



OUTPUT 1

TEFE Internationalisation of Teaching Practice (ITP)

01



Internationalisation is “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of education” (Knight, 2003).

TEFE Internationalisation of Teaching Practice (ITP)

Output lead: University of Passau

Output objectives:

To establish TEFE Internationalisation of Teaching Practice (ITP) as a roadmap for promoting ITP among educators, mentors, and teacher students within the Consortium. This initiative aims to instil both university management and future English teachers with the mindset and skills needed to promote and engage in teaching practice among and across Consortium institutions. This ITP approach was refined over a three-year process of gathering insights from institutions and incorporating feedback from stakeholders through training programmes and study sessions, culminating in a well-rounded strategy to enhance English teacher education through internationalised teaching practice.

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INTRODUCTION



In our modern and globalised world, cultural exchange and intercultural understanding is more important than ever. It stands to reason, then, that language teachers are indispensable, not only due to their language teaching skills, but also because they are, consciously or unconsciously, **mediators of a different culture**. Much is expected from teachers in general and language teachers in particular. Apart from being experts in their field, they should possess a variety of soft skills such as communication, adaptability, empathy, and patience. Other desirable characteristics include an engaging presence in the classroom, valuing of real-world learning, sharing best practices, and a lifelong love of learning. Learning all this while studying towards a teaching degree at university is a start but, to some extent, these soft skills improve proportionally with personal development, maturity and experiences. Thus, while knowledge about topics like cultural competence, conflict resolution, and confidence can be learned in lectures, taking part in some form of internationalisation often jump starts the kind of growth needed to develop these valuable personal characteristics.

Internationalisation is “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of education” (Knight, 2003). Thus, internationalisation encompasses not only exchange programmes for students, staff and scholars but also the “development of international branch campuses, internationalisation of the curriculum, and research and education partnerships between institutions regionally and internationally” (Khorsandi, 2014)

Internationalisation can be valuable for fostering more than one aspect of successful teacher training. According to one study investigating foreign language teachers' perceptions of preparedness and competence for teaching that L2 (i.e., the foreign language they teach), confidence is obtained not only through university courses, teaching practice, and experience but primarily through stays abroad (Vold 2017). The same study determined that time spent in the country of a teacher's respective foreign language is not only beneficial for developing oral language skills but also for the deeper knowledge and understanding of the country's culture gained.

This observation aligns with the Council of the Europe’s Recommendation of 22 May 2019 on a comprehensive approach to the teaching and learning of languages which articulates the goal of improving foreign language competences in Europe. Among other things, it recommends “study periods abroad for students studying towards a teaching qualification, while encouraging mobility for all teachers, trainers, inspectors and school leaders”, as well as “promoting the integration and recognition of learning mobility into the education of language teachers, so that newly graduated language teachers benefit from preferably a semester of learning or teaching experience abroad, especially through the Erasmus+ programme” (Council of Europe, 2019).

Europe, with its various languages and cultures, has a particular need for language and cultural education. While migration is nothing new, the continent faces an increasing number of refugees with highly diverse and complex migration trajectories.

The EU is aware of this situation and addresses it with coordinated efforts, but it is the national education systems—more specifically, the teachers in them— that face “the responsibility and the challenging task of teaching and integrating newly arrived migrant students” (Baïdak et al., 2017, p. 17). Thus, schools in the EU are places of international and cultural diversity. This is no temporary state, as a society’s composition influenced by migration and refugee waves was and will always be reflected in its schools. Therefore, **teachers should be prepared to work in an intercultural environment**. Ideally, teachers would not only be able to navigate this intercultural environment themselves but be a role model for their students as well.

With this in mind, TEACHERS OF ENGLISH FOR FUTURE EUROPE (TEFE) aims to prepare aspiring English language teachers for the opportunities and challenges of working in the Europe of tomorrow. Being aware that they will shape the development of children and youth, transmitting not only a language but also cultural and civic competences, TEFE student teachers have the opportunity to experience internationalisation and are guided and encouraged to see these as integral parts of their teacher education and training. At the same time, these pre-service teachers are improving their chances of employment both at home and abroad since they have the self-belief, confidence, drive, and professional integrity to become international educators across the EU.

In this chapter by the University of Passau on the TEFE Internationalisation of Teaching Practice (ITP) provides a blueprint to stimulate the mindset of educators, teacher mentors, and student teachers to introduce the internationalisation element into the education of future teachers of English. Firstly, key orientations are explained, followed by the opportunities and challenges of internationalisation in teacher education, including those present at TEFE partner universities. In this section we also introduce the TEFE INDEX OF INTERNATIONALISATION SUPPORT INITIATIVES (TEFE INDEX). Secondly, we present an organisational development approach for internationalisation by examining the conditions of success in the internationalisation of teacher education from the perspectives of the university and the student teacher. Lastly, different types of internationalisation are outlined and explained and we introduce the TEFE ROADMAP OF INTERNATIONALISATION TEACHING PRACTICE (ITP ROADMAP). Thus, this chapter aims to be instrumental in informing the development and implementation of the ITP initiative that the TEFE Consortium envisions as a long-term goal of their strategic collaboration in the area of teacher education and training. These resources and tools are meant to be transferable and can be adapted by teacher training institutions across the EU. Since internationalisation is a key strategy for universities across the EU, the both the TEFE Index and the TEFE Roadmap aim to assist those offering teaching degrees by creating providing resources that aids the process—from developing a positive attitude toward internationalisation to introducing internationalisation activities to integrating internationalisation into the curriculum and their local context.



KEY ORIENTATIONS IN INTERNATIONALISATION

INTERNATIONALISATION IN THE EU CONTEXT

Internationalisation has been valued in higher education (HE) for a long time. Like Johann Wolfgang v. Goethe, many early scholars travelled abroad in order to widen their perspective, learn and practice new languages, and dive into different cultures. Today, internationalisation is available to a wide range of students and academics due to the efforts and cooperation of both political and educational institutions (Hénard et al., 2012). Internationalisation bears numerous benefits not only for students, teachers, and institutions, but also for the political and cultural landscape of Europe itself. As a result, internationalisation is one of the “political priorities of both the European Commission and the Council of Europe, and of their partnership in the field of youth” (Lyamouri-Bajja & Sandu, 2018, p. 5).

There are good reasons for the high value placed on internationalisation. At the top of the list, perhaps, is the implied intercultural experience. As stated in the Council of Europe’s T-Kit 4 Intercultural Learning (Lyamouri-Bajja & Sandu, 2018), “intercultural learning [...] can lead to social transformation” (p. 5). By participating in internationalisation programmes, one not only has the opportunity to expand one’s social network but also to benefit from new perspectives and understandings of “culture and diversity, power relations, distribution of resources, political and social context, human rights, discrimination, history, daily interactions among different groups, and so on” (p. 5). Thus, internationalisation paired with intercultural learning functions as social and political education (Lyamouri-Bajja & Sandu, 2018). By fostering intercultural dialogue, internationalisation begins at the smallest entity, the individual person, and forms a foundation for internalising core European values like diversity and human rights. Educating and enabling young people to undergo international experiences and acquire intercultural competences is therefore a prerequisite to the values behind the motto of the European Union: “United in Diversity”. Only by working together and seeing the continent’s various cultures and languages as benefits rather than barriers can peace and well-being be achieved across Europe (Lyamouri-Bajja & Sandu, 2018, p. 19). As the Council of Europe’s White Paper on Intercultural Dialogue (2008) states, the importance of intercultural collaboration is recognised on a political level:

The Council of Europe believes that respect for, and promotion of, cultural diversity on the basis of the values on which the Organisation is built are essential conditions for the development of societies based on solidarity (p. 3).

It is this belief upon which collaborative European initiatives rely and, ultimately, which enable young Europeans to gain international and intercultural experience and competences. According to the Council of Europe (2008), with their education programmes, roles within the wider community, and as platforms for enacting intercultural discourse, it is HE institutions which possess the prerequisites needed to foster and promote intercultural coop-



eration. At the same time, universities themselves benefit from the connections.

As Hénard et al. (2012) state, “an interconnected network and global awareness are increasingly viewed as major and sought-after assets” (p.7). In addition, the number of university students studying abroad has risen rapidly over the last 20 years and continues to grow. This trend influences educational institutions which are motivated to keep improving and evolving, since new countries and institutions entering the “global talent pool” (p. 7) might also challenge the current strategies and movements in international education. In order to keep up, HE institutions establish English language medium courses, build new campuses, and set up new forms of programmes and teaching methods. In return, these institutions gain prestige, a strong network, and intellectual capital (Hénard et al., 2012).

Apart from enabling students in HE to improve their CVs and extend their educational horizon by profiting from the resources of another university, internationalisation grants “experiential learning in areas that cannot simply be taught” (Hénard et al., 2012, p. 8). With intercultural learning, (young) people can come to valuable realisations about themselves as and about others, as internationalisation helps to define one’s own cultural identity as well as to become proficient in intercultural situations (Lyamouri-Bajja & Sandu, 2018, p. 18). This ability to function effectively across cultures, to think and act appropriately, and to communicate and work with people from different cultural backgrounds is termed **intercultural competence** (Leung et al., 2014).

According to Lyamouri-Bajja & Sandu (2018), various forms of internationalisation, encompassing activities such as training, establishing international relationships, but particularly engaging in overseas stays contribute to the “development of a set of attitudes, knowledge and skills that help young people to understand themselves and others, and to understand diversity and the socio-political context, in order to be able to act for social transformation” (pp. 37-41). These newly acquired values and mindsets encompass self-respect, respect for others, a commitment to social justice and societal responsibility, receptiveness to diversity, and a capacity for embracing uncertainty. Ideally, this process also entails the acquisition of comprehensive insight into various European topics including culture, politics, history, human rights, cultural biases, preconceptions, discrimination, and distinctions in communication styles (Lyamouri-Bajja & Sandu, 2018). Con-

sequently, unfamiliar norms or behaviours are approached and negotiated rather than rejected, fostering the ability to navigate contrasts and diverse perspectives, thus creating a new shared realm for communication and collaboration. This goes hand in hand with the development of certain soft skills like empathy, solidarity, critical thinking, and conflict solving (Lyamouri-Bajja & Sandu, 2018).

While these characteristics and skills benefit everyone, they are especially important for teachers. Appreciation of cultural diversity is not something that is suddenly required when one reaches university. It is, in fact, a characteristic that should be encouraged far earlier when children are young. Baïdak et al. (2017) claim that “democratic and open societies cannot really develop without nurturing respect for diversity and inclusiveness in education” (p. 21). If that is the case, teachers play a vital role in conveying and relaying those values and competences. Therefore, the profile of teacher is not only increasingly characterised by the ability to successfully deal with heterogeneous learning groups characterised by cultural diversity but also by the ability to encourage democratic and intercultural thinking (Hochschulrektorenkonferenz, 2015). Since one can replicate, reproduce, or facilitate only that which they themselves have experienced, teachers should be given the opportunity to gain these competences through personal intercultural experience during their studies in order to be able to pass them on to their future students (Hochschulrektorenkonferenz, 2015, p. 10).

Through ITP, TEFE aims to enable future teachers to become **intercultural educators** who will impart their appreciation for cultural diversity to their students, encouraging a new open-minded European generation and, at the same time, will be able to work anywhere in Europe due to their high-quality education and training, aligned common international standards. To do so, universities should strive to consistently internationalise their study programmes in teacher education within the context of their comprehensive internationalisation strategies. This refers both to the integration of mobility windows in the curricula and the promotion of school internships abroad as well as to the targeted teaching of intercultural knowledge and skills in the sense of internationalisation at home (Hochschulrektorenkonferenz, 2015, pp. 25-26).

IMPLICATIONS FOR THE INTERNATIONALISATION OF TEACHER EDUCATION



The Opportunities

As stated in the 2021 European Commission's *Teachers in Europe* report, the transnational mobility of students and academic staff is "a key element for the quality of education and training institutions" (p. 127). Aside from the social benefits discussed previously, it gives future teachers the chance to obtain valuable skills and qualifications for their profession. By gaining insight into different education systems with other teaching methods and organisational approaches, including curricula, assessment, resources, and tools, student teachers are invited to reflect on their own approach to teaching and improve themselves. If these pre-service teachers can observe the impact of such methods and approaches directly in the classroom, they are more likely to overcome scepticism toward other systems. Ideally, experiencing unfamiliar, yet innovative and effective teaching approaches will challenge them to grow in the profession and invest into their own professional development. Future language teachers who visit the country where the language they teach is spoken will further benefit by improving their language skills (European Commission et al., 2021). Spending time in the respective country provides not only practical linguistic benefits but "also greatly contributes to their knowledge and understanding of the 'everyday culture' of the country" whose language one teaches (Baïdak et al., 2017, p. 11). Vold's findings in 2017 reinforce this notion, as evidenced by her study which reveals that a feeling of

readiness for instructing oral skills has a stronger association with the duration of international stays and teaching experience compared to the mere accumulation of ECTS credits. Another interesting finding is that, while the sense of preparedness for teaching everyday culture has no correlation with teacher experience, it strongly correlates with stays abroad. Vold (2017) believes this is due to the fact that teachers go abroad while young, either during or immediately after their education. Fully qualified teachers (FQTs) are usually less likely to travel due to work and private life. Thus, they are less exposed to other cultures and staying up to date takes more effort than many have time or are willing to invest (Vold, 2017).

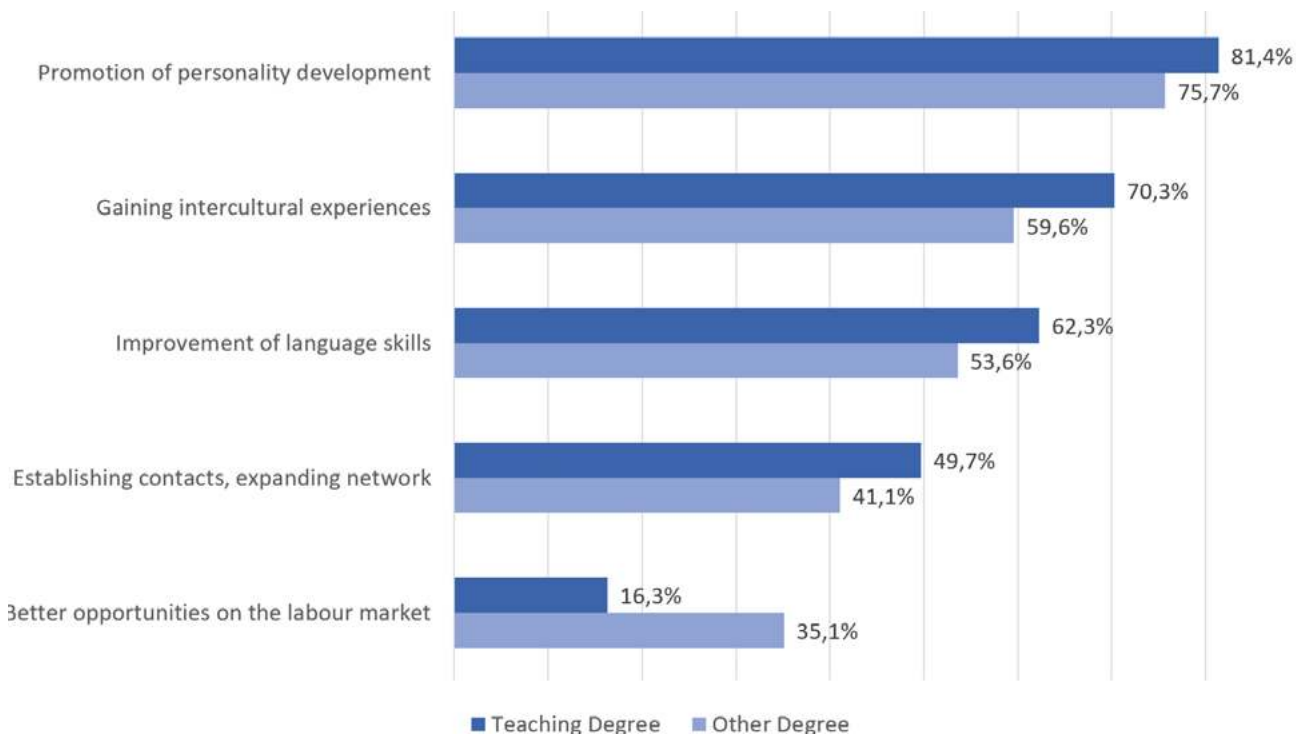


International experience also helps teachers deal appropriately with cultural diversity in the classroom and communicate and cooperate more effectively with parents from different cultural backgrounds. Students will likely benefit from their teachers' international experiences as well, receiving lessons from motivated, interculturally competent, and open-minded teachers. Interculturally experienced teachers are able to prepare their students for the opportunities and challenges of a globalised society. These teachers play an important part in fostering an interest in various cultures and places in their students. For those able to travel, it might later motivate them to go abroad themselves. For those who do not have that opportunity, a teacher who is able to spark interest in cultural diversity and facilitate the acquisition of intercultural competences is even more important (European Commission, 2021, p. 127).

