUDENTS (UP)

Participants from these three groups said that when they thought about internationalisation of teachers' education they always thought about **mobility**

“internationalisation means mobility” – Teacher Educator 5. However, they started to think in other terms, especially the directors and the teacher educators, after reading some articles for the literature review of this project. Teacher Educator 3 says: “before the literature review, I thought that we were only going to talk about mobility”. When confronted with other ways of internationalising in the focus groups, students confessed that “in fact the meaning of internationalisation has become larger to me since I started this focus group” – Student 2.

Directors, teacher educators and students alike see **positive aspects** in the internationalisation of teacher education. Some of the benefits mentioned by the students are: improvement of cultural perspectives when working in international networks, developing a sensitivity towards others, seeing other ways of working, expanding knowledge, learning to hold dialogue and to share with others who are different than them, developing a critical sense towards themselves and openness towards others and learning from others.

Teacher educators mention the possibility of contact and of learning how teacher education is developed in other countries and sharing experiences and cultural perspectives in order to jointly reconstruct professional knowledge and accept diversity. Internationalisation is also seen as something that can promote the preparation of teachers to work in diverse contexts and even in diverse countries. Directors consider internationalisation as cooperation and it only has a **negative meaning** if it is seen as indoctrination.

These groups believed that **mobility** as a form of internationalisation had **positive aspects**. Students underlined the personal benefits of meeting other people that are culturally different from them and learning from that, while deconstructing myths and understanding that those people also have something in common with them – “and that gives you a world vision” - Student 2.

Teacher educators and directors underlined the professional benefits of mobility. They classified it as an enriching experience since both parties can learn more about each other's educational systems and teacher education. “It is very enriching because they share what it is like in Italy, in Spain” – Director 4.

Students were the only group to mention **negative aspects of mobility**. Students mentioned that many students go abroad not with the purpose of learning and participating in an open cultural exchange, but rather as tourists, with a consumerist approach towards the place “the behaviour was a form of consumerism of the place

without any concern to know the culture and to understand it. I could see that when people refused to learn the language and preferred to hang out with people from their own country" – Student 2.

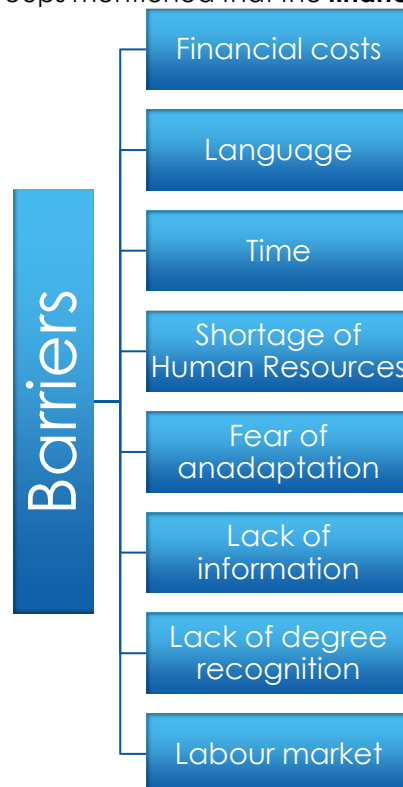
Internationalisation at home was referred to by the 3 groups as something that already happens in their courses of teacher education. All of them considered it as positive since it could bring new knowledge to teacher education without leaving the country. International seminars, bibliography, guest teachers, online meetings, online research and curriculum perspectives were mentioned.

3.1.2. Barriers to internationalisation

This dimension is divided into 8 categories.

FIGURE 4: BARRIERS TO INTERNATIONALISATION IN THE OPINION OF DIRECTORS, TEACHER EDUCATORS AND STUDENTS (UP)

When referring to the barriers to internationalisation the participants referred to 8 different types of barriers, most of which are related to mobility. Participants of students' and teacher educators' focus groups mentioned that the **financial costs** of going abroad are



one of the main barriers to internationalisation through mobility. All of the participants are aware that grants are awarded, however, they are not enough to cover the costs of living and studying abroad. All of them agreed that students that go abroad and have

an internationalisation experience are usually students from upper social classes – “I have this idea that the students that go on Erasmus programmes are those from wealthy families” – Student 6.

Another barrier that was mentioned was the necessity to know a **foreign language**. The participants of the three focus groups mentioned this barrier. The language is not only identified as a barrier when students go abroad or when students come to the UP. It also comes into light when teachers want students to read some materials in another language or participate in international events – “Portuguese students finish high school with a good knowledge of English compared with students from other countries, but it is not enough to listen to a webinar or to participate in an international conference” – Director 1.

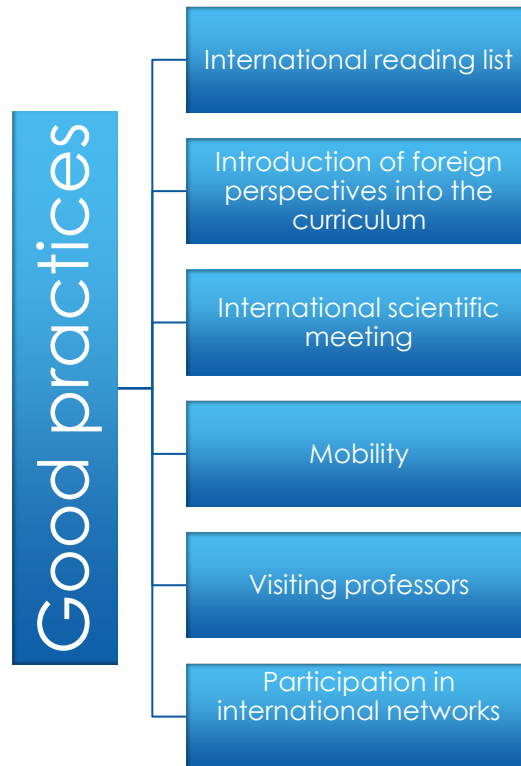
In the specific case of teacher education master's, the **time** is considered a barrier to mobility that is difficult to overcome since the programme is structured to span two years. The first year is organised to introduce students to the Portuguese educational system and the second is a placement in schools where they have classes to teach. Teacher educators even say that they try to discourage their students from taking advantage of mobility because there is not enough time during the master's course – “I do not foster that idea of mobility among my master's students since they will have a year at the faculty that is hardly enough and then a year at the schools” – Teacher Educator 5.

The above mentioned barriers are ones that are mentioned more frequently by the different groups; however, the **lack of recognition of the degrees by the countries**, the **teachers' labour market restricted to Portugal**, and **shortages of human resources** means that teacher educators are left with little time to develop internationalisation activities; **the lack of information** by the faculties identified by some students and finally the **students' fear of adaptation** to other countries' educational systems are the barriers mentioned in these focus groups.

3.1.3. Good Practices of internationalisation

This dimension is divided into 6 categories.

FIGURE 5: GOOD PRACTICES OF INTERNATIONALISATION IN THE OPINION OF DIRECTORS, TEACHER EDUCATORS AND STUDENTS (UP)



Students, directors and teacher educators alike report that they have had experiences of internationalisation in the teacher education master's courses. Directors and teacher educators encourage their students to participate **in international scientific meetings** and some of the students declared that they have already participated in those meetings and thought it was a very important experience – “it was a conference with professors from Belgium talking about teacher education there, specifically in our context of study, Visual Arts, and I thought it was very important to have that experience” – Student 4.

