



## NETWORK CONFERENCE ON INTERNATIONALIZATION OF TEACHER EDUCATION

**TUESDAY, 26 SEPTEMBER 2023**

9:00 – 10:00      **Welcome and Thematic Introduction**  
Room 206

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10:00 – 10:30      Coffee Break

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10:30 – 12:00      **Session I: Internationalization and (Self)Reflection**

Session A: Room 211, Chair: Myriam Hummel

- Racism-critical Self-Reflection as Part of the Professionalization of Teachers (L. Köttgen)
- The Transformation of Students' Field Excursions to Ghana into an Exchange Program: A SWOT Analysis of Universität Hamburg and University of Education, Winneba (D.G. Dampson, T. Iwers, S. Hayford)

Session B: Room 212

- Anti-Bias Approach in Teacher Education: Questioning Students' Deeply Seated Assumptions and Stereotypes (J. Carnicer, S. Fürstenau, H. Dedecek Gertz, N. Strunk)

Session C: Room 209, Chair: Wiebke Langer

- Reflection upon Reflection: Teachers' Reflections Upon a Pre-Service International Sojourn (R. Dressler)
  - Student Teachers Reflections on Service and Learning in International and Intercultural Communities: Contextualizing the Classroom Experience (L. Stachowski)
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12:00 – 13:30      Lunch Break: Abaton Restaurant

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13:30 – 15:00      **Session II: Internationalization and Intercultural Spaces**

Session A: Room 211, Chair: Nadja Strunk

- Reimagining Teacher Education for the Canadian Landscape (D. Gereluk)
- Transnational Spaces for Intercultural Encounters in Spanish Teacher Education (L.M. Brinkmann, S. Melo Pfeifer, J. Prada)

Session B: Room 212

- Interculturalism in Foreign Language Teaching (K. Spinassé)



15:00 – 15:30 Coffee Break

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15:30 – 16:15 **Discussion & Networking**  
Room 206, Chair: Telse Iwers & Myriam Hummel

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**WEDNESDAY, 27 SEPTEMBER 2023**

8:00 – 8:45 **Disbursement of Travel Costs** (Cash only)

This **only** applies to participants who have agreed to receive their reimbursement **in cash**. All other conference attendees do not need to attend.

Edmund-Siemers-Allee 1, Room 107

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9:00 – 10:00 **Key Note**  
**Student Mobilities, Migration and the Internationalization of Higher Education** (Johanna Waters, University College London)

Room 206, Chair: Javier Carnicer

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10:00 – 10:30 Coffee Break

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10:30 – 12:00 **Session III: Internationalization and Educational Institutions**

Session A: Room 211, Chair: Helena Dedecek Gertz

- The Transformative Power of International Cooperation: Success Factors and Challenges in the Development of International Partnerships in Higher Education (M. Hummel)
- The Contribution of University Assessment in the Improvement and Strengthening of Educational Quality in the Context of the Internationalization of Higher Education. The Argentine Experience (F. Camerano)

Session B: Room 212, Chair: Sara Fürstenau

- Internationalizing at Home: A Significant Challenge at UFRGS (C.E. Schünemann)
- Multilayered Approach to Internationalization across all Educational Levels (V. Dimitrieska)

*cont. on next page*

Session C: Room 209, Chair: Nadja Strunk

- Internationalizing Teacher Education through Partnership in the Third Space – Design of an Innovative Teaching and Learning Format (W. Langer, Y. He, J. Fowler, D. Kroiss)
- Internationalization in Higher Education: Student Experience of a Transnational Collaborative Online Learning Project (E. C. van Aswegen, T. Iwers)

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12:00 – 13:00      Lunch Break, Room 207

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13:00 – 14:30      **Session IV: Innovative Approaches to Internationalization**

Session A: Room 211, Chair: Sara Fürstenau

- International Student Exchange as Performative Solidarity? Silences Between the Lines (T. Schmidt, J. Glazier)
- Indigenous Education in Canadian Teacher Education: Story as a Conceptual Frame (A. Hanson)
- Improving Learners' Lifelong Learning: A Case Study of Implementing Problem-Based Learning in University Classes in Vietnam (N. Danh)

Session B: Room 212

- Post and Neocolonial Influences on Exchange Programs: Opportunities and Challenges of Cooperative Projects for the Internationalization of Teacher Education (T. Iwers, S. Hayford, D. Dampson, R. Amoako, S. Spath)

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14:30 – 15:00      Coffee Break

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15:00 – 16:00      **Discussion: Book Publication**

Room 206, Chair: Telse Iwers

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18:30

**Conference Dinner**

Building: Mollerstraße 10 (Faculty of Psychology and Human Movement Science)

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**THURSDAY, 28 SEPTEMBER 2023**

9:00 – 10:00      **Key Note**  
**Hopes and Illusions: How international experiences can contribute to teacher professionalism and how they can also be counterproductive**  
(Carola Mantel, University of Teacher Education Zug)  
  
Room: 206, Chair: Sara Fürstenau

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10:00 – 10:30      Coffee Break

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10:30 – 12:00      **Session V: Internationalization and Digital Aspects**

Session A: Room 211, Chair: Ben Dyson

- Culturally- and Linguistically-responsive Online Teacher Learning & Professional Development: A Literature Review (F. Pawan)
- Lessons Learned from Indiana University's Global Classroom Program (V. Dimitrieska)

Session B: Room 212, Chair: Telse Iwers

- Windows to the World: Internationalizing Teacher Education through the Digital Humanities (C. Ames)
  - Using Virtual Coaching to Enhance Teacher Preparation and Retention: Implications for International Collaboration (M. Chitiyo, M. Rock, B. Dyson)
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12:00 – 13:00      Lunch Break, Room 207

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13:00 – 14:00      **Conference Closure & Information on School Visits**  
Room 206, Chair: Myriam Hummel

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14:00 – 18:00      Time for Bilateral Meetings

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**FRIDAY, 29 SEPTEMBER 2023**

**Visits to Hamburg Schools**

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## ABSTRACTS KEY NOTES

### **Student Mobilities, Migration and the Internationalization of Higher Education**

Johanna Waters (University College London)

Over the past 20 years, intellectual interest in international students and their (im)mobilities has soared. This keynote will attempt to provide a critical overview of scholarship in this area, including work pertaining to the meaning and significance of international student migration. Key themes will be discussed, including the socio-economic diversification of mobile students, issues of differential value in international higher education, questions around state strategies and citizenship, and the recent ethical dilemmas that have emerged in relation to attracting and hosting large numbers of students from overseas.

### **Hopes and Illusions: How International experiences can contribute to teacher professionalism and how they can also be counterproductive**

Carola Mantel (University of Teacher Education Zug)

International internships for prospective teachers have great learning potential. They can broaden horizons in a lasting way. But they can also have the opposite effect: They can be frustrating and deeply discouraging. What makes the difference? - Carola Mantel provides insights from a qualitative research project conducted in Switzerland. She shows how different student teachers experience their internship abroad in very different ways and why these differences occur. She also suggests some practical ways in which student teachers can be accompanied in their learning process and supported in their professional orientation for a diversity-friendly and discrimination-critical pedagogy.

