



WELCOME TO THE FINAL CONFERENCE

23 October 2024



UNIVERSITY
OF SZCZECIN

U.PORTO



SGroup
UNIVERSITIES
IN EUROPE



CERGY PARIS
UNIVERSITÉ



Co-funded by the
European Union

DITE DIVERSE INTERNATIONALISATION OF TEACHER EDUCATION

Why it is important?

What is INTERNATIONALISATION for you?



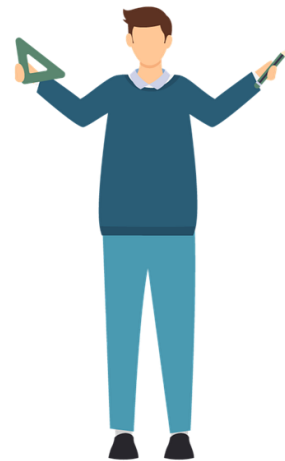
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Use code: **3461 8143**



“the process of integrating an international, intercultural or global dimension into the purpose, functions (primarily teaching/learning, research, service) or delivery of higher education”.

Jane Knight (2004)



- Teacher Education - one of **the least internationalised curriculum** in higher education.

- Teachers are expected to educate future generations **to become global citizens**.

- Sensitising TE students to **international perspectives**.

- **Internationalisation at home** as a way to diversify internationalisation and on a global model of teacher education.



DITE DIVERSE INTERNATIONALISATION OF TEACHER EDUCATION

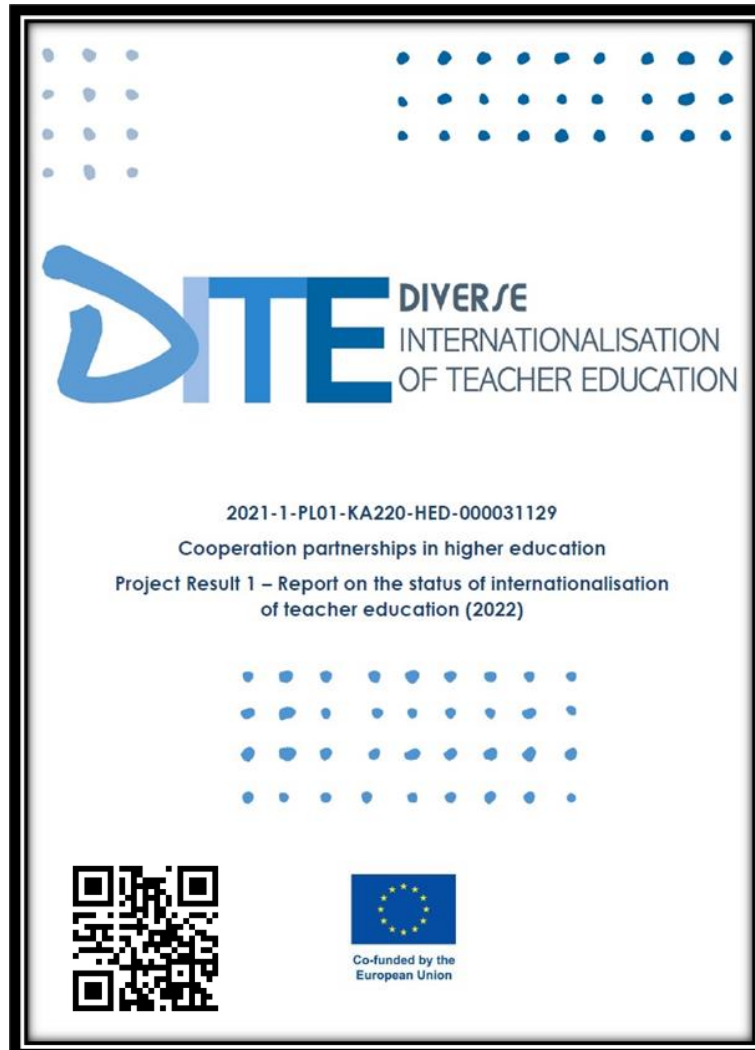
What does it mean to us?

THE DITE REPORT

Review of the literature on internationalisation of teacher education with a special focus on internationalisation at home;

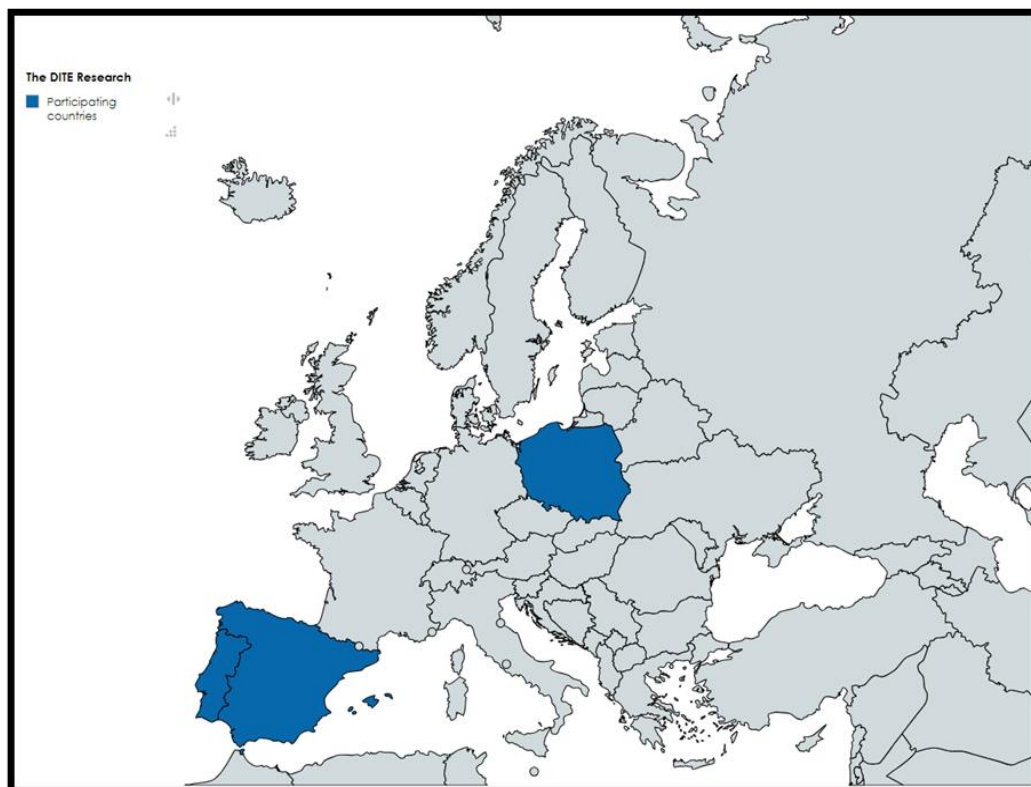
Description of the national systems of teacher education in Poland, Portugal, and Spain;

Research carried out at four universities depicting the current state of internationalisation of teacher education and stakeholders' perspectives on it.



The cover of the DITE Report features a grid of blue dots at the top and bottom. The title 'DITE DIVERSE INTERNATIONALISATION OF TEACHER EDUCATION' is prominently displayed in blue. Below the title, the project ID '2021-1-PL01-KA220-HED-000031129' and the description 'Cooperation partnerships in higher education Project Result 1 – Report on the status of internationalisation of teacher education (2022)' are provided. A QR code and the European Union logo with the text 'Co-funded by the European Union' are located at the bottom left.