The inclusion of **foreign reading lists and perspectives** in the **curriculum** is a practice that all the participants recognized to be essential in order to be in contact with the lines of thought from other countries – “one point that I could classify as positive in the master's course is the reading list that is very international and in fact is a way of getting in touch with perspectives from other places” – Student 4.

Mobility in and out is also considered important, however, is very scarce in master's teachers' courses due to the barriers that were mentioned above.

All of the participants of the three focus groups claimed that having **guest teachers** from other countries in their faculties was an excellent experience of internationalisation – “I had some classes with a professor that came from Montenegro (...) and this was a very enriching experience” – Student 3.

Teacher educators and directors point out that they belong to **international networks of research** and their students have the opportunity to work with students from other countries online – “we have online experiences that are very interesting. We have been developing cooperative works with different countries that participate in the same physical education project” – Teacher Educator 2.

3.1.4. Facilitators of internationalisation

This dimension is divided into 4 categories.

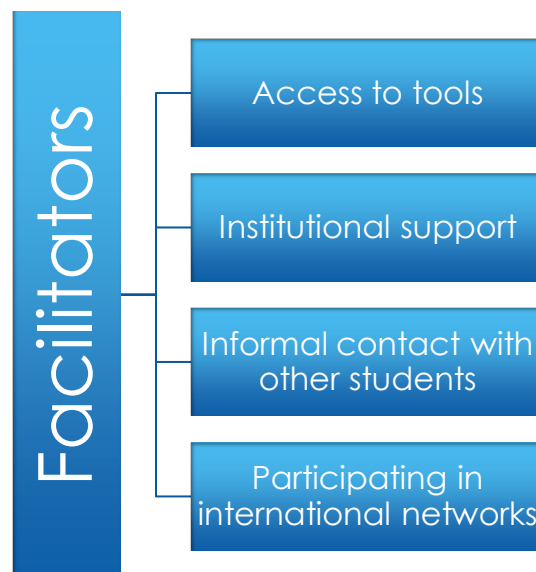


FIGURE 6: FACILITATORS OF INTERNATIONALISATION IN THE OPINION OF DIRECTORS, TEACHER EDUCATORS AND STUDENTS (UP)

When the participants of the focus groups thought about what can facilitate internationalisation of teacher education, they were unanimous in mentioning **institutional support**. Faculties' backing was considered of great importance because they can provide information about scientific meetings held in the institution or elsewhere, they can develop international projects, they can provide information about mobility, they can offer language courses and they can help students find

accommodation while exercising mobility – “one thing that I think is important in this faculty is the newsletter that informs us about the meetings that will happen”- Student 4.

Students also think that there are some **tools** that can facilitate internationalisation, such as having a good knowledge of English and open access to information. Directors mention the facility students have to work with new technologies – “I think it is very easy for them to work with platforms such as zoom and teams” – Director 1.

Students say that mobility can be facilitated when you **know other students that have already done mobility** to the same country or if there are mentorship programmes in the faculties that will receive those students – “at that time I benefited because I met a student that already went there” – Student 2.

Students also think that if the faculty they attend is integrated in **international networks** this facilitates internationalisation. However, they think that this integration can take some time and that master’s courses that have more time probably have more established international networks – “it is necessary time to build those relationships and understand what is possible to do” – Student 4.

3.1.5. Values underpinning internationalisation

When it comes to values that should support internationalisation, teacher educators refer to **cultural sharing** as the most important value. Directors refer to values such as **cosmopolitanism, democracy, diversity, multiculturalism, citizenship, inclusion, respect** and **tolerance**.

Students refer to **free and open access to information, freedom, truth, affection, criticism, self-criticism** and **cultural sharing**, but also “the capacity to listen to others and the others’ cultures. Perhaps the most difficult thing is to know how to establish this cultural and intercultural communication” – Student 2.

TABLE 3: VALUES UNDERPINNING INTERNATIONALISATION IN THE OPINION OF DIRECTORS, TEACHER EDUCATORS AND STUDENTS (UP)

Directors	Teacher Educators	Students
Cosmopolitanism Democracy Diversity Multiculturalism Citizenship Inclusion Respect Tolerance	Cultural sharing	Open and free access to information Freedom Truth Affection Criticism Self-criticism Cultural sharing Capacity to listen to others and their culture

3.1.6. Challenges to overcome in the future

This dimension is divided into 8 categories concerning internationalisation as a whole and 3 more categories concerning internationalisation as mobility.

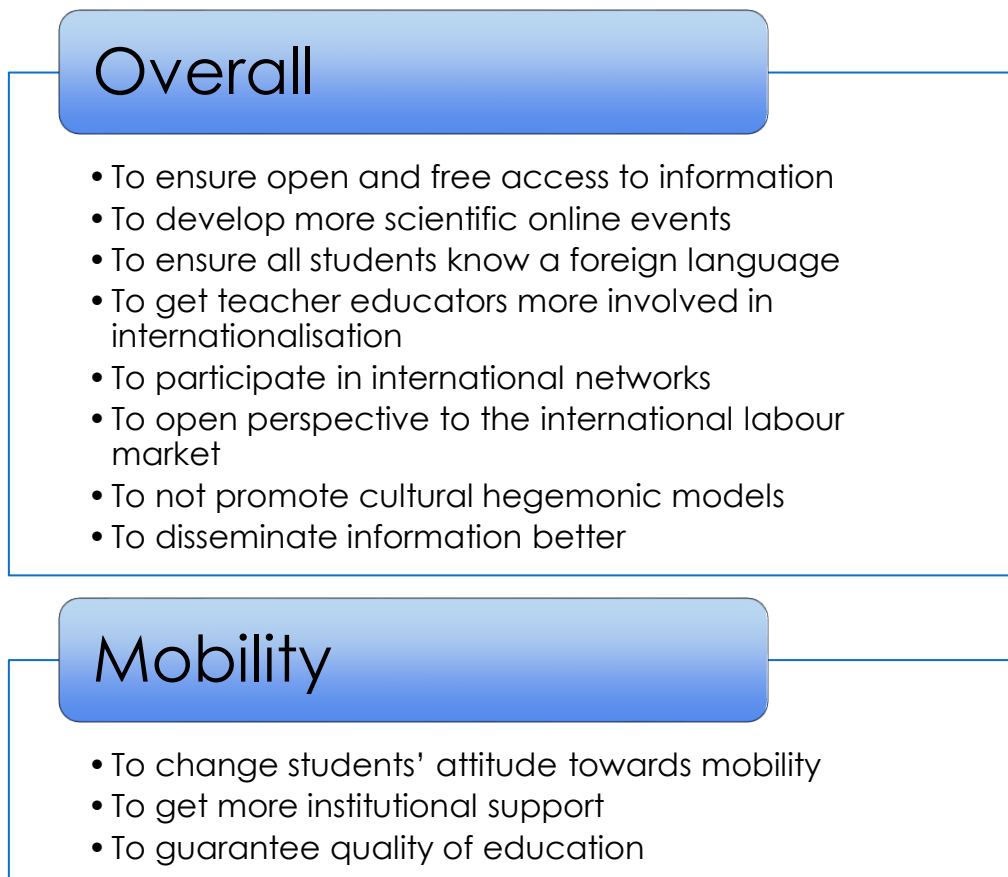


Figure 7: Challenges to overcome in the future in the opinion of directors, teacher educators and students (UP)

If universities worldwide wish to make internationalisation a priority in the everyday life of their students, there are some challenges that need to be overcome. As far as **mobility** is concerned students think that it would be important **to change students' attitude towards mobility**. In their opinion students should ask themselves why they want to go abroad and how they wish to do that before they attempt any kind of mobility. Another important issue is to get more **institutional support** so that all students have the same opportunities when it comes to financial issues. They also think that this period abroad should be organized by universities.