According to a study of by the German Academic Exchange Service (2022b), the perceived gains from mobilities for student teachers cannot be understated. Of the 530 scholarship holders who responded, 87% stated that they felt better prepared for working in multicultural classes after the internship abroad; 94% stated that they improved their intercultural skills; and 92% could imagine working, albeit temporarily, at a German-speaking school abroad (p. 8). Conducted across 74 German universities, the *Benchmark International Higher Education (BinthO)* study provides other data which further underpin these observations and also add dimensions like perceived personality development, language skills, establishment of a network, and opportunities on the labour market (see Figure O1.1).

Figure O1.1

BinthO data for teaching degrees: Estimation of highest gains associated with mobility for German students



(German Academic Exchange Service, 2022b, p. 12)

It is interesting to note that students pursuing a teaching degree seem to experience more benefits from their mobility than their peers in other degree programmes. The labour market is an exception here, which is a German peculiarity: Due to the fact that the German school system does not officially reward international experience either at career entry or within the career, mobility has little to no effect on teacher's employability in Germany. However, international experience indeed improves employability in many other countries even though such a connection between the formal recognition of international teaching experience and its subsequent impact on employability is currently, primarily anecdotal.

Therefore, the internationalisation of teacher education provides the opportunity for the development and acquisition of the three TEFE CORE COMPETENCES: Intercultural Communicative Competence, Professional Teacher Competence for Internationalisation, and Global Civic Competence. It not only gives

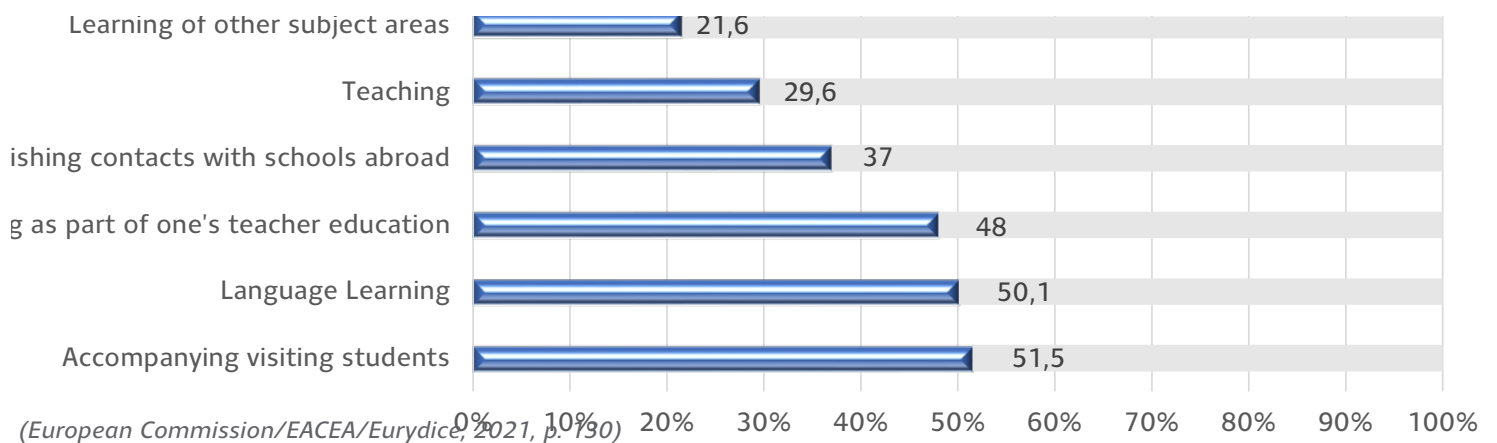
future teachers the chance to grow professionally but also benefits everyone with whom they are involved: future students and their parents, international colleagues, and peers. While internationalisation provides the conditions for these competences to develop, as Lyamouri-Bajja & Sandu (2018) point out, a certain personal initiative is also needed: "Intercultural learning requires dedication, consistency, curiosity and respect for human dignity" (p. 23). This emphasises the pivotal role of personal commitment in projects such as TEFE to realise the transformative potential of internationalisation and its positive impact on work practice.

The Challenges

Despite the numerous benefits, mobility among student teachers has not yet reached its full potential. According to the latest available data from 2018, less than 50% of teachers in Europe experienced physical mobility during their university studies (European Commission et al., 2021, p. 128), as is illustrated in Figure O1.2.

Figure O1.2

Proportion of mobile teachers in lower secondary education by professional reasons for going abroad, EU level, 2018



The rate of student teachers obtaining international experience during their studies greatly varies across the EU countries, with the report naming financial and official recognition issues as the general obstacles to student teacher mobility (European Commission et al., 2021, p. 138). While countries' differing school and education systems can lead to a complicated recognition process, it is also possible to face different systems within one country. For instance, education in Germany is a matter of each of its 16 federal states, each with its own legislation, leading to 16 different education systems. Thus, it is difficult to define "German general teacher education" and compare it to other countries' systems.

Another issue in regard to official recognition is that of terminology and comparative qualifications. Even agreeing on apparently simple definitions like "fully qualified teachers" (FQTs) can be a challenge for international cooperation. Among TEFE's members alone, there are three definitions. For instance, to be fully qualified in **Germany** requires five years of higher education, numerous practica, and two years of pre-service induction, plus two rounds of state examinations. After completing a five-year programme in education and the subject they are to teach, prospective teachers have to take the first round of state examinations. If they pass, they spend the next one and half to two years teaching full-time under the tutelage of a master teacher who regularly submits evaluations of their work. Upon successful completion of the induction period, they sit a final state examination. Only then do they become an FQT. In contrast, fully qualified in **Czechia** means successfully completing three to five years of university studies. Early education teachers, special education teachers, and school psychologists become FQTs after passing state examinations at the end of three-year bachelor's programmes. Prospective primary school teachers take an integrated five-year master's programme while future secondary school teachers also study for five years, but in a three-year bachelor's and a two-year master's in which they major in two subjects, such as History and English as a Foreign Language. In **Slovakia**, completing a bachelor's and a master's programme is required for all teachers, no matter the level to be taught. In both Czechia and Slovakia, all prospective teachers must successfully complete three practica in schools with teacher mentors during their studies as well as pass state examinations. Although both countries have similar induction periods for newly qualified teachers (NQTs), there are few guidelines for mentors and there is no risk that young teachers will lose their qualification. As in Slovakia, FQTs in **Poland** are required to complete a three-year bachelor's and two-year master's programme in teacher education, taking courses such as psychology, education, and English teaching methodology. Unlike the previous two countries, prospective teachers are required to spend many more hours doing teaching practice with mentors in schools. The induction period for NQTs in Poland is three years and nine months, supported by experienced teacher mentors, after which they attain the position of "appointed teacher". After another five years and nine months, appointed teachers can apply for the second and final promotion to become a "chartered teacher". Finally, in **Spain**, a fully qualified English teacher in early childhood or primary education must obtain a bachelor's degree in education with a concentration in English (48 of the 240 ECTS) and complete 20 weeks of teaching placements at different times during their studies. To be fully qualified to teach in secondary school, an English teacher must first get a BA in English studies and then complete a master's programme in secondary education, which includes a teaching placement of three months. It is evident from our own limited experience that exchange between European teacher education programmes is a complex matter which also complicates the recognition process for studying abroad.

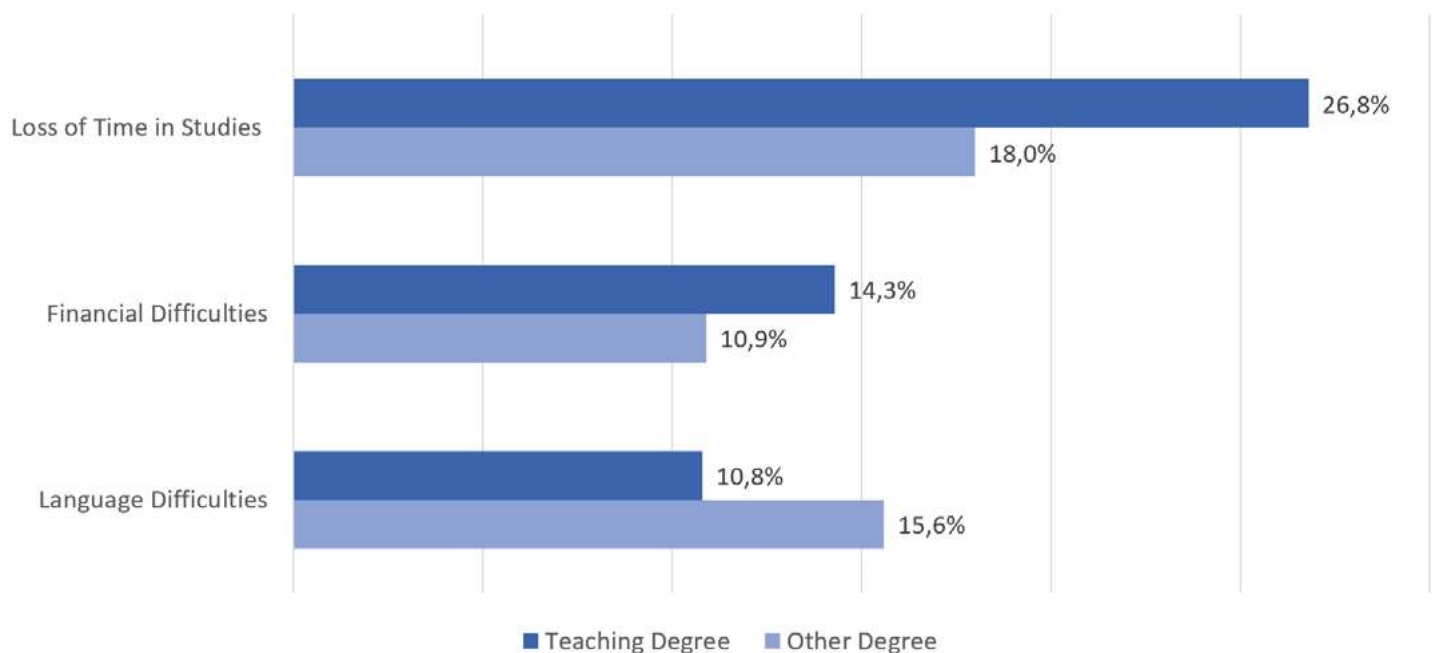


In addition to the different education systems, there is also a variety of country-specific reasons inhibiting mobility among student teachers, both at home, abroad, and in the labour market. In the case of Germany, as already stated in a previous section, student teachers are far less likely to go abroad during their studies than are students studying in other fields (Stifterverband et al, p. 54). One reason might be an unclear distribution of responsibility and low motivation to participate in exchange programmes within the home university. This goes hand in hand with another issue: a lack of funding, both for internationalisation projects and for students who need financial support to go abroad. A third reason for the lack of future teacher mobility in many German universities is that international experience is not integrated in the curricula of teacher education which is characterised by a tight, highly structured, and well-timed course design (Stifterverband et al., 2015, p. 55). Thus, the courses taken during a semester abroad might not transfer into the curriculum at home and cannot be accredited for one's degree. In accordance with the Bologna Process, teacher education in Bavaria (Germany) has not been completely converted to the bachelor's and master's system. On the one hand, the programmes have been modularised and provided with module examinations; on

the other hand, the programmes still follow the principle of the state examination at the end of the studies. As a result, prospective future upper secondary school (i.e., Gymnasium) teachers must study a minimum of nine semesters (i.e., four and a half years) and complete two years of preparatory, in-service teaching at a school. On average, most students in these programmes spend 11 semesters at their university. Thus, another inhibitor of mobility arises: A semester abroad is seen as a "loss of time" since they will have to study longer in order to make up for the time spent abroad (Stifterverband et al., 2017, p. 10). Moreover, some students fear a lack of support from the receiving institutions, do not feel confident enough to leave their home for a long time, or have other personal reasons for deciding against spending time abroad. The risks of financial difficulties, "lost time," and lost credits especially affect students who are the first academics in their family (German Academic Exchange Service, 2022a, p. 3; see Figure O1.3). One area in which more student teachers have fewer problems than their counterparts in other programmes is their language skills.

Figure O1.3

BintHo data for teaching degrees: Problems in connection with study related to mobility for German students



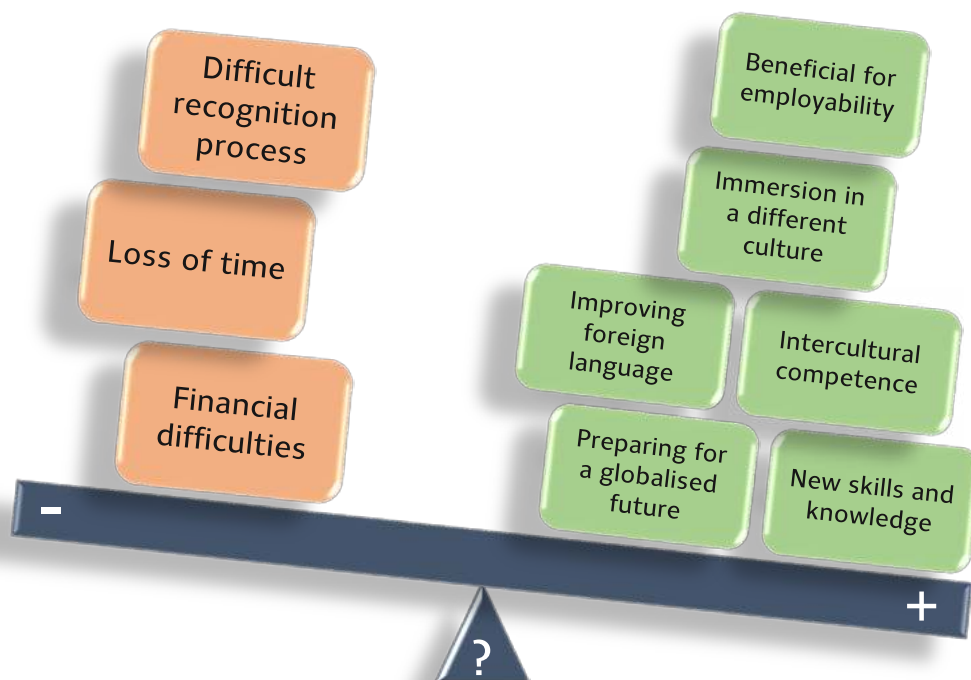
(German Academic Exchange Service, 2022b, p. 11)



In the case of Poland, the key challenges to the smooth implementation of internationalisation and student mobility can be identified as bureaucratic in nature and related to diverse accreditation and recognition policies at home and abroad. Ensuring that qualifications obtained through international programmes are recognised by relevant Polish education authorities and institutions can lead to potential difficulties in verifying and validating qualifications. Another problem arises from the differences in curricula, and ensuring that the content and the learning outcomes align can be problematic and may require negotiation and collaboration between institutions. As in Germany, financial constraints are another challenge but in this case, it is one of timing. The mobility traineeship allowance covers a maximum period of six months and is paid in instalments, which means that students must cover their expenses themselves. Additionally, the teacher education module comprises an array of compulsory and elective courses beyond the core curriculum, including teaching practice in primary and secondary schools, and therefore teacher traineeship abroad may result in the necessity to make up for the courses missed at the home university during the mobility. Student teachers need to weigh all their options carefully (see Figure O1.4).