RESEARCH PARTICIPANTS



Teacher educators

Student teachers

Course directors

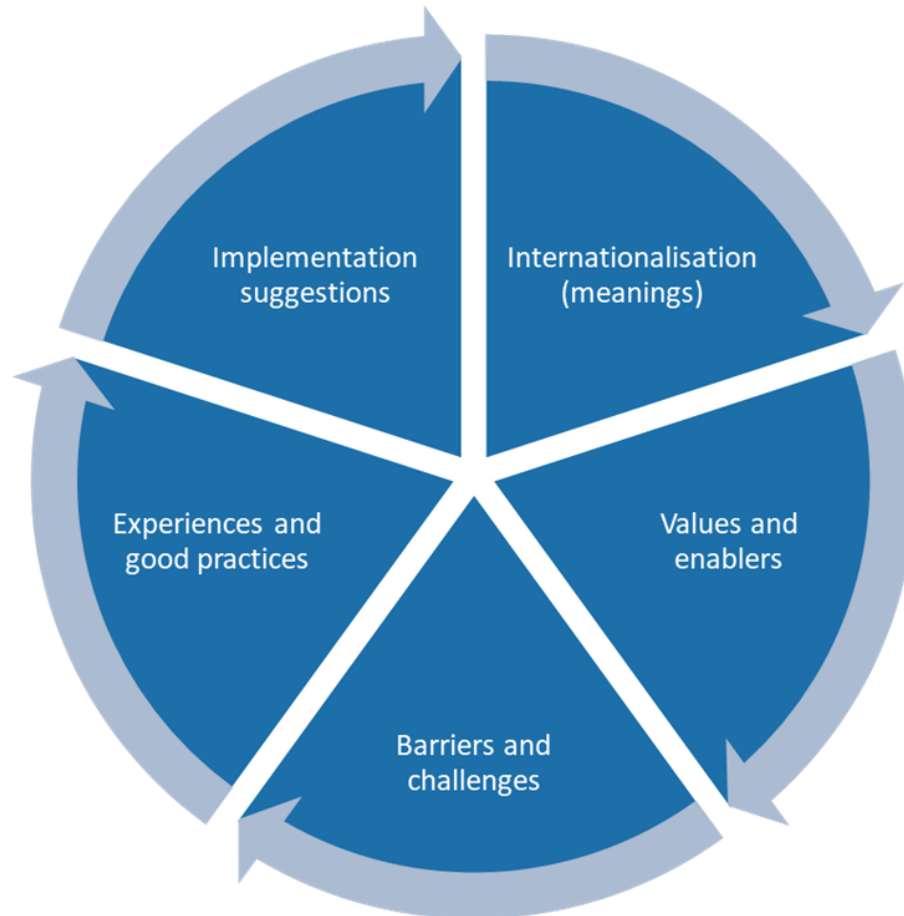
Master's coordinators

Department managers and a
Vice-Dean

25 Interviews

6 Focus Groups

THE DITE REPORT DIMENSIONS OF ANALYSIS

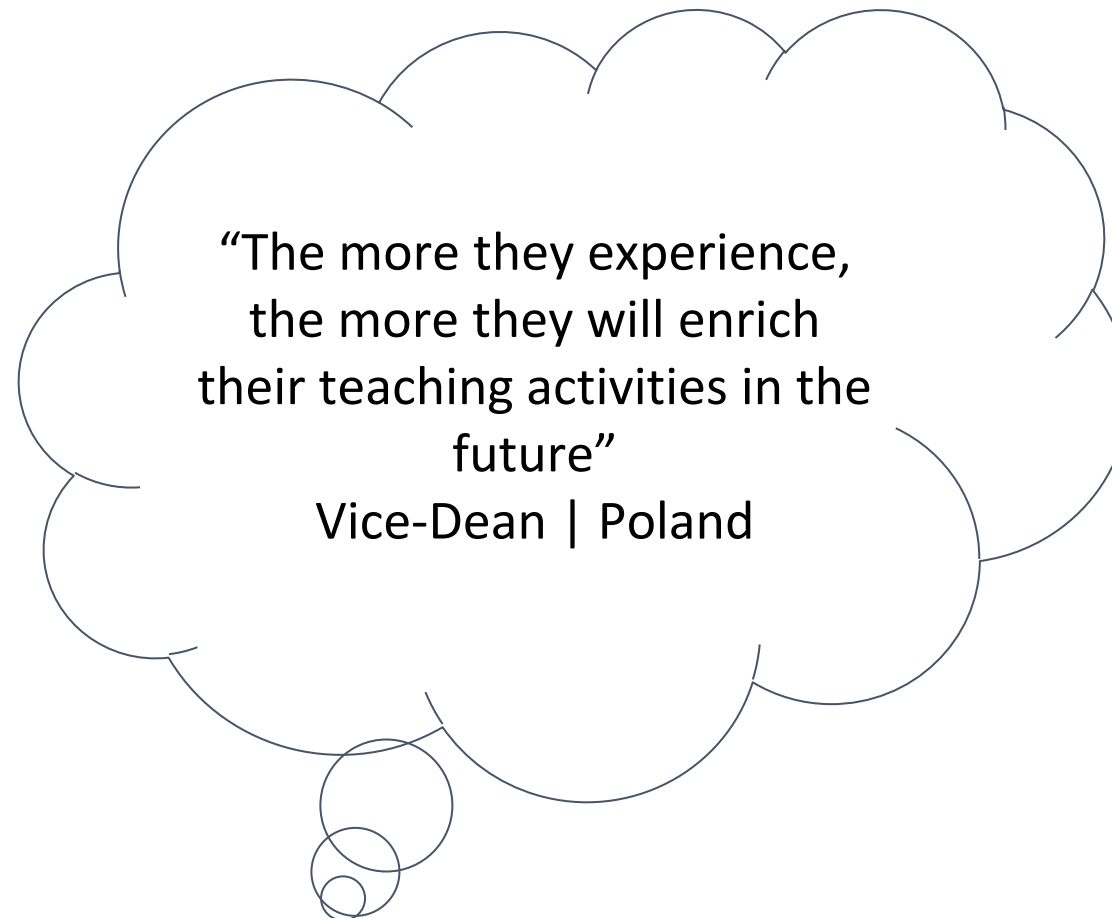
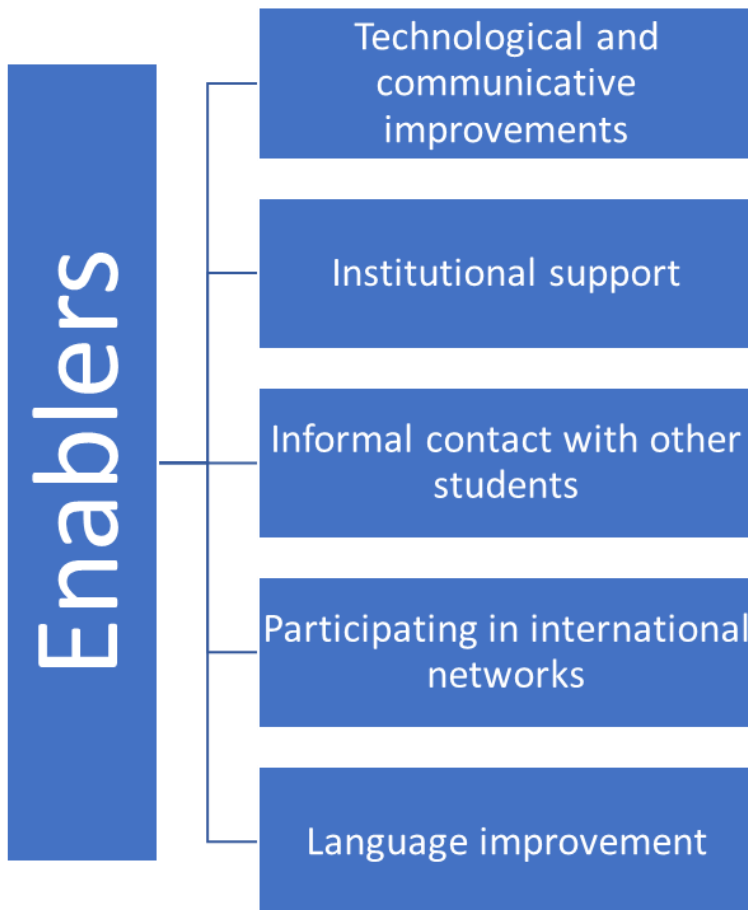