Students suggested that before going abroad students should receive some kind of preparation and support in their institution. It was proposed that the institution could organize a portfolio with information collected from former students that went to a particular faculty and share it with those interested in going there in the future or have sessions where information could be shared. Students also think that universities should organize themselves to receive students by developing mentorship programmes that could be helpful in the context of students' adaptation. In their opinion universities should recognize the degrees obtained in other universities.

Students also think that there should be more information about the mobility programmes in their faculties.

Teacher educators think it is necessary to guarantee quality of education provided by other faculties.

When we talk about the barrier that emerges due to the timing of programmes, students make various suggestions on how to overcome this challenge: to have a full sponsored year at the end of the course to get to know other realities other than the Portuguese, called "school year", a semester of teaching practice in Portugal and one semester abroad or "small periods of mobility that could happen during the two years, not all the students at the same time, but so that ultimately all have the opportunity to go" – Student 1.

When speaking about internationalisation as a whole, students think that **all students should be provided open and free access to information and know a foreign language** – "because it is the only instrument we can use in the face of the difficulty of practising mobility. (...) I never went to the Vatican but I had to see the Sistine Chapel online in order to do a school work about the Renaissance and that sharing, that availability, that open access was very important" – Student 3.

When it comes to internationalisation as a whole, students refer to the importance of universities developing more partnerships with other universities and institutions abroad, and these partnerships give rise to **development of research networks**. Universities should also **disseminate information** better and **develop more scientific events online**.

Directors and teacher educators think that teacher educators should **get more involved in internationalisation**.

Teacher educators and students think that education developed abroad should give students some kind of certification that could enhance their professional portfolio and both groups agree that if Portuguese students could become teachers in other countries, especially in Europe and in countries that speak Portuguese, they would be more willing to participate in internationalisation programmes. They think that **the labour market should be extended**.

Another challenge mentioned by all the participants is the necessity to become more and more aware of the **westernisation of knowledge in a way to prevent it from becoming a hegemonic model** – “students become aware that internationalisation is not only about western knowledge” – Director 3.

The UP participants in the focus groups on internationalisation of teacher education unanimously recognise the importance of internationalisation in teacher education, especially the contribution it can give to a more tolerant world towards diversity. Mobility is not seen as the better choice to do it, since many barriers have emerged against it. However, the participants tried to find ways to overcome those obstacles and some ideas were developed.

At the same time, the participants became more familiar with new meanings of internationalisation, that go beyond mobility. These meanings include the notion of internationalisation at home. It was recognized that it is already part of everyday life of faculties and that internationalisation at home has a lot of benefits in the particular case of internationalisation of teacher education. However, its implementation at the UP has not yet become formalised, in the sense that it doesn't occur as something that is planned, but rather non-intentionally.

All the participants quoted some challenges that faculties at the UP face in order to accomplish internationalisation of teacher education, but at the same time those faculties are seen as the main facilitators of internationalisation, since they have the necessary means to make it become a reality and to involve students in that process.

On the one hand, internationalisation of teacher education at the UP seems to be at a starting point, but on the other hand those involved in this path seem to be optimistic and aware of what is necessary to do in order to accomplish such an endeavour.

3.2. The University of Szczecin – organisation and analysis of interviews

The data was collected using problem-centred interviewing techniques. The interviews were conducted among 15 participants, including: **4 individuals managing** the departments of the University of Szczecin where teacher education is delivered, **6 teachers** who are engaged in teacher education and **5 students** who are training for the teaching profession. The interviews were conducted in September and October 2022¹.

3.2.1. Internationalisation of teacher education

According to the managers of the Faculty/Department, **internationalisation of teacher Education (ITE)** is understood “as the exchange of educational experiences in a multicultural environment on a macro scale (regarding all subjects) and micro scale (regarding individual subjects)” - M-2. ITE should include:

- expanding knowledge, skills and didactics' expertise in foreign academic centres;
- possibility to conduct teaching activities in foreign academic centres;
- joint didactics projects with foreign and Polish teachers;
- classes at Polish universities delivered by foreign instructors.

According to teachers, ITE “creates the possibility to plan and implement teachers' education process in which the contact, transfer and implementation of educational experiences generated outside the home and academic environment play an increasingly important role” - M-3. It means:

- activities aimed at strengthening language competences of candidates for teachers;
- sharing skills and experiences with foreign academics during conferences (also online), workshops, meetings and monographic lectures;
- creating a culturally diverse academic campus;

¹ Codes were assigned to the interviews to preserve anonymity of research participants. The letter in the code indicates the role at the university: M - manager, T - teacher, S - student, and the number - interview number.

- creating education programmes based on multicultural experiences;
- delivering inclusive education, knowing, accepting and taking into account the cultural differences among pupils and students, prepared for students from different countries (such as creating faculties in English).

According to students, ITE “is a complete education aspect helping teachers develop their cultural, social and linguistic skills” - S-2. Students listed:

- classes with foreign instructors;
- discussing topics related to intercultural issues;
- teachers developing skills which help them to be up to date with the newest world knowledge;
- trips abroad taken by students as a part of the student exchange.

All interviewed groups accepted that ITE can be understood as improving the preparation of teachers for their profession by giving it an international and intercultural dimension and establishing constant scientific and didactic cooperation between academic centres around the world.

3.2.2. the meaning of internationalisation of teacher education for the organisation

When asked about the meaning of ITE at the university, managers, teachers and students named a few different activities. These are:

- international exchange, as part of the Erasmus + program and other international projects, implementation of foreign work placements;
- compulsory lectures in foreign languages;
- innovative and internationalising study programmes that use international research knowledge and data;
- conducting research in cooperation with other foreign centres;
- participating in international scientific and didactic conferences and events promoting the University of Szczecin in international organizations;
- inviting foreign academics, e.g., lectures, conference participation, etc.;
- access to international databases and scientific publications;
- language courses for students and teachers;
- content of classes (lectures on the culture of other countries; lectures on cultural differences, including differences in education systems);
- foreign literature used in classes;

- training in educational institutions in a neighbouring country;
- casual conversations using borrowings from a foreign language;
- academic teachers motivating (encouraging) students to undertake activities connected with internationalisation, including work placements.

All groups of respondents mentioned international exchange within Erasmus+ and other projects as well as lectures in foreign languages. "Definitely, programmes such as Erasmus+ in which academic teachers from my university conduct classes with students from abroad are of great importance. These are artistic and didactic projects offered in relation to cooperation with international partners within cross border cooperation supported by the Interreg A funding, German Academic Exchange Service DAAD and Erasmus + programmes". - T-6.

Individuals responsible for managing the Faculty/Department, as well as teachers pointed out that creating study programmes, participating in international scientific and didactic conferences, taking part in various events that promote the University of Szczecin in international organisations are ways of implementing internationalisation.

For teachers, access to international databases and scientific publications or encouraging students to take part in actions connected with ITE, including work placements, turned out to be essential. It is consistent with the students' approach, for whom ITE at the faculty/department means, for instance, using foreign literature during classes and motivating students to take part in ITE actions. "It is important to encourage lecturers to carry out internationalisation activities" - S-5.