Figure O1.4

Weighing the benefits and the downsides of going abroad as a language teacher



Weighing the benefits and downsides of going abroad as a language teacher



The low number of student teachers participating in mobility programmes across the EU indicates there is much room for improvement. According to the most current data from the European Commission's 2021 Teachers in Europe report, as of 2018, "only a minority of teachers in Europe have been abroad for professional purposes" (p. 138). Of those, 20% did so during their studies, although the data shows substantial variations across countries. The EC's 2021 report also states that teacher mobility is above average EU level in Nordic and Baltic countries, the Czech Republic, Cyprus, Spain, the Netherlands, and Slovenia. However, according to Baidak et al. (2017), only France, Austria, and the United Kingdom recommend or require a stay abroad in the target language country for future language teachers in their university programmes (p. 12). One promising finding is that, in general, teacher mobility is increasing in all the European countries for which data is available. There has been an increase in Spain, for instance, where a semester abroad has become a requirement in many international teaching programmes. In 2012-2013, Spain had the most outgoing students (39,249 in total) on Erasmus exchanges and placements (European Commission, 2014b) and most outgoing Erasmus exchange students (40,202 in total) of any EU country (European Commission, 2014a).

Still, almost a third of Europe's modern foreign language teachers have never been abroad in the context of their studies (European Commission et al., 2021, p. 131). And, as with the exit of the United Kingdom from the EU, the impact of the COVID-19 pandemic and the effects of the Russian-led war in Ukraine might have unanticipated knock-on effects on mobility programmes in the coming years (European Commission et al., 2021, p. 138). These are all factors at play in the mobility of future teachers.

As briefly mentioned previously, the lack of credit-transfer between various universities' courses due to differing systems and stages of education development can complicate matters for student teacher mobility (European Commission et al., 2020). While we cannot erase all internal obstacles, education and political institutions should strive to make mobility more accessible, especially for future language teachers. As stated in the 2019 Higher Education Background Report, "top-level authorities could still make better use of common European legal instruments, tools and agreements" (p. 73). These include the Lisbon Recognition Convention, qualifications frameworks,

and ECTS supporting documents which aim to improve transparency and build trust between education systems (p. 73). The report also suggests improving systematic monitoring in order to provide information about guidance services, the participation of disadvantaged learners in learning mobilities, ECTS implementation, and HE institutions' recognition practices. This information can then help policymakers tackle the obstacles pre-service face in regard to mobilities (European Commission et al., 2020, p. 73)

Despite the obstacles, every EU country should endeavour to increase student teacher mobility according to their respective situation and capability. Already in 2015, the Higher Education Report focussing on international education (in German: Hochschulbildungsreport 2020: Jahresbericht 2015 Schwerpunkt: Internationale Bildung by Stifterverband für die Deutsche Wissenschaft & McKinsey and Company) recommended that German universities, with the backing of state ministries of education and cultural affairs, should increasingly incorporate mobility windows into their teacher education curricula (p. 55). It also endorsed the acknowledgement of experience abroad being incorporated into teacher recruitment procedure (p. 55). What is clear is that internationalisation is context-dependent: There is no one-size-fits-all solution. Instead, one must consider all relevant factors internal and external to the university and to the country in which it operates. Consequently, a customised and flexible internationalisation strategy is needed. Indeed, internationalisation is not an end in itself, or something thrown together to tick an accreditation box. Internationalisation needs to be implemented deliberately and with attention to ensuring its effectiveness and quality in the long term (Lenzen, 2010, p. 4).



TYPES OF TEFE INTERNATIONALISATION

The fundamental concept of TEFE was conceived prior to the COVID-19 pandemic and its ensuing restrictions. At that time, mobility was primarily seen as real, physical mobility, and relevant funding programmes viewed internationalisation as having two classic forms, at home and abroad, both of which took place in direct exchange either at home institutions or at the institutions of cooperating partners. However, due to the constraints brought on by the pandemic, digital and virtual scenarios arose from necessity, resulting in another form: the hybrid approach. This transition has significantly benefited the realm of internationalisation at home, as institutions across the board experienced a notable surge in digitalisation efforts. Thus, internationalisation today can be classified into three categories.

INTERNATIONALISATION AT HOME (IAH)

IAH can generally be defined as “the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments” (Beelen & Jones, 2015) and is one of two interdependent streams in internationalisation (Knight, 2003). The interdependence here refers to a more holistic view of planning and implementing IAH by internationalising a not only a university’s curriculum but entire environment, ensuring alignment between institutional vision and mission, individual teachers’ teaching style and philosophy, and the life of the university. As a result, IAH benefits all students, particularly those who may never experience in physical mobility, by bringing internationalisation to every facet of the campus.

INTERNATIONALISATION ABROAD (IA)

IA is simply the opportunity to learn at an institution and in an environment outside their own. Staff mobility offers academic staff the opportunity to teach or conduct research at another institution of HE, whether as an isolated event or part of a collaborative project. Student mobility as physical mobility, on the other hand, is any opportunity for students to work, study, or have an internship outside their home institution while pursuing a degree programme at their home institutions.

HYBRID FORMS OF INTERNATIONALISATION

Hybrid, or blended, forms of internationalisation combine physical mobility with a virtual component enabling collaboration and cultural exchange among the students involved. This differs from virtual mobilities not only because of the in-person aspect but also due to the emphasis on fostering intercultural connections. Although virtual mobilities allow for shared content and expertise, they do not stress intercultural interaction and collaboration among participants.

No matter which type of internationalisation is implemented in this holistic approach, support mechanisms that encourage, facilitate, and maintain mobilities must be in place for all the participants involved in order to ensure it is done effectively. This was the impetus behind the development of the TEFE Index.



THE TEFE INDEX OF INTERNATIONALISATION SUPPORT INITIATIVES

The TEFE INDEX OF INTERNATIONALISATION SUPPORT INITIATIVES is a comprehensive list of support mechanisms that should be available to student teachers before, during, and after going on mobility. As student mobility is the focus of TEFE, the Index is structured to approach internationalisation and mobility primarily from the outgoing student's perspective, although there are important considerations for HE institutions as well. In addition, since an outgoing student becomes an incoming international student at the destination HE institution abroad, their perspective is also covered in a separate category of the Index. The relationship between the three types of internationalisation, where they overlap, and how the lives of incoming students and home students intersect is illustrated in Figure O1.5.

The contents of the Index, listed alphabetically within each category of internationalisation, have emerged through collaborative efforts during TEFE ISTs and ISPs of a variety of stakeholders including pre-service and in-service teachers, teacher mentors, teacher educators, and administrative staff.

Buddy Programme. These programmes pair an incoming international student with a home student. The international student becomes more familiar with a different country, their new university, student life, and integration into the local student community. Simultaneously, the home student gains exposure to a new culture, education system, and language without ever leaving their home country. This can also be done online by students on mobility abroad who connect with international students at their home university. Registration is usually required for these programmes.

Certified language centre within the European Qualification Framework (EQF, ISO). Universities offer certified language courses which are free of charge for enrolled students. This allows home students to prepare for their mobilities abroad and for international students to learn the language of the country they are visiting. In addition, for students who do not intend to go abroad, such language centres offer the chance to learn a new language and culture.

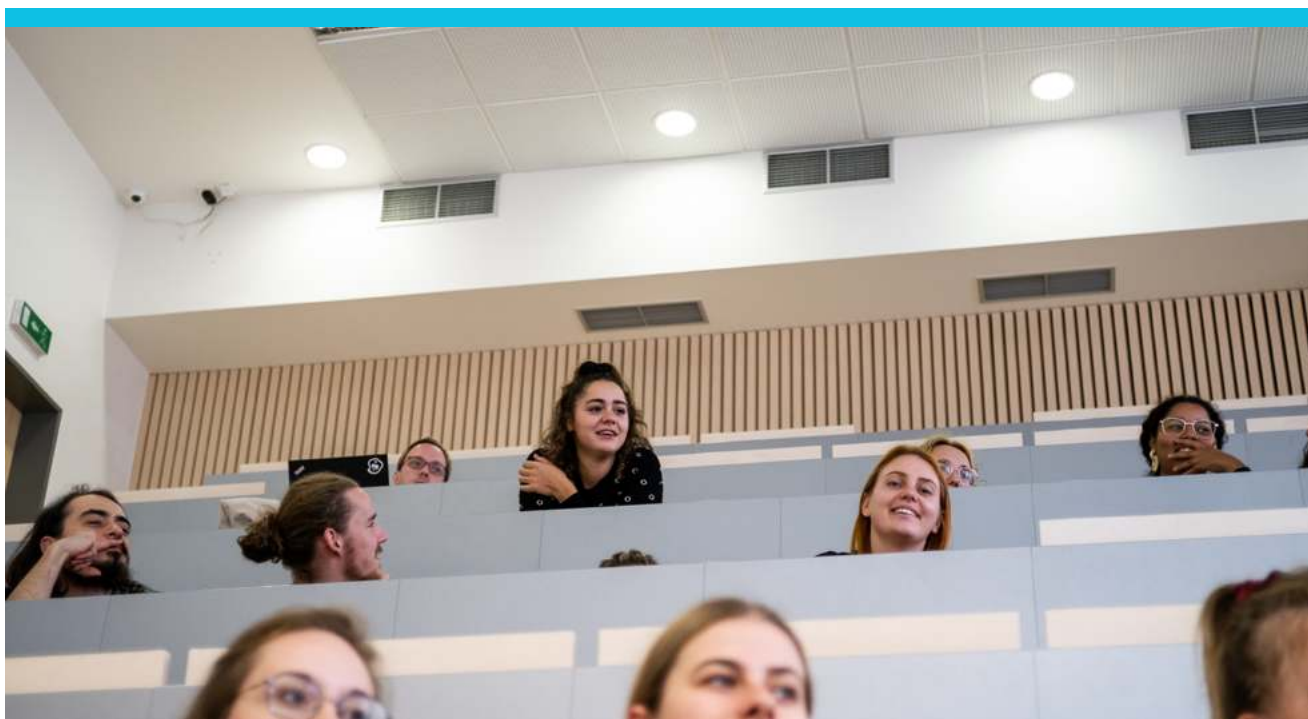
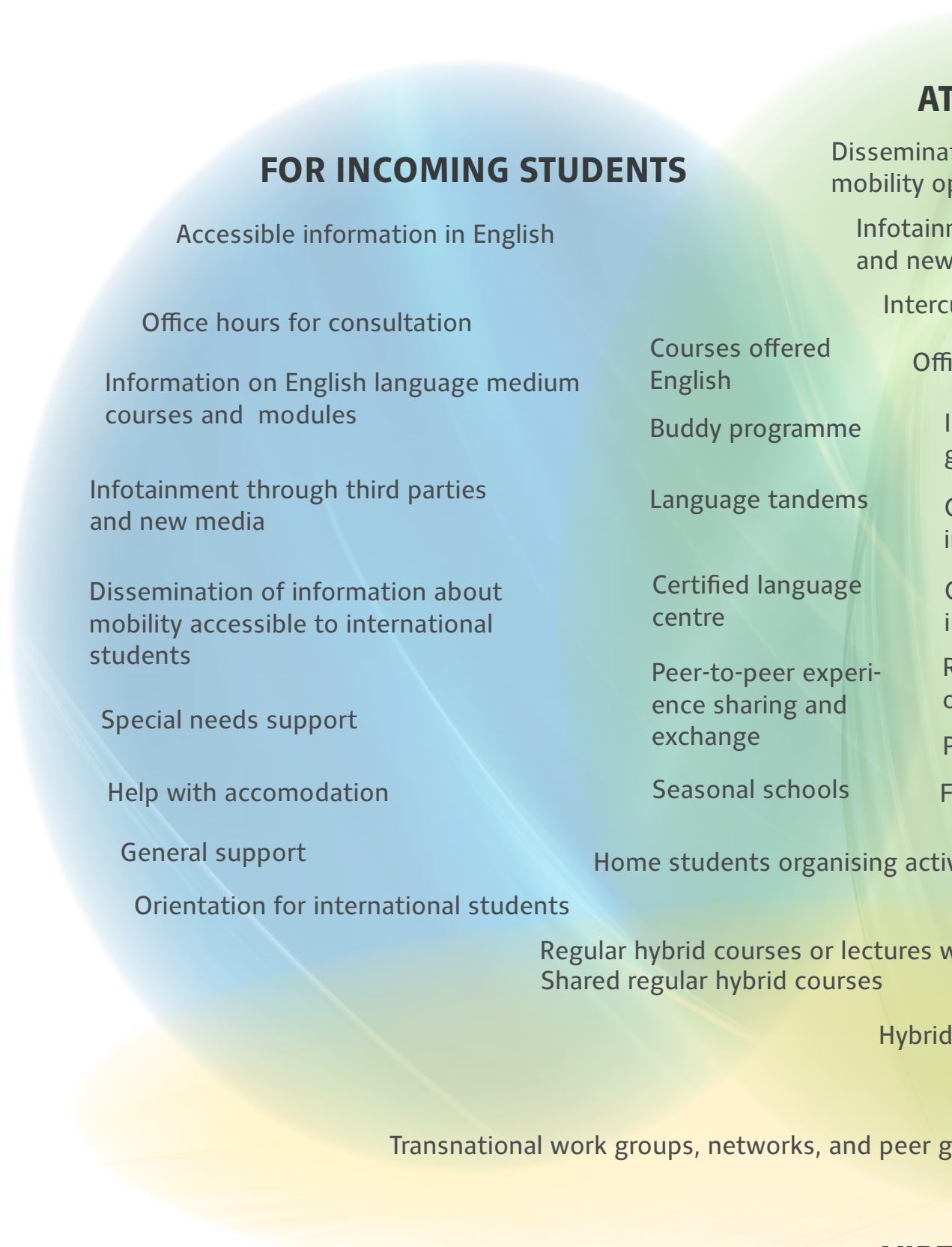


Figure O1.5

The intersection and overlap of types of internationalisation and the students involved in them



HOME

Provision of information about opportunities
 Support through third parties
 Social media
 Cultural competence seminars
 Office hours for consultation on mobility
 Incoming academic mobility for guest lectures
 Course offering training in teaching in English
 Commitment to recognition of international teaching practice
 Regular general information events on mobility
 Providing information on mobility
 Follow-up seminars
 Activities for international students
 Collaboration with partner institutions
 Blended mobilities
 Lectures and workshops
 Groups online

ABROAD

Erasmus and Erasmus+
 Partners beyond the EU
 Mobility support measures
 Free mover
 Information on mobility especially for future teachers of English
 Seasonal schools
 Intensive Study Programmes
 International teaching practice
 Language courses abroad
 Other projects

QUAL

Co-funded by the
Erasmus+ Programme
of the European Union



Note: Virtual mobilities are included under *Hybrid forms* in the Index.

TEFE INDEX FOR INTERNATIONALISATION AT HOME

Activities for international students organised by home students. Mostly organised independently by student groups and networks, these activities include events such as orientation week, international days, culture evenings, sporting events, trips, and film nights.

Commitment to and recognition of international teaching practice. All parties involved should be fully committed to the full recognition of internships done and academic credits received while a student teacher is on mobility. This process can produce standards for recognition of teaching practica and academic credits, such as a learning agreement for teaching courses.

Course offering training in teaching in English. This elective course, at some institutions called Teaching in English, is offered to student teachers of all subjects, preparing participants for internships in English-medium schools and, in general, teaching in international environments.

Courses offered in English to home students together with international students. Teaching programmes that offer methodology courses in English to both home and international students provide a valuable opportunity for all enrolled students to practice the language and interact with their international peers, fostering the exchange of ideas and cultural perspectives.