## ABSTRACTS WORKSHOPS AND PRESENTATIONS

### Racism-critical Self-Reflection as Part of the Professionalization of Teachers

Lola Köttgen (Universität Hamburg)

In the context of the challenges that the migration society presents to schooling in Germany (Mecheril et al. 2010), it is necessary to convey theories and approaches of diversity and racism-critique in teacher education and to reflect on one's own pedagogical practice and professional role (Mecheril et al. 2010; Ivanova-Chessex et al. 2022). Thus, I understand self-reflection as an important aspect of pedagogical professionalization and as a continuous task that offers the possibility for professional and personal development and growth.

According to racism-critical theories, a racism-critical self-reflection includes, among other things, the consideration of one's own involvement in social relations of power and inequality (Ivanova-Chessex et al. 2022). In my individual presentation I refer to (preliminary) results of my doctoral project entitled 'Racism-critical self-reflection of teachers'. I want to argue in my presentation to what extent the reflection on one's own positioning within social relations of power and inequality should be a central subject of teacher education. In doing so, I will refer to my own study as well as to my experience as a lecturer in a teacher training seminar on 'Pedagogy in the Context of Racism' at the Universität Hamburg.

In my research project, which is aligned with grounded theory methodology, I conducted and analyzed thirteen qualitative interviews with *white* and *non-white* racism-critical teachers. One of the central results of my study is that the phenomenon of 'self-positioning' within racial relations of difference is perceived by the interviewed teachers as relevant in the context of self-reflection. Self-positioning, as the data material illustrates, depends on context and situation and is often characterized by uncertainties, ambivalences and complexity (Hall 1994).

As the analysis shows, self-positioning or positioning by others within natio-ethno-cultural relations (Mecheril et al. 2010) always refers to prevailing discourses, structures and hierarchies (Hall 1994), but also to biographical experiences and stocks of knowledge of the person positioning him/herself. Thus, a self-positioning of racialized subjects in particular is shaped by dominant discourses, as these assign a (racialized) position to the subject. At the same time, as my analysis shows, subjects are able to actively resist these assignments and counter them with self-positionings.

#### References:

- Hall, S. (1994): Rassismus und kulturelle Identität [Racism and cultural identity]. Ausgewählte Schriften 2. Hamburg: Argument.
- Ivanova-Chessex, O.; Shure, S.; Steinbach, A. (2022): Lehrer\*innenbildung. (Re-)Visionen für die Migrationsgesellschaft [Teacher Education. (Re-)Visions for the Migration Society]. Weinheim: Beltz Juventa.
- Mecheril, P.; Castro Varela, M. d. M.; Dirim, İ.; Kalpaka, A.; Melter, C. (2010): Migrationspädagogik [Migration Pedagogy]. Weinheim Basel: Beltz Verlag.

## **The Transformation of Students' Field Excursions to Ghana into an Exchange Program: A SWOT Analysis of Universität Hamburg and University of Education, Winneba**

Dandy George Dampson (University of Education Winneba), Telse Iwers (Universität Hamburg), Samuel Hayford (University of Education Winneba)

Within the DiCoT-Project two groups of 12 students each have visited UEW and did their orientation internship in schools in and around Winneba-Swedru. At the end of their 4-week stay in Ghana, we identified some strength, weakness as well opportunities and threats to the continuity and sustenance of the program. To address the weakness and threats to the exchange program we transformed the one-way exchange of students from UHH into a two-way exchange between DiCoT buddies from UHH and Inter- and intracultural Diversity in Teaching (IIC-DiT) buddies from UEW. The aim of this transformation is to strengthen, create cultural awareness and competencies and prepare student-teachers for diverse educational context through virtual exchange and physical mobility of students, lecturers, and staff of both sides. It further seeks to enhance a deeper collaboration between student-teachers from the faculties of the two universities by reflecting on cultural barriers and building awareness of cultural norms, as well as enhancing self-awareness in diverse contexts in teacher education. The purpose is to establish a mentor-mentee relationship between buddies (UHH-U EW) where the guest becomes the mentee and the host assumes the mentor status in a process of sharing valuable culturally diverse, pedagogical skills and knowledge which will enhance their awareness on intracultural diversities in schools, and enrich their knowledge, skills, attitudes, and values (KSAVE) through reflective practices and portfolio development. The data collected for this presentation is through exploratory design, where application of formal and informal interviews, participant and non-participant observations and pictography were used to collect data from respondents.

## **Anti-Bias Approach in Teacher Education: Questioning Students' Deeply Seated Assumptions and Stereotypes**

Javier Carnicer, Sara Fürstenau, Helena Dedecek Gertz, Nadja Strunk (all Universität Hamburg)

The DiCoT project (Diversity Contexts in Teacher Education) at the Universität Hamburg promotes critical thinking about discrimination among prospective teachers through a self-reflexive approach (Iwers & Yilmaz 2021, 221). We employ the anti-bias approach (Panesar 2022) to enable teacher students to reflect on goals of social justice and discrimination critique in school contexts – based on their own biographical experiences and with regard to their future role as a teacher. Our aim in using the anti-bias approach is not only to impart knowledge but also to empower future teachers in their identity. We want to enable them to create educational spaces where diversity and anti-discriminatory action are explored together (Gomolla 2022, 11). In a preparatory seminar, teacher students are prepared for an internship in schools in

Germany or abroad, where they can experience different diversity contexts. The accompanying qualitative research investigates to what extent critical reflection processes are initiated.

In the workshop we will analyze and put up for discussion selected excerpts from observation protocols (seminars) and interviews with students. The excerpts show how students talk about exercises from the anti-bias approach and about experiences during their school internships. We ask how students can be encouraged to question deeply seated assumptions and stereotypes. We would like to reflect together on implications for the question of how teacher education and school internships can be designed to develop a professional approach to diversity and discrimination critique in schools.

References:

- Iwers, T., Yilmaz, S. M. (2021). Entwicklung von Reflexionsmodalitäten inklusiven Unterrichts durch die Fallreflexion in sieben Schritten. Iwers, T., Graf, U. (Hrsg.) Vielfalt thematisieren: Gemeinsamkeiten und Unterschiede gestalten. Bad Heilbrunn, S. 220-231.
- Gomolla, M. (2022). Vorwort zum Buch ‚Gerechte Schule. Vorurteilsbewusste Schulentwicklung mit dem Anti-Bias-Ansatz‘ von Rita Panesar. Göttingen, S. 8-16.
- Panesar, R. (2022): Gerechte Schule. Vorurteilsbewusste Schulentwicklung mit dem Anti-Bias- Ansatz. Göttingen.