In foreign language teacher education, ITE additionally means:

- studies in cooperation with the University of Greifswald for future teachers of Polish and German languages (as L1 and L2) in Poland and Germany;
- "personal relationships with the University of Bielefeld, leading to training teachers of German as a foreign language" – M-2;
- training future teachers to work with multilingual groups;
- teaching Polish language to incoming Erasmus + students;

Teachers Academy (TA) – agreement of universities (Szczecin, Greifswald, Dublin, Riga) to compare educational systems in partner countries, to develop supplementary offers in training the language teachers: German, English, Russian and to create common module of training for teachers, with regard to educational law in TA countries.

3.2.3. Values, challenges, opportunities and barriers of internationalisation of teacher education

The table below presents values, challenges, opportunities and barriers of ITE.

TABLE 4: VALUES, CHALLENGES, OPPORTUNITIES AND BARRIERS OF INTERNATIONALISATION OF TEACHER EDUCATION IN THE OPINION OF MANAGERS, TEACHERS AND STUDENTS (USZ)

VALUES	M	T	S
Understanding and openness to others, different cultures and traditions	X	X	X
Learning tolerance and understanding	X		
Getting to know teachers from different countries (their successes, difficulties)	X		
Building a global teaching community focused on educational research; peaceful coexistence		X	
Building teachers' experiences in catering for cultural differences		X	
Expanding knowledge, skills and competences (including improvement of foreign languages, teachers' skills, comparative analysis and evaluation of different solutions in terms of pedagogical usefulness)	X	X	X
Exchange of experiences		X	
Connecting personal development (as a human being) and professional development (as a teacher)			X
Overcoming one's barriers, overcoming stereotypes, getting used to mobility			X
A sense of professional fulfilment and confidence in the teaching profession	X		
Higher quality of research and teaching actions (and as a result, higher quality of education at the University)	X	X	
Motivation for active and permanent learning of a foreign language	X	X	X
Time and organisational limitations (the issue of departures)		X	X
OPPORTUNITIES	M	T	S
Participation in international competitions and programmes	X		X

Individual international contacts leading to institutional cooperation	X		X
Conducting international research on education		X	
Organization / co-organization of international scientific conferences, methodological conferences, or other forms of professional development for teachers		X	
Understanding the diversity of methodological approaches from an international perspective	X		
Direct participation in education abroad, training abroad	X	X	X
Exchange of experiences, language learning, self-development	X	X	X
Implementation of good teaching practices in your work and the educational process at your university	X		
Diversification of approaches to teacher education and training	X		
Opportunity to work in bilingual schools/classes, with foreigners or with a foreign language as primary language of instruction		X	
Future teachers building a feeling of being an expert in their field, developing their creative and critical thinking		X	
Spending time in a new place, relaxing from everyday life			X
BARRIERS	M	T	S
Mental (concerns about traveling, studying abroad, lack of on-site support)	X	X	X
Linguistic; lack of interpersonal skills; awkwardness	X	X	X
Formal travel restrictions (pandemic, wars, etc.)	X		
Financial	X		
Organisational (complicated procedures for organising or participating in international events)		X	
Failure to promote and demonstrate the value of internationalisation of teacher education		X	

Too few international exchange projects and teachers from abroad at the University	X		X
Motivational (marginal need for students/teachers to participate in internationalisation programmes)		X	
Different education-related law in different countries	X	X	
Decreasing number of people willing to prepare for the teaching profession	X		
No real prospect of using the acquired competences		X	
Life plans interfering with going abroad; no time		X	X
Absence from University			X

The **values** shared by the respondents are of a cognitive nature (learning about new countries, cultures, and traditions) and concern personal development (knowledge, skills, and competencies). One of the managers put it as follows: "The internationalisation of teachers contributes to the improvement of their own competences; thus, they carry out more opportunities available to them, take part in competitions for grants, and participate in programmes. This increases the sense of professional fulfilment and confidence in the teaching profession, which in turn results in the quality of teaching, i.e. the quality of education at the University" - M-3.

The **challenge** is, first of all, to systematically learn a foreign language, "but also to find an international partner for cooperation" - T-6. It is common to see a multiple of opportunities arising from ITE, first of all, the exchange of experiences in the framework of foreign work placements "it gives the opportunity to work in bilingual schools/classes, with foreigners and with a foreign language as a language of instruction" -M-1; "the opportunity to implement good teaching practices in their own didactic work and in the educational process at the University" -M-1.

Implementing this process requires overcoming various **barriers**, mainly mental and communication-related. "Barriers include lack of funds, lack of language skills, fear of going to a foreign environment, where there will be no support to overcome the difficulties, lack of interpersonal skills, awkwardness." - S-3.

3.2.4. Experiences related to internationalisation of teacher education

The respondents - employees of faculties providing teacher education, that is teacher educators, indicated the following **experiences** related to ITE:

● ● ● **participation** of scientists, specialists, educators, and teachers **from abroad** in lectures, meetings, and study visits (exchange of experiences, innovative solutions). This also applies to the presence of foreign lecturers in the group of academic teachers in the field of study;

● ● ● an important aspect of inviting scientists, specialists, educators and teachers from abroad, is the **high level (in terms of quality) of the proposed lectures** and classes conducted by the invited specialists. Therefore, it is important that the persons appointed at the faculty (coordinators of international contacts) who are responsible for checking the possibility of proper completion of subjects abroad will have access to verification and control of the process. Unfortunately, it is practically impossible to control and verify the quality of classes conducted by lecturers coming from foreign universities as part of the exchange, and here **the experiences vary**: they may be both very good and very bad;

● ● ● participation of academic teachers in **international research and teaching projects**, international associations such as the European Forum for Teachers of Religion (EuFRES), and preparation of research applications;

- • • enabling students to **travel abroad** as part of international programmes and encouraging them to use them, including short (one or several days) trips to other countries during their studies, e.g. joint, Polish-German education of history teachers, entitling them to work in Poland and in Germany; in the case of trips abroad, the respondents mainly underlined exchanges within the **Erasmus+** program, which allow them to simultaneously gain knowledge, skills and experience in the field of social communication, as well as develop both language competences and foreign language teaching competences.
- • • Respondents also flagged up the following programmes: Interreg, DAAD, international exchange with Lithuania, Latvia, Ukraine and Germany, as well as trips of research groups to Berlin, e.g. to the Pergamon Museum.

- • • **changes in the didactic process:** introducing selected didactic practices (e.g. from the Contemplative University program or from the Australian Researcher Dr. Data Bao) within the framework of courses delivered; introducing foreign literature to the subjects and recommending students to read foreign books also translated into Polish; foreign language classes that improve linguistic and cultural competences.

3.2.5. Proposals for the implementation of internationalisation of teacher education

The main proposals for implementing ITE at the faculty/institute identified by all respondents are:

- • • **inviting specialists** from abroad or from native units to lectures, work placements, and study visits but who have gained experience abroad in other educational systems;



activities motivating students to participate in available **international programmes and travel abroad** (workshops, work placements, pilgrimages, projects that involve short trips to other countries during their studies). This is related to the preparation of students to take on the challenge in connection with foreign scientific and didactic trips, i.e. assimilation and acquisition of knowledge and skills in Poland, which can also be applied in practice abroad.



changes in the teaching process: **introduction of good practices**, such as:

- the British UKPSF (UK Professional Standards Framework/Fellowship of Higher Education Academy);
- creation of international study programmes in a foreign language. This option can be considered when it becomes necessary and attractive for international students in the field/disciplines such as, for example, special education. The problem of conducting classes in this mode arises in the case of teacher training preparing to working with young children, such as pre-school pedagogy, in which the main task of the teacher is to teach young children to use their national language not only in writing, but also in speech;
- a greater number of optional courses and lectures offered in foreign languages;
- access to foreign literature used to implement the education process, libraries with greater resources of publications and teaching materials used in other countries;
- improving the quality of foreign language education and more courses and training in different foreign languages, including self-study courses;



methodology: practical solutions applied in other countries, motivating research work related to internationalisation and the use of presentations informing about the results of international research on education; students emphasised that there are few such activities;



disseminating information on international exchange programmes. Popularization of mobility programmes with particular use of the Internet and the possibility of remote meetings permanently included in the study programmes. In this context, it is also proposed that a platform for offers of activities coming from international universities be created so that every employee or student can access it, propose something or join ongoing projects, and reduce the amount of documentation related to the Erasmus mobility.