VALUES UNDERPINNING ITE

Cultural sharing	Democracy
Diversity	Cosmopolitanism
Tolerance	Personal/Professional development
Global interpretation of teaching	Open and free access to information

“(...) the capacity to listen to others and the others’ cultures. Perhaps the most difficult thing is to know how to establish this cultural and intercultural communication”
Student | Portugal

ENABLERS OF ITE

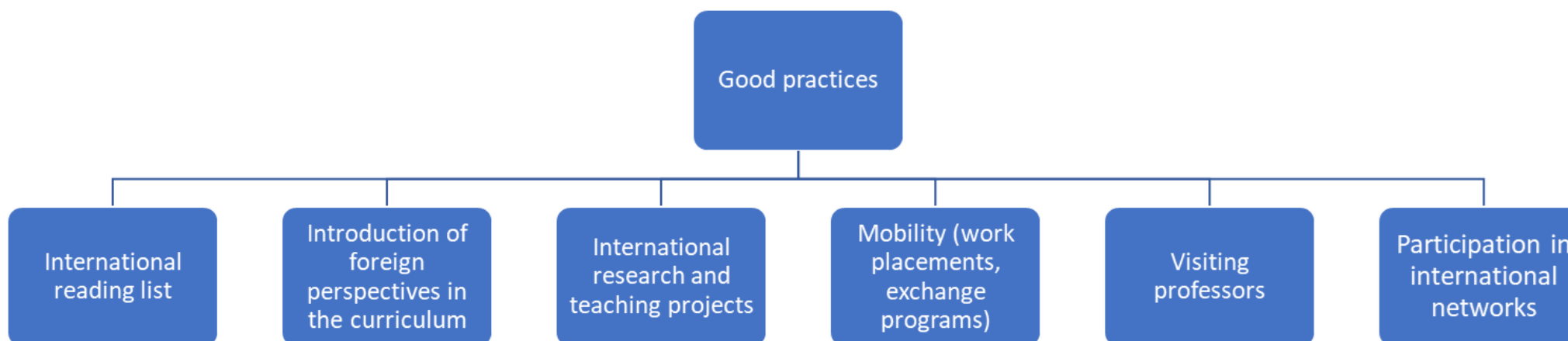


BARRIERS TO ITE

Barriers	Financial costs
	Linguistic (language)
	Shortage of human resources
	Fear of adaptation
	Motivational (personal interest)
	Degree duration
	Labour market

“There are linguistic and legal barriers and difficulties in adapting the requirements of each country or region”
Master’s coordinator | Spain

GOOD PRACTICES OF ITE



“(...) one point that I could classify as positive in the master’s course is the reading list that is very international and in fact is a way of getting in touch with perspectives from other places”

Student | Portugal

DITE DIVERSE INTERNATIONALISATION OF TEACHER EDUCATION

What did we do and how?

The URV experience

TRAIN THE TRAINERS COURSE



Four Online sessions :24 January 2023, 1 February 2023, 2 & 8 March 2023



Meeting of the DITE project on 14, 15 and 16 March 2023 at the URV in Tarragona



International Conference in Szczecin, Poland from 19 to 22 June 2023



AN INCLUSIVE INTERNATIONALISED LEARNING EXPERIENCE

OBJECTIVE

RAISE STUDENTS' AWARENESS OF THE DIVERSITY IN THEIR LIVES SO THEY BECOME MORE TOLERANT, RESPECTFUL INDIVIDUALS



PLANNING

STEP 1 TRANSVERSAL CONTENT
LOCAL IS GLOBAL & GLOBAL IS LOCAL



INTERCULTURAL COMMUNICATION **STEP 2**

DECIDE ON A LINGUA FRANCA
THE INTERLOCUTORS COMBINE THEIR MULTILINGUAL COMPETENCE TO ACCOMPLISH THEIR COMMUNICATIVE PURPOSES BY EXPLOITING ALL THE LINGUISTIC AND SOCIO-CULTURAL RESOURCES THEY POSSESS; AS A RESULT, THEY END UP CREATING A NEW CODE

STEP 3 CRITICAL THINKING

- ENGAGE STUDENTS IN CHALLENGING, PROBLEM-SOLVING SITUATIONS
- ROLE-PLAYS
 - DEBATES /ONLINE COLLABORATIONS
 - RADIO PROGRAMMES /PODCASTS
 - AWARENESS-RAISING CAMPAIGNS

COURSE FINAL TASK

AN INCLUSIVE INTERNATIONALISED LEARNING EXPERIENCE

PLANNING

COLLABORATION **STEP 4**

STUDENTS WORK TOGETHER AND ARE ACCOUNTABLE FOR THEIR ROLES IN THE TEAM AND AS A GROUP



STEP 5 STRATEGIES & TOOLS

- ENGAGE STUDENTS IN READING, SPEAKING & WRITING SKILLS
- LANGUAGE SCAFFOLDING
 - ACTIVE READING STRATEGIES
 - JIGSAW READING
 - CIRCLE OR WRITERS
 - SPEED MEETING

FORMATIVE ASSESSMENT **STEP 6**

- PEER ASSESSMENT
- RESPONSE JOURNALS
- LEARNING LOGS

DARE TO BE CREATIVE!!



Students in-house DITE Project URV

INTERCULTURAL AND COMMUNICATIVE COMPETENCE

5th year Pre-Primary and Primary Teacher Education

Academic year 2023-2024 Ana Espada



Co-funded by the European Union

DESCRIPTION

In our increasingly interconnected and globalised world, teacher education is pivotal in nurturing cultural diversity, cross-cultural comprehension, and intercultural competence within Teacher Education Studies at our university.

This In-house DITE project aims to acquaint you with the concept of "internationalisation at home" and equip you with strategies and tools required to confront the challenges and seize the opportunities presented in the 21st century.

PLANNING

LEARNING OBJECTIVES	BLENDED FORMAT	DATES
<ul style="list-style-type: none">● Raise students' awareness of the concept of Internationalisation at home.● Highlight the pivotal role of Intercultural Competence in developing the concept of Internationalisation at home.● Reflect on strategies and tools necessary to design inclusive internationalised learning experiences.	<p>Two hours face-to-face</p> <p>Three hours of asynchronous work online</p> <p>Three hours to carry out the final task</p> <p>8 hours in total</p>	<p>The 20th of February 2024</p> <p>From the 21st to the 29th of February 2024</p> <p>From the 21st to the 29th of February 2024 The task will be submitted to Moodle on the 1st of March 2024</p>

PLANNING

FINAL TASK INSTRUCTIONS

You have been provided with two activities you can implement in your future classes. We carried out the first one in our first session.

Your task is to design an activity along the lines of these two to nurture attitudes such as tolerance, respect and empathy among your students.

You will work in groups of 3 or 4, and you can design the activity in **English, Catalan or Spanish**, or you can **combine two of these languages** and **grant a Plurilingual touch to your activity**.

You will need to upload only one document to Moodle but remember to include all your names.