Dissemination of information about mobility opportunities. This pertains to the provision of readily available, clearly visible, and consistently presented information regarding mobility programmes, financial assistance opportunities, as well as upcoming events and activities. This can be via an email newsletter, social media posts on official university accounts, and active office hours for consultation.

Follow-up seminars. These seminars and workshops help returning students to reflect on their international mobility and intercultural encounters, including their experience in classrooms abroad.

Incoming academic staff mobility. Regularly including lectures and seminars by international professors in the curricula is vital, whether conducted in-person or online, as they can introduce not only interdisciplinary and intercultural content but cultural perspectives that might otherwise be inaccessible to home students. Funding for such endeavours, like Erasmus+ Teaching Mobility grants or internal resources, can be explored to support these initiatives.

Infotainment through third parties and new media. Students need to be able to access information and contribute content via social media accounts, whether their own or the institution's official accounts, in order to share their experiences through posts, stories, and videos. Additionally, webpages and learning platforms associated with courses, projects, and initiatives provide a comprehensive information hub, where students can actively engage as foreign correspondents (e.g., [the correspondent project](#) in German by DAAD).

Intercultural competence seminars. Whether a stand-alone workshop of a few hours or a semester-long course, delving into intercultural competence and understanding provides an avenue to enhance intercultural awareness. These sessions typically encompass subjects like the Edward T. Hall's "cultural iceberg model" and critical incidents. Participation in such workshops or courses can be voluntary or integrated into an exchange programme, in which case they are often mandatory.

Language Tandem. Language tandems are one-on-one sessions for language exchange between two people who speak different languages. Participants take turns practicing and improving their respective language skills by conversing with each other, typically aiming for mutual language learning and cultural exchange. This is sometimes included in buddy programmes and can also be carried out online.

Office hours for consultation on mobility. These set-aside office hours enable interested students to get essential information and support before and during the whole period of mobility. Initial consultations prior to submitting an international mobility application may be mandatory. These consultations can be offered by the international offices, career services, internship offices, faculties, or department coordinator for university partnerships.

Peer-to-peer experience sharing and exchange. Learning from peers who have already experienced mobility abroad is an important factor in helping students make informed decisions about going on a mobility. Universities should allow for the space and time for such exchanges of information, for instance, through talks, informal briefings, workshops, open spaces for informal gathering (e.g., regulars' tables - "Stammtisch"), social media posts, online forums, and printed and digital reports on international experiences.

Preparatory seminars for the stay abroad. Voluntary or compulsory seminars or briefings covering everything from intercultural understanding and organisational processes of the mobility to information about insurance, travel, recognition procedure for credits, etc. This is frequently carried out by either the teacher coordinator overseeing mobility or the international office. However, students at the destination university can also offer this online.

Providing information. A section of a website dedicated to international mobility should be easy for students to find. The webpage or section can include a public section where practical information, such as partner universities, mobility window(s), and linguistic requirements, can be found for each programme, as well as a secure section download centre for learning agreements and other official documents that outgoing students might need. This is often part of the university's or faculty's international office website.

Regular general information events on mobility. These in-person or virtual events target students interested in going abroad, and can include but are not limited to Erasmus and international days as well as shorter, smaller events.

Seasonal schools (e.g., summer schools) at the home university. Seasonal schools, whether held on campus or virtually, provide home students with international and intercultural interactions while requiring less financial and time investment.

Weekly office hours for consultation on mobility (e.g., offered by a teacher education centre, internship office, etc.). These weekly office hours include mandatory consultation on mobility prior to any mobility or teaching practicum abroad. Outgoing students must prepare a learning agreement with all details about the destination university.

TEFE Index for Incoming Students

Incoming international students should not be left to navigate a new education system, an unfamiliar culture, a foreign country, and quite possibly, an unknown language setting all by themselves. As a result, well-defined institutional policies and guidelines are essential to ensure easily accessible information and support. The fundamental support services encompass the following:

Accessible information in English. A detailed, user-friendly, English-language webpage or section of a website dedicated to incoming students should provide information on all aspects of student life such as visa issues, housing, insurance, health care, and other support services. This might be located on the website of the international office, the faculty, or a teacher education centre. The information might also be in digital or print form, e.g., a downloadable welcome pack.

General support. General support is sometimes provided by subject-specific, academic, or department advisors. This is usually provided by dedicated offices at faculties, international offices, internship offices, or welcome centres, if there is one.

Help with accommodation. International students can find information about university housing possibilities from the international office or welcome office, or online from their English-language dedicated webpages on student life. Required applications and documentation should also be downloadable from those sites. Accommodation might be for rent (e.g., a flat for rent, a shared flat, or short stay flat) or available at the university halls of residence. Otherwise, students need to find accommodation on their own.

Information on English language medium courses and modules. English-medium courses and modules are indicated in online course catalogues, on the university's website, and in printed flyers.

Office hours for consultation. An initial mandatory meeting with the faculty coordinator or the international office during the first week of the semester or orientation week is often a part of the arrival process. Individual consultations upon agreement or weekly office hours are often available for consultation.

Orientation for international students. Many universities organise an orientation week or day for incoming international students before the semester starts. This might also be the case prior to an intensive language course. These orientation days include events such as cultural briefings, Q&A's, sampling local food, experiencing local nightlife, and excursions.

Special needs support (e.g., for those with disabilities, chronic illness, psychological difficulties). A centre supporting students with special needs, together with a student disabilities officer and counselling service, should have information and help available in English.



TEFE INDEX FOR INTERNATIONALISATION ABROAD

Free mover. If a student wants to visit a school or university outside the university's network, they have the possibility to individually plan their mobility and go abroad as a free mover. The advantage is that the student can plan their stay as they wish in terms of length of stay and courses taken. The disadvantages are that it might take a lot more effort as the student needs to organise all the paperwork and finance the mobility on their own. In terms of credit recognition, the same standards apply to free movers.

Information on mobility programmes specialising in English language teaching for future teachers. Some universities provide a list of partner universities, either online or in print form available from the department mobilities coordinator, which are particularly suitable for student teachers. These might be courses, programmes, projects, internships, or practica that focus on needs and topics most relevant to student teachers.

Intensive Study Programmes (ISP). Intensive study programmes within Erasmus+ strategic partnerships in the field of education offer learning and exchange opportunities to both student teachers and teacher educators.

International teaching practice (teaching practice outside home country). A student teacher can acquire international teaching experience by completing a teaching practicum, assistant teacher internship, self-arranged or home university-organised internship, or self-arranged volunteer teaching position at a school or educational institution outside their home country. Erasmus+ scholarships and other initiatives also provide avenues for gaining international teaching exposure.

Language courses abroad. Erasmus+ participants receive online language support, and language courses abroad offer another means to improve one's language skills in an international environment. Moreover, exchange students often find it simpler to transfer credits for language courses taken at partner universities back to their home institutions due to the European Framework of Reference for Languages (CEFR) aiding the recognition process.

Mobility support measures. Outgoing students receive assistance through online meetings, email, or phone support offered by faculties, international offices, and academic supervisors. This aid covers various aspects of student life, from group reflection sessions and personal concerns to updates to the learning agreement.

Other projects. Universities and their faculties, and even governmental agencies, often have their own innovative mobility projects, short-term youth meetings, and intercultural projects, such as teaching German or Spanish as a foreign language abroad via the foreign language assistant programmes of the Pedagogical Exchange Service (Germany) and of the Ministry of Education (Spain) respectively.

Partners beyond the EU. Apart from Erasmus partnerships with EU institutions, universities have many other partnerships outside the EU, many of which offer courses, internships, and programmes in the field of education for IA. These include but are not limited to the following: bilateral agreements, exchange programmes, mobility networks, International Credit Mobility (ICM) grant projects, Erasmus+ Mundus projects, national exchange services scholarships, ISEP (International Student Exchange Program) membership, and UNITA (European University Initiative) membership.

Seasonal schools (e.g., summer school). Seasonal schools held at a partner university offer unique intercultural experiences, often with a specific topic or issue in mind. These seasonal schools can have a variety of lengths and can take place either on the partner's campus or virtually.

TEFE INDEX FOR HYBRID INTERNATIONALISATION OPPORTUNITIES¹

Blended mobilities. Blended mobility is a combination of virtual and in-person sessions. This can be either primarily a physical mobility course, supported by online mobility, or a predominantly online course supported by physical mobility, capturing both the benefits of physical and virtual mobilities (Henderikx & Ubachs, 2019, p. 14).²

¹Distinctively defining the various virtual mobility options is not an easy task. In reality, virtual options are often very similar and tend to merge with one another, depending on subjective interpretation and execution.

²The European Commission has announced that blended mobility will play an integral role in the Erasmus programme 2021-2027. The Commission understands this virtual component to consist of collaborative online learning exchange and teamwork which can be carried out through joint projects and/or online courses" (Helm and O'Dowd, 202, p. 1).

Hybrid lectures and workshops. Hybrid lectures and workshops offer flexibility to both participants and lecturers by allowing them access to events not everyone can get physically. This means some of the participants are in the classroom, while the rest join online. The international instructor might be in the classroom or in another location altogether and joining in online.

Regular hybrid courses or lectures with partner institutions. These are regularly offered courses in hybrid form, with lectures offered by two or more partner universities to students at those universities.

Transnational work groups, networks, peer groups online (on learning platforms and social media). A transnational work group consists of participants from three or more countries—and in a variety of locations—who work together towards a common goal or to complete a specific project, both virtually using various social media platforms and in person at events specifically organised for that purpose. Transnational work groups were foundational to TEFÉ ISPs.

Virtual mobilities. International online courses, workshops, seminars, and seasonal schools in which participants do not meet either the instructor(s) nor each other falls within this category. Students who cannot afford the time nor the expense to do physical mobility, or who suffer from health problems or travel restrictions which limit their mobility, can enjoy internationalisation virtually from the comfort of their own room. The pandemic created opportunities for students to participate in courses, internships, and even teaching practice at partner universities abroad.

INTERNATIONALISATION AT TEFÉ UNIVERSITIES

While the Bologna Process provides a certain level of standardisation and comparability for Europe’s academic landscape, each TEFÉ university has their own individual approach to student mobility. As previously discussed, one challenge are the considerable differences between countries, regions, and universities when it comes to internationalisation. To illustrate this point—and the need for alignment among HE institutions to enable easier mobility for future teachers —the TEFÉ universities’ respective internationalisation measures have been listed in a table based on the TEFÉ Index (see Appendix: TEFÉ DIAGNOSTIC OF INTERNATIONALISATION SUPPORT INITIATIVES). The table thus provides an overview of the status quo by comparing the TEFÉ universities regarding internationalisation, and visualising similarities as well as development opportunities. Each university was requested to self-assess their institution’s efforts in the area of internationalisation as they relate to students enrolled in their English language teaching programmes, i.e., from the student’s perspective. A simple scale of 0 to 3 was chosen due to the lack of consistent data reporting for each partner which would otherwise be needed in order to rank institutions’ efforts with quantitative measures. Descriptors ranged from “We do not do this at all”, resulting in zero points, to the other end of the spectrum indicating deep involvement and significant impact, resulting in three points. Descriptors are provided in full in the table. Each institution provided comments and explanations where applicable. An overview of trends and specifics of each institution are described here, while more detail can be found in the table itself in the appendix.

All institutions within the TEFÉ Consortium equally provide essential services for both home and international students, including information dissemination, office hours for mobility consultation, English language courses as well as English language medium courses, support contacts, and EU networks like Erasmus+, some to a greater and some to a lesser extent. They all participate in international networks and partnerships with HE institutions on almost every continent. Nevertheless, each university has distinct areas of focus and is in various stages of development in terms of specific internationalisation offerings. For instance, UPNA is particularly dedicated to providing international teaching practice through a specialised Erasmus+ programme for final-year students, whereas other institutions offer such practice either on a smaller scale or only as an exception. Virtual internationalisation opportunities are still evolving across the Consortium, with room for improvement. Considering most of these opportunities are recent developments due to the COVID-19 pandemic, this is not surprising. However, it is likely that these options will gain momentum and serve as valuable additions to existing internationalisation strategies.

SPAIN

The European context has a great influence on the development of national policies and strategies for internationalisation in Spain, which has participated in European programmes from the start and with great success (European Parliament's Committee on Culture and Education, 2015, p. 169). Given the decentralised nature of the Spanish higher education system, various key stakeholders contribute to internationalisation efforts. These stakeholders include regional governments of autonomous communities, private support from Banco Santander, and smaller initiatives like the Fundación Carolina and PIMA (Programme for Exchange and Academic Mobility) (European Parliament's Committee on Culture and Education, 2015, p. 171).

In Spain, particular emphasis is placed on preparing students for mobility and providing them with relevant information. Many students travel or spend a semester abroad through programmes like Erasmus+, which is also compulsory for international degrees. The culture of internationalisation is widespread, with abundant opportunities for students to engage in overseas study and teaching placements. Spanish universities also frequently host incoming international students, while, despite the special preparation required, many international students complete their teaching placements in local schools, fostering intercultural and social understanding.



CZECHIA

Since 1989 and its key socio-political changes, the Czech Republic has been actively engaged in international collaboration. Even before its formal entry into the EU, the country had begun participating in educational initiatives within the framework of the European Community. This commitment continued with the launch of Erasmus+ in 2014 (Eurydice, 2023). Even though the Czech National Agency for International Education and Research (DZS) plays a large role in coordinating internationalisation activities and is responsible for providing regular statistics on all mobilities, international projects, and programmes in the country, internationalisation efforts are primarily implemented through direct partnerships between universities and faculties. Involvement in international programmes, including Erasmus+, the EEA Grants, and the Central European Exchange Programme CEEPUS, along with intergovernmental agreements, further underscores the commitment to global educational exchanges. As a part of the Strategic Plan for Higher Education Institutions, these are partially financed by the Ministry of Education, Youth and Sports. At the institutional level, emphasis is placed on incoming international students, with a selection process based on academic success and application numbers. With that in mind, Czech universities have introduced English-medium study programmes and established joint or double degree offerings. Efforts to integrate European and international subjects into tertiary professional education and higher education programmes are also evident (Eurydice, 2023).

