



ETEN Conference 25-27 April 2019

UVIC
UNIVERSITAT DE VIC
UNIVERSITAT CENTRAL
DE CATALUNYA

Abstracts of ETEN – Conference: TIG Internationalisation Vic 26-27 April 2019

1. Sad Day for the UK - The Linking of Debates about Settling Refugee Children in the UK with Brexit on an Anti-Immigrant News Website.

Amrita Narang – Coventry University, Coventry UK

This paper uniquely demonstrates how UK debates about supporting child refugees during the 'refugee crisis' came to be used as support for leaving the European Union (EU). The research question 'how did users of a news website respond to a report about the UK government's decision to allow child refugees into the UK?' is addressed with a rigorous discursive analysis of an internet discussion forum on the anti-immigrant website MailOnline consisting of 2,014 unique posts, with a reach of 30 million viewers. Analysis demonstrated that (1) Child refugees were presented as adults, (2) allowing in refugees was presented as a 'burden' on taxpayers, (3) the decision was presented as opposed to the public's will (4) this was used as a warrant for leaving the EU. The significant implication of this analysis is that political attempts at associating the refugee crisis with the EU may have been successful in this context.

2. Evaluating the impact of international educational experiences: An examination of intercultural effectiveness, academic progress, and career choice among three cohorts of teacher education candidates

Cynthia Savage - Texas Christian University, Fort Worth , US

As our schools continue to become increasingly diverse, the need for teachers to be prepared to effectively engage with students of various backgrounds and cultures is greater than ever before. This evaluation examines outcomes on The Intercultural Effectiveness Scale (IES) among teacher education undergraduates and their self-reported changes in a variety of competencies needed to effectively interact with individuals from different cultures. Utilizing a pre- and post-test design, teacher education students attending one university completed the self-report IES instrument upon entry as first-year college students, and again upon exit at graduation. Subsequent employment choices as teachers will also be examined. Comparison groups include: teacher education students who participated in a month-long international student teaching placement, teacher education students who participated in an education-focused faculty-led study abroad experience, teacher education students who participated in both the month-long international student teaching placement -and- the education-focused faculty-led study abroad experience, and teacher education students who choose not to participate in either of these international experiences during their undergraduate studies. In addition to the above, descriptive statistics will be utilized to examine a variety of demographics and academic outcomes such as teacher education student GPA, teacher certification area, and certification examination outcomes. Overall, findings suggest that engagement in international experiences has the potential to improve self-perceptions and intercultural competence among teacher education students during their undergraduate studies, thereby better preparing them to serve the diverse student populations they will be responsible for as classroom teachers.



ETEN Conference 25-27 April 2019

UVIC
UNIVERSITAT DE VIC
UNIVERSITAT CENTRAL
DE CATALUNYA

3. Internationalisation and student mobility

Mette Ernlund - University College South Denmark (UC SYD), Esbjerg, DK

Why is internationalisation important in today's education system? If we look at the political landscape in the world, we see more and more nationalistic tendencies but society needs the opposite. Education is a way to internationalize children and youth by introducing them to global challenges, intercultural understanding and respect for the unknown.

So what does it mean to become a global citizen?

International experiences contribute to the development of:

1. Hard skills (academic competences)
2. Soft skills (adaptable, team-player, curious, creative, innovative, intercultural understanding, social responsibility, empathy ...)
3. Mobility capital

However, it is important to emphasize that students are different and their way to become global citizens as well. Accordingly, research findings on students' motives and experiences in relation to international mobility allow us to divide students into four profiles; The Adventurer, the Knowledge-seeker, the Escapee, and the Cautious Academic. The ideal-type model has shown to be an effective tool to become aware of differences between students when institutions cope with student mobility - strengths and weaknesses. The aim is to achieve the best possible match of expectations between the mother institution, the receiving institution and the students, as well as the right support based on individual needs.

4. The Space-Project

Geert Marrin – Artesis Plantijn (AP) University College, Antwerp, BE

The SPACE project - which stands for 'Strategic Partnership: Agents of Change in Education' - brings together existing know-how and innovative approaches to the development of future knowledge in a homogenous initiative specifically designed to provide Europe's future educators with the tools they need in order to exemplify how tomorrow's innovators act, interact, think, network, and teach.

