



* Digital Lunchtime Lecture Series Spring 2021

Current Challenges in Internationalising Teacher Training

* Wednesdays, 11.45 a.m – 12.15 p.m.

Access: <https://uni-flensburg.webex.com/uni-flensburg-de/j.php?MTID=m5be5c32a4262c1526a9fe1d8bb4698b0>

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Perspectives on Homogeneous Views on Subjects and Education. Exit the National Echo Chamber

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The Academic Value of Mobility – to Work in a progressive Way to Promote Mobility among Students. Example from the Early Childhood Teacher Program, Linköping University

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EUF
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Crossing Borders in Internationalising German and Danish Teacher Training: “The world into the school, the school into the world – 17 UN goals”

Dr. Sandra Frey
Dr. Pascal Delhom

EUF

* 24/03

Erasmus+ Project on Outdoor Education and Outdoor Environments for Early Childhood Education Playgrounds

Dr. Emilia Fägerstam, Linköpings Universitet

In my lecture, I will talk about the Erasmus+ project DEHORS and positive outcomes such as increased cooperation with municipalities and possibilities for students to do research in the project. Increased cultural understanding was also an outcome, valuable when teaching in an international programme.

* 31/03

Minority Education in the Danish-German Border Region

Camilla Franziska Hansen, University College Syddanmark

In this short lecture, I will present how the Institute of Minority Education (UC SYD) seeks to gather and disseminate knowledge within the field of minority education and how this knowledge is used to qualify and prepare teacher students for their future work at minority institutions.

* 07/04

Perspectives on Homogeneous Views on Subjects and Education. Exit the National Echo Chamber

Hans Krab Koed, University College Syddanmark

The importance of perspectives, of leaving your own village. Leaving your comfort zone. Leaving your university and county.

In the essay "Différance", Derrida indicates that *différance* gestures at a number of heterogeneous features that govern the production of textual meaning. The first (relating to deferral) is the notion that words and signs can never fully summon forth what they mean, but can only be defined through appeal to additional words, from which they differ. Thus, meaning is forever "deferred" or postponed through an endless chain of signifiers. The second (relating to difference, sometimes referred to as

espacement or "spacing") concerns the force that differentiates elements from one another, and in so doing engenders binary oppositions and hierarchies that underpin meaning itself. Because of that, we all need to leave, move, and get away from home. The only way to be really at home.

I use my own life as an example. My mother could not travel when she was young because of second world war. My grandfather did travel a lot in First World War as a soldier. I started at 18 years old with language schools in Austria, England, and France. Later as a student, I did study a semester in Jerusalem. And so on, all my life as a lecturer, I went for exchange around Europa to bring ideas and experience home to my lectures in Denmark. If you do not leave your echo chamber, you end up hearing nothing at all, whatever we talk about social media or places as comfort zones.

Wake up and experience love and life abroad. Make friends!

* 14/04

The Academic Value of Mobility – to Work in a progressive Way to Promote Mobility among Students. Example from the Early Childhood Teacher Program, Linköping University

Dr. Helene Elvstrand & Lena Örnestrand, Linköpings Universitet

This presentation focuses upon a pilot project conducted at Linköping University with the main goal to increase the mobility in the Early Childhood Teacher Program by systematically guiding and informing students about study abroad opportunities but also by investigating how International Learning Outcomes may be integrated into the program's syllabus. We will give an overview of the instrument used in the project like surveys directed to students, progressive study counselling and information. We will also present some tentative result of the project including what can be seen as obstacles and possibilities for the project.

In Sweden, and we believe this is true for a majority

of our colleagues in international Pre-school / Early Childhood Teacher Education programs, it is very difficult to increase the numbers of student mobility in the Pre-school teacher programs. At Linköping University, we have seen that since the implementation of the project mentioned, the interest for mobility and international issues have increased among the students. We have seen an increase in the number of applicants for our study abroad programs and an increase of questions to our Study counsellors and International Coordinators for international experiences.

* 21/04
International Perspectives on Teacher Training for Inclusive Foreign Language Learning: The DINGLE Project

Prof. Dr. Solveig Chilla, Europa-Universität Flensburg, Dr. Gerard Doetjes, Universitet I Oslo & Prof. Dr. Karin Vogt, Pädagogische Hochschule Heidelberg

Adequate education for Europe is ensured through language teaching for all. However, the demands and implementation of inclusive teaching diverge greatly, since legislation and the implementation of joint schooling are regulated differently in different countries or, as a result of federalism (e.g. Germany), within countries. The “Digital and inclusive challenges for Norwegian and German Learning and Education (DINGLE)” project (funded by the DAAD/NFR 2020-2021) is conceived as a preliminary study for the conception of a theoretical framework for digitally enhanced inclusive foreign language teaching in Europe, which is to ensure the quality of teaching and research in the long term and in line with the requirements of the Council of Europe. In our contribution to the lunchtime lecture series, we will present first insights from our pilot studies on teacher preparedness to use technology to cater for foreign language learners and on subjective theories on digitally enhanced inclusive foreign language teaching in Norway and Germany, drawing implications for different views on teacher training, conditions of successful internationalization of teacher training and virtual mobility challenges on teaching and research.

