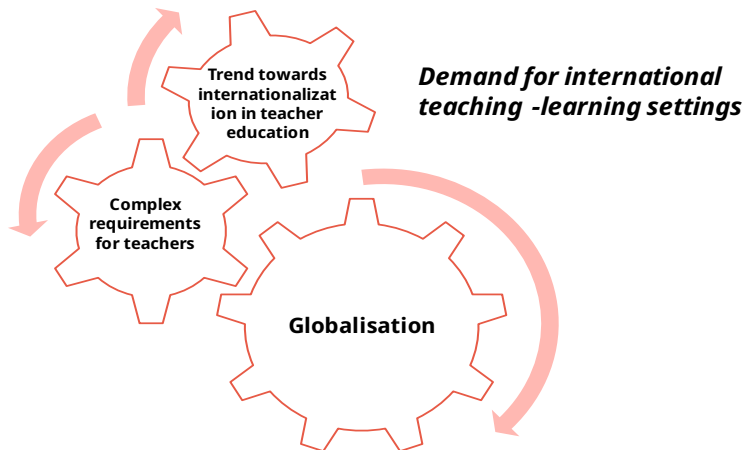


## 1. Theoretical Context



With the aim of meeting the increasing demands and challenges of the teaching profession in times of advancing globalization as well as increasing migration and multiculturalism, there is a trend towards internationalization in teacher education (Falkenhagen, Grimm & Volkmann, 2018; Quezada & Cordeiro, 2016). The focus is on teaching global as well as intercultural competencies - in the best case in an international teaching-learning setting. These competencies and international experiences are considered central for future teachers to broaden their own perspectives regarding global tasks and challenges (Scheunpflug, 2021).

## 2. Seminar Overview

### 2.1 Intended purposes and planned educational goals



#### Internationalisierung@home

(vgl. Lehtomäki, Posti-Ahokas&Moate 2015; Schultheis&Hiebl 2017; Westa 2020)

The International Cooperation Class (ICC) shows one possible adaptation of teacher education to modern societal conditions and educational claims. It offers the opportunity

- for intercultural experience with less organizational effort, time, and financial expenses.
- to broaden students' perspectives on teaching, the inner workings of schools, and educational systems beyond the national dimension.

It also offers the opportunity to acquire competences on the following four levels:

- (1) Collaborative and intercultural competence
- (2) Professional competence with regard to the curriculum
- (3) Competence in the use of modern media and communication technologies
- (4) Global competence

## **2.2 Seminar Topic**

### **Observation, Description and Reflection of Inclusive Pedagogical Settings**

The ICC was developed on inclusive education and therefore addresses one specific global task and challenge within the pedagogical context (Scheunpflug, 2021). Inclusive education “internationally, [...] is increasingly seen as a principle that supports and welcomes diversity amongst all learners” (Ainscow, 2020, p. 124). So, the seminar enhances the teaching in the context of both diversity in classrooms and learning across borders and thus the quality of teachers (Darling-Hammond & Branford, 2005; Rivkin, Hanushek & Kain, 2005; Sieber & Mantel, 2012).