ASYNCHRONOUS ONLINE TASKS

ASSESSMENT CRITERIA	Interaction	Marks
1-Students have participated in PADLET 1 , sharing <u>any interesting experience of ITE at the URV or their internship schools. (good practice)</u>	Individual	0,25
2-Students have participated in PADLET 2 , sharing insightful contributions on <u>how they would implement the internationalisation of teacher education.</u>	In pairs	0,75
3-Students have participated in JAMBOARD 1 , sharing significant contributions on <u>features modern teachers need.</u>	Individual	0,25
4-Students have participated in JAMBOARD 2 , sharing substantial contributions on <u>strategies prospective primary teachers can use to foster Intercultural Competence and Communication in their classes.</u>	In pairs	0,75
SCORE		2 points



PLANNING

<u>FINAL TASK</u>		
ASSESSMENT CRITERIA	Interaction	Marks
Students have collaboratively crafted an interactive activity tailored for prospective students, which fosters an inclusive atmosphere, nurturing intercultural competence by encouraging values such as tolerance, respect, empathy, and collaboration.	In groups of 3/4	3 points
FINAL SCORE		5 points

VIDEO OF THE TRAINING & TASKS

The video frame displays the following content:

- Logos:** DITE DIVER/SE INTERNATIONALISATION OF TEACHER EDUCATION, UNIVERSITAT ROVIRA I VIRGILI, Co-funded by the European Union (European Union flag), SGroup UNIVERSITIES IN EUROPE, G| Global Impact Institute, and CERGY PARIS UNIVERSITÉ.
- Text:**
 - INTERNATIONALISATION OF HIGHER EDUCATION
 - STUDENTS IN-HOUSE TRAINING
- Footer:** ACADEMIC YEAR 2023-2024 (left) and ANA ESPADA (right).



SIDE A OF THE COIN



FIRST

In terms of **content** the curriculum needs to **include global perspectives and an intercultural approach.**

SECOND

The university should fund and promote international training programmes such as **COIL** Projects.

SIDE B OF THE COIN



THIRD

Trainee teachers will be ready to make the most of their International Internship **or Erasmus programme.**



The AMU experience

Structure of training

I Phase – training the future trainers, March 2023

Meeting of DITE coordinators and ambassadors in Tarragona

Training involved topics such as:

- Big ideas – Education of global citizens, quality in education, global competences and empathy
- An acculturation as a proces of entering into a different cultural circle with four strategies: assimilation, separation, marginalisation, or integration
- Brainstorming – scaffolding understanding of the language of instruction





CBD-GUIDE

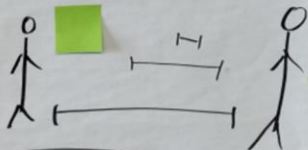
PORTUGAL
MAROKO
~~POLAND~~
POLAND
(in educational
places)



JAPANESE
CHINESE
KOREAN
VIETNAMESE



ASIA

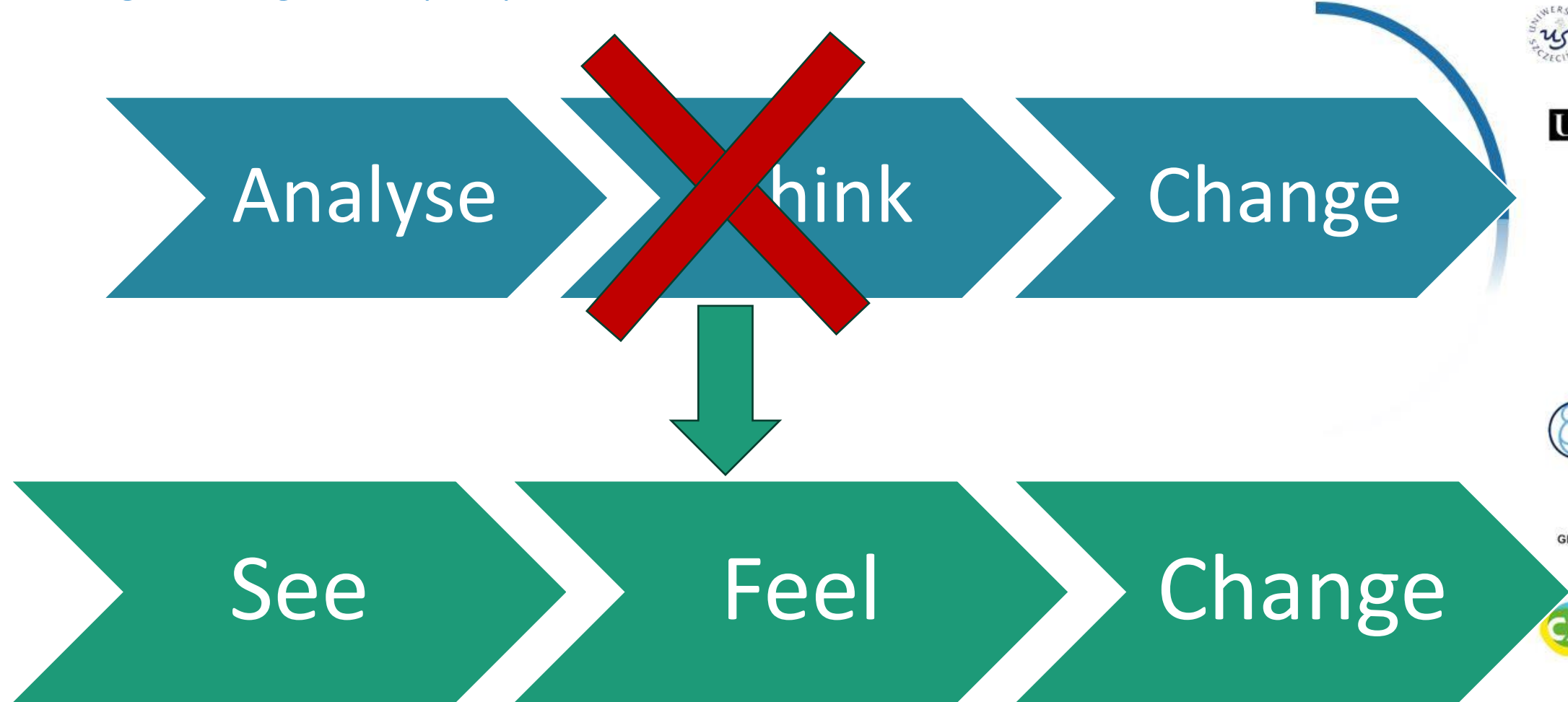


SCAFFOLDING THE LANGUAGE OF INSTRUCTION

- letting students to translate to each other ('broken phone' game, meeting pairs of people of different level of English)
- ✓ think (and draw) → pair (talk to your peer) → share (with everybody)
- ✓ using pictures & clear presentation
- ✓ using technology, translators & so on.
- ✓ games: memory cards (term + explanation + picture)
- ✓ using non-verbal communication (pantomimes)
- games like 'kalambury' using bodies + drawing
- ✓ simple vocabulary!
- ✓ storytelling but with and pictures
- ✓ "angel friend" - a peer for a foreign student (helping)



Change management perspective



Heart of Change by John P. Kotter and Dan S. Cohen, Harvard Business School



Co-funded by the European Union

A bit of a theory

8 steps in See – Feel – Change transformation

Step 1: Increase Urgency - a clear problem definition and communication of why the changes are needed

Step 2: Build the Guiding Team - effective leadership, teamwork, coordinated efforts

Step 3: Get the Vision Right - create a compelling picture of the future

Step 4: Communicate (for Buy-In) – use values that are important for the students in your communication; refer to them