## **Reflection upon Reflection: Teachers’ Reflections Upon a Pre-Service International Sojourn**

Roswita Dressler (University of Calgary)

In increasingly diverse school contexts, teachers need to work effectively with the culturally and linguistically diverse students (Naqvi, Schmidt, Krickhan, 2014). One way to prepare teachers is for them to take part in international study abroad experiences during their education degrees. These experiences are especially valuable if the participants spend time in self-reflection, often aided by reflective writing (Gelfuso, & Dennis, 2014). However, there is little longitudinal follow-up research to determine what these former pre-service teachers, now teachers, perceived as salient from their study abroad sojourn (Dressler, et al., 2022). While discourses among study abroad programs reference educational tourism, personal transformation, the acquisition of language or professional skills (Trentman, 2022), most sojourns undertaken in North America are short-term (less than 8 weeks), raising questions of their effectiveness in helping pre-service teachers to experience the aforementioned aspects, which may be more likely in full semester or yearlong study abroad (Plews, 2019). Recognizing the importance for Canadian teachers who work with children from diverse language and cultural backgrounds to acquire these transferable skills, we recruited 16 former participants of a pre-service study abroad program to participate in our study. We interviewed graduates to a) explore their learning from the sojourn and how it may have influenced their teaching, and b) revisit their previously collected reflections (pre and post sojourn reflections, blogs) through *reflection on reflection* to draw out



additional insights and advance critical reflection skills. For the purpose of this presentation, I will focus on one of our research questions: How does a re-examination of reflective writing artefacts (writing and blogs) from the sojourn serve to support and deepen critical self reflection skills? We drew upon situated learning as a theoretical framework, as it acknowledges that the social context of the learning influences the learning itself (Lave & Wenger, 1991). We analyzed the data through a content analysis of references to reflection using Maarof's (2007) types of reflection. Through this analysis, we learned what additional reflection upon previous reflective writing can reveal about and for the participants. This study was part of a larger study of personal and professional learning through study abroad. Our research is original to the field since it is the first Canadian study to follow preservice study abroad sojourners into their careers as teachers by returning to participants we have previously studied (see Dressler & Kawalilak, 2022), now two to four years post-sojourn. Through this study, we aimed to demonstrate the value of international preservice sojourns in broadening the life experiences and professional learning of preservice teachers. We bring attention to how critical reflection plays a role in integration of learning from study abroad into teaching practice. We go beyond the immediate impact of study abroad, which is broadly documented, to embrace a longitudinal design. In doing so, we inform research in diversity contexts in teacher education.

#### References:

- Dressler, R. & Kawalilak, C. (2022). The experience of pre-service language teachers learning an additional language through study abroad. In G. Barkhuizen (Ed.). *Language teachers studying abroad: Identities, emotions and disruptions* (pp.100-110). *Multilingual Matters*.
- Dressler, R., Kawalilak, C., Crossman, K., Becker, S. (2022) Implementing longitudinal, reflective follow-up study abroad research: Following former pre-service teachers into professional practice. In J. McGregor & J. Pews (Eds.). *Designing second language study abroad research: Critical reflections on methods and data* (pp. 273-286). Palgrave McMillan.
- Gelfuso, A., & Dennis, D. V. (2014). Getting reflection off the page: The challenges of developing support structures for pre-service teacher reflection. *Teaching and Teacher Education*, 38, 1–11. doi:10.1016/j.tate.2013.10.012
- Lave, J. & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge University Press.
- Maarof, N. (2007). Telling his or her story through reflective journals. *International Education Journal*, 8(1), 205–220.
- Naqvi, R., Schmidt, E., & Krickhan, M. (2014). Evolving 50–50% bilingual pedagogy in Alberta: What does the research say? *Frontiers in Psychology*, 5, 1–8. <https://doi.org/10.3389/fpsyg.2014.00413>
- Pews, J. L. (2019). Language teacher education in study abroad contexts. In G. Barkhuizen (Ed.), *Qualitative research topics in language teacher education*. (pp. 155–160). Routledge.
- Trentman, E. (2022). Addressing the ideologies of study abroad: Views from the US context. In J. McGregor & J. Pews (Eds.). *Designing second language study abroad research: Critical reflections on methods and data* (pp. 89-109). Palgrave McMillan.

## Student Teachers Reflections on Service and Learning in International and Intercultural Communities: Contextualizing the Classroom Experience

Laura Stachowski (Indiana University Bloomington)

International and intercultural student teaching “immersion” placements can exert powerful influence in the professional development and personal growth of future educators. However, mere placement in another country is insufficient and may in fact reinforce stereotypes and a superficial approach to children and families of diverse backgrounds. Instead, programs must include preparation for the placement, spanning adequate depth and breadth, and structured on-site requirements in both school and community contexts designed to enhance the development of student teachers’ deep cultural learning, intercultural and global competencies, and broader worldview.

Earlier, we had introduced the *Five Cs of Cultural Immersion*, the framework on which we base the programs offered through Indiana University’s Global Gateway for Teachers (Stachowski, Howard, Pritchard, & Stuehling, 2023). When applied to international and intercultural field placements, the Five Cs – *Communication, Cultures, Connections, Comparisons, and Communities* – add depth, meaning, and rigor to the experience, intentionally taking student teachers’ learning beyond the walls of the classroom and into the larger community served by the school.

The onsite requirement of a Service Learning Project (SLP) aligns with *Communities*. The goal of this “C” is *to make the community a vital source of learning to better understand the families served by one’s school, and to enable participation in the community marked by cultural competence*. Although schools serve as anchor institutions in their communities, the learning that defines most conventional student teaching placements happens solely in the school, usually neglecting the organizations, agencies, people who exist in the surrounding environment. True immersion experiences require student teachers’ engagement with the local community through structured activities that interweave the Five Cs, contributing to deep and meaningful learning.

Student teachers are instructed to plan and carry out their SLPs with the support and direction of local people and with utmost consideration for local customs and cultural values. The projects they choose should represent *realistic* tasks that serve the community on the premise of *reciprocal* exchange. The narratives they prepare afterward include a strong *reflective* section in which they respond to structured questions addressing critical thoughts and insights on the community’s needs for the specific SLP they had chosen; the individuals with whom they worked and the cultural context, including “single stories” they may have confronted; and their own personal experience, insights gained, the notion of reciprocity, and applications to their professional and personal lives. For many student teachers, the service learning project is often one of the most compelling components of their on-site experience, strengthening their feeling of belonging by building local connections with people and organizations they may otherwise not have considered across the course of their placements.

This presentation will provide a framework for the required community-based SLP, as well as examples of the kinds of projects in which student teachers have engaged. In examining the outcomes student teachers identified through detailed reflections, specific trends have emerged, signaling the significance of this requirement in enhancing the student teachers' international and intercultural placements through stronger connections with the local community and direct applications to the classroom experience.

References:

Stachowski, L.L., Howard, K., Pritchard, K., & Stuehling, A. (2023). The Five Cs of cultural immersion: Adding depth and meaning to international student teaching. In N. Guler & C. Ullom (Eds.), *At school in the world: Developing globally engaged teachers* (pp. 140-163). Rowman & Littlefield.