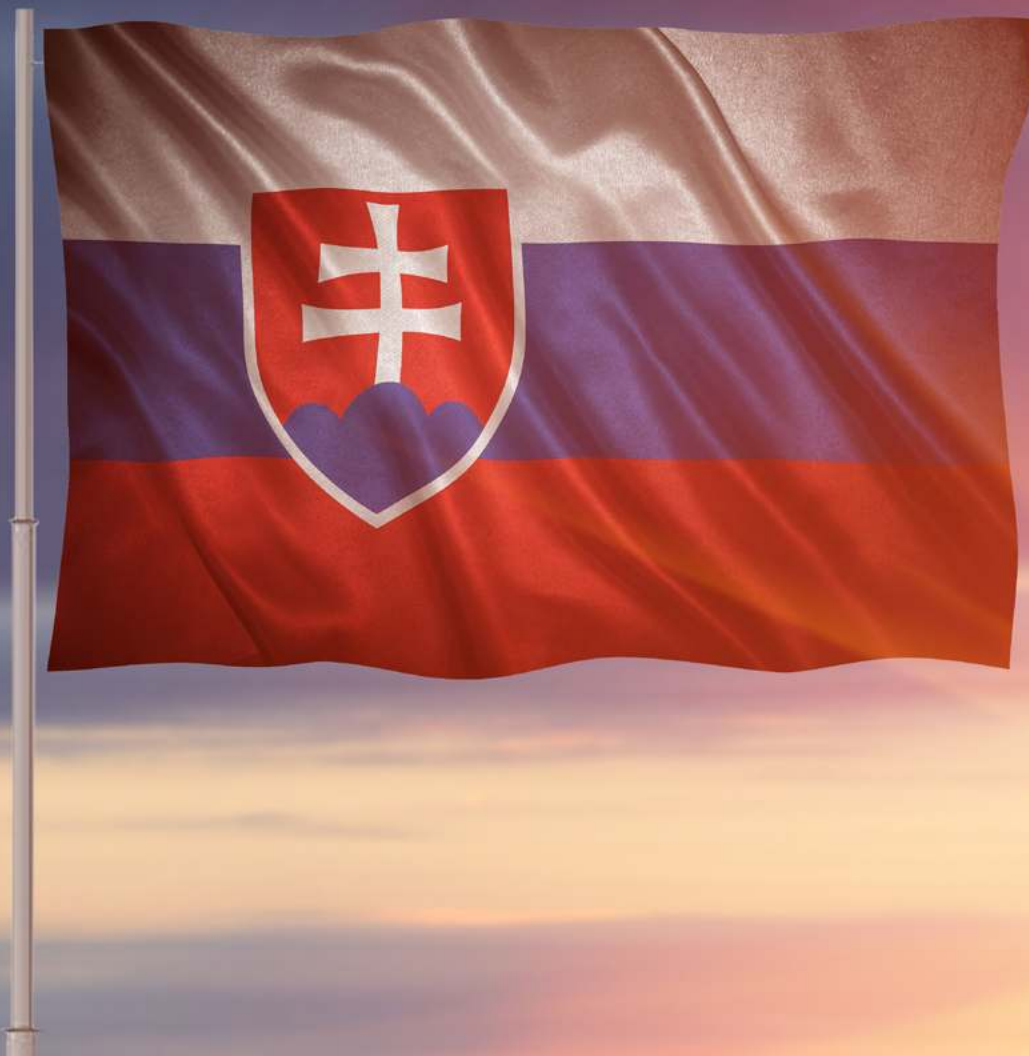


SLOVAKIA

In the Slovak Republic, students exhibit a significant interest in internationalisation, which is evident in the country's high rates of HE students enrolled abroad—almost 20% as of 2018 (OECD, 2020). Notably, 70% of those are enrolled at Czech universities, primarily due to historical ties and linguistic similarities. The Slovak Republic, on the other hand, faces challenges in attracting incoming foreign students, particularly at advanced study levels. Moreover, over half of those are enrolled in health and welfare programmes, such as medicine (OECD, 2020).

Short-term mobilities through Erasmus remain popular, with consistent numbers of incoming students, though small in the humanities. As far as outgoing students, student teachers are less likely to participate due to the time and finances involved, in addition to the complexities of credits recognition.

The OECD identifies several current obstacles hindering internationalisation efforts for both home and international students in the Slovak Republic, namely, “the limited availability of English-language programmes [...], the low internationalisation of the curriculum, and the low integration of international students and staff” (OECD, 2021). Accordingly, there is much room for improvement.



POLAND

In Poland, internationalisation is focused on short-term student mobility within the EU, incoming students for full degrees from non-EU countries and international partnerships as well as joint projects. At the national level, there is a diffusion of responsibility regarding internationalisation, as it is dispersed throughout the Ministry. At the regional level, there are varied approaches and levels of engagement, with some local governments and institutions taking initiative to promote their area to foreign students. At the institutional level, there is substantial progress and future opportunities, set against contextual and resource limitations. In general, internationalisation in Poland has been a bottom-up, grass-roots process that will greatly benefit from ongoing cultivation. (European Parliament's Committee on Culture and Education, 2015, pp. 147–155)



GERMANY

In Germany, many options to study abroad are organised by Erasmus+ and follow its programme standards. The country's national internationalisation policies align with the German Excellence Initiative, a project aimed at achieving top-tier research, quality standards, and global recognition in the context of international competition. Moreover, Germany is actively working to transition from a lack of coordinated efforts to a more streamlined and unified approach to internationalisation policies. Key contributors and funding sources include the DAAD (German Academic Exchange Service), scientific organisations, and foundations (European Parliament's Committee on Culture and Education, 2015, 109-111).

In terms of school placements, German HE institutions are advised to adopt a comprehensive approach involving three important stages: pre-teaching practice preparation, while-teaching practice support, and follow-up post-teaching practice. By following this framework, students' learning experiences are enhanced and positive outcomes, for all involved, are ensured.





TEFE INTERNATIONALISATION: AN ORGANISATIONAL DEVELOPMENT APPROACH

Despite the growing commitment to internationalisation in tertiary education, the internationalisation of teacher education has not been a priority. Yet, internationalisation cannot happen in a vacuum and, without a deliberate strategy specific to each university (Stifterverband et al., 2015, p. 58), it will not simply appear out of thin air. This is especially true of teacher education and practice, where the focus naturally shifts to addressing regional needs instead of international trends. This perspective is evident in the criteria for student teachers, where local, regional, and national requirements take precedence. It is essential that accreditation policies and examination regulations do not hinder the internationalisation of teacher education. For instance, currently, there is no mechanism to award credits to a student teacher at a Slovak university who spends a summer teaching English to economically disadvantaged children in a developing nation as a volunteer. And while that experience enhances their CV for international teaching positions, it most likely will not improve their chances of employment in the Slovak state school system. The same is true for Bavarian and Spanish student teachers who participate in accredited international teaching practice as a part of their degree programmes.

It is our fundamental belief that schools are dynamic environments rich in international and cultural diversity, and that they are growing more diverse. Educators must be equipped to teach in those intercultural settings. Thus, we are committed to cultivating open-mindedness, responsible thinking, and adaptability in our future teachers. We also recognise the importance of preparing student teachers for potential international work experiences. To enhance their readiness for careers involving intercultural responsibilities and global opportunities, allowing students to complete parts of their studies and internships abroad is crucial.

Beyond individual experiences, it is also imperative for universities to internationalise their entire curricula. The German Rectors' Conference has outlined five key objectives to do so: facilitate intercultural communication, contribute to students'

personal growth, foster interdisciplinary capabilities, boost foreign language proficiency, and expand students' employability and global perspectives (Hochschulrektorenkonferenz, 2017). While not each of these objectives can be met by every course, it is essential to include those compatible with each course's unique context.

Thus, in order to increase internationalisation in teacher education, we suggest an organisational approach to implementing structures and processes. As previously stated, there is no one-size-fits-all strategy with each university implementing the same pre-set categories in a predefined order. This process must be customised to meet the specifications and needs of each respective institution. The objective is for universities to offer a wide range of opportunities for their student teachers to experience mobility. This includes easily accessible information through flyers, posters, and social media, as well as support before, during, and after their mobility experiences. Moreover, universities should have programmes that financially aid these mobility opportunities (Stifterverband et al., 2015, 3).

Furthermore, the process should make internationalisation a key priority. This requires a commitment to effective, functioning internationalisation measures by the university management and administration. The vision for and goals of the internationalisation of teacher education must be defined and included in the university development plan. Instead of isolated measures and individual third-party funding, a sustainable internationalisation strategy must be carefully developed, integrated into the university's structure, and ingrained within its identity. This process also demands the establishment of centralised support mechanisms (such as international offices, etc.) for all student cohorts, with particular attention given to those groups, like student teachers, that might exhibit lower mobility rates.



THE VIEW FROM ABOVE: THE UNIVERSITY'S PERSPECTIVE

The organisational approach to implementing structures and processes can be considered from two perspectives.

The perspective from “above” refers to the national, regional, local, and institutional authorities responsible for teacher education. The view from “below” refers to the student teacher’s individual and personal perspective.

The legal framework from above provides the basis for two actionable certainties: the development of university profile components that are then incorporated into the university’s development plans, and the utilisation of these profile elements over the long term to stand out among other universities. Already some countries have legislated for internationalisation providing their universities the legal foundation to incorporate compulsory international mobility requirements in their language teaching degree programmes, thus, improving their profile and giving them a competitive edge. Spain is a case in point, as TEFE Consortium member UPNA (Spain) can testify. Yet, even without an explicit legislation, national and regional requirements can positively influence the promotion of internationalisation in teacher education programmes. Clearly defined guidelines for the recognition of international experience and credits earned abroad would bring added value to an experience which has already given the student teacher more practical skills and competencies than any lecture ever could. Simply put, national, regional, and local authorities need to minimise the obstacles, real and imagined, which hinder student teachers from pursuing international mobilities. As a result, perhaps more of those students less likely to go on a mobility would do so.

At the institutional level, as mentioned previously, it is crucial that the university management and administration are committed from the outset to implementing an internationalisation strategy that facilitate both internationalisation abroad and internationalisation at home. A well-defined vision on internationalisation of teacher education and SMART¹ goals that leads to effective and efficient implementation needs to be developed. As the acronym indicates, all goals need to be *specific, measurable, achievable, relevant, and time-bound* (these will be discussed in more detail in the Roadmap section). The vision and the goals are then included in the university’s development plan and, if such exist, into the faculty’s, department’s, and teacher education centre’s development plans. Subsequently, next steps and measures are decided upon, developed, and implemented.

For IA initiatives, an initial measure would be to emphasise and promote the importance of internationalisation in teacher education among all stakeholders. Another is facilitating a strong network between a faculty’s or university’s international office(s), career and competencies centres, and internship office(s). A major additional step should be setting up a system to collect data on student teachers’ international experiences and provide regular reports, such as is already done in Spain. Moreover, as part of the organisational development process, the university could participate in an internationalisation audit. The University of Passau (Germany) participated in the accreditation process of the German Rectors’ Conference (HRK), Audit 2014. It provided an external perspective on internal processes and highlighted potential areas for improvement.

Foundational to internationalisation are measures taken to expand international partnerships and networks, especially those incorporating teaching-related initiatives. These partnerships are formally established through Erasmus contracts, enabling students to obtain mobility grants and ensuring acknowledgment of study credits. However, European universities should envision the internationalisation of teacher education on a global, not just European, level and not only for IA. Such partnerships also facilitate the recruitment of international students, for both full-time programmes and short-term mobilities which, as already mentioned, benefits those home students less likely to go on mobility.

³ SMART goals were developed by George Doran, Arthur Miller and James Cunningham in their 1981 article “There’s a S.M.A.R.T. way to write management goals and objectives”. This table shows an adjusted and most commonly used version.

Collaboration should be sought out in unexpected places as well. An in-depth inquiry into existing cooperations and partnerships the university or faculty already has might discover some that can be expanded to include student teaching initiatives. Moreover, outside of HE, partnerships with international organisations, schools, and educational organisations abroad can provide unique, new possibilities for international teaching practice and internship opportunities, as well as exchanges.

These partnerships usually require a lengthy process of negotiations and exchanging cooperation agreements, progressing from informal exchanges of ideas and shared interests to a binding contract. The first step is the **Letter of Interest** indicating the desire to cooperate with another institution or HE institution on a shared interest. An initiative from a department chair, a faculty, an academic institution, or a university's international office, the Letter of Interest is not legally binding. If the partners consider this new or ongoing collaboration something they wish to continue, a **Letter of Intent** (LoI) follows in which a declaration of intent to collaborate is made. An LoI can be "soft", providing an overview of the proposed collaboration, or "hard", with more detailed content. The LoI is signed by the lead participants in the collaboration and is not legally binding. In most cases, the LoI leads to a **Memorandum of Understanding** (MoU), a document that usually sets out key terms of a contract that is still under negotiation. Even the MoU is not legally binding, although the wording of its content may be relied upon for the next, and final, cooperation agreement, the **Memorandum of Agreement** (MoA). If the MoU has been successful and both parties wish to continue their collaboration, it is converted into an MoA based on the experience gained and the results of the negotiations.

The MoA is a legally binding contract. Both the MoU and the MoA are signed by the executive representatives of each university, i.e., the presidents, rectors, or vice chancellors, as their position carries more weight in representing the university.

Steps need to be taken to enable IaH, as well. The basics here include readily accessible information in print and online, with a broad offer of English medium courses, lectures, seminars, and events at which home students can hear from those coming back from mobilities and interact with incoming international students and instructors. These are low risk but high value measures which may motivate students who would otherwise not go on mobilities to do so. Indeed, even if they decide not to go, they benefit from the intercultural interaction they experience during such events.

Other measures are detailed in the TEFE Index.

THE VIEW FROM BELOW: THE STUDENT TEACHERS' PERSPECTIVE

From the perspective of the student, the first step towards mobility is easy access to clear and detailed information. Every detail is essential in order to make an informed decision about going on mobility or not. Thus, students need to know, among other things, the following with regard to internationalisation:

- if their study programme requires international teaching practice
- what their study programme allows in regard to recognition of credits
- which mobilities best complement their study programme
- which mobilities include teaching practice or assistantship
- which semester acts as a mobility window
- how to access funding

This information can be provided online, on a dedicated webpage, but also in print form or via events with returning students talking about their international experience.

Student teachers also need to be made aware that they can use mobility to specialise in their field of interest or field of study. Not many study programmes offer more than one or two specialisations so for the student looking to deepen their understanding outside what is offered, going on a mobility to a partner university with that specialisation is an invaluable experience. For instance, a Slovak student teacher went on mobility twice to two different universities, both times focusing on interests that were not available at his home institution: the first for early childhood education, the second for ancient Egyptian archaeology as his other major was history.

For some students the international aspect itself is the motivating factor. Indeed, international mobility offers numerous benefits. Students gain exposure to different cultures, improve their communication and language skills, and develop competencies that form a crucial foundation for their prospective teaching careers. On a much smaller scale, intercultural awareness seminars and workshops, as well as courses in intercultural communicative competence can offer similar benefits.

Nevertheless, as previously discussed, there remain various hurdles that students need to overcome within the decision-making process. At the top of the list is easy access to detailed information, then funding, credit recognition, and loss of time. And here it is the universities that must place the interests and needs of the students central to the development process.

As the administration and management of the university deals with the structural changes in the ongoing process of internationalisation, students should play a pivotal role. The better the administration and management understand what their student teachers need and want, the more accurate the organisational development can be. Those who have already been on mobility can provide insights into living and travel costs at partner universities. Space for peer-to-peer exchange events, informal reports, and interaction between returning and outgoing students can facilitate significant and useful input into the development process. As students consider internships and exchange programmes abroad, effective preparation, support, guidance, and follow-ups must be offered in order to maximise the learning opportunities. The more time and energy they invest into preparation and reflection, the more they will benefit from their mobility experience.

Ultimately, students are a central stakeholder group in this program. Recognizing the significance of international experience for their careers should be a key goal in the development process.

CONDITIONS FOR SUCCESS

Aside from the two perspectives detailed above, there are a few other conditions that positively influence internationalisation in HE.

1. A university management and administration that supports internationalisation for all enrolled students, in general, and for student teachers specifically
2. Acknowledging and expanding existing university resources for teacher education; For instance, a certified language centre within the European Qualifications Framework (EQF) with subject-specific language programmes (e.g., FFA in Germany) could also offer courses especially developed for student teachers, e.g., Teaching in English.
3. Establishing English language medium international and interdisciplinary study programmes with international guest lectures; The seminars, lectures, and events offered would be open for student teachers in other locations with the corresponding credits.
4. An effective international office that connects academic studies with practical experience through global partnerships and services like career centres and internship offices; International cooperation can grow through student teacher placements, and the network can expand further with partnerships in teacher education.



TEFE METHODOLOGY



INTEGRATING INTERNATIONALISATION WITH EMPLOYABILITY

The TEFE event in March 2022 highlighted that not only the school and education systems, but also the teacher education systems vary across countries, affecting the entry opportunities for student teachers into different job markets. Our March 2022 event specifically drew attention to the challenges of recognising foreign teaching degrees for entry into the German public school system. And as we discovered, there is no general recognition practice, with the decisions sometimes being made locally, on a case-by-case basis as needs dictate. Thus, when discussing employability of student teachers of English, each country's requirements and teacher education programmes, as well as the plans of the student teacher must be considered.