Step 5: Empower Action - think about barriers and how to overcome them

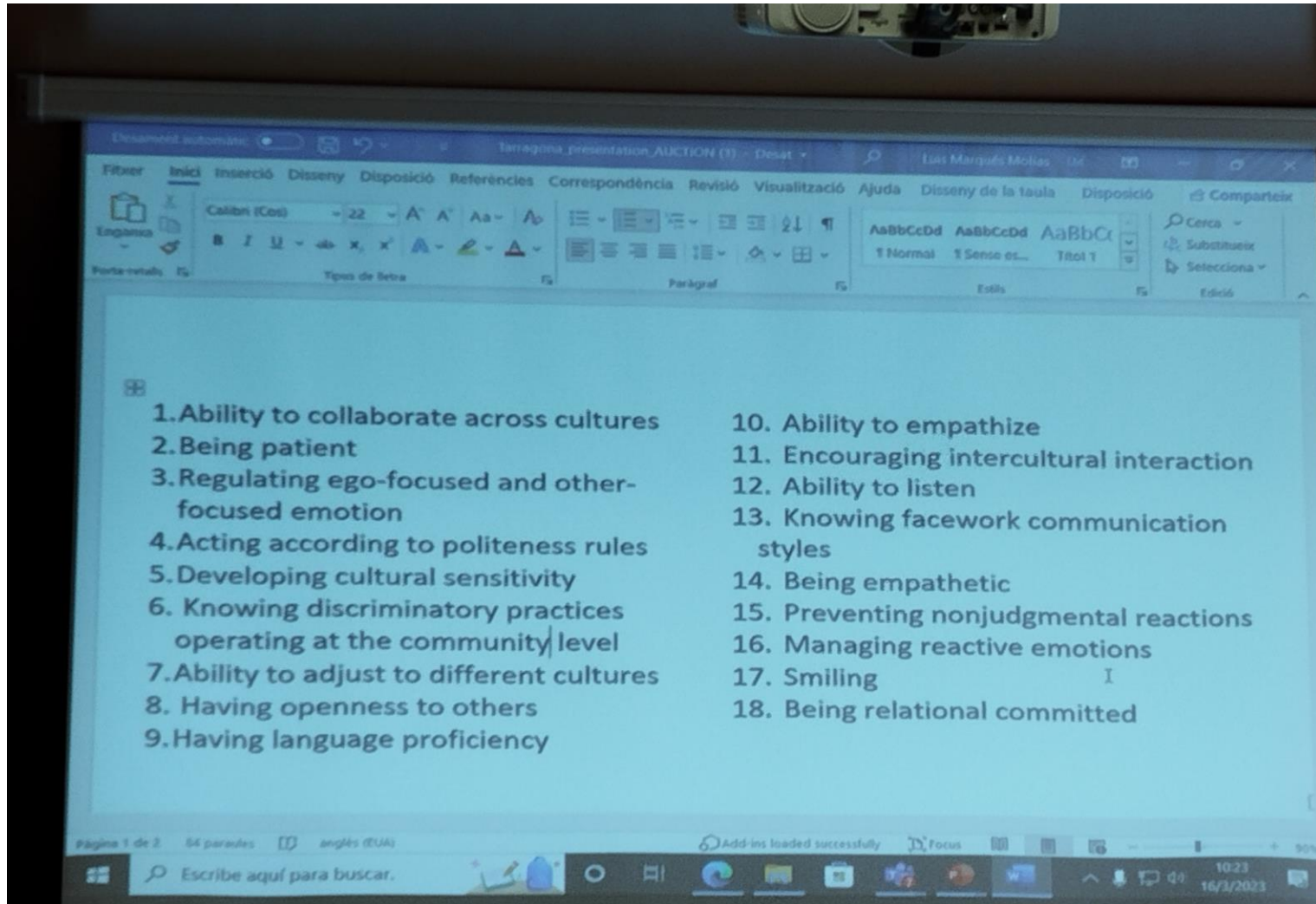
Step 6: Create Short-Term Wins - appreciate small victories

Step 7: Don't Let Up - People need to feel motivated by the successes, and they need time for change

Step 8: Make Change Stick – there is a tendency to slip back into old routines, so support students who support and make the transformation



Possible guide for teachers



Structure of training

II Phase – training the students - future teachers

- DITE focuses on **internationalization at home**,
 - raising students' **awareness of the global education model** and
 - equipping them with tools that will allow them to apply **diverse and optimal techniques** regarding internationalization in their educational institutions among their students.
-
- 2 rounds of trainings for future teachers of different subjects – November 2023 and April 2024

Units of workshops at AMU

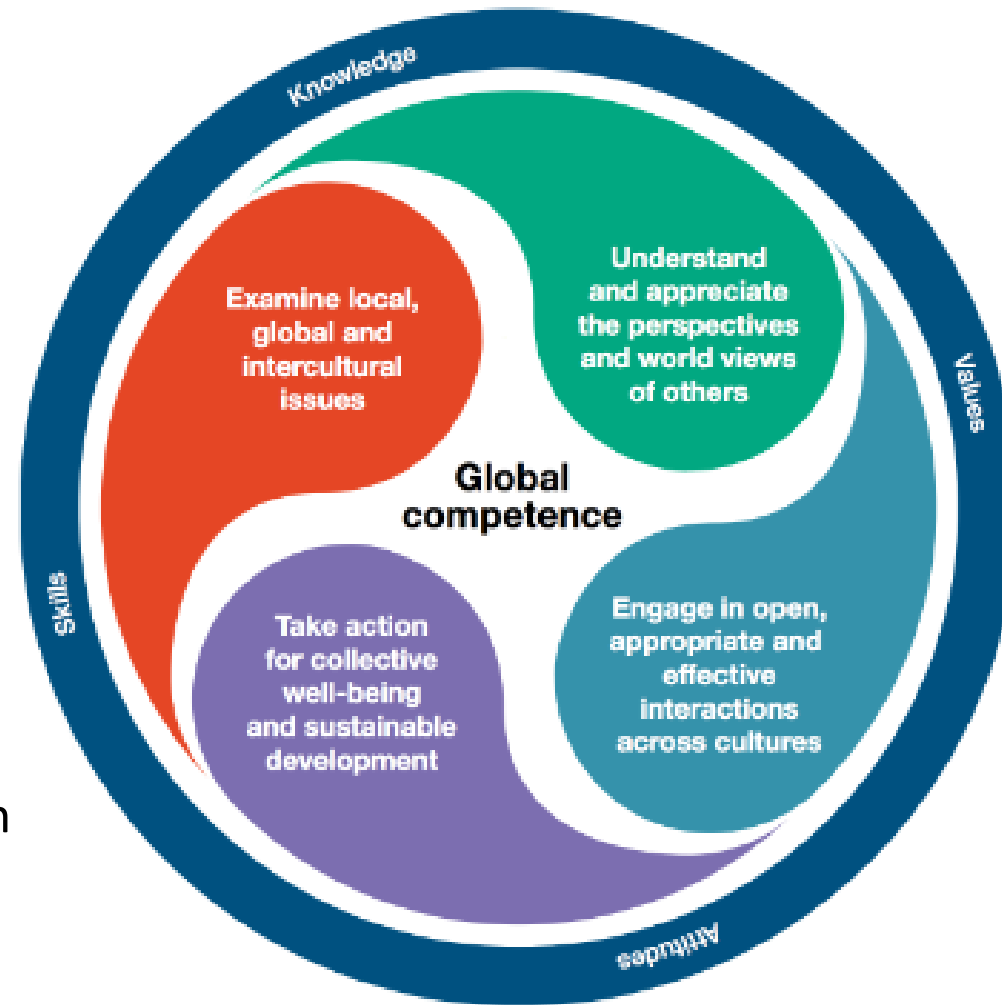
- Global competence
- Scaffolding learning instruction and strengthening understanding of concepts while teaching
- Global trends
- Developing intercultural competence



Global competence

Discussion points

- What is global competence?
- Why is it important for students to develop global competence?
- Do you think global competence was developed when you were students?
- Do you remember examples of internationalisation elements from your education? On what subjects? How?
- Internationalisation in learning and teaching process – what can we do in the classroom?