The SPACE project exists at the meeting point of science, technology, art, entrepreneurship and innovation. Based on the "Write a Science Opera (WASO)" teaching model which has been thoroughly validated in several projects of the European Commission and the European Economic Area, the proposed SPACE project extends the limits of that model in several ways, allowing it to encompass additional fields of learning and knowledge. These additional fields are:

- The establishment of a collaboration with the European Space Agency's Technology Center (ESTEC) so as to receive inspiration from ESTEC for inter-disciplinary art/science educational activity.
- The development of app's by entrepreneurial groups of higher education students.
- The enabling of week-long meetings in various countries of higher education exchange (mobility) students so as to allow acquaintance with how a methodology functions in various European contexts.
- The creation of a digital toolkit which encompasses the knowledge accumulated.
- Systematic and rigorous evaluation of how the methodology functions in higher education contexts which cross borders.

Based on these activities, the SPACE project created a European network of young, future educators, which are introduced to the complexities of the future job market, by inviting them to engage in exciting, innovative, entrepreneurial interventions during which they are called upon to implement practicum activities in European schools.



ETEN Conference 25-27 April 2019

UVIC
UNIVERSITAT DE VIC
UNIVERSITAT CENTRAL
DE CATALUNYA

5. The buddy project - Norwegian/Danish students having joint practice placement with local students in Ghana

Kari Braatland - Oslo Metropolitan University (OsloMET), Oslo, NO

Anette Bruun - University College Copenhagen (UC), Copenhagen, DK

Both the UCC and OsloMet have sent students to the global South to have practice placement there for several years. Our students have benefited greatly from this, but we also see challenges. Some students have moved from a role as a student to a role as an expert, overestimating themselves and their ability to create change. Instead of reflecting on situations, they are taking action, for example by reporting their practice teachers for physical punishment or starting private donation projects. There is also a tendency to underestimate the professional competence of the partner in the south (school and nursery staff). We think one of the reasons for this is that the kindergartens have a deficit on educated staff.

If our partners in the south agree, we want Danish and Norwegian students to work together with local students, at least in part of the practice period, and establish common ground for reflection, for example through conversations/workshops at the teacher training institutions, or digital platforms. In the spring of 2019, we will try this out with the University of Education Winneba in Ghana. We will start with a few students, and do interviews / evaluations along the way. If the project is successful, we can expand it to more students and more of our respective cooperation partners in the South. We would like to establish relationships between students with the least possible implications from power and money issues. If equal friendship and relationships could be established, we think this could counter postcolonial attitudes that we see in some students today. We believe that students from different cultures can find that they have much in common, including their education and their occupational future plans. We would like for them to learn from each other and learn together instead of teaching from North to South.

6. Connecting teacher students via a digital conference tool

Göran Morén - Dalarna University (Högskolan Dalarna), Falun, SE

The idea is to establish cooperation on a student level in a form that has several advantages:

- It will involve all students in a program, not just the ones travelling with an exchange programme.
- It can be a project that continues throughout the students' teacher education.
- The "partner students" they get to know during the education can become partners also in when they are established as teachers.
- It will have very little strain on the environment. Lots of international exchange but not much travel.
- Students will reflect on different ideas about teacher education as well as the teaching profession.

Method

Once the idea is presented, representatives of different universities will sign up to participate.

Step one is to compare the structure of the different programmes. When would be suitable times to have the teacher students connect with each other? How should it be organized?

Adobe Connect

The Dalarna University in Falun, Sweden, has long experience of on-line education and can demonstrate the tools that would make the project possible to realize. We are using Adobe Connect. When one group of the involved students are well acquainted the tool it will be easier to make it function.



ETEN Conference 25-27 April 2019

UVIC
UNIVERSITAT DE VIC
UNIVERSITAT CENTRAL
DE CATALUNYA

7. International Seminar – Sharing international experiences in Early Childhood Education
Gil Pla-Campas & Francesca Davoli - University of Vic –Catalonia, Vic (SP)

Astrid Krus & Aida Kopic - University of Applied Sciences Niederrhein, Mönchengladbach (DE)

This presentation illustrates a shared international training experience for students of Early Childhood Education of the University of Applied Sciences Niederrhein (HSNR) (NRW, Germany) and the University of Vic – Central University of Catalonia (UVic-UCC) (Barcelona, Catalonia). It is a *short-term* experience and is structured through a training seminar called "International Seminar: Comparing German and Catalan Educational Systems".