## **Reimagining Teacher Education for the Canadian Landscape**

Dianne Gereluk (University of Calgary)

This session presents the evolution of policies and practices over the past decade in a Canadian teacher education program to attend to the shifting educational landscapes in Alberta and Canada. At first glance, Canada is commonly commended by the OECD for its PISA league tables and partly for its emphasis on equity (Coughlan 2017; Schleicher, 2014). Yet, the complexities and nuances of the Canadian “reveal considerable regional inequities in both educational inputs and outputs (Corbett and Gereluk, 2021, p. 302). Canada’s education system is governed by provincial authorities with 13 distinct systems (in 10 provinces and 3 territories), that are vastly different geographically, socio-economically, racially and ethnically. Further, the vast geographical size of Canada is immense with the World Bank<sup>1</sup> approximating that 98.65% of Canadian land mass is classified as rural. How Canadian teacher education programs are conceptualized and are responsive to the diverse educational needs across political, social and economic spaces are significant and complex. This session highlights three shifts in one Canadian teacher education program in response to local and global contexts.

The first shift considers the development of the Teaching Across Borders program that provides meaningful global pedagogical contexts and experiential learning components embedded with the host institution and country. The starting assumption is that we can learn from such experiences and the social contexts as sites for learning (Lave & Wenger, 1991). The intent is not only for students to expand upon their pedagogical knowledge through these a sustained immersive experience living and working alongside teachers and students, but to expand upon their understandings and appreciations as a way in which to approach their learning environments upon their return.

The second key shift looks to the reconceptualization of how to support rural, remote and Indigenous students through a community based education-program. The pragmatic shifts to reconsider how we allow students in their home communities

through a combination of online courses, and practicum places in their local areas, has created a positive influx of stable certified teachers who are also community members in those regions. The implementation of the Community Based pathway has been positively received by rural superintendents who see improved teacher retention in their communities. The shift in thinking in how to support rural teacher education requires an evolving commitment by universities to attend to more inclusive programming needs (Gereluk, Dressler, Eaton, Becker, 2020).

Finally, I consider the land-based learnings that are woven throughout all pathways into the teacher education, reflective of Indigenous and non-western ways of knowing and being. The shifting demographics of the urban metropolitan sites together with an acknowledgement that historical population patterns of white settler communities are neither accurate nor reflective of contemporary population demographics. This has required has a collective commitment and accountability in embracing non-Western approaches and pedagogies within the program and woven into the curriculum. This is particularly the case given the Truth and Reconciliation Calls to Action (2015) towards the injustices of Indigenous peoples of Canada.

#### References:

- Corbett, M. & Gereluk, D. (2020) Conclusion: Insights and Provocations for the future of rural education – reclaiming the conversation for rural education. In Corbett, M. & Gereluk, D. (eds.) Rural teacher education: connecting land and people. Springer Publishers.
- Coughlan, S. (2017, August 2) How Canada became an education superpower. <https://www.bbc.com/news/business-40708421>
- Gereluk, D., Dressler, R., Eaton, S. & Becker, S. (2020) “Growing our own teachers”: rural individuals becoming certified teachers. In Corbett, M. & Gereluk, D. (eds.) Rural teacher education: connecting land and people. Springer Publishers.
- Lave, J. & Wenger, E. (1991). Situated learning: Legitimate peripheral participation. Cambridge University Press.
- Schleicher, A. (2014) Equity, excellence and inclusiveness in education: policy lessons from around the world. International Summit on the Teaching Profession. OECD Publishing. <https://doi.org/10.1787/23127090>
- Truth and Reconciliation Commission of Canada (2015) Honouring the truth, reconciling for the future: summary of the final report of the Truth and Reconciliation Commission of Canada. <https://publications.gc.ca/site/eng/9.800288/publication.html>

### **Transnational Spaces for Intercultural Encounters in Spanish Teacher Education**

Lisa Marie Brinkmann (Universität Hamburg), Silvia Melo-Pfeifer (Universität Hamburg), Josh Prada (University of Groningen)

The development of critical awareness has become a central issue for language teachers in the 21st century. Current efforts in world language teacher education are pushing towards helping novice teachers become familiar with this body of work through activities that promote critical conscience raising (*conscientização*; Prada, 2021) as a means to stimulate an awakening to social (in)justices, their impact on individuals and communities, and the role of teachers within these power dynamics. Considering the importance of international encounters in language teaching and learning

(Barkhuizen, 2022) and centering the development of critical language awareness (Fairclough, 1992; Loza & Beaudrie, 2022), two teachers at Universität Hamburg and one teacher at Indiana University partnered to develop the project “Transnational Spaces for Intercultural Encounters in Spanish Teacher Education (TSIESTE)” a critical pedagogical space funded by ILLF, Universität Hamburg. We created TSIESTE aiming at enhancing student teachers’ (and lecturers’) critical sociolinguistic awareness by exploring socio-cultural conceptions of language (in/and) education and identity in two urban contexts: Hamburg (Germany) and Indianapolis (USA). TSIESTE was articulated over two stages: an e-exchange stage and an international exchange stage during which a cohort of nine Hamburg students had structured dialogues and open conversations with bilingual Latinx students from Indianapolis, completed readings and guided discussions about multilingualism, race and education, attended seminars and workshops facilitated by experts in Indianapolis, and did ethnographic observations at an inner-city school in Indianapolis. Throughout the program, the cohort completed an e-portfolio and daily focus group reflections facilitated by TSIESTE’s directors. On the last day in Indianapolis, the participants created individual arts-based projects whereby they represented one critical lesson (a *critical awakening*) learnt during TSIESTE. These arts projects were then presented to the rest of the cohort during the closing session. In this talk, we draw upon multimodal analysis (Kalaja & Pitkänen-Huhta, 2018) and discourse and content analysis (Hardy et al., 2004) to analyze these arts-based final projects as visualizations of the students’ emergent *conscientização*. Both, the arts objects, and their presentations (which were transcribed) constitute the corpus of our analysis. The results illustrate how students’ *conscientização* was risen in various ways by interacting with different curricular aspects of TSIESTE. Some students centered their identities and past experiences, others focused on their role as teachers, and some integrated these and other elements. Additionally, the acknowledgment and deployment of translanguaging during the presentations, and the use of concepts introduced during TSIESTE also characterized the creation and presentation of this final project.

#### References:

- Barkhuizen, G. (2022). Language Teachers Studying Abroad. In G. Barkhuizen (ed.): Language Teachers Studying Abroad. Identities, Emotions and Disruptions. Multilingual Matters.
- Fairclough, N. (1992). Critical cultural awareness. Routledge.
- Hardy, C., Phillips, N., & Harley, B. (2004). Discourse Analysis and Content Analysis: Two Solitudes? Advance online publication. <https://doi.org/10.5281/zenodo.998649>
- Kalaja, Paula; Pitkänen-Huhta, Anne (2018): ALR special issue: Visual methods in Applied Language Studies. In: Applied Linguistics Review 9 (2-3), S. 157–176. DOI: 10.1515/applirev-2017-0005.
- Loza, S. & Beaudrie, S. (Eds.): Heritage Language Teaching Critical Language Awareness Perspectives for Research and Pedagogy. Routledge.
- Prada, J. (2021). The critical awakening of a pre-service teacher in a Spanish graduate program: a phenomenology of translanguaging as pedagogy and as content, International Journal of Bilingual Education and Bilingualism. DOI: 10.1080/13670050.2021.1881945

## **Interculturalism in Foreign Language Teaching**

Karen Spinassé (Federal University of Rio Grande do Sul)

Foreign language teaching is not only about teaching linguistic structures. More than linguistic competence, which gives learners the tools they need to formulate utterances, foreign language learners need “communicative competence”, that is, the ability to use the utterances he/she is able to form effectively in a dialogue. Even more important than communicative competence, however, is “intercultural competence,” which sensitizes the learner to make contact with the foreign, to deal with the foreign, so that the utterances formed with the linguistic tools are not only used effectively in communication but also lead to appropriate and successful interaction in an environment that is foreign to the learner.