## **2.3 General Organization and Activities**

### **Participating universities and lecturers**



### **Seminar Observation, Description and Reflection of Inclusive Pedagogical Settings**



**Daniel Castner**



Indiana University Bloomington

School of Education  
Early Childhood Education



**Lisa Sauer**



Professur für  
Grundschulpädagogik



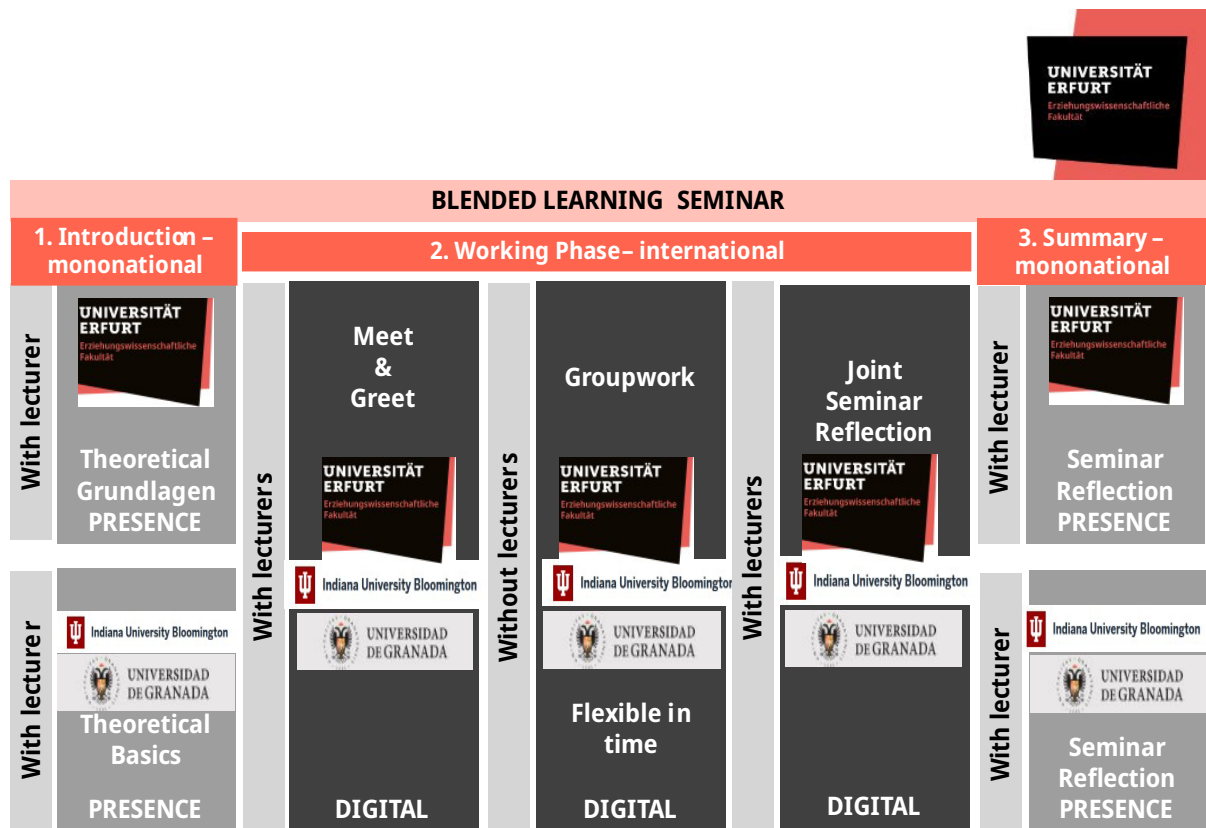
**Ana María Ramos García**



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DE GRANADA

Erziehungswissenschaftliche  
Fakultät  
Didaktik der Sprache und Literatur

## Seminar format



### 3. Scientific evaluation

- Data collection with questionnaire survey as well as guideline-based interviews in a pre-post design
- Qualitative data analysis (Mayring, 2010)

#### Literature:

Ainscow, M. (2020). Inclusion and equity in education: Making sense of global challenges. *Prospects*, 49, 123–134. <https://doi.org/10.1007/s11125-020-09506-w>

Darling-Hammond, L., Branford, J.D. (2005). *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do*. Josey-Bass.

Falkenhagen, Ch., Grimm, N., Volkmann, L. (2018). Internationalisierung des Lehramtsstudiums. In Falkenhagen, Ch., Grimm, N., Volkmann, L. (Ed.), *Internationalisierung des Lehramtsstudiums. Modelle, Konzepte, Erfahrungen* (pp. 1-14). Brill/ Schöningh.

Lehtomäki, E; Posti-Ahokas, H. & Moate, J. (2015). Meaningful internationalisation at home: Education Students' Voices on the Value of Cross-cultural Learning Dialogue. In M. Kricke & L. Kürten (Ed), *Internationalisierung der LehrerInnenbildung. Perspektiven aus Theorie und Praxis* (pp. 99-109). Waxmann.

Quezada, R. L., & Cordeiro, P. A. (2016). Internationalization in Teacher Education in the US: Innovative Programs and Practices to Meet the Global Challenges of Tomorrow's Schools (Vol. 13). Springer International Publishing. [https://doi.org/10.1007/978-3-319-24139-5\\_12](https://doi.org/10.1007/978-3-319-24139-5_12)

Rivkin, S.G., Hanushek, E.A., Kain, J.F. (2005). Teachers, Schools, and Academic Achievement. *Econometrica*, 73(2), 417–458.

Scheunpflug, A. (2021). Globales Lernen: Bildungsforschung in einem aufstrebenden Feld. *European Educational Research Journal*, 20(1), 3-13. <https://doi.org/10.1177/1474904120951743>

Schultheis, K. & Hiebl, P. (2017). Internationalisierung@home im Lehramtsstudium. Das „International Project (IPC)“. *Zeitschrift für Lehrerbildung und Bildungsforschung Katholische Universität Eichstätt-Ingolstadt*, 43-49.

Sieber, P.; Mantel, C. (2012). The internationalization of teacher education. An Introduction. *Prospects*, 42, 5-17. <https://doi.org/10.1007/s11125-012-9218-x>

Westa, S. (2020): Professionalisation through Internationalisation in Teacher Education. The International Project (IPC) as an Example for "Internationalization@home". In J. Madalińska-Michalak (Ed.), *Studies on Quality Teachers and Quality Initial Teacher Education* (pp. 18-41). FRSE Publications.