For instance, in Germany, teaching is attractive to student teachers because of its good work conditions, including a good salary, job security, civil service benefits, and ample vacation time. In Spain, education programmes are largely vocational, leading students to pursue teaching careers. There too, work conditions are quite attractive, especially for teachers who become civil servants, after passing an exam and a year of teaching practice in state schools. The attractive work conditions, especially for civil servant teachers, drive this choice. In Poland, the teaching profession is considered reliable and stable, protected by the Teacher's Charter that addresses various aspects of teachers' rights, duties, qualifications, working conditions, remuneration, and training. In Slovakia, teaching is considered less appealing due to comparatively low pay, despite offering job security. In Czechia, as in Slovakia, teaching faced a similar challenge due to low pay. However, Czechia has recently made efforts to improve this by increasing salaries for primary and secondary school

teachers.

Although the situation differs from country to country, our workshops demonstrated that students from all participating countries share the expectation that international experiences within their study programmes will better prepare them for their future careers than the current situation allows.

THE TEFE ROADMAP FOR THE INTERNATIONALISATION OF TEACHING PRACTICE

Implementing internationalisation is a process and, with that in mind, we introduce THE TEFE ROADMAP FOR THE INTERNATIONALISATION OF TEACHING PRACTICE (TEFE ITP ROADMAP). The roadmap has two starting points: One for university and faculty management and administration, and the other for student teachers. While each journey might not involve taking each step, one after the other, doing so will ensure reaching the same destination for the benefit of both. Ideally, the university's "above" perspective and the student teachers' "below" perspective meet in the middle.

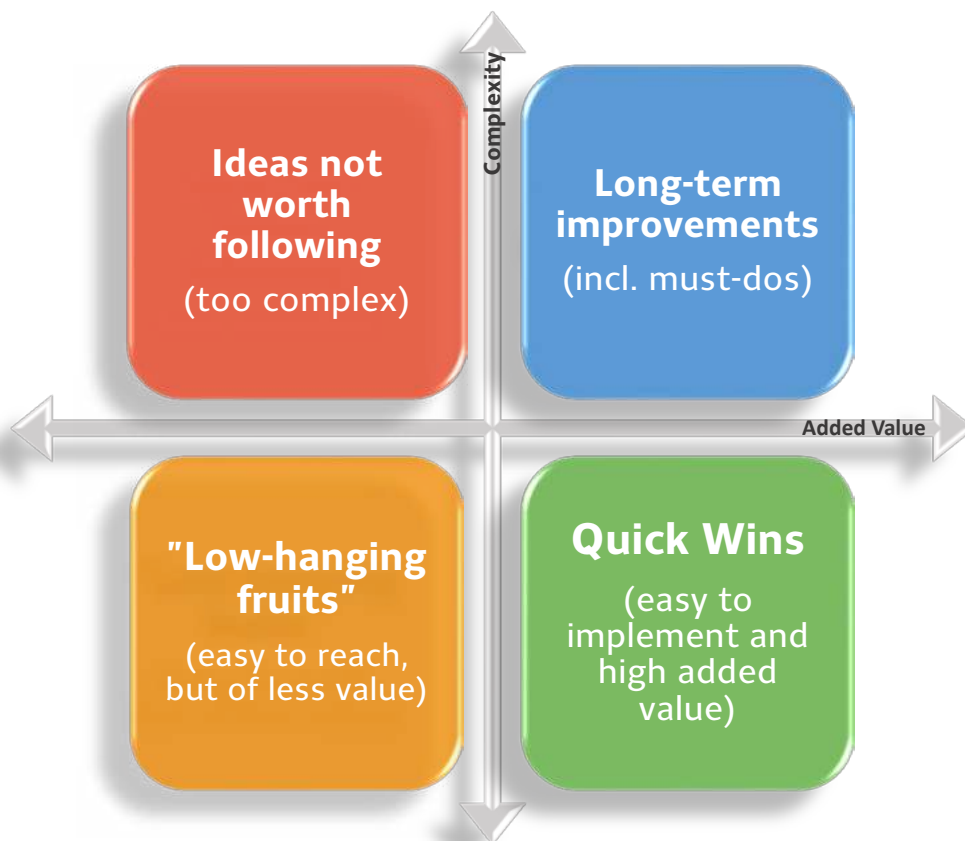


For the University Administration:

1. Formulate a vision statement on internationalisation of teaching practice and education that your institution is aiming for.
2. Include internationalisation of teacher education in the university development plans and the teacher education development plan (if applicable).
3. Develop SMART goals for implementing internationalisation for teachers of English for future Europe. The goals should be specific, measurable, achievable, relevant, and time-bound. These might look like the following:
 - *We will increase the number of incoming student teachers by 50 percent within the next 2 years.*
Depending on the institutional context, this meets all the criteria: It is specific, measurable, achievable, reasonable, and time-bound.
 - *But in some contexts, it might be considered unachievable.*
We will offer every teacher student at our university the opportunity to go on an international mobility.
Does not meet the criteria: While specific and measurable, it is neither achievable nor time-bound.
4. Create and implement measures and connect them to each goal. The TEFE Index is one source of ideas.
5. To assess your ideas, evaluate your measures using your own criteria or categorise them using the following (see Figure O1.6):
 - Quick wins
 - Long-term improvements
 - Low hanging fruit
 - Ideas not worth following

Figure O1.6

Organising ideas and measures in a matrix



6. From the list of measures, pick the three that you believe are the fastest or easiest to implement and advertise them (*quick wins*).
7. Implement at least 15 new measures, including at least three of each category:
 - Internationalisation At Home for home students
 - Internationalisation At Home for international students
 - Internationalisation Abroad
 - Hybrid Internationalisation Opportunities
8. Network, establish contacts, cultivate relationships, and find support; International collaborations provide valuable avenues for learning and growth. Connect with fellow educators, university faculty members, and English language student teachers from across Europe and around the world. Engage in meaningful exchanges of ideas, troubleshooting, and solutions with those of like mind.

For Student Teachers:

1. Seek out information on what mobilities your university offers.
2. Participate in events (e.g., international days) and office hours for consultation at your faculty's or university's international office.
3. Sign up for your international office's newsletter.
4. Find funding programmes for international mobility, whether Erasmus+ or national programmes.
5. Contact people at your faculty or university (e.g., department chairs, professors, and university staff) who work on collaborative international projects and ask if you can join.
6. Get to know international students at your university however you can, e.g., through events, buddy programmes, language tandem, and in class.
7. Sign up to become a buddy in your university's buddy programme.
8. Find a language tandem.
9. Sign up for English-language medium courses, if possible.
10. Share your experience, e.g., give a talk at a university or local event, write an article for the student newspaper or ezine, create a social media post for your faculty or university to share, or make a video to upload onto your own timeline.
11. Organise a peer-to-peer event for student teachers going abroad, bringing together those with international experiences and those without.
12. Go to another country for an internship, for summer school, for a semester abroad, or to do combined student mobility (study and internship).
13. Connect with other students going to the same country or going during the same period.
14. Prepare for your mobility, e.g., find out about the school and the university system.
15. Find a partner or a group that you can reflect with on your international experiences.



TEFE INTERNATIONALISATION ACTIVITIES

All three forms of mobility—physical, virtual, and blended—hold special significance for TEFE activities. The ISPs (Intensive Study Programme) for student teachers and the ISTs (Intensive Staff Training) for teacher educators, teacher mentors, and educational stakeholders are two key examples of how TEFE works together in transnational groups towards a shared objective. In particular, blended mobility and virtual interaction can reshape the nature of academic collaboration and help to reduce the budget in HE through cost sharing. The goals TEFE set out to achieve create an international community of students from the five Consortium universities and establish cross-institutional student-student collaboration. Additionally, they form a global community comprised of educators and researchers from the five institutions, fostering collaborative academic endeavours and teacher education initiatives across these institutions. Thus, the TEFE project gave the Consortium the opportunity to meet together, with students, with teacher mentors, and with other university teachers using all three forms of mobility: virtual, blended, and physical. TEFE ISP01 České Budějovice (Czechia), TEFE ISP02 Passau (Germany), and TEFE ISP03 Kraków (Poland) were held over the final two years of the project. Central to the purpose of ISPs was the creation of multinational learning environments for future teachers of English, the opportunity for them to experience ITP first-hand, the introduction of the TEFE Framework for the Internationalisation of Teaching Practice and Employability, and the promotion of long-term, transnational, peer-to-peer working and collaboration amongst them as young teaching professionals. For the members of the Consortium, the ISPs enabled the synergy of TEFE educators in delivering an innovative teaching programme that promotes the delivery of their vision of ITP and employment mobility for future English teachers in Europe.

Each individual ISP brought together groups of student teachers from the five participating partner universities to work together on topics of internationalisation and employability in teacher education. For the student teachers, these week-long mobilities provided the opportunity to interact with their peers on a topic of mutual interest—teaching English; observe English language lessons at local schools; find out about the school system and teacher education in the country of the host university; participate in lectures and workshops dealing with TEFE’s focus—internationalisation and employability of future teachers of English for future Europe; and collaborate in transnational groups on various projects centred on TEFE’s goals. For TEFE Consortium members, ISPs served as a place to implement and evaluate our ideas and methodology; to listen to student teachers and local mentor teachers, thus gaining insights which would influence the project; and to create a community of Future Teachers of English for Future Europe.



TEFE ISP FACTS AND FIGURES AT A GLANCE

ISPs by the Numbers

- Hosted by 3 different TEFE universities:
 - » The University of South Bohemia (Czechia)
 - » The University of Passau (Germany)
 - » Jagiellonian University (Poland)
- Lasting between 5 and 9 days
 - » 25-35 student teacher participants for each
- Between 5 and 10 from 4 of the Consortium members
- 13 TEFE Consortium member participants
 - » 10 teacher educators
 - » 3 Aston University (UK) specialists and evaluators
- Dozens of teacher mentors' lessons observed

ISP Goals for Participants

- Experience intercultural exchange and broaden their horizons
- Learn from observing English lessons in the host country's education system
- Experience and understand the key features of teaching practice in the host country
- Understand the host country's school and education system
- Understand the employment opportunities available in the host country, including appropriate legal and educational requirements
- Be able to tell peers at their home institution what opportunities are available for ITP at TEFE Consortium institutions
- Actively engage in and contribute to the TEFE project

Components of an ISP

- Plenary sessions
 - » led by TEFE educators, teacher mentors, and specialists
 - » on the theory behind ideas foundational to TEFE
 - » internationalisation
 - » employability skills
 - » intercultural competence
 - » on the practicalities of teaching practice (e.g., the European Portfolio for Student Teachers of Languages)
 - » on the development of the TEFE framework
- Specially designed materials and resources, including ICT project tools, that inform and influence the internationalisation and employment mobility of TEFE graduates
- Workshops to apply the newly acquired knowledge
- Transnational group activities to exchange experiences, thoughts, and ideas
- Classroom observations in local schools with teacher mentors

Foundations for a successful ISP

- A clearly defined objective—known to the participants—running through the entire event
- A balance between inputs, activities, and reflections
- Competency-based
- Theory-Practice Relation
- Facilitation of intercultural exchange
- A three-legged knowledge base
 - » (1) Cultural Studies
 - » (2) Linguistics
 - » (3) Didactics
- Connected thematically to previous TEFE events

ISP planning for maximum student teacher benefits

- Consider previous student feedback
- Keep to the stated objective
- Order sessions from general to more specific types of input
- Always include icebreakers
- Provide space and time for participants to socialise
- Facilitate informal socialising during and after the formal sessions
- Provide input on “how-to” in real life



The TEFE Consortium is actively shaping the future of internationalisation and collaboration in the education of future teachers of English. A key goal is establishing a regular student teacher exchange within the Consortium. This involves sharing hybrid courses, providing study opportunities at each other's institutions, and international teaching practice at our partner schools. Moreover, TEFE partners are working towards identifying parts of their study programmes which complement each other, in order to develop a so-called TEFE Curriculum Network that seamlessly blends physical and virtual activities for the benefit of our student teachers. These activities would reflect the TEFE approach and its principles, be informed by network partner input, and provide assistance and guidance to participants throughout the internationalisation process. What distinguishes TEFE, however, is that the Consortium's shared commitment goes beyond the technicalities—it aims to make European English teacher education more forward-looking and sustainable, with the added ambition of the Curriculum Network improving teachers' employability.

A CASE OF GOOD PRACTICE: ISPO2 PASSAU

Hosted by the University of Passau, ISPO2 was conducted as a blended mobility. The virtual component was held at the end of March 2022; the physical component was held in Passau, Germany, in September 2022. ISPO2 kicked off with a four-day online event with students, teachers and university members of each participating partner country via Zoom. We had already discovered during in-person ISPs that informal opportunities to talk and socialise during the breaks and in the evenings were essential for a trustworthy and productive work atmosphere. To ensure the same for ISPO2's virtual component, we incorporated icebreakers into almost every session.

The virtual ISPO2 explored the topics of intercultural competence, the recognition process of teaching in the EU, and internationalisation. In these sessions, students had the chance to meet students and teachers from TEFE partner universities, become familiar with the German school system(s), and learn about international teaching practice from teachers who live and teach outside their countries of origin. Students were also asked to propose innovative internationalisation measures. As students reflected on and compared their own international experiences, all agreed that intercultural communicative competences are essential not only for their own personal development but also in order to be an effective teacher. During lecture sessions, participants learned about cultural meanings and employability in an international context.

One day's sessions revolved around the complicated issue of international recognition of teaching degrees. After a talk on the existing disparity between teaching degrees and qualifications within the EU, students participated in a Q&A with a panel of five English language teachers who had been raised or had studied in one EU country but now teach—or study English language teaching—in another. After a presentation on Bavaria's school and education system and the qualifications required to teach in it, students worked in their transnational groups on a comparative view of their respective education systems. Later, in their national groups, each set of university students produced a scientific poster depicting the education system in their own country. As a result of the virtual group work, participants came to the second half of the ISPO2 in Passau with some of the necessary background knowledge on TEE partner countries' education systems to move on to work on other, more detailed projects (see [Project Events – tefe.online](#) for ISPO2 schedule).

In September, the second instalment of ISPO2 took place at the University of Passau. Since the objective was for participants to learn about the internships required of student teachers of English in Bavaria, Passau student teachers shared their experiences with them. After developing teaching concepts in their transnational groups, each group was able to visit one of four different schools to observe English lessons.

Various other topics were explored over the course of the week, including intercultural communication within English classes, effective feedback techniques, the concept of the "house of competences", and the use of metaphors. The posters depicting the school and education systems of TEFE countries, created during the virtual phase of ISP02, had been printed and were exhibited in the university's foyer for a Gallery Walk. This allowed students to compare their respective systems, discuss commonalities and differences, and get to know each other a bit more in a relaxed atmosphere. As in every ISP, a social programme was organised, this time featuring a visit to the Didactic Innovation Labs of the University of Passau, university and city tours, and a visit to the city hall. And as always, these informal occasions provided time and space for participants to connect and build relationships.

Implications and Conclusions

The creation of ISP02, initially prompted by the COVID-19 situation, introduced a blended mobility approach that yielded promising outcomes. The virtual component enabled students to work together with peers from all over Europe without the cost and effort of travelling. It was also possible to invite a wide variety of speakers regardless of their locations. Options like breakout rooms and channels facilitated group work and tools like Miro enabled the creative visualisation of ideas. However, when planning a virtual event, one must also consider screen fatigue, which might be mitigated by more, shorter sessions, over more days. The social dimension of internationalisation within virtual events is perhaps its weakest point. Participants are "together" in name only and interactions are limited to scheduled sessions, hampering any chance of the kind of personal connections that take place in in-person meetings. This, however, highlighted the importance of the subsequent in-person event in Passau. Many students who attended the virtual event also travelled to the in-person event, leveraging their familiarity with TEFE topics to confidently integrate into the project their peers who took part in the project for the first time. The posters created virtually and displayed in person bridged the two events. We also realised care is needed when implementing a hybrid format with both physical and online participation, since it is likely for discrepancies to develop between the groups, whether due to the socialising issue discussed above or the ubiquitous technical issues of communicating online.

In the case of ISP02, both the virtual and the in-person component had its advantages and limitations. However, a blended format that combines both emerges as a promising approach to maximise benefits. Regardless the form of the mobility, adequate preparation before mobility, the time and space to connect with international peers during, and post-mobility reflection proved essential for fostering personal and professional growth for the student participants of ISP02 Passau.