In this sense, in this presentation I discuss aspects of intercultural competence and its importance for foreign language learners, focusing on the teacher and his/her action. The teacher can/should deal with cultural aspects in the classroom, such as stereotypes and beliefs, but without losing sight of their main goal, which is not to be opinion leaders about other countries and “cultures”, but to teach language acquisition and make the learner aware of all that this process involves.

On the basis of practical examples from didactic textbooks and theoretical reflections, it will be debated with the present colleagues how cultural aspects can be approached in the classroom and what attitude the teacher should adopt in order to make these lessons more accessible and meaningful for students from different life worlds. Issues such as decoloniality and prejudice are also addressed in order to problematize their treatment in the classroom. The goal here is to encourage the participants to reflect together on their own classroom practice and its consequences for teacher education.

## **The Transformative Power of International Cooperation: Success Factors and Challenges in the Development of International Partnerships in Higher Education**

Myriam Hummel (Universität Hamburg)

Partnerships between higher education institutions from different countries are at the very heart of internationalization in higher education. Bruckner & Stein note that internationalization can be “a way of encountering difference *differently* ... [thereby] deconstructing assumed knowledge and opening up new possibilities for relating to ourselves and the world in ways that account for our differences *and* interdependencies” (2019). International cooperation therefore carries the potential to be of transformative power within teacher education (and beyond) as these diversity contexts facilitate reflection about relating to ourselves and the world. However, the implementation of international partnerships is often characterized by challenges, e.g. high turnover in positions, language barriers and communication issues, differences in resources available, unequal benefit among the partners.

This presentation will look into the potential international partnerships have and challenges in international cooperation as well as identify success factors for the experience of the Faculty's cooperation activities over the last years.

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### **The Contribution of University Assessment in the Improvement and Strengthening of Educational Quality in the Context of the Internationalization of Higher Education. The Argentine Experience**

Florencia Camerano (Buenos Aires City University)

We are going through complex, changing and trying times, where the role of the university demands managerial tools that guarantee higher education as a social public good, a human and universal right. In that sense, for the last three years, the Argentinian University System has been under pressure with the challenge of keeping the pedagogical, academic and institutional continuity, which meant that the public and private universities, were forced to respond to the managerial demands, that had already existed before the pandemic. These demands that Universities must answer, although they are varied and come from multiple actors, imply decisions of the order of institutional development directly and indirectly linked to educational quality, assessment and internationalization. Decisions that can find their origin in the rules that regulate the Argentine University System and in the management tools crystallized in an institutional development plan that prioritizes functions, actions and results to be achieved but above all that constitutes a management tools. Institutional assessment and accreditation of undergraduate and postgraduate careers, allow us to have the necessary information and evidence for strategic decision-making that has a positive impact on academic and institutional quality.

Within the framework of the globalization and internationalization of higher education, the university not only develop a relationship with local actors and national institutions but also to international universities, that allow carrying out the substantive functions of the university: teaching, research and extension, which are valued in institutional evaluations, established in national regulations. Among the new scenarios and challenges of higher education, the international cooperation processes that entail the internationalization of higher education itself and the development of that as the fourth substantive function of the university stand out. Such is the case of the of the Buenos Aires City University.

Each country is located in the international context of a globalized society with diverse capacities and the tendency to relate to common interests that allow higher education institutions to generate spaces for the exchange of experiences, educational

trajectories, students, teachers, researchers, and teams management; with the objective of cultural exchange and the articulation of education with a global perspective that allows dialogue, collaboration and mobility of the various actors that make up the university community.

Assessment, quality and internationalization are strategic and vital concepts that are interlinked, mutually nourishing, multidimensional and dynamic. How do they impact on teacher training?

In this presentation I will focus on the concept of university assessment in Argentina as a contribution to the academic and institutional quality in a framework of internationalization of higher education for the training of future teachers.

### **Internationalizing at Home: A Significant Challenge at UFRGS**

Cristina Emília Schünemann (Federal University of Rio Grande do Sul)

In an increasingly interconnected world, the internationalization of higher education has become a critical component for universities worldwide. Brazil, with its diverse cultural heritage and vibrant academic community, recognizes the importance of internationalization. While traditional methods like study abroad programs are valuable, they only reach a very small percentage of students and are generally cost-prohibitive for the majority. Therefore, internationalizing at home has gained prominence as a means to reach a greater number of students, including those who may not have the financial means or family situations to study abroad, despite the challenges associated with implementing this approach.

Internationalizing at home will allow the Universidade Federal do Rio Grande do Sul (UFRGS) to improve our multicultural learning environment and promote global competences among its students. We believe that exposure to diverse perspectives, cultures, and languages within the university campus helps students develop intercultural communication skills, empathy, and a broader worldview. These qualities are increasingly sought after by employers in a global job market.

By internationalizing at home, we intend to foster intellectual exchange and enrich academic programs. UFRGS is known for its research capacity and significant collaboration with international scholars and researchers, which brings fresh perspectives, innovative methodologies, and encourages interdisciplinary studies. However, we aspire to expand internationalization beyond the laboratories and into the classrooms, thereby enhancing the quality of education for the majority of our 30 thousand undergraduates and 15 thousand graduate students. Exposure to diverse thinking environments encourages the development of innovative solutions to global challenges.

Language proficiency plays a crucial role in internationalization efforts. Language barriers can hinder effective communication and collaboration between domestic and international students and faculty members. UFRGS offers language classes to our community and Portuguese classes to international students to bridge this gap and



create an inclusive environment. However, the demand for these classes usually exceeds our capacity to offer them. The use of English as the language of instruction in our undergraduate degree programs is limited because Brazilian law requires that all mandatory classes be offered in Portuguese. Nonetheless, English is introduced in readings, occasional presentations, or used non-mandatory and graduate level classes. Cultural differences can pose challenges in creating a harmonious internationalized environment. However, our diverse origin, proximity to Spanish-speaking countries, and the university's rules ensure a respectful and inclusive campus atmosphere. Our main challenges lie in convincing faculty members to bridge the gap between their research groups and international classrooms, as well as to navigating bureaucratic procedures. Simplifying administrative processes and providing dedicated support services will be essential to facilitate the spread of Internationalization at home. We believe that by creating a multicultural learning environment, fostering global competence, and enhancing academic quality, UFRGS can prepare its students for a globalized world. Overcoming challenges like language barriers, resource constraints, and bureaucratic procedures is essential for successful implementation. With a sustained commitment to internationalization, we can contribute to the advancement of knowledge and understanding in the world.

