

Handout

ICES Research Colloquium

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Who becomes a European Teacher?

A Bourdieusian approach to internationalisation in teacher education: A cross-field application of the notion of the ‘transnational habitus’

Statement of Problem and Significance

- increasingly globalised world → new demands and norms for teachers, who inevitably work in more and more linguistically, culturally, and ethnically diverse classrooms
- However: significant gap between the diversity of the student body in Western countries and a limited diversity of the teaching force
- teachers all over Europe express professional development needs regarding the challenges increasingly diverse classrooms pose to them (cf. European Commission 2015, 57)
- emergence of a European level consensus on the definition of teacher competences, increasingly systematic European level initiatives in the policy field related to teacher education
- the EU and scholars alike discuss the Europeanisation/ internationalisation of teacher education (increasingly discuss terms “European Teacher Education Area” (Gassner, Kerger & Schratz 2010) or the “European teacher” (Schratz 2014))

Theoretical Foundations

Pierre Bourdieu, Habitus, Capital, and Social Fields

Habitus → habitus transformation in relation to different social fields; (generic forms of) transnational habitus (e.g. Bourdieu 1990)

Capital → incorporated transnational cultural capital; transnational social capital (e.g. Bourdieu 1986)

social fields → individuals moving across different social spheres; transnational and national (professional) fields (e.g. Bourdieu 1984, 1996, 1999, 2004, 2005)

- habitus helps to **access individuals’ internalised behaviours, perceptions, and beliefs**, which are **translated into practices** and which they transfer to and from the different social spaces they interact in (cf. Costa & Murphy 2015, 3,4)
- allows **both theory and empirical findings** to direct results in a continuous partnership (Burke 2015, 60)

Research Questions

1. In what way do participants develop a (sustainable) transnational habitus and what shapes does it assume?
2. To what extent do reflexively acquired practices come into effect in professional practice?
3. Who develops a transnational habitus?

Hypotheses

1. Transnational study or teaching mobility that entails intercultural experience fosters intercultural awareness, intercultural sensitivity, ethno-relativism and a global mindset in teacher students.

2. This change in beliefs, dispositions, and practices signifies the evolution of the participants' habitus towards a more transnational habitus, triggered by the lived experience in a transnational field, thus pathing the way for the emergence of the European teacher.
3. The notion of habitus can be applied to a European and global level only by modifying the concept as a composition of dispositions in relation to different social and professional fields.

Methodology

Research Design

- Qualitative study
- Follow-up Interviews & Biographical-Narrative Interviews
- 2 sample groups
- Data analysis through Biographical interpretive method, Narrative analysis

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