By exchanging the ITE practices used, the previous experience was combined with new solutions. It was pointed out that **this requires the development of a strategy**. It was proposed that a reward system be introduced for the participation of students in international projects. Although the respondents had no experience with ITE, the level of its implementation was assessed as satisfactory.

3.3. Adam Mickiewicz University - organisation and analysis of interviews

In order to get a varied perspective of Internationalisation of Teacher Education (ITE) at AMU, three different focus groups were interviewed:

- Authorities' representative for teacher education;
- Coordinators of teacher educators at faculty levels;
- Students (teachers-to-be).

Five people were interviewed online:

- Vice-Dean for Student Affairs and Organization of Education;

- Teacher educator, coordinator at the Faculty of English;
- Teacher educator, coordinator at the Faculty of Biology;
- First-cycle student at the Faculty of English;
- Second-cycle student at the Faculty of Biology.

These interviews were recorded using Microsoft Teams application. The interviews were subsequently transcribed and analysed by the DITE team members.

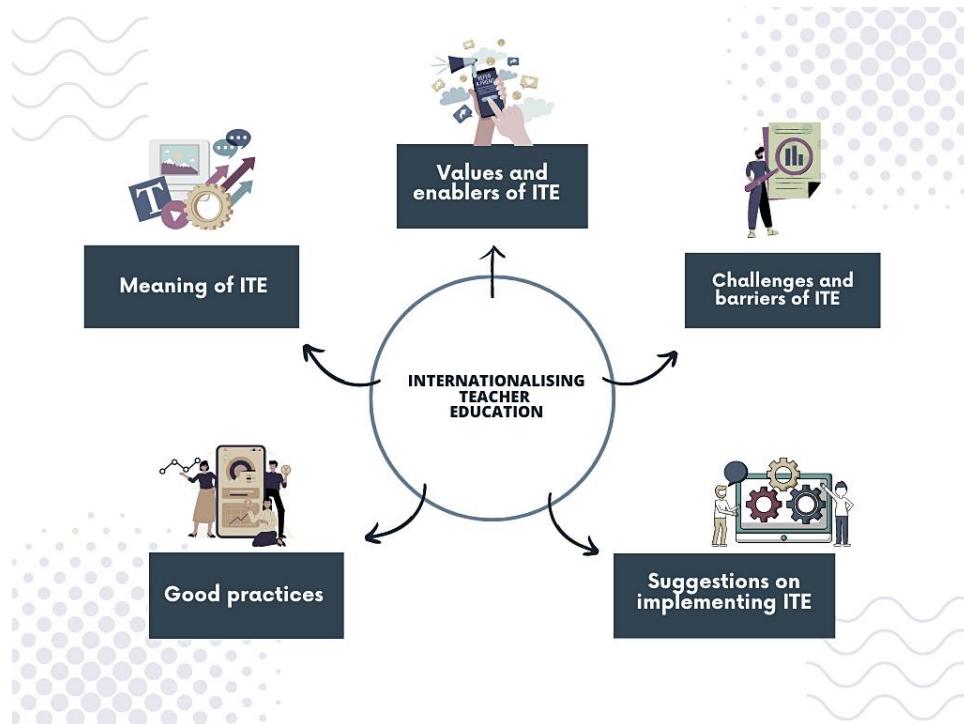


FIGURE 8: AREAS AND ASPECTS OF INTERNATIONALISATION OF TEACHER EDUCATION AT THE ADAM MICKIEWICZ UNIVERSITY

3.3.1. Meaning of internationalisation of teacher education

When asked about the meaning of ITE or how they perceive it, the focus groups gave relatively different answers. The authorities and program coordinators focused almost entirely on more systemic and institution-level activities, like:

- mobility (for students and staff);
- a possibility to take part in international projects, conferences;

- international visiting professors and guests, experts;
- international research;
- following international trends in teacher education (TE).

It was also mentioned that “internationalisation of TE is a great added value, especially from the perspective of English as a medium of instruction” - Teacher education coordinator 1.

Students of teacher education, on the other hand, focused on pragmatic and practical aspects of internationalisation and mentioned the intercultural side of internationalisation, the possibility to gain a new intercultural perspective on teaching and to learn about new, international teaching systems abroad. This intercultural perspective was mentioned both in the context of internationalisation at home as well as international mobility.

What is interesting, some of the interviewees were not familiar with the concept of “internationalisation at home” and what possibilities it may offer to teacher education. Upon further explanation by the interviewing person, it became clear, however, what it may involve and why it can be so effective.

3.3.2. Values and enablers of internationalisation of teacher education

All interviewees agreed that ITE is exceptionally relevant now, during the times of the war in Ukraine, when universities and schools have been experiencing high numbers of students from Ukraine. The biggest value in this respect is the intercultural part stemming from learning and working in an international environment. The fact that Poland had to accommodate the influx of Ukrainian students resulted in a swift preparation also from the cultural part for this task. It was also mentioned that “the more the teachers experience, the more they will enrich their teaching practise” - Teacher education coordinator 2.

Another important value mentioned both by coordinators as well as students was the fact that ITE as well as generally high quality of TE is closely linked with English proficiency. This can encourage certain groups at the university to take care of that at an early stage of their education/career.

The values detected by the students are again related to their richer outlook of the worlds, intercultural perspective and more global interpretation of teaching. This view

was also shared by the Vice-Dean, who said: *"The more they experience, the more they will enrich their teaching activities in the future"*- University Authorities at AMU.

3.3.3. Challenges and barriers of internationalisation of teacher education

All interviewees agreed as to two major challenges and at same time barriers in internationalising teacher education: **language proficiency and national regulations**.

Starting from the first one, the language issue is multidimensional. Firstly, both academics and students expressed their concerns apart from not being proficient enough in English (to go abroad, to study abroad, to attend a lecture in English), Polish people have a very low esteem regarding their level of English (for academic purpose) and as a result they don't even try to pursue international mobility or to attend conferences. *"Language proficiency is here extremely crucial, also for development, that's why it can be an issue"* - Student 1.

Another related challenge lies in the fact that all recent, **up-do-date and trending resources are also produced in English** and those students or academic teachers who do not have linguistic abilities to access them miss out.

Thirdly, there is an influx of Ukrainian students and teachers who quite often can't speak Polish or English or are not fluent enough to communicate freely. In order **to become a teacher in Poland, one needs to speak Polish** at at least B2 level and this leads to the second obstacle and barrier of ITE *"international students attend classes, but it's hard because these classes prepare them to teach in Poland"*- Teaching coordinator at AMU.