### **Multilayered Approach to Internationalization across all Educational Levels**

Vesna Dimitrieska (Indiana University Bloomington)

*Global Education Initiatives across Indiana* is a signature program jointly founded in 2015 by the Dean of School of Education (SoE) and the Dean of the Hamilton Lugar School (HLS) of Global and International Studies at Indiana University. Hosted at Indiana University's (IU's) School of Education, the program reflects the missions of both schools, i.e., to prepare our future teachers for "a global, diverse, rapidly changing, and increasingly technological society" and to ensure our graduates enter the workforce with deep global knowledge and "strong fluency in the regional cultures, languages, and perspectives shaping our world".

The program aims to infuse global perspectives in state elementary, secondary, and higher education curricula and educational programs by implementing initiatives for Indiana University School of Education's pre-service teachers and faculty members, as well as elementary and secondary school principals and in-service teachers across Indiana. In an effort to provide equitable access to urban, sub-urban, and rural parts of Indiana, the program has initiated, maintained and expanded partnerships with educators from eighteen different counties across Indiana. In addition to long-standing partnerships, numerous short-term professional development opportunities have been offered on various global topics and varied educator target audiences.

The uniqueness of the program lies in its structure as a joint program between the SoE and the HLS working collaboratively to create globally competent teachers through initiatives for School of Education students and faculty and to offer outreach activities

in elementary and secondary schools across Indiana. By combining the resources from the two schools, the program has been instrumental in preparing IU's teacher candidates and in-service teachers throughout the state to engage their learners in meaningful and transformative learning experiences towards becoming globally-minded, engaged citizens.

Rapid technological, economic, social and environmental changes are making today's world increasingly interconnected and interdependent. Consequently, the world in which our learners will live and work is increasingly different from the world in which their parents and teachers grew up (Mansilla & Jackson, 2013). We, as educators, have the role to tailor our learners' educational experiences so that they engage in more powerful, relevant and transformational learning to meet these continually evolving demands and opportunities (Gardner, 2007). In response to Mansilla and Jackson's call for our students not only to have capacities in reading, mathematics, and science, but also be knowledgeable about world regions and global issues, sensitive to diverse perspectives, able to communicate cross-culturally and to act toward the common good, our program utilizes the internationalization-at-home (IaH) model (Agnew & Kahn, 2015) to affect change. The goal of the IaH model is "to redefine classrooms and campuses into common spaces that intentionally promote intercultural, international, and global learning" (p.31). Unlike traditional approaches that provide students with global competencies (e.g., student mobility through bringing international students in and sending home students abroad), the IaH model provides institutions with ways "to renew curricula and co-curricular programming to reflect new paradigms for global knowledge production and learning" (p.31). These goals drive the work of our program as we employ the multilayered approach to curriculum and school internationalization across Indiana.

### **Internationalizing Teacher Education through Partnership in the Third Space – Design of an Innovative Teaching and Learning Format**

Wiebke Langer (Universität Hamburg), Ye He (University of North Carolina at Greensboro), Judy Fowler (University of North Carolina at Greensboro), Doris Kroiss (University of North Carolina at Greensboro)

International exchanges provide unique opportunities for teacher educators to reflect on education theories and practices and design innovations to engage in learning with teacher candidates in less hierarchical spaces (Beck, 2020; MacPhail & Lawson, 2020; Zeichner, 2010). Zeichner (2010) conceptualized these spaces as the third space, which differs from the first-space university-based teacher education settings focusing on teaching ideologies and the second-space school settings where preservice teachers are responsible to negotiate the theory-practice divide through individual practices.

Through the third space, teacher educators, preservice teachers, and inservice teachers engage in ongoing reflective practices and shared inquiries (Beck, 2020). To cultivate such a third space through international partnerships between UHH and UNCG, four

teacher educators engaged in reflections and dialogues to discuss educational theories and practices in Germany and United States, explore cultural and historical elements across contexts, and design an international exchange program that strengthens theory-practice integration in teacher education.

In this presentation, we will report challenges and potentials in cultivating such a third space based on teacher educators' reflections and dialogues. Building upon insights gained through these dialogues, we will share the design of an international exchange program funded by 'Innovative Lehr-Lernformate'. The program design, instructional resources, and sample protocols will be discussed. We will share the integration of both the collaborative online international learning (COIL) components (Rubin & Guth, 2015) and the ABCs model (Autobiography, Biography, and Cross-cultural Comparison) in teacher education practices (He & Cooper, 2009; Schmidt, 1999). The engagement of teacher educators, preservice teachers, and inservice teachers through the third space could further support preservice teachers' negotiation of theory-practice integration in international contexts and enhance teacher educators' understanding of educator preparation across traditionally defined boundaries.

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### **Internationalization in Higher Education: Student Experience of a Transnational Collaborative Online Learning Project**

Ellie Christoffina van Aswegen (Griffith University), Telse Iwers (Universität Hamburg)

Global uncertainty and job challenges underscore the value of internationalisation in higher education to supporting professional development, especially in education. Innovative and creative approaches are needed to advance the internationalisation of courses and programs that prepare higher education students to teach in globalised classrooms.

The transnational COIL project offers students from Germany, Australia, and South Africa an online international experience as they engage with peers. The project's

planning focusses on intercultural sensitivity in international education and the exploration of educational systems in the three different national contexts. A co-constructed curriculum was delivered over a period of six weeks.

The project started in 2020 between Universität Hamburg and Griffith University. In 2022, the University of Pretoria became a third participant and three staff members and 45 students ran the program. The students successfully completed the course, receiving a certificate of completion and a Griffith digital micro-credential.

The research methodology involves analysis of communications on the online platform, analysis of the group presentations, semi-structured interviews, and weekly surveys after each session. The analyses of data are focusing on themes and discourse analyses to understand students' experiences associated with the diversification and expansion of content, context and learning processes. Investment theory frames the potential value collaborative efforts offer higher education students through online internationalisation opportunities.

The presentation offers a view of an effective internationalisation project, while reflecting critically upon, student experience, the co-construction of curricula and the value of internationalisation. The construction and development of opportunities anchored to a well-developed internationalisation strategy for tertiary schools in this new global citizenship space requires a new perspective on internationalisation. The findings support the further development of tailored and internationalised programs and projects while stimulating educational research awareness of the opportunities in international education.