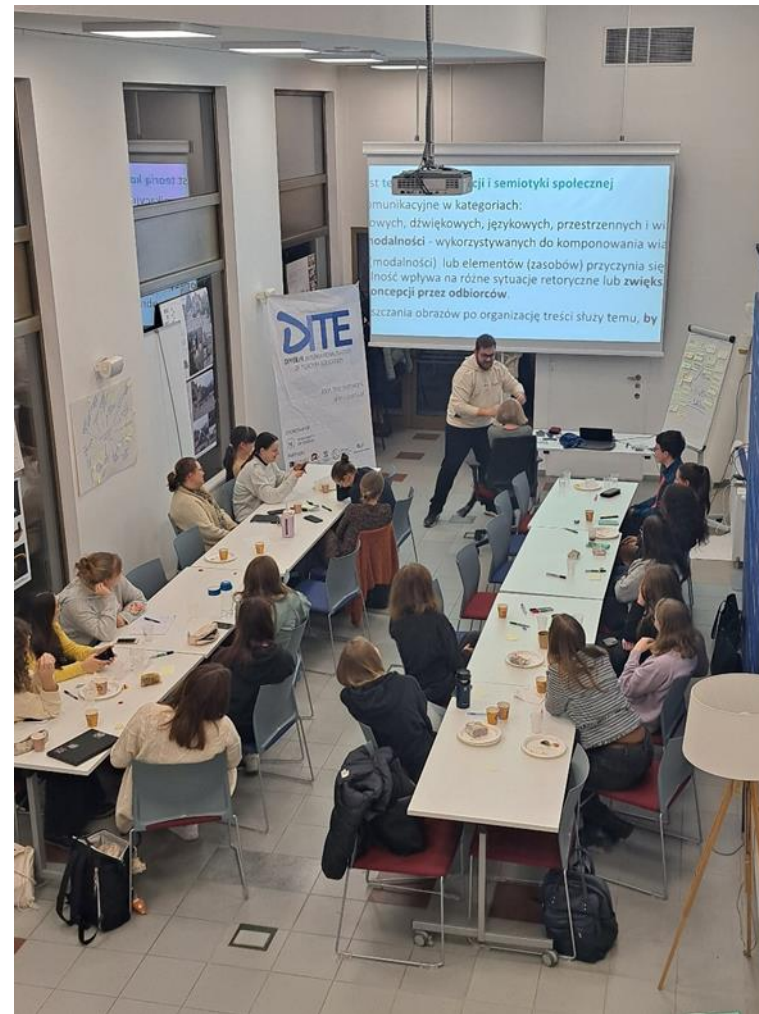
Internationalised teaching and learning

Discussion points

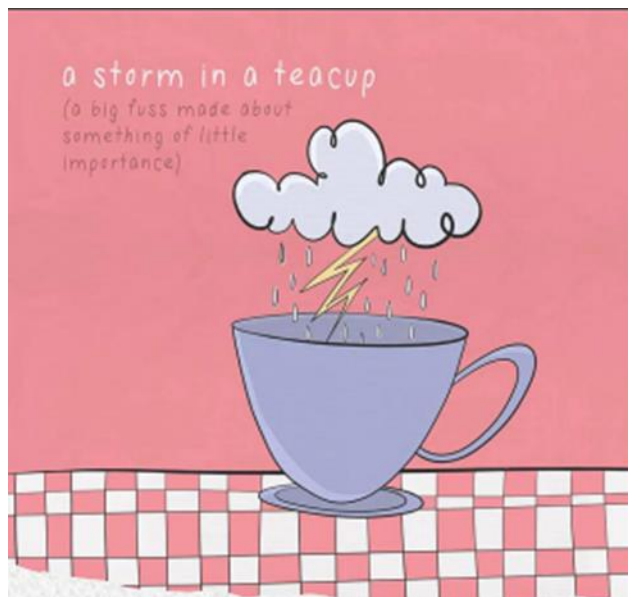
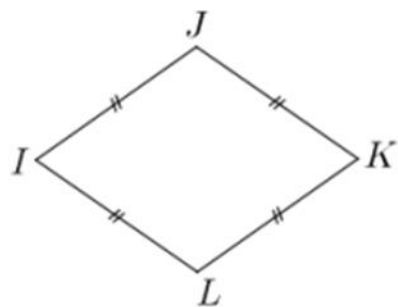
- Why is language called a tool of thinking?
- What can be an obstacle to learning new concepts? are these obstacles different when you learn it in your mother language or in your second language?
- Why communication is more than the words we use?
- In what ways can we use our bodies and different senses to facilitate learning?



Embodied cognition in action



Calculez le périmètre d'un losange dont la mesure de chaque côté est égale à quatre-vingt centimètres.



Global trends

Intended learning outcomes (ILOs)

- knowledge of global trends
- explaining the causes of migration in relation to wars and conflicts in the world
- case analysis - life situation of migrants from four selected countries (Syria, Ukraine, Palestine, South Sudan)
- sensitization to the needs of migrants - developing attitudes of respect and tolerance



Working with a map presenting places of wars and conflicts in the world - determining migration directions



AMU Team



Joanna Domagała
Coordinator in AMU



Anna Basińska
Leader of Faculties Ambassadors



Magdalena Adamczak
Małgorzata Cichoń
Dobrochna Hildebrandt-Wypych
Eliza Rybska

DITE

DIVERSE
INTERNATIONALISATION
OF TEACHER EDUCATION

in practice



UNIVERSITY
OF SZCZECIN

U.PORTO



ADAM MICKIEWICZ
UNIVERSITY
POZNAŃ



UNIVERSITAT
ROVIRA I VIRGILI



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IN EUROPE



CERGY PARIS
UNIVERSITÉ



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European Union



DITE DIVERSE
INTERNATIONALISATION
OF TEACHER EDUCATION

coffee break
until 11.30 am

DITE DIVERSE INTERNATIONALISATION OF TEACHER EDUCATION

in practice

a moment to reflect on the DITE methodology

DITE DIVERSE INTERNATIONALISATION OF TEACHER EDUCATION

facts and figures

DITE

DIVERSE
INTERNATIONALISATION
OF TEACHER EDUCATION



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IN EUROPE

G|I

Global Impact Institute



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Cooperation partnerships in higher education

2021-1-PL01-KA220-HED-000031129

01 November 2021 - 31 October 2024

36 months, 2060 working days

378 690,00 EUR

6 project results

- Report on the status of ITE;
- Conceptualisation and implementation of the Train-the-Trainer Manual;
- Design and development of the in-house training materials;
- Report on the impact;
- Design and development of a model and guidelines for implementing DITE in Europe;
- Establishment of a DITE Network.

12 outcomes

- Better insight into the most recent developments in ITE
- A pioneer group of internationalisation experts in TE
- A tool for developing TTT concepts for internationalising TE
- A pioneer group of TE students trained in internationalisation
- A tool for in-house training courses in ITE
- Increased inclusion and diversity in TE internationalisation
- Hard evidence of the effectiveness of TTT and in-house activities
- A common understanding of a feasible model for ITE
- ITE as a continuous theme
- Raising awareness for green internationalisation
- Understanding the need for and benefits of ITE
- raising awareness for the need of an inclusive and diverse approach to ITE