National regulations, as mentioned in the beginning, are obligatory and cannot be avoided when creating or developing a program for future teachers. Certain requirements need to be met and after fulfilling the criteria the program can educate alumni that will be licenced to be teachers in Poland. And that's where the biggest barrier for ITE lays. As the coordinators have mentioned, **graduates of teaching programmes can legally work as teachers in Poland, but it doesn't mean that the same teachers may practice in Germany or Spain**. While certain things, as have been mentioned, are pretty universal (like psychological aspects or the basics of pedagogy), there are aspects that are reserved to the Polish system of education only. This creates a challenge in two ways: for national students wanting to be teachers abroad and for international students wanting to become teachers in Poland.

What has been also mentioned by the coordinators are two extra challenges: limited time of each academic teacher/coordinator and insufficient funds.

All interviewees have mentioned that they are constantly busy and the number of additional tasks never goes down. **Quite often engaging in new projects or activities means devoting one's private time.** Insufficient funds result in a limited number of international possibilities (for mobility, training, visits), and also in staff shortages, especially in terms of administration. It means, as has been said, that the academic teachers need to carry extra burdens and fulfil those administration tasks.

3.3.4. Suggestions on implementing internationalisation of teacher education

There was one aspect of ITE that all focus groups agreed on – **organising summer schools, both for teachers and for students.** Apparently, **full-term mobility is no longer as popular as it used to be** and students prefer to take an advantage of a much shorter stays or mobility opportunities. One of the reasons for that is that the curriculum differences are often extensive and going away for one term means twice as many exams upon return. At the same time, as both students emphasised, going away for half a year is not so appealing and weekly or similar-length stays are preferable. Summer schools would fit into this mode as they usually last for one to two weeks; this would be a sufficient amount of time to focus on certain aspect of research/ teaching. Summer schools are also appealing for teachers and academics, who could benefit from them not only by exploring certain topic but also having a chance to network or learn about new educational perspectives.

Coordinators/teachers also mentioned that ITE would be much easier if it was implemented on the basis of some **university guidelines or recommendations.** At this point in time, there are no systemic solutions, no recommendations or examples of good practices with regard to teaching and its international dimension. Each Polish university has to take national regulations into consideration, yet some universal, harmonised toolkit or guidelines, or, as one of the coordinators/ teachers mentioned, even a definition of ITE for AMU, would make everyone's life easier. At the moment of the interviews, both the authorities (at faculty level) as well as coordinators/teachers agreed that all activities taking place to internationalise teacher education at AMU stem from individual and bottom-up initiatives, not from systemic solutions, plans or strategy.

Other ways of implementing the ITE that were mentioned included: **in-house training for staff and students,** especially on intercultural communication, **international conferences,**

international projects, webinars and online courses. The last two are exceptionally important in the context of the pandemic as well as the fact the everyone values flexibility. They would allow its participants to take part in it at any time.

3.4. Universitat Rovira i Virgili - organisation and analysis of interviews

In order to obtain the perspectives of people involved in teacher education, individual interviews have been conducted with five people involved in the master's degree: the master's coordinator/teacher, two teachers, a student and a former student (a former student has been chosen because the master's degree has just started this year, and its students do not yet have the full experience to respond to the interview in the most suitable way). These interviewees have given their consent to be interviewed and were recorded using Microsoft Teams. The interviews were subsequently transcribed and analysed.

Using an inductive approach, we have arrived at five dimensions of the analysis:

- Meaning of internationalisation;
- Values and enablers of ITE;
- Challenges and barriers of ITE;
- Good practices;
- Suggestions on how to implement internationalisation in TE.

3.4.1. Meaning of internationalisation

When the interviewees were asked about the meaning of internationalisation, most of them focused on what they referred to the objective of internationalisation, which is **to broaden the students' vision, in order to obtain a more globalised point of view.**

Initially, the interviewees only thought of student mobility as a gate to internationalisation. However, once they are given guidelines on other possibilities, they produce the following:

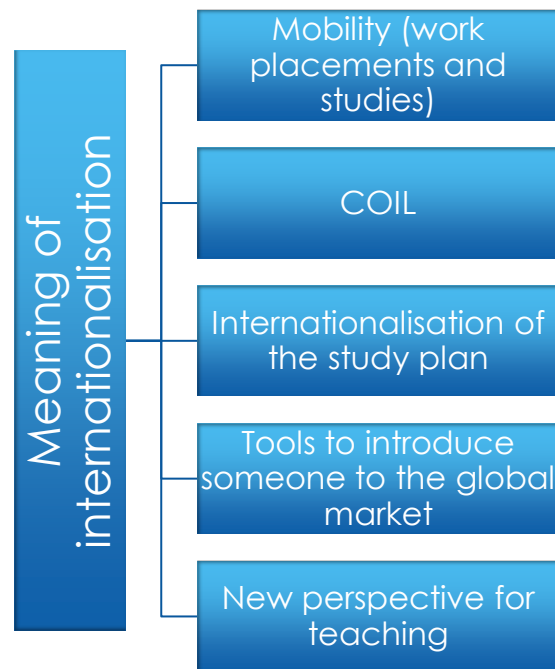


FIGURE 9: MEANING OF INTERNATIONALISATION IN THE OPINION OF THE MASTER ´S COORDINATOR, TEACHER EDUCATORS AND STUDENTS (URV)

For the first teacher interviewed, internationalisation means that the students "get to know the curriculum in other European countries, that they are able to identify differences and similarities". Interviewees refer to mobility during work placements and not so much to mobility of studies, because the former could facilitate finding work in other countries of the European Union.

Internationalisation can also be present without mobility, as the professor says: "by means of COIL, such as activities organised by the university, for instance", which gives the opportunity to learn from the curricula of teacher education in other countries.

On the other hand, the coordinator/teacher believes that internationalisation helps understand that "the scientific layers on top of this master's degree are global [...], they are also problematic[...], and the market is also global, beyond the national scope". In any case, he points out that this global market will be given importance "maybe in the future when the demand is lower [...], and [students] may have to think about working in other contexts; this internationalisation may then be necessary". The coordinator/teacher also considers it a must to use internationalisation to have a more global knowledge and didactic strategies, to know how educational systems are organized and what barriers or regulations students may encounter when entering the profession at an international level "and how to overcome or soften them in case they [students] want to work in another context".

For the former master's degree student, internationalisation means giving the students "the tools to work as a teacher in a global environment, in other countries". It would help address children in class in a different way, given that it would provide a new, more globalized social perspective. Even so, they insist that they do not see much motivation in people to carry out mobility for reasons that are talked about in the "barriers" section.

3.4.2. Values and enablers

Most of the interviewees recognize learning about interculturality and achieving a more international awareness, as well as being able to work outside the national scope as ITE's relevant value.

The teaching staff recognize a series of related benefits, especially when students observe **new ways of working** in their sector. Widening the students' point of view is absolutely necessary, and a mobility stay in another country would also lead to an improvement in their language proficiency. In addition, according to the first teacher interviewed, "internationalisation implies a predisposition to change".

"The role of the International Centre could be seen as a facilitator", according to the second teacher interviewed, which speeds up internationalisation tasks for both teaching staff and students. The improvement of the communication technology and knowledge of technological tools after the pandemic is also considered, which facilitates online internationalisation. Finally, the presence of mobility coordinators proves the importance of this aspect by providing institutional support; they are "the reference persons for mobility stays in the institution".

From the coordinator's point of view, the most relevant values are "on the one hand, the possibility to work in another context, and on the other hand [...], having a more international awareness on any subject will help them [students] to approach education as a broader and less localized topic".

The coordinator believes that the countries "must agree [...] to soften the requirements or look for other ways" to implement ITE. He points out that there are already international teachers in the private education system, but this is not the case in the public system discussed here.