### **International Student Exchange as Performative Solidarity? Silences Between the Lines** Taylor Schmidt, Jocelyn Glazier (The University of North Carolina at Chapel Hill)

One goal of student exchange and abroad programs is to establish a sense of solidarity between participants (see for example Friesen, Kang & McDougall, 1995; Reilly & Senders, 2009; Pope, Gibson, et al., 2023). However, “[t]he historical and conceptual approaches to solidarity, as well as the contemporary debates about the state of solidarity, underlyingly universalise the subject of solidarity as Westernised, white, and male” (Garbe, 2022, p. 45). Too often what is described as solidarity is far from mutual and authentically democratic, instead falling to the habits of hierarchy and privileging the inputs of those with disproportionate cultural capital and situational power. They are the ones who too often shape and set the boundaries of solidarity. Across colonial, racialized, language and gendered hierarchies and differences, it's impossible to achieve *authentic organic* solidarity because we know what the "outcome" is. The “shared” endpoint is to varying degrees predetermined, historically and otherwise. Authentic solidarity, however, has to be negotiated. Yet, such negotiation is often stymied when inherent, unnamed, and unacknowledged hierarchies of influence and legitimacy exist. Instead of authentic and organic solidarity, we are left with silences that mark instances of contrived or performative solidarity. How does silence

prevent or constrain solidarity among study abroad participants? In this presentation, we will begin with a theoretical overview of the concept of solidarity. We will then consider exchange programs as sites of either performative or organic solidarity. Specifically, we will consider the role of silence as limiting possibilities for organic solidarity among exchange participants. We argue that the only way to achieve authentic solidarity is to uncover the silences, specifically acknowledging, among other things, the hierarchies that exist within an exchange context and to grapple with them in authentic ways. As Mohanty (2003) suggests, solidarity relies on "mutuality and *co-implication*, which suggests attentiveness to the interweaving of the histories of these communities" (p. 522) (emphasis added). With conference participants, we will consider what authentic and organic solidarity might look like in international student exchange programs and what the implications are for those of us who work in this space.

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## **Indigenous Education in Canadian Teacher Education: Story as a Conceptual Frame** Aubrey Hanson (University of Calgary)

This presentation for the *Diversity Contexts in Teacher Education* Network Conference will explore contemporary conceptualizations of and priorities in Indigenous Education in Canadian teacher education. Motivated by national mandates like the Truth and Reconciliation Commission of Canada's (2015) *Calls to Action* and by provincial professional practice standards (Government of Alberta, 2019), educators in Canada are tasked with increasing their knowledge and practice in relation with Indigenous Education. However, this field is complex and is understood in multiple and conflicting ways (Hanson, 2020). Indigenous Education work can, for instance, usefully be read through the lenses of diversity, inclusion, and social justice; of intercultural competence or cultural responsiveness; of personal reflexivity; of trans-systemic transformation; and/or of post-colonial or anti-colonial perspectives (Battiste, 2013; Dion, 2009; St. Denis, 2007). It can, furthermore, be shaped by emphases on the identity of educators or students; by questions of pedagogy and practice; or by a focus on theoretical and contextual foundations, sometimes in isolation (Hanson, 2020). This

presentation focuses on the concept of *story* to navigate these complexities. Arising from Indigenous knowledges, theories, and methodologies, *story* is a way of understanding the work done in Indigenous education; it is a practical and pedagogical approach that can be applied in teaching and learning; and it is a pathway into the field for educators who are uncertain or lacking prior knowledge (Archibald, 2008; Dion, 2009; Kovach, 2021). In traditional Indigenous knowledge systems, teaching and learning often occur through story, for instance in combination with land-based, experiential learning in intergenerational settings, such as between Elders and youth in communities (Poitras Pratt, Louie, Hanson, & Ottmann, 2018). Approaching understandings of Indigenous Education through a story framework also enables new teachers to reflect upon the preconceptions that shape, and might weaken, their work in Indigenous Education (Dion, 2009). For instance, they will be more successful in finding their own place in Indigenous Education practice if they are able to unlearn the racist and colonial “stories” about Indigenous Peoples that persist in the settler-Canadian mainstream (Joseph, 2018).

This session will share a concrete example of how our institution is developing understandings and practices through story-based teaching and learning. Our leaders in Indigenous Education have developed a web-based resource called *Books to Build On: Indigenous Literatures for Learning*. This searchable database of Indigenous story-based texts enables educators to find literature and media relevant to their teaching contexts, with accompanying ideas for teaching and learning to help bridge theory and practice. Researchers and practitioners in this field have established that content knowledge is insufficient to prepare educators to engage meaningfully in decolonization and Indigenization work: teachers must also build a sense of ethical relationality and must engage in self-reflection to position themselves in the work (Battiste, 2013; Dion, 2009; Donald, 2012; Hanson, 2018). Story is a pathway into these complex undertakings (Hanson, King, Phipps, & Spring, 2020). In bringing these explorations into an international context, I hope to foster dialogue around diversity and inclusion in ways that are attentive to place, culture, history, and worldview.

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### **Improving Learners' Lifelong Learning: A Case Study of Implementing Problem-Based Learning in University Classes in Vietnam**

Danh Duc Nguyen, Son Van Huynh, Vinh Nguyen Thanh Pham (Ho Chi Minh City University of Education)

In the age of significant global scientific and technological change, university students need to be more adequately prepared to effectively integrate into the competitive working environments. Tertiary education is being introduced innovative approaches to encourage students to actively engage in the learning process in order to educate them to become lifelong learners who can effectively use a range of skills such as self-directed learning and critical thinking to become successful problem solvers in their future professions. One of the innovative approaches has been popularized in university courses in recent years is problem-based learning (PBL).

This paper introduces the implementation of PBL in a range of undergraduate classes in Vietnam. The paper not only investigates lecturers' perspectives in implementing PBL in their university class, but also explores students' perceptions in learning through a PBL approach.

### **Post and Neocolonial Influences on Exchange Programs: Opportunities and Challenges of Cooperative Projects for the Internationalization of Teacher Education**

Telse Iwers (Universität Hamburg), Samuel Hayford (University of Education Winneba), Dandy George Dampson (University of Education Winneba), Roger Amoako (University of Education Winneba), Saskia Spath (Universität Hamburg)

The influence of neocolonialism in education is a fallout of colonial dynamics, where western ideas and philosophies shaped and influenced education systems in other parts of the world through western-centered processes of globalization and education. To meet international best practices and standards, policy makers in the non-western world still partly tend to adopt policies and practices that were conceived and implemented in a cultural context considerably distinct from that of their own cultures without

awareness for the societal differences. In an analogous manner the observation of educational systems as well as educational practices can lead to neocolonialistic judgement and measurement results if the adoption of western educational theories and practices takes place without concerning the social, cultural and ethical framing conditions.

This workshop seeks to examine those neo-colonial influences in international exchange programs like DiCoT and TTT, and explore possibilities of developing awareness and mindfulness for such influences.

The central questions to be addressed are:

- Do influences of neocolonialism exist in international exchange programs like DiCoT and TTT?
- Is there a possibility to detect such influences?
- How can these influences be dealt with?
- What significance do they have in the development of research questions and joint research projects?

### **Culturally- and Linguistically-responsive Online Teacher Learning & Professional Development: A Literature Review**

Faridah Pawan (Indiana University Bloomington)

#### 1. Purpose and Research Problem

This literature review explores the landscape of online teacher learning and teacher professional development that are responsive to cultural and linguistic differences. The findings demonstrate how teacher education programs in the online medium strive to undertake diversity, equity and inclusion efforts across contexts and national boundaries.