6 master trainers



The DITE trainer's manual

874 downloads and still counting

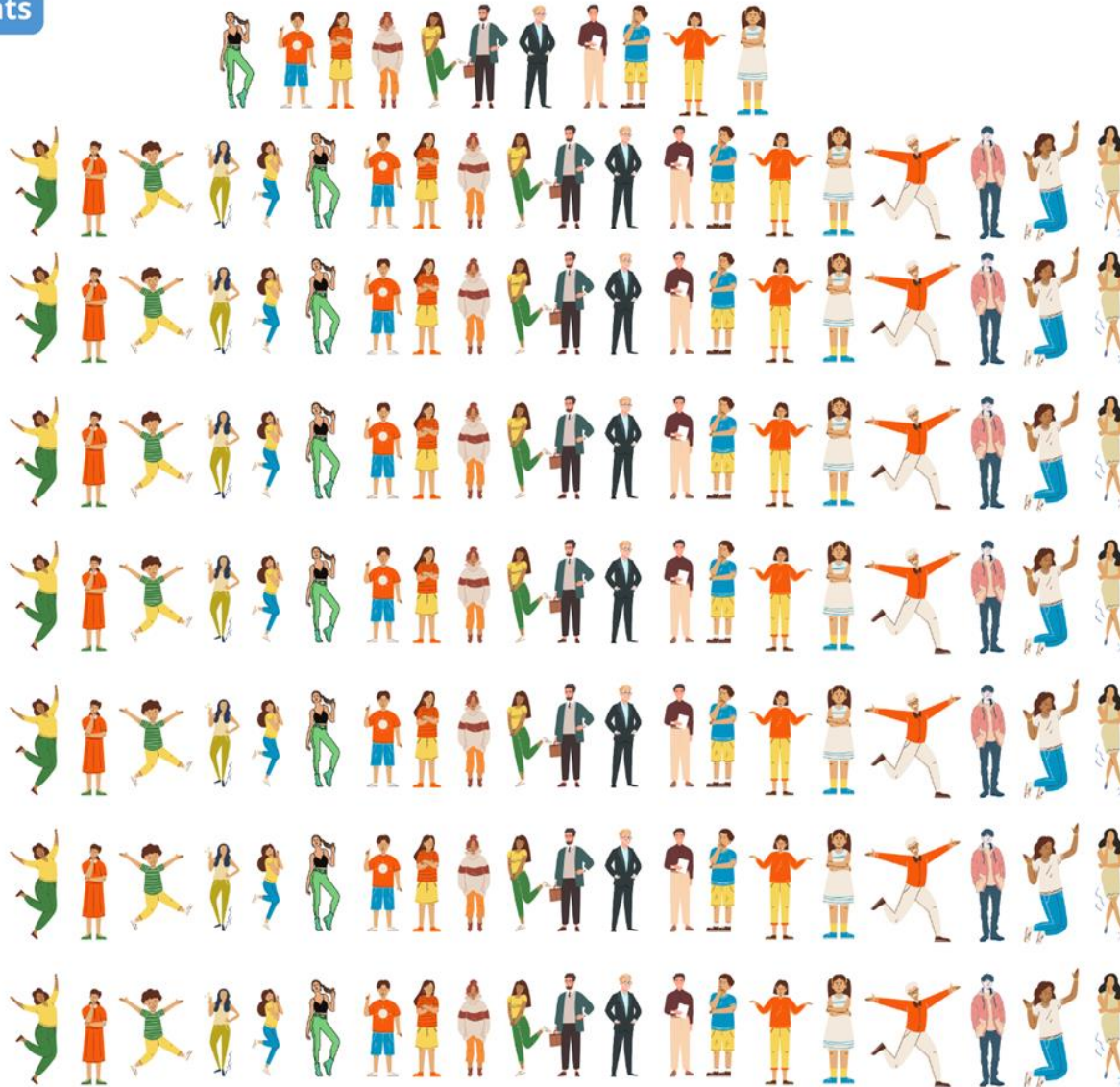
21 teacher educators



The DITE local manuals

4 trainer's manuals in 4 local languages

151 TE students



The online repository



Co-funded by the European Union

DITE Project posted this • 3mo



Would you like to meet over tea/coffee and talk about **#diverse #internationalisation** of **#teacher #education**? We are open to **#discuss** our **#experience** and **#learn** from yours. Fu ...show more



15

1 comment

▲ 768 Impressions

DITE Project posted this • 4mo



🔔 **#DITE** team from **Universidade do Porto** with the Selo InovPed **#award!**
#diverse #internationalisation #teacher #education #Erasm ...show more



19

1 comment

▲ 461 Impressions

DITE Project posted this • 6mo



An **#add**-free version of the **#DITE** Trainer's Manual is available now <https://tiny.pl/drcs2>
#diverse #internationalisation #teacher #education



12

▲ 425 Impressions

DITE Project posted this • 3mo



Universidade do Porto team shares their **#DITE** experience with local **#teachers #researchers** and **#students**
#diverse #internationalisation #teacher #education #ErasmusPlus



10

2 reposts

▲ 385 Impressions

DITE DIVERSE INTERNATIONALISATION OF TEACHER EDUCATION

the impact



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The Theory of Change for DITE

Impacts/goals	<i>Internationalisation at Home (IaH) as key instrument for inclusion</i>	<i>Internationalisation to improve key competences</i>	<i>Comprehension of international diversity of perspectives</i>	<i>Better understanding of international/global interconnectedness</i>	<i>Use of online/digital/virtual tools via international engagement</i>	<i>A more complex concept of change</i>
Impacts Indicators	<i>BFI Openness</i>	<i>Internationalisation of School education</i>		<i>Trends</i>	<i>ILOs</i>	<i>Change perceptions</i>
Outcomes	<i>O1: Better insight into the most recent developments in internationalisation of TE</i>	<i>O3: A tool for developing TTT concepts for internationalising TE</i>	<i>O5: A tool for in-house training courses in TE</i>	<i>O7: Hard evidence of the effectiveness of TTT and in-house activities</i>	<i>O9: Establishment of TE internationalisation as a continuous theme</i>	<i>O11: Understanding the need for and benefits of internationalising TE</i>
	<i>O2: Pioneer group of internationalisation experts in TE</i>	<i>O4: A pioneer group of TE students trained in internationalisation</i>	<i>O6: Increased inclusion and diversity in TE internationalisation</i>	<i>O8: A common understanding of a feasible model for TE internationalisation</i>	<i>O10: Raising awareness for green internationalisation</i>	<i>O12: widening awareness for the need of an inclusive and diverse approach to TE internationalisation</i>
Outputs	<i>Reports</i>	<i>Trainings /TTT, in-house)</i>	<i>Group of Trainees</i>	<i>Surveys</i>	<i>Network</i>	<i>Tools / manuals</i>

How do we measure the impact of DITE quantitatively?

1. Personality Trait Openness



Part of the Big Five Inventory

10 items

Extremely reliable

All pictures licence-free from www.pixabay.com

2. Attitudes towards Internationalisation

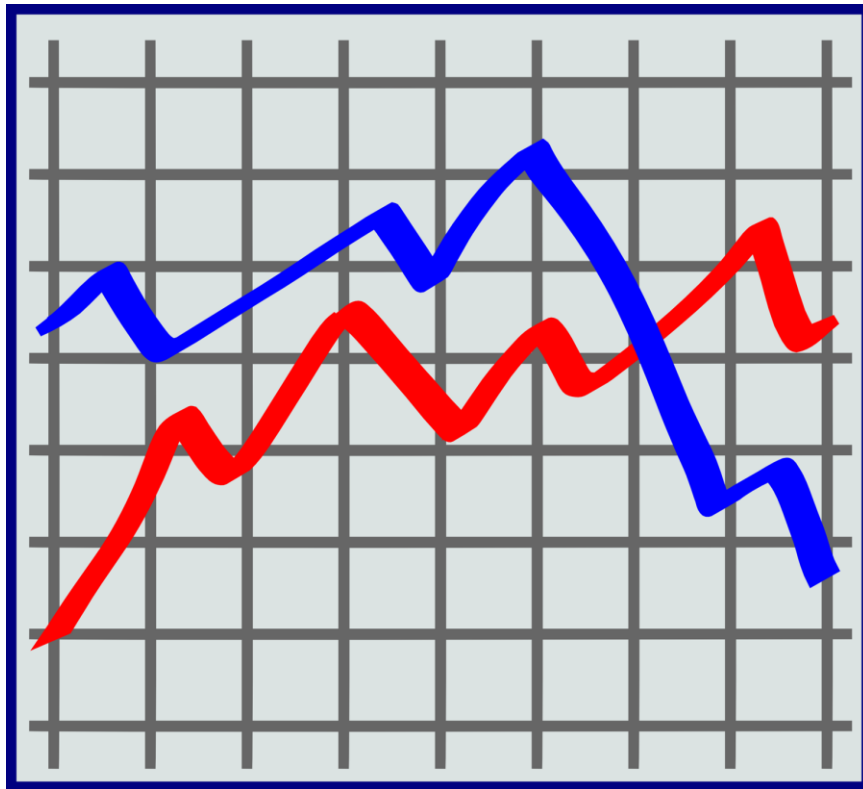


Opinions on the institution,
not the individual!