* **How can virtual mobility / virtual exchange look like?**

* 28/04
Transition between Teacher Education/Being a Teacher Student at University and Working as a Teacher in “Real Life”

Eva Tjernström, Linköpings Universitet

I would like to talk about the transition between teacher education/being a teacher student at university and working as a teacher in “real life”, and how we can make the transition easier by equipping our students with tools to make them sustainable as teachers. In Sweden we have problems concerning new teachers leaving the vocation within the first couple of years because of the pressure/stress they feel when working as a teacher. At Linköping we have begun to give our teacher students knowledge about, and tools within the area of Brain Management/Stress Management and self-leadership. The students can also use this knowledge as a leader to create a good atmosphere for their pupils in class.

* 05/05
Pop-up Language Learning - Drop Everything and...Learn Languages

PhD Vali Àrva, Eötvös Loránd Tudományegyetem

This talk is going to give account of an annual faculty event that became a forum where students can boost their motivation for language learning, teacher trainees can experiment with learning outside the classroom event and at the same time it is a platform to promote the process of internationalisation at the faculty. This three-in one event is the celebration of the European Day of Languages at the Faculty of Primary and Pre-school Education, Eötvös Loránd University, Budapest.

* 19/05
Scaffolding Socialisation in International Online Teaching

Iben Guldberg Hansen, University College Syddanmark

When starting a new module with international students, who do not know each other or the lecturer, it is of great importance to create room for socialisation within the lessons. This lunch talk will present different socialisation activities that makes the students feel at ease, create a safe learning environment and bring a smile on everybody's faces.

* 26/05

What is Internationalisation in Teacher Education and why Should we Care about it?

Elisa Heimovaara, Jyväskylän yliopisto

Teacher education is firmly rooted in the national systems of education, and the students tend not to recognise the international aspects in the teacher education curricula.

Furthermore, many of the prospective teachers do not feel the need for internationalisation.

How can we help our students to not only acquire international competencies but to recognise them? At the University of Jyväskylä, we are launching an Internationalisation study plan as part of the studies.

* 02/06

Europe in a Middle Year's Programme

Prof. Dr. Hedwig Wagner, Europa-Universität Flensburg

THE LOVE EUROPE PROJECT (Sperl Film + Fernsehproduktion/ZDF Das kleine Fernsehspiel for ZDF/ARTE), awarded the Grimme Prize in the fiction category in 2020, shows Western and Eastern European life worlds before and after the fall of communism in 1989 in nine short films. Different forms of encounters with people in one's own country as well as in other regions of Europe open up a kaleidoscope of Europe's cultural self-understanding. The encounters with acquaintances, strangers and foreigners across borders and languages fan out facets of cultural diversity and deal with different ways of dealing with it. Rejection and rapprochement, understanding and non-understanding, the search for what connects and the preservation of alterity open up experiences of foreignness that make the radical difference of parallel worlds just as tangible as they attempt to initiate fundamental changes of perspective.

In addition to basic knowledge of the short film, the lunchtime lecture provides analytical perspectives on the omnibus film THE LOVE EUROPE PROJECT with a view to its basic narrative conception. National and linguistic affiliations are always identified only as moments of cultural self-understanding and are differentiated by other defining moments (such as age and group affiliation, gender self-understanding and sexual orientation).

* How can good practice of internationalisation look like?

* 09/06

Virtual Mobility and Exchange

Dr. Dagmara Paciorek-Herrmann, Europa-Universität Flensburg

The Covid pandemic has forced all universities worldwide to explore virtual teaching and learning. In the same breath, virtual mobility seems to become the new credo when talking about a contemporary way of internationalization. But what do we mean when we talk about virtual mobility? And where is the distinction between virtual mobility and virtual exchange? Are we all talking the same language when it comes to the virtual world?

The short presentation will clarify some basic understanding of today's virtual developments in the context of universities. I argue that before starting to invest into the virtual world, universities need to use a common glossary of the same and build on a strong political commitment of the board. These are the keys for a successful virtual internationalization.

* 16/06

Crossing Borders in Internationalising German and Danish Teacher Training: "The world into the school, the school into the world – 17 UN goals"

Dr. Sandra Frey & Dr. Pascal Delhom, Europa-Universität Flensburg

The world into the school, the school into the world" is a first joint seminar of UC Syd and EUF as part of the project *Partners in Mobility*. We want to give you a short report, present the planning and process to pique your interest and hope that even more students and partner universities will participate in the next years.

This lecture series is founded by