Two core steps characterize the organization of the seminar. First step, students and professors of HSNR travel to the UVic-UCC for a week; and, second step after two months, the hosts of the first visit are welcomed in Germany. During the exchange weeks, both organizers prepare three visits to schools/kindergartens; share two academic lessons as well as some leisure activities. This program fosters the continuity in the relationships, as students and teaching staff organizers have the chance to get to know each other during the first visit, and to meet again and deepen the relationship during the second one. The project is willing: 1) to promote a pedagogical and didactic debate on the educational system by comparing different models and approaches, and 2) to build and encourage students to train in a diverse, international, and multicultural context.

The success of having globally involved 180 university students, 10 schools/kindergartens, 5 school-teachers and 7 university lecturers along the 5 years of doing it since 2015, invites the leaders to share and debate such meaningful academic activity. This proposal aims to:

- 1) Show the characteristics of the project as an inspiration or a model of implementation.
- 2) Reflect upon the perceived learned competences by students through this experience (data are based on the information collected in the 2017-2018 edition).

Discuss the project with other professionals and experts who are interested in training and teaching internationalization to identify opportunities for development and improvement.

8. International Student Conference: Sharing across borders- expanding the classroom
Karin Benjamin - HAN University of Applied Sciences/University of Cape Town, Cape Town (SA)

This paper investigates the value of internationalization with regards to developing graduate attributes, such as international competences (ICOMs) in higher education. The case study is based on the annual International Student Conference hosted by the Senior Phase and Further Education and Training (SP and FET) Programme in the Education Faculty of the Cape Peninsula University of Technology (CPUT) in South Africa (S.A.) in collaboration with our international partners, the University College, Limburg-Leuven (UCLL) in Belgium and the Hogeschool Arnhem and Nijmegen (HAN) in The Netherlands. The paper contextualises the Student Conference by providing the background to this initiative, the rationale for deciding on a Student Conference and the specific approach to and implementation of this engagement. An explanation of the content and modus operandi of the case study is also presented. The findings and discussion of the interaction is located within the community of practice as a theoretical framework. Finally we speak to the value and limitations of Student Conference as an opportunity to develop ICOMs.



ETEN Conference 25-27 April 2019

UVIC
UNIVERSITAT DE VIC
UNIVERSITAT CENTRAL
DE CATALUNYA

9. ETEN student programme; creating a concept

Ben Bartels – HAN University of Applied Sciences, Nijmegen, NL

During the ECO/TIG meeting last September at Ball State University, Muncie, US the suggestion of an ETEN short student programme was made. Often in our manager's perception of ETEN is that the network is too much staff-focused and the question *what's in for students* arise. Of course bilateral student mobility is one of the main goals of ETEN but we don't have a joint student programme in place. All kind of ideas from student conference, summer programme, Intensive Programme to outdoor camps passed in review. But what are the implications concerning content, staff, organisation (ownership), logistic, finances etc.

The ETEN board has asked our TIG to discuss ideas, challenges and opportunities of a joint student activity and to work on a concept/proposal which will be discussed at the next September meeting in Zurich.

Some thoughts to share and to discuss before putting ideas on paper.

10. Internationalization of the curriculum: the integration of ICOMs in different programmes. A case study.

Karine Hindrix - University College Leuven-Limburg (UCLL), Leuven, BE

UCLL, a Flemish university of applied sciences, has put international and intercultural competences in the center of a quality care cycle of two years, 2017-2019. The framework of ICOMs (www.internationalecompetenties) provides a common language and instruments for this process concerning the area of internationalization of the curriculum.

In the first phase, all programmes were expected to reflect thoroughly on the integration of ICOMs in their curriculum and had to write an elaborate analysis report. Each programme report was discussed with a panel of experts in the area of internationalization and/or the discipline. A critical feedback report was written based upon each panel discussion. In the second phase throughout 2019, the programmes have to develop a policy with future actions concerning the integration of ICOMs in order to reinforce the international dimension in UCLL curriculums.

The self-analysis and feedback reports about the integration of ICOMs in all the programmes of UCLL produced interesting data to analyze in order to learn about how different programmes understand ICOMs in their discipline, how they currently integrate these outcomes (or not) in their curriculums, how they link it to their educational vision and the challenges and opportunities they identify. In this presentation we offer you key results of this UCLL case study in which we collected data through document analysis produced in the first year of the quality care cycle.