The values reported by the students focus mainly on the opportunity brought by internationalisation to provide students with a global view of the world, in order to be able to introduce interculturality in their future work. "It would be good to address the

topic of multiculturalism for us to become more empathetic and sensitive – especially when one aims to become a teacher", one of the students interviewed states.

Both students confirm that their institution participates in many mobility programmes and communicates them correctly, but in the case of the master's degree neither remembers seeing any kind of information about it.

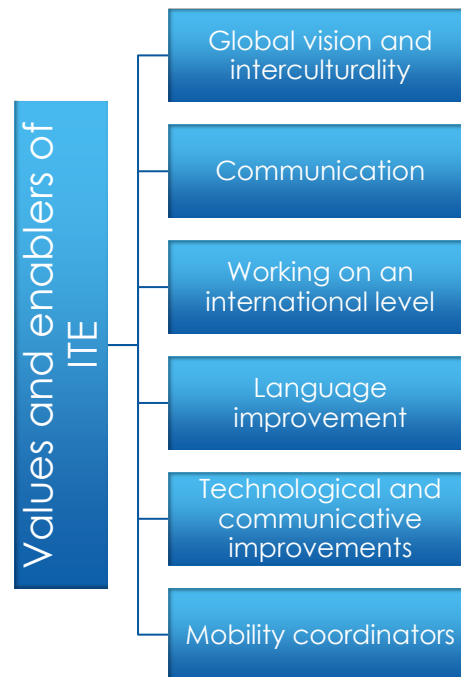


FIGURE 10: VALUES AND ENABLERS OF TEACHER EDUCATION IN THE OPINION OF THE MASTER'S COORDINATOR, TEACHER EDUCATORS AND STUDENTS (URV)

3.4.3. Challenges and barriers of internationalisation of teacher education

One of the most important barriers reported by the interviewees is the fact that **the master's degree spans one year only - this implies a teaching plan that does not stipulate mobility stays during the course.**

The main challenge identified by one of the professors is "the mentality of the students towards internationalisation", given that they intend to apply their knowledge in the national and not the international sphere. The barriers that the teaching staff focuses on are the lack of channels for students to find ways of training, the lack of promotion of the figure of the mobility coordinator, the lack of time in the master's degree calendar to be able to undergo mobility "as there is a period on internship [...] that makes it difficult to

carry out mobility" and the general perception of the master's degree by the students, who see it as a mere formality to enter the labour market. "Students don't even think about mobility", states one of the teachers of the master's degree.

The coordinator highlights that the main challenge is to give importance to internationalisation both at the master's degree level and the European level. In addition, there is a great demand for teachers in the local area, which is why students do not consider working going. "There are linguistic and legal barriers and difficulties in adapting the requirements of each country or region". Again, the duration of the master's degree is considered an important barrier when carrying out internationalisation activities: "the master's degree is an eight-month course and one needs to work hard in all its aspects".

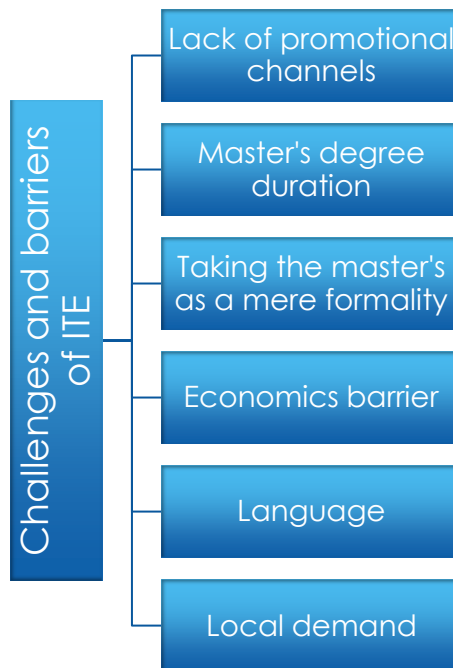


FIGURE 11: CHALLENGES AND BARRIERS OF TEACHER EDUCATION IN THE OPINION OF THE MASTER'S COORDINATOR, TEACHER EDUCATORS AND STUDENTS

For students, the fact of internationalising the master's degree itself is already a challenge – they believe that most students enrol in the master's degree "in order to have access to the labour market", as the former student comments. Another important aspect is the duration of the master's degree – one year, which does not allow for a mobility stay.

The economic barrier is clear for the interviewees, one of whom asks for more support for students: "I participated in Erasmus mobility myself but for some of my fellow students

who would have liked to take advantage of such mobility it was impossible due to financial reasons”.

One of the other barriers detected is language – the master’s degree is designed to work in the Catalan or Spanish realm; therefore, case studies are viewed at local level. This also leads to “there being no international students in the master’s degree, unless they want to work in the Catalan or Spanish context”, according to the former master’s degree student.

3.4.4. Good practices

Both professors refer to **a single case** they know about mobility, where a student did his work placement in Southern France (or Northern Catalonia, a region where Catalan is spoken). The student’s experience was very rewarding, but it involved a lot of work on the part of the teaching staff, as a teacher puts it, because “the channels are not sufficiently well-designed or established and almost no one knows what needs to be done”.

One of the professors also states that in her area (Technology) there are case studies that deal with international examples; therefore, the context is historically and geographically international and so is the relevant literature “which is dealt with in a more transversal way”. She also talks about the global view of technology and how it is used in different ways in different cultural settings. This professor also tried to conduct a COIL experience, but in the end, it was not possible.

The other professor does not know of any other good practice other than the work placement of the student mentioned above.

The coordinator does not identify any good internationalisation practice: “there is no place for internationalisation in this master’s degree. The specialisation in English is given in English, but this is not considered extraordinary”.

Neither of the two students is able to identify good internationalisation practices in TE at the URV. One of them has not been in the course long enough to have experienced it. The former student claims that in one subject comparisons were made between the development of the regulatory framework of the EU and that of Spain “in order to observe how different systems work at the European level”. However, she only found these references to the EU in the theoretical framework of the master’s degree, but not

in the practical one. Spain's position in comparison to the European level and its link to the Sustainable Development Goals were also discussed.

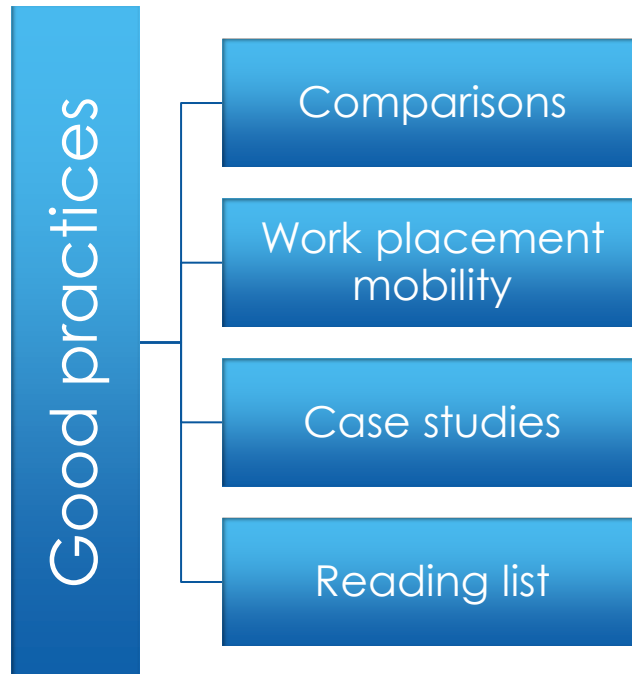


FIGURE 12: EXAMPLES OF GOOD PRACTICE OF INTERNATIONALISATION OF TEACHER EDUCATION (URV)

3.4.5. Suggestions on how to implement internationalisation in teacher education

One of the professors interviewed believes that students should be able to “carry out their work placement in another country [...] which is difficult to implement”. Even so, they must also “be trained in the Catalan system so as not to have problems when joining the local labour market”.