TEFE STUDENT PARTICIPANT FEEDBACK

To evaluate the success of the on-site ISP02, student participants were asked to complete a form covering various aspects of the in-person event. Such questionnaires provide insights into participants' perceived experience: what they expected, what they learned, and what they would like to know more about. Their responses provide a profile of ISP02 which will inform future TEFE events for student teachers.



What Participants Expected

(See Figure O1.7 for the full question and an overview of responses.)

Socialising. A key aspect that was mentioned several times was the opportunity to socialise and get to know fellow student teachers from other cultural backgrounds. Students were looking forward to working in a transnational group with members from all participating nationalities, so they could exchange experiences with students from different countries and “get inspired by students from different universities.”

Learn new things. Several stated that they expected to learn new things, some specifying things that would help them become a better teacher. They also mentioned learning more about teaching English or simply “learn something useful”. Some were also hoping to learn about the teacher education programme of the University of Passau and thus gain insight into the German and Bavarian school system and their approaches to teaching.

Strengthen professional competences. Aside from the rather generic learning of new things, many mentioned that they expected to grow professionally over the course of the ISP:

“Improving my confidence in being a teacher.”

“Gaining new experience and knowledge from professionals with a different point of view.”

“I expected to find out new approaches to education.”

“To gain new outlook on how English is taught in different European countries.”

“Learning new Educational methods/teachings systems.”

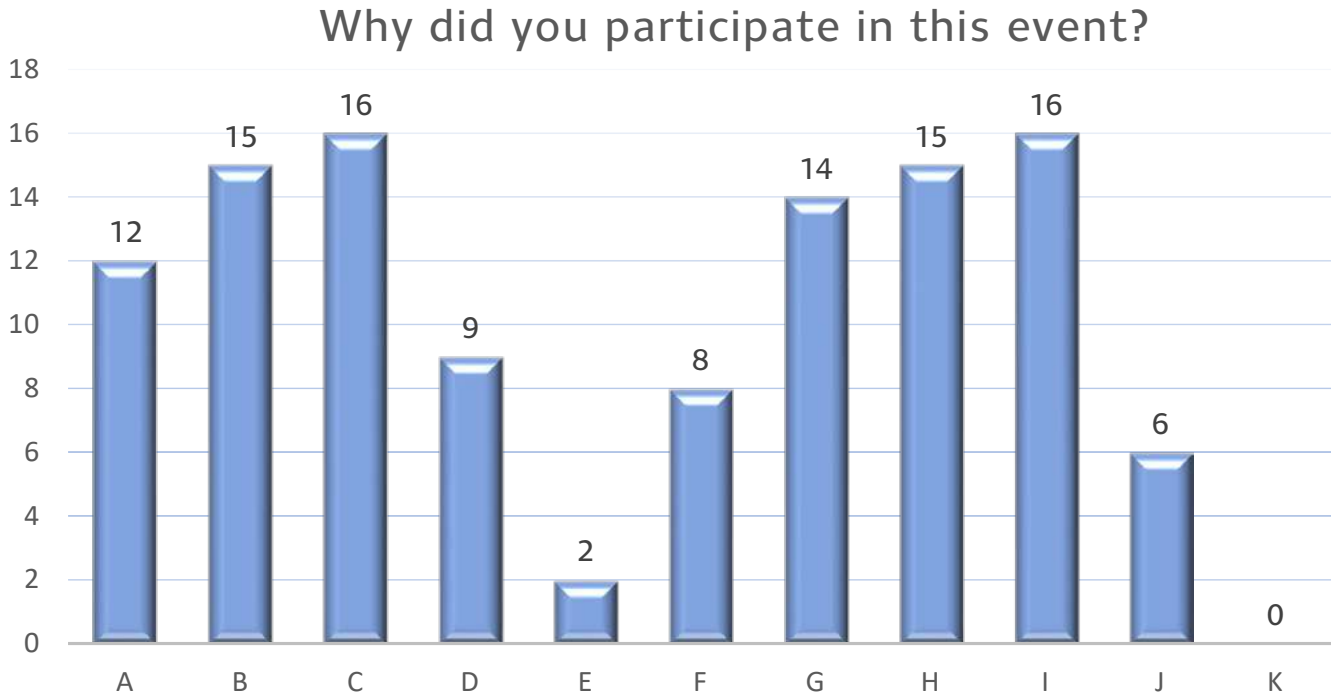
Two students also indicated they hoped to improve their English.

Visit a new place. Finally, many students also were looking forward to visiting a new place, being able to explore the town and go sightseeing.



Figure O1.7

TEFE ISP02 Response concerning expectations



- A. To improve my language skills (12)
- B. To visit new places (15)
- C. To gain intercultural experiences (16)
- D. To learn about the German educational system (9)
- E. To expand my academic vocabulary (2)
- F. To improve my everyday classroom English (8)
- G. To strengthen my competence for teaching English (14)
- H. To learn about teaching English in other European countries (15)
- I. To network with other students and teachers of English (16)
- J. To learn about the teacher education programme of the University of Passau (6)
- K. Others (0)



What Interested Participants the Most

The classroom observations. Visiting local schools to observe classes was of definite interest to the vast majority of student participants. They also mentioned the follow-up discussions with their peers and experienced teachers, where student teachers could exchange their thoughts about these observations.

Nur Kurtoglu-Hooton's talk: "The Discourse of Feedback". The majority of the responses included this interactive lecture by our Aston University colleague and TEFE Consortium member. She covered definitions of feedback, up-to-date research findings with practical examples and critical incidences, and did a workshop on how to give effective feedback.

Intercultural Communicative Competence. Many were particularly interested in learning about ICC, especially within the context of teaching.

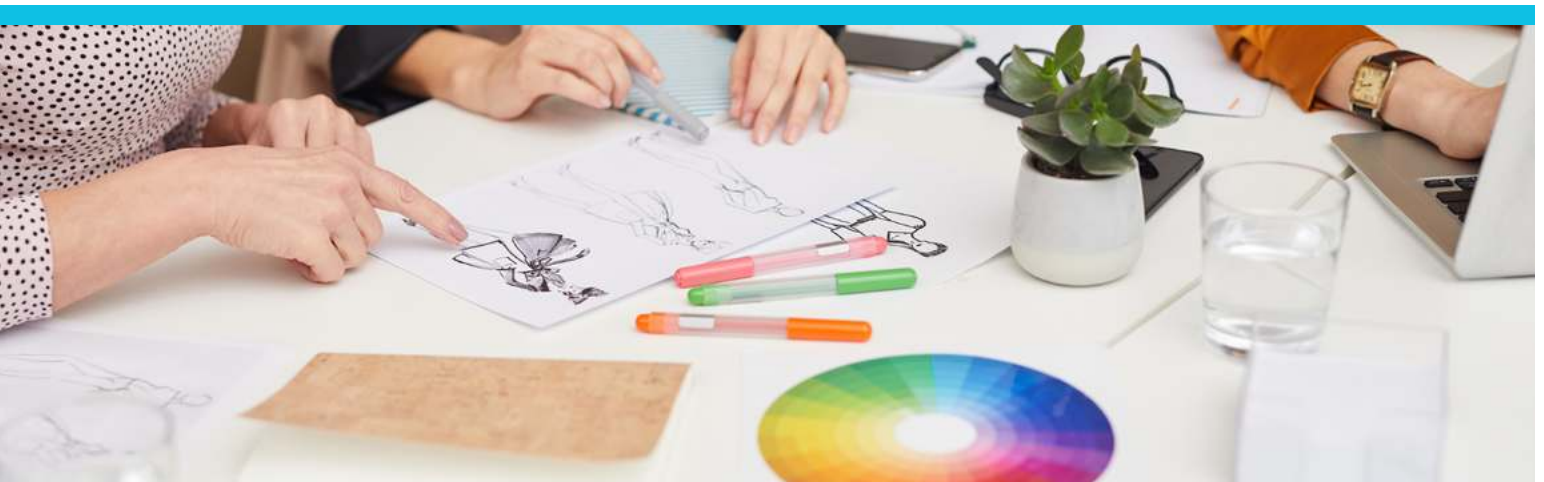
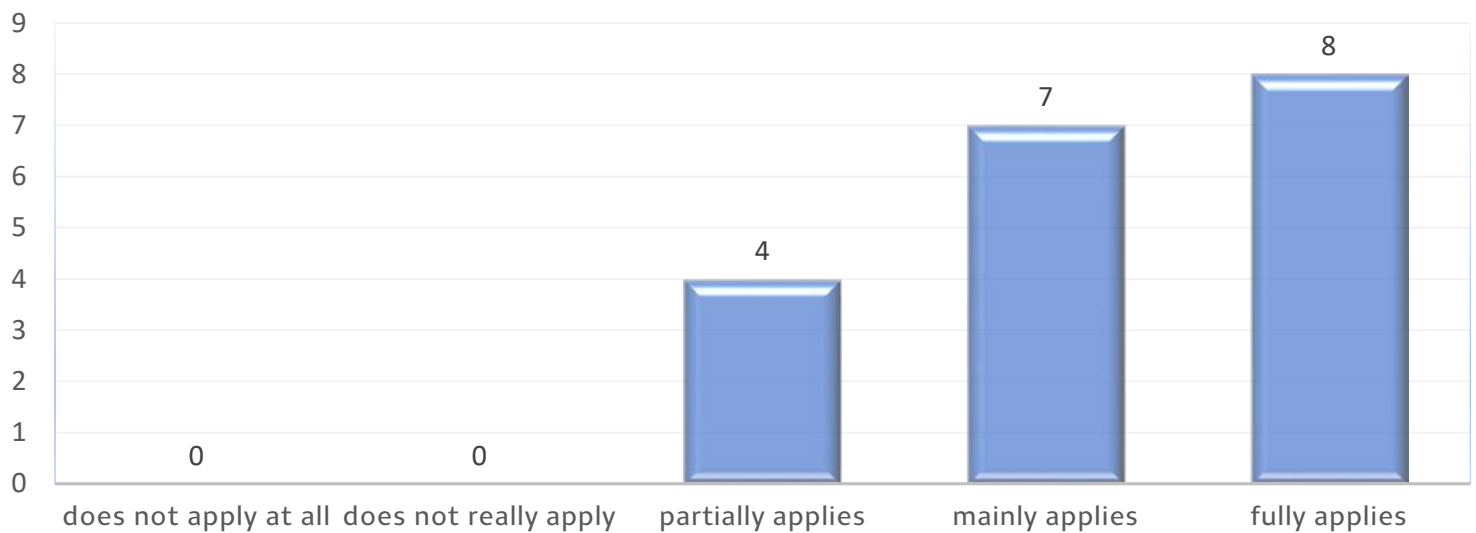
The posters of the five education systems. Students mentioned this positively, and particularly appreciated the explanation of the German system and the German state exam.

Passau students' presentation. Several students were grateful for the contribution of the German students who shared how their study programme works from their perspective.

All student teacher participants indicated that the ISPO2 programme had helped develop their understanding of what it means to be a teacher, with the majority indicated it had a major impact (see Figure O1.8).

Figure O1.8

TEFE ISPO2 Response concerning programme impact on understanding



What Participants Requested

Learning about the pitfalls of the teaching profession. Many responses mentioned this, including specifics such as dealing with large classes or problematic students, and teacher burnout.

Observing a wider variety of classrooms. Some specifically mentioned wanting to see a variety of age groups, and a variety of types of schools.

Teaching methodology. Some were interested in this in general, while others requested advice for specific ages, e.g., pre-school and primary.

More intercultural workshops. The request here was for more on cultural differences and dealing with cultural diversity in the classroom.

More group activities and fewer lectures. Within the group sessions, some mentioned that those were a bit restricting at times. They also suggested more sessions or informal discussions in which they could share their ideas and thoughts freely, without a strict guidance.

More relationship building. Some requested a social programme of events like quiz and karaoke nights after the formal ISP schedule had ended in order to have more time and space to get to know each other better. Others suggested more use of a common social media chat.

Testimonials

Ultimately, the ISPO2 met students' expectations and had a positive impact on their personal and professional growth and goals. When asked if and why they would recommend TEFE to other student teachers, these were some of the responses:

- *An amazing programme that helps you develop your teaching skills, make new friends, develop language skills on an international level, broaden horizons and gain an academic knowledge*
- *Because I think TEFE and programs similar to TEFE are something that all English teachers should experience at least once during their studies in order to be a truly good English teacher.*
- *I think every future teacher should experience how things are done in other countries.*
- *The programme encourages gaining different perspectives on teaching in various countries.*
- *It is crucial for a European teacher to have an idea about what is going on in other countries, especially for an English teacher*

The TEFE Student Teacher Profile

Based on the responses we received, we can construct a profile that represents what a Teacher of English for Future Europe embodies.

This individual actively strives to develop and improve their teaching skills, displaying a commitment to professional growth. Open to new perspectives, they are eager to explore teaching practices in different countries and contexts, demonstrating a genuine interest in intercultural exchange.

The TEFE student teacher has a proactive attitude which is also reflected in their desire to turn awareness into actionable steps as a teacher. They prioritise practical relevance, showing a preference for insights that directly relate to everyday teaching experiences. They are both aware of and yet eager to address the challenges that come with teaching, acknowledging their need to learn more and to hone their skills to be able to handle those challenges. At the same time, they value collaboration with others and engaging in discussions and exchanges of ideas, aware this is also a skill needed for their chosen profession.

In essence, a TEFE student teacher encompasses intercultural awareness, proactive involvement, and a dedication to applying learned concepts into practical teaching methods, all while actively pursuing a broader teaching perspective across different countries. It is these characteristics which also enhance the employability of the TEFE student teacher.

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Ethical considerations were adhered to and consent was sought from all participants during the administration of questionnaires and interviews.






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IaH (Internationalisation)

Support Initiative	University of South Bohemia, Czechia		University of Passau, Germany		Jagielloni	
		Jihočeská univerzita v Českých Budějovicích University of South Bohemia in České Budějovice		UNIVERSITY OF PASSAU		
Buddy programme	2	implemented under Erasmus Student Network USB; interested home students register to become a buddy	1	interested home students register to become a buddy	0	not univ individu individu
Certified language centre according to the European Qualification Framework (EQF, ISO)	2	two offering preparatory courses for internationally recognised language exams and general language courses for home and international students	3	the Language Centre of the University of Passau offers courses in 12 modern languages free of charge to enrolled students; TOEFL ITP certified	3	the Jagie Centre o language enrolled
Commitment to and recognition of international teaching practice	3	full recognition of academic credits and teaching practice for all foreign languages	3	full recognition of teaching practice	0	current l allow for practice
Course offering training in teaching in English	1	no dedicated course but most of courses are English language medium only with the exception of general psychology and pedagogy courses	1	elective course offered by Global.trex for student teachers of all subjects	3	course o Training universit
Courses offered in English, home students together with international students	2	at both BA and MA levels, in a wide range of study programmes	2	but not in all fields of study	3	at all fac range of
Dissemination of information about mobility opportunities	2	email newsletters; information-sharing events, both formal and informal, such as Erasmus Days and International Days	2	email newsletters; posts and notifications on the university learning platform; interviews by the Teaching Internship Office to determine language competences and interest in mobility, followed up by email newsletter detailing opportunities	2	email ne Erasmus dedicate website Collabor
Follow-up seminars	0		1	but only within the scope of smaller projects, e.g., global.trex, Schulwärts	0	
Home students organising activities for international students	3	by Erasmus Student Network USB: orientation week, international days, culture evenings, sport events, trips, film nights, etc.	1	but mostly organised independently or by student groups: World Wide Winter Market, etc.	2	by the S for entir including students

Support Initiatives

(Education at Home)

Jagiellonian University, Poland	Comenius University, Slovakia	Public University of Navarra, Spain
		
University- or faculty-wide; all institutes may have similar programmes	2 implemented under Erasmus Student Network CU; interested home students register to become a buddy	1 interested home students register to become a buddy
Jagiellonian Language Centre offers courses in 11 languages free of charge to students;	0 no	3 the UPNA Language Centre offers courses in 4 world languages to enrolled students; Cambridge and TOEFL iBT certified
Current legislation does not support international teaching	1 no policy in place; full recognition of academic credits within the purview of the faculty	3 full recognition of teaching practice
Courses offered by Teacher Centre to all interested faculty academic staff	1 occasional workshop for academic staff by the Centre for Scholarship and Teaching; all courses offered by the department are English language medium only	3 compulsory course (6-ECTS) in addition to education specialisation courses; compulsory courses on CLIL (6 ECTS) and ICT applied to English language teaching (3 ECTS) in the TEFL specialisation
Courses available in faculties and in a wide range of study programmes	2 at both BA and MA levels, but not in all fields of study	3 in the international BA education programmes
Communication via newsletters from faculty + coordinators; dedicated page on university website; Office for Internationalisation	2 social media posts by university and faculty pages; dedicated page on university website; information-sharing events, both formal and informal hosted by faculties	2 email notifications by UPNA Office of Internationalisation in cooperation with faculties; follow-up information provided to interested students
	0	0
Student Union: events for the student community, including international days	3 by Erasmus Student Network CU: buddy programme, welcome week, international days, culture evenings, sporting events, day trips, etc.	2 by Erasmus Pamplona Association: welcome week, mentor programme, international days, sporting events, BBQs, day trips, etc.