Culturally and linguistically responsiveness remains challenging regardless of mediums of instruction or locality. For example, Doran's (2017) survey of pre-service teachers indicated that half of the respondents had never heard of cultural and/or linguistic responsiveness.

This review aims to showcase the efforts of researchers and practitioner scholars striving for change in this problematic situation. The main research questions for the review are:

- a. What are the theories and conceptual models used to guide research and practice?
- b. What and how are technology and its affordances utilized?
- c. For most impact, who and how are specific groups of intentionally targeted for responsive teacher preparation & PD?

#### 2. Basic design of the study



The literature review followed the systematic approach. The process began with an initial search in the six significant databases separately yielding 4021 results. We narrowed down the search to 70 when we focused on articles published between January 1, 2018 to August 27, 2022 that were (1) available full text; (2) published in journals; (3) written in English; (4) were peer reviewed.

We screened the articles for a third time and narrowed the focus further to 30 articles when identifying articles that met the 3 criteria, including that they were: conducted in internet-based learning environments.

### 3. Major Findings:

In response to the first research question, the most significant set of theoretical lenses were grounded socio-culturally, included criticality and critical reflections, drew from intercultural and internationalization frameworks as well as augmented existing culturally responsive frameworks. Included also were practical frameworks that were used to train instructors, teachers and all related staff members to responsively address inclusiveness proactively and at a larger scope. In response to the second question, the review demonstrated that a contextualized and myriad set of tools were used in reducing barriers and fostering inclusivity; creating online communities and affinity spaces; enhancing accessibility and broadening learning opportunities; as well as fostering engagement and advancing learning.

The third question yielded findings demonstrating that three groups were intentionally engaged in responsive online teacher preparation and PD. They were (1) teachers and professionals who are from minority communities; (2) those who work with students from the communities; and finally, (3) teachers and professionals who work with internationals or in international contexts. In (1), the studies centered on the empowerment of voice and values, especially through self-reflection; in (2), studies reviewed incorporated scaffolding when exploring responsive teaching practices; and in (3), they emphasized situating online instruction in local contexts and on cross-cultural communication skills.

### 4. Implications and Conclusions

The literature review reinforces Warschauer's (2003) framework that takes inclusiveness and responsiveness in online teacher training goes beyond the binary focus on physical resources to include human and social resources as well.

## **Lessons Learned from Indiana University's Global Classroom Program**

Vesna Dimitrieska (Indiana University Bloomington)

While campus and curriculum internationalization have been an important educational component for years, the coronavirus pandemic has only heightened the need for a globally aware and responsive citizenry. Consequently, various virtual exchanges have gained momentum over the past three years and have led to positive and transformative learning/teaching experiences. However, there is still much to be

done at all levels of the education pipeline to ensure that every learner receives internationalized experience and builds their global workforce skills. By highlighting the innovative set-up, procedures, and administrative decisions that positively impact students' global learning experiences, Indiana University's Global Classrooms initiative is discussed. The Global Classroom was founded by Indiana University's Office of the Vice President for International Affairs and aims to support faculty members on the two core campuses (IU Bloomington and IUPUI) and the five regional campuses (IU East, IU Kokomo, IU Northwest, IU Southeast, and IU South Bend) by offering university instructors a way to add an international component to their classes. By providing the structure and support for pairing U.S. course instructors with university partners abroad we provide equitable student learning experiences, as well as complement the study abroad experience through our working relationship with overseas studies. The program utilizes the internationalization-at-home model (Agnew & Kahn, 2015) to affect change by intentionally promoting intercultural, international, and global learning. Through collaborating with a foreign university partner, course instructors give students experience with the type of work they will likely engage in over the course of their future careers: cross-cultural, project-based, and supported by technology. Insights will be shared from six cycles of the project.

Participants will become familiar with the goals, successes, and challenges of the initiative; gain insights into students' perceptions about their global learning and collaborative experiences and how course instructors' experiences with this professional development community of practice and their high-impact teaching feeds back to their research. Participants will also have a chance to discuss possible obstacles and future directions of projects of this kind.

### **Windows to the World: Internationalizing Teacher Education through the Digital Humanities**

Colton Ames (Indiana University Bloomington)

Starting in 2017, the Area Studies Centers at the Indiana University Hamilton Lugar School of Global & International Education began development of a digital pedagogical tool that would connect local educators with IU's museum collections and accompanying curriculum materials. This tool, dubbed "[Windows to the World: Digital Artifacts for Global Educators](#)" was originally designed to connect rural educators in under-resourced schools with global content that would enrich their curricula through an accessible digital portal. However, with the onset of the COVID-19 pandemic, the need for virtual tools for global education became more critical than ever before. Over the time of its development, the site has now been enriched with content from Africa, Europe, Central and Latin America, and South and Southeast Asia with more collections representing the Middle East and East Asia set for development in the coming months. The site has now been through multiple rounds of teacher implementation and has reached hundreds of students across the state of Indiana.

This presentation will include a demonstration of the website, a discussion of its applications in the contexts of teacher education and for in-service teachers, and an opportunity to share results and feedback from teacher focus groups who have already incorporated the site into their classrooms. This can be a gateway for a larger conversation about the place for digital/virtual learning in the context of internationalizing teacher education.

### **Using Virtual Coaching to Enhance Teacher Preparation and Retention: Implications for International Collaboration**

Morgan Chitiyo, Marcie Rock (University of North Carolina at Greensboro)

Virtual coaching can be defined as “a relationship in which one or more persons’ effective teaching skills are intentionally and potentially enhanced through online interactions” (Rock et al., 2014; p. 162). There is evidence demonstrating the effectiveness of technology-enabled coaching on teaching and students’ learning (Kraft, Blazar, & Hogan, 2018; Kretlow & Bartholomew, 2010; Kurz, Reddy, & Glover, 2017). These findings are encouraging and underscore the importance of virtual coaching in the preparation and professional development of teachers internationally. The purpose of this presentation is to describe a virtual coaching model (the Beginning Teacher Professional Support Lab) that is designed to support beginning special education teachers within the first few years of their careers and its implications for internationalization of teacher education.

The Beginning Teacher Professional Support Lab is designed to provide professional and technical support to newly certified special education teachers during the first three years of their career upon graduating from the teacher education programs in the Specialized Education Services Department (SES) at UNCG. The SES department offers a Ph.D. in special education and as part of their doctoral training, students enrolled in this program must meet instructional coaching competencies, which are embedded in their coursework. Aside from the Ph.D. program, the department also prepares instructional coaches through the Post-master’s Certificate in Instructional Coaching program (PMC). The Beginning Teacher Professional Support Lab will, therefore, provide an experiential learning opportunity in virtual coaching for both the PMC and Ph.D. students while also supporting the beginning teachers with their mentorship and instructional coaching support needs.

Furthermore, the virtual coaching model will help to increase the department’s geographic reach as it allows it to provide mentoring to the teacher candidates who may be pursuing internships abroad. It will also enhance the department’s ability to provide mentoring to international students who graduate from its teacher preparation programs.