As mentioned above, this professor tried to implement a COIL experience. She believes that COIL could also be improved, given that the experience need not be very long - the COIL that was designed was between the master's and undergraduate students. They are not exactly the same studies, they have different content and they are set in different cultures “which could be interesting”.

The other professor believes that visiting professors could be teaching at the master's degree or that some subjects related to internationalisation could be taught - this could be someone from the university doing a training course or "a professors that could visit from another university instead of students moving themselves".

It would be necessary to train teachers on topics related to internationalisation, so that they may think about how to teach it. The university should provide facilities to train these teachers and to design the master's degree. She also believes that apart from the financial aid students need the tools and resources to be able to go abroad and experience mobility stays and that such practices should be encouraged.

The coordinator provides a different point of view, as he "cannot see that there are labour market motivations in pace to promote ITE. Students would be trained for something that is not achievable". It would be useful, in any case, to understand that "there are common problems [...] and consequently, that the solutions can be also common".

Finally, one of the interviewed students considers it useful, "given the little time we have, to carry out an exchange with students from another university who do a similar master's degree" in order to see how the didactic methods and cultural approaches differ: "it could even be online".

The first student agrees with the professor and the other student when stating that it would be interesting to receive international professors and students, although sometimes there are international workshops organized. She thinks that "the URV is ready to take these steps". She also suggests doing projects "with real people" instead of using examples only.

Finally, the former student thinks that it would be good to share subjects with other students from around the world, but many are not designed for such a role. She thinks that internationalisation is more difficult during the second semester (given that they focus on practical subjects) "and the academic year is too short" and that there should be international teaching staff in this part of the course.

She thinks that a more international perspective should be given to subjects dealing with behaviour and personality, "which are more general". She suggests inviting "professors who have previously worked abroad and are now working here in order to compare both scenarios". She believes that Sustainable Development Goals could "work as common focus points in order to internationalise this master's degree".

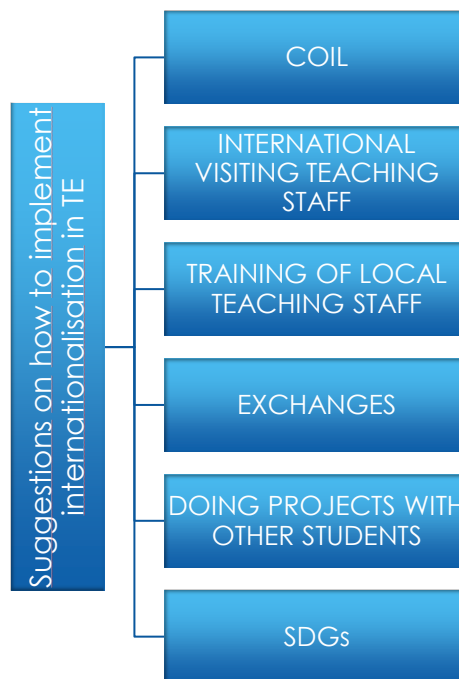


FIGURE 13: SUGGESTIONS ON HOW TO IMPLEMENT INTERNATIONALISATION IN TEACHER EDUCATION IN THE OPINION OF THE MASTER'S COORDINATOR, TEACHER EDUCATORS AND STUDENTS (URV)

FINAL COMMENTS

This report aims to portray the **reality of four European universities** that offer teacher education in their study programmes. Respondents share their observations and experience in internationalising teacher education (ITE). The feedback we received points us towards the following findings.



The most common first reaction of respondents to the question about the definition of ITE was **mobility**. But when we go deeper, the attitude changes and internationalisation at home comes up. Even if this term is not used specifically, we can see that respondents intrinsically feel that **IaH is the solution for ITE**.



Internationalisation of teacher education is described as **an attempt to incorporate a global and/or intercultural perspective in daily teaching**. The aim is to broaden students' (future teachers') horizons and help them realize global problems and international solutions in the profession of a teacher.



Internationalisation of teacher education **generally has positive connotations**. There was only one mention of an aspect that may also lead to indoctrination. This is interesting in the context of de-Westernisation mentioned in the literature review and proves that people involved in teacher education are **aware of potential risks** and **understand the responsibilities** that education carries.

Why is internationalisation teacher education important for our respondents? What underlying message is there? Internationalisation is often described in the **context of cooperation** and that is why they share some characteristics. Apart from abstract qualities such as **cultural sharing, inclusion** and **respect for diversity** or **freedom, personal and professional development** is mentioned as well.

Our respondents understand that **those values, although spoken of very often, are hard to adhere to and require effort**.

When asked, the respondents mention **barriers and challenges** related to mobility. On the one hand, it is a good sign, as we have already established that mobility is not a primary way of internationalising teacher education. On the other hand, there are some more **universal obstacles** (personal, institutional, and mental) that need to be addressed.



The most prominent issue reported by all types of respondents from all universities is **a rigid national system of teacher education**. Each university is required to educate future teachers according to **specific requirements that are set out in the national legislation**. **Students are prepared to become teachers in their home country and teach in their mother tongue**. This rule applies even to foreign language teachers; for example, in Poland students of foreign literature need to speak Polish, if their study programme is registered as instructed in Polish. And even if most subjects are delivered in a foreign language, and only a few general classes are in Polish, it is registered as such.

Another concern very much linked with the education system is the **labour market**. Since countries operate within their national systems, students who take up teacher education plan their professional career in their home countries only. They know that their **credentials are not transferable** and they see little encouragement to engage in international undertakings. This is why mastering language skills is not so popular among students of other subjects.

Lack of information and institutional support very often prevents students, teacher educators, and university authorities from changing their attitude and does not help them to look beyond the established reality.

Despite all that, all respondents listed quite a lot of **methods and elements** that they experience while teaching and studying TE. Most commonly mentioned ones include:

- foreign subject-specific literature, international publications and databases,
- incorporating topics related to intercultural issues in everyday classes,
- lectures in foreign languages given by (and as) visiting professors,
- participation in international scientific events or other joint international activities.

Teacher educators underlined that those initiatives are usually **bottom-up ideas** and that a lot depends on the drive and persistence of individuals. However, even though those

initiatives are not discouraged by the institutional authorities, **the overall strategy is lacking.**

This is why **institutional support** is indicated as one of the most important enablers of internationalisation of teacher education. Institutional plan for internationalisation and a specific study programme will help to inform and engage students and teacher educators.

Other factors that support ITE are **access to information** about international possibilities and a clear message why they are important, participation in international networks and projects, promoting and enhancing **foreign language skills.**



With all that in mind, we move forward to the **next stage of our project** – training for teacher educators from our Universities. Lessons learned from our research will now be transformed into training modules that will allow us to go deeper and hopefully find answers to **how to foster conscious and diverse internationalisation of teacher education.**

We do know that our work is not done yet and we need to return to update our report on the subject of good practice. That's **why we would like to ask you, Dear Reader, to share your experience with us.** What international elements of teacher education you know of and find worth promoting? **We are collecting examples of good practices that will be shared with the public at the DITE closing conference.** One of the goals of the DITE project is to launch an online repository of good practices. If you wish to become a part of DITE, all you need to do is fill in **a short online form**



Thank you!



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