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Incoming academic staff mobility	2	in person guest lectures by international academics and researchers organised through academic mobility grants or internal funding	3	in person lectures and seminars by international academics and researchers	2	in person lecture academi through mobilit
Infotainment through third parties and new media	0	not for home students	2	Department of Internationalisation shares posts, stories, and videos of students' mobility experiences on its social media accounts	2	Interna via Fac account
Intercultural competence seminars	1	an accredited elective course on intercultural competence and understanding in the BA and MA	1	seminars offered by the Centre for Careers and Competencies	0	
Language tandem	1	through Erasmus Student Network USB	1	organised by the Language Centre for some languages, e.g., Spanish; otherwise organised independently	1	only in
Office hours for consultation	3	available but optional before, during, and on completion of the mobility; done by respective faculty international offices	3	mandatory initial consultation before applying for the mobility; done by the university International Office; internships consult the Centre of Careers and Competencies; student teachers consult the Department of Internationalisation at the Teacher Education Centre	3	availabl the uni and/or Erasmu
Peer-to-peer experience sharing and exchange	1	organised at the level of institutes, departments, and faculties: e.g., round-table discussions, presentations, student communities, networking, etc.	3	done by various offices and departments: annual World Café, "Stammtisch" (regular get-togethers for sharing experiences), the Info-Room (stocked with printed experience reports), reports on teaching practice abroad posted on university learning platform (ILIAS)	1	annual student

Support Initiatives

on and virtual guest lectures by international academics and researchers through Erasmus+ and other mobility programmes	1	in person guest lectures by international academics and researchers through Erasmus+ grants for teaching visits; virtual guest lectures organised independently	1	in person guest lectures by international academics and researchers through Erasmus+ grants for teaching visits
International Relations Office Facebook and Instagram posts	0	not for home students	0	not for home students
	1	an accredited elective course on intercultural communicative competence in BA and MA	0	
Individual initiatives	1	only individual initiatives	1	independently through the Buddy Programme
Optional but optional; done by University Erasmus Office and the respective faculty Erasmus+ coordinators	2	optional initial consultation before applying for the mobility and orientation meetings for outgoing students before the mobility; done by respective faculty international offices	3	optional initial consultation before applying for the mobility and mandatory orientation consultation for outgoing students before the mobility; done by the university Office of Internationalisation; consultation in collaboration with the Faculty of Humanities and Education; mandatory consultation with responsible teacher at partner university
Intro Days for incoming students	1	only during Erasmus Day and International Day	1	independent information exchange between students who have been on a mobility and students who are going the following year

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Preparatory seminars for the stay abroad	1	only informal meeting with the relevant Erasmus coordinator	2	for some projects, e.g., Global.trex	1	annual
Providing information	2	via International Office site, and institutional and academic international mobilities coordinators	3	via International Office site and Teacher Education Centre webpage	3	via We Intern websit media
Regular general information events on mobility	2	briefings and presentations for students interested in going abroad; annual Erasmus Day and International Day	2	virtual semestral International Days, covering 3 topics in separate breakout rooms	2	annual
Seasonal schools (e.g., summer schools) at the home university	3	several offered by various faculties	1	annual summer school with Chinese partner institution prior to the pandemic	3	summe individu institut
Weekly office hours for consultation on mobility (e.g., offered by a teacher education centre, internship office, etc.)	2	offered by the international mobility coordinators of the university and each faculty; also offered by academic staff and practice and internship coordinators	3	offered by the Teacher Education Centre and Internship Office; required before teaching practice abroad; to prepare the learning agreements and later recognition	3	offered coordin

Support Initiatives

Erasmus+ traineeships	1	only informal meeting with the relevant Erasmus coordinator	1	consultation with Office of Internationalisation; consultation with responsible teaching staff
Income Centre website, International Relations Office pages, and official social media accounts	3	via mobility section on the International Relations website and official social media accounts	3	via mobility section on UPNA website
Erasmus+ traineeships	2	briefings and presentations for students interested in going abroad; annual Erasmus Day and International Day	1	semestral briefing and presentation organised by the faculty for international students but open to home students going on a mobility programme
Summer schools offered by various faculties and institutes	2	occasional one-week courses on cultural and intercultural topics at the department or a partner institution taught by international lecturers during winter and summer breaks; summer schools offered by various faculties	3	summer schools in collaboration with the University of Navarra and Spanish National Open University in Pamplona and Tudela
Preparatory courses offered by the Erasmus coordinators of each institute	2	offered by the Erasmus coordinators of the university and each faculty; also offered by academic staff and practice and internship coordinators	3	offered by the academic supervisor of the mobility programme before any mobility or practice abroad; to prepare the learning agreements and later recognition




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Internationalisation f

		University of South Bohemia, Czechia	University of Passau, Germany	Ja	
Support Initiative		 <p>Jihočeská univerzita v Českých Budějovicích University of South Bohemia in České Budějovice</p>	 <p>UNIVERSITY OF PASSAU</p>		
Accessible information in English	3	a USB website section dedicated to incoming students, covers visa, housing, insurance, health care, etc.	3	website of International Office	3
Buddy Programme	2	provided by the Erasmus Student Network USB	1	offered, upon registration for the programme	0
Certified language courses (EQF, ISO)	1	intensive Czech for full-time international students; semester courses for mobility students	3	German and 11 other language courses offered free of charge by the Language Centre of the University of Passau	3
Dissemination of information about mobility accessible to international students	2	email newsletters in English; information emails to incoming international students	2	email newsletters in English; and posts and notifications on the university learning platform in English	3
General support	3	provided by International Office and faculty mobility coordinators; Welcome Centre	3	provided by International Office, Welcome Centre, subject-specific advisors, Internship Office	3
Help with accommodation	3	information on website in English; affordable accommodation possible at the university halls of residence; official request required	3	information on website in English; provided by Welcome Centre and International Office re student halls, flats for rent, shared flats, or short-stay flats	3
Information on English language medium courses and modules	2	available online in course catalogue; further information provided by faculty coordinators	3	available on faculty website	3

Support Initiatives

for Incoming Students

Jagiellonian University, Poland	Comenius University, Slovakia	Public University of Navarra, Spain
		
several websites, social media in English. Welcome Centre serves speakers of various language, including English	3 website of Erasmus Office	3 Office of Internationalisation website, and digital and paper brochures
no official programme offered	1 provided by the Erasmus Student Network CU	1 offered, upon registration for the programme
offered to all students by the Jagiellonian Language Centre	2 intensive Slovak for full-time international students; intensive short courses; semester courses for mobility students	3 offered by the UPNA Language Centre: one-week intensive Spanish (15 hrs), free of charge; semester course of Language, Culture and Business in Spanish as a Foreign Language Programme, by the faculty, fees might apply; foreign language courses, fees apply
Welcome Centre, Office for International Students, Erasmus+ Office; corresponding websites and social media accounts	1 information email to incoming international students	2 Office of Internationalisation notifies international students of registration application; sends information to interested international students
provided by Erasmus+ coordinators, Welcome Centre, or International Relations office for support	3 provided by faculty and university Erasmus offices	3 provided by Office of Internationalisation and their designated academic supervisor; practice support from designated school supervisor and university supervisor; PhD support from the International Welcome Office
information on website in English; affordable accommodation possible at the university halls of residence; official request required	3 information on website in English; affordable accommodation possible at the university halls of residence; official request required	2 provided by Accommodation Office re student halls, flats for rent, shared flats, or short-stay flats
available online in course catalogue on each faculty's website; each faculty offers courses in English	2 available online in course catalogue on faculty website	3 available on website, and digital and print brochures

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Infotainment through third parties and new media	1	Erasmus Student Network USB posts on its social media accounts, maintains an international alumni network	2	Department of Internationalisation shares posts, stories, and videos of international students' mobility experiences on its social media accounts	2	Intern share video accou Insta
Office hours for consultation	3	mandatory initial meeting with the faculty mobility coordinator during orientation week; individual consultations upon agreement	2	weekly office hours by iStudy Coach; extra appointments upon agreement	1	conso requ coor Relat
Orientation for international students	3	orientation week before the start of each semester; International Days	3	orientation week before the start of each semester	3	annu Intern
Special needs support (e.g., for those with disabilities, chronic illness, psychological difficulties)	3	Support Centre for Students with Special Needs; Psychological Counselling Centre (in English)	3	Student Disabilities Officer; counselling service (in English)	2	Disab Stud Adap not in

Support Initiatives

International Relations Office posts, stories, and posts on its social media accounts: Facebook and Instagram	2	Erasmus Student Network CU posts on its social media accounts	2	Erasmus Pamplona Association shares through its social media accounts: Facebook, Instagram and WhatsApp
Consultation available upon request from Erasmus+ coordinators and International Relations Office	2	consultation available upon request from the faculties' international relations offices and Erasmus+ coordinators	2	initial consultation by Office of Internationalisation and student's designated academic supervisor; consultation upon agreement; online office available
International Intro Days and International Partners Days	2	International and Erasmus Day early in each semester	2	Welcome consultation before Intensive Spanish course and the start of each semester
Ability Support Service; Student Centre for Support and Consultation "SOWA" (primarily in English)	2	Support Centre for Students with Special Needs and its coordinators at each faculty (in English); Psychological Counselling Office (not in English)	2	Health and Psychological Support Unit (not in English)




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Internationalisation

Support Initiative	University of South Bohemia, Czechia	University of Passau, Germany	Jagi
	 <p>Jihočeská univerzita v Českých Budějovicích University of South Bohemia in České Budějovice</p>	 <p>UNIVERSITY OF PASSAU</p>	
Erasmus and Erasmus+	3 extensive mobility for both students and academic staff in EU and partner countries; single and double major programmes	3 152 partner universities in 26 countries, including EU and Iran, Norway, Tunisia, Turkey	ov in
Free mover	1 available, information in English via the International Office	1 available, information in English via the International Office	0
Information on mobility programmes specialising in English language teaching for future teachers	1 via the International Office; informal recommendations from academic staff	2 a list of partner universities particularly suitable for student teachers is provided	0
International teaching practice (teaching practice outside home country)	1 assistant teacher internships (Erasmus+ KA1); short-term classroom observation mobilities	1 possible within the scope of compulsory teaching practice	1 E
Language courses abroad	2 online language support available and Erasmus+ funded language courses for teachers and other staff	2 Erasmus+ funded language courses for teachers and other staff; German Exchange Service (DAAD)	2 Era co sta lan (lin
Mobility support measures	2 Online meetings and e-mail support provided by the faculty mobility coordinators and academics	1 Online meetings during mobility; Only offered by Internship Office of Teacher Education Centre (TEC), only for student teachers of primary and lower secondary education	1 Su off
Other projects	ISUS: innovation of study secondary school education programmes; activities within Programme Johannes Amos Comenius	1 teaching German as a foreign language abroad via the Foreign Language Assistant Programme by the Pedagogical Exchange Service; short-term youth gatherings (Erasmus+)	1 Cla an wit Un

Support Initiatives

International Affairs (IA)

Jagiellonian University, Poland	Comenius University, Slovakia	Public University of Navarra, Spain
		
over 200 Erasmus+ agreements in EU and partner countries	3 for both students and academic staff in EU and partner countries	3 in the field of education: 26 partner universities in 15 EU countries; strategic alliance UNITA (European University Initiative)
	1 available, information in English via the International Relations Office	2 Information in English available on UPNA website
	1 via the International Office; informal recommendations from academic staff	2 a list of partner universities particularly suitable for student teachers is available
Erasmus+ internships but not recognised for obtaining teaching qualifications	0	3 international teaching practice available for final-year students (Erasmus+ scholarship); Solidarity Formation practice in collaboration with two partner universities in Latin America
Erasmus+ funded language courses for teachers and other staff; Several offered for languages other than English (limited available spots)	2 Erasmus+ funded language courses for teachers and other staff	2 Erasmus+ funded language courses for teachers and other staff
Support of International Affairs Office upon request	1 E-mail support	1 Emailing with their academic supervisor during their stays in case changes have to be applied to the learning agreements. Occasional online meetings if necessary
Partner: intercultural, language and teaching skills partnership with Clermont Auvergne University, France	0	1 Teaching Spanish as a foreign language abroad through the Foreign Language Assistant Programme (Ayudante de Conversación) by the Ministry of Education.

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Partners beyond the EU	3	78 partner universities in North and Latin America, Africa, and Asia; International Credit Mobility grant projects	3	95 partner universities in 32 countries; scholarships by German Academic Exchange Service (DAAD) possible; Mobility Networks	3	70 part and Lat Australi Scholar
Seasonal schools (e.g., summer school)	1	subject to the offer of partner universities	1	in 13 countries (EU and non-EU), often thematic, fees apply, grants available	1	summe with Ea USA (in training

Support Initiatives

<p>ner universities in North America, Africa, Asia, and Asia; AUCSO, at Risk, etc.</p>	1	15 partner universities in USA, Canada, Japan, Israel, and Ukraine; those within Erasmus KA171 International Credit Mobility	3	<p>Palafox Programme (Latin American universities); in the field of education: 12 partner universities in 4 countries; bilateral agreements with 2 North American universities; 2 partner universities in El Salvador and Peru (Solidarity Formation); the choice of universities in ISEP Exchange (in North and South America, Asia, and Africa)</p>
<p>r school in partnership with East Carolina University, intercultural and literature (.)</p>	1	subject to the offer of partner universities	0	




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Hybrid Internationalisation

	University of South Bohemia, Czechia		University of Passau, Germany		Jagiellonian University, Poland	
Support Initiative	 Jihočeská univerzita v Českých Budějovicích University of South Bohemia in České Budějovice		 UNIVERSITY OF PASSAU			
Blended mobilities	1	intensive blended programmes but not in language teaching; TEFE ISP01	1	TEFE ISP02	1	TEFE ISP03
Hybrid lectures and workshops (some students in the classroom, rest online)	0		0		0	
Regular hybrid courses or lectures with partner institutions	0		0		0	
Transnational work groups, networks, peer groups online (on learning platforms and social media)	1	yes, but not in language teaching	0		0	
Virtual mobilities	0		1	continuation of summer schools moved online during the pandemic, e.g., with Chinese partner university	0	

Support Initiatives

Education Opportunities

Jagiellonian University, Poland	Comenius University, Slovakia	Public University of Navarra, Spain
		
Erasmus+ ISPO3	1 intensive blended programmes but not in language teaching	3 intensive blended programmes but not in language teaching
	1 intensive hybrid creative and academic writing course with Olomouc University, CZ	0
	0	0
	0	0
	0	2 two courses offered on language teaching through the virtual mobility programme of the Erasmus project of the European University (UNITA)