

Bildungsräume

Tübinger Fenster für Forschung 2017



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Internationalization of Teacher Education

The Tübingen School of Education realizes the overarching objectives of internationalization in accordance with the guidelines and standards of the HRK, the KMK and the BMBF internationalization strategy as well as on the background of the Lisbon Convention.

Conceptional Approach

Today's teachers are expected to be competent in teaching diverse and heterogeneous classes due to an increasing number of pupils from diverse educational, national or cultural backgrounds. Thus, international and intercultural experiences have become essential cross-sectional elements of teacher education.

The Tübingen School of Education aims at supporting the German and the European Mobility Goals:

Goal A: Every second university graduate should have studied abroad.

Goal B: At least 33% of all university graduates shall have been abroad for at least three months and / or 15 ECTS points.

Mobility Goals: HRK 2016, Projekt *nexus*.

Projects and Activities

- Research on exchange experiences of teacher candidates.
- Promotion of international cooperations with universities of education, faculties of education or schools of education.
- Support in questions of international credit transfer .
- Information and provision of options for international school internships.
- International projects in teacher education
 - the Tübingen International Education Week
 - activities for international teacher candidates in Tübingen
 - exchange projects

Perspectives

The TüSE Internationalization aims at

- Increasing the number of international teacher candidates.
- Increasing the number of teacher candidates going abroad for exchange semesters or school internships
- Strengthening reflection processes during exchange processes.
- Gaining empirical data on international teacher education structures.
- Supporting international activities with strategies of digitalisation.
- Intensifying international cooperation.

Voices

'My course at the University of Luxembourg offered the chance to study at the Pädagogische Hochschule in Heidelberg with an Erasmus scholarship. I took part because I'd heard of this institution's scientific contributions in the field of educational and social sciences.' Laurence Kremer from Luxembourg

'All my university courses were in Spanish, but the teachers were very understanding, and even lent me their own books. I passed my exams, and my presentation about the Polish educational system provoked plenty of questions from my Spanish colleagues.' Joanna Pawelczak, from Poland

Quotes from 'Erasmus: I am One of Two million who did it!', European Union 2010, 39-49.



Picture: Tübingen School of Education, 2016

Research Project: Teacher candidates going abroad

Background: Future teachers profit from exchange experiences regarding their intercultural, language and personal competences.

Regarding the individual's academic progress, the correspondence between quality and range of the study programme at the host university and the home university is a central element.

This study focuses on the quality of the academic progress during a university exchange program, as perceived by teacher candidates.

Research Question: How do teacher candidates judge the academic benefit of their exchange semester?

Research Design: Qualitative Interviews with teacher candidates after their return from an exchange semester.

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Internationalization