11 items

Reliable but less than
personality trait

3. Trends in Internationalisation

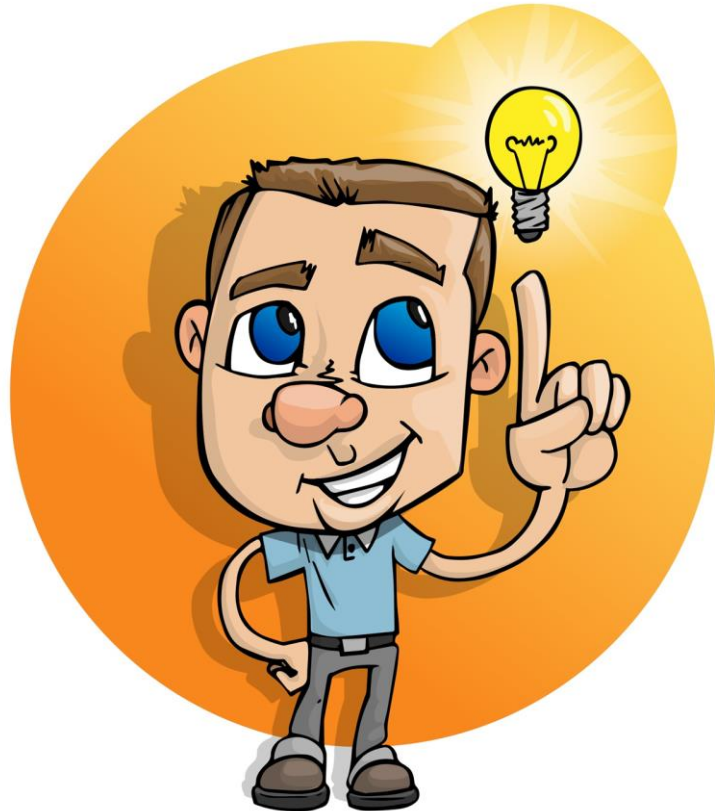


Newly introduced

2 items

Reliable since related to general, not disputed global trends

4. International Learning Outcomes (ILOs)



Designed specifically for this project

Based on concrete planned effects of the teachers

19 items

5. Post-only perceptions



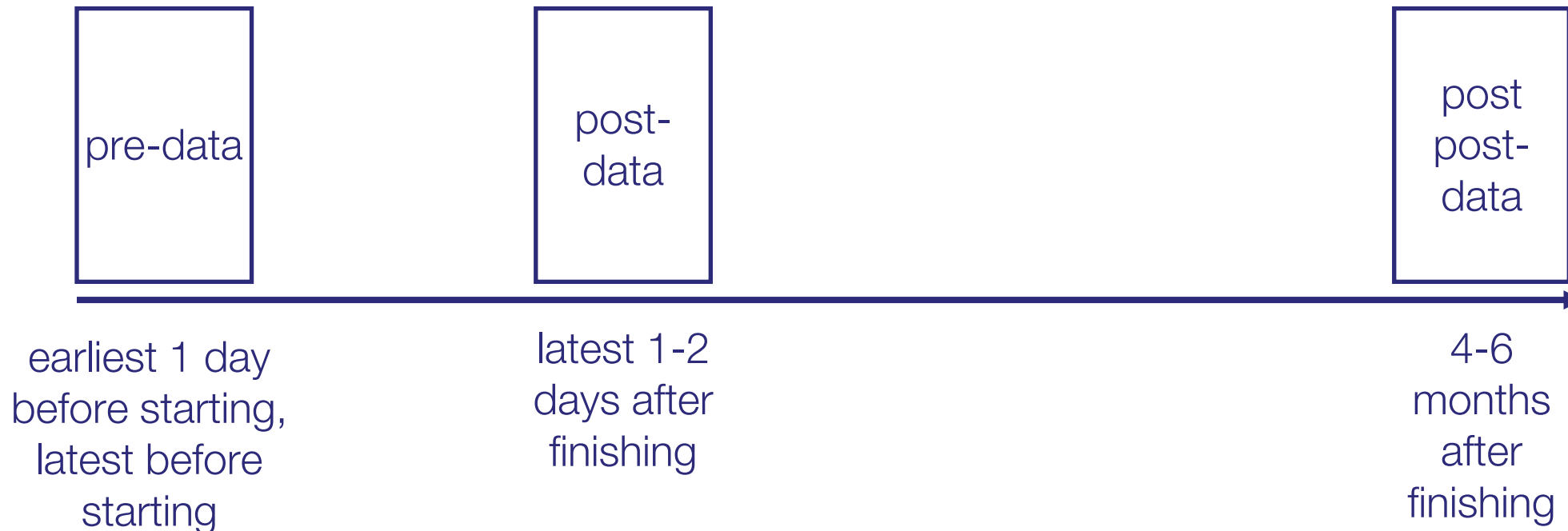
Designed specifically for this project

Direct perception of results of each learning section

9 items

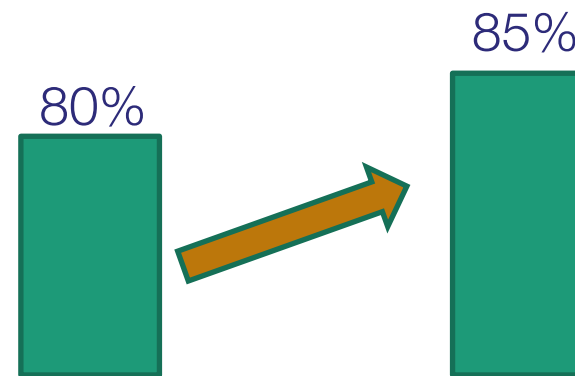
Pre-to-post and postpost data collection

- without a baseline you have no idea what you really achieved!
- do not trust people's perception of what they learned (Math test example)
- do not compare groups but paired results (coded participants to relate cases)



Three ways to assess differences

Frequencies: is there a difference?



+ Very easy

- often overemphasizing results

Significance: is the difference accidental?



Yes = the difference is NOT
accidental



No = the difference is pure
chance



Fairly easy, reliable

Underestimates meaning
In smaller samples

Overestimates results in
larger samples

Only yes/no

Cohen's D Effect size:

Does the difference mean anything?



no effect



small

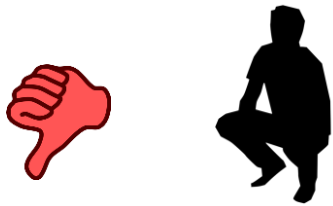


medium

Fairly easy to do, reliable, easy to understand

Personality traits

TTT



Inhouse



Together



Attitudes towards Internationalisation

TTT

Inhouse

Together



Global Trends

TTT



Inhouse

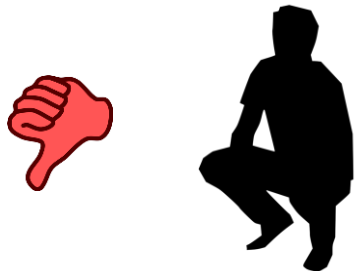


Together



Learning Outcomes

TTT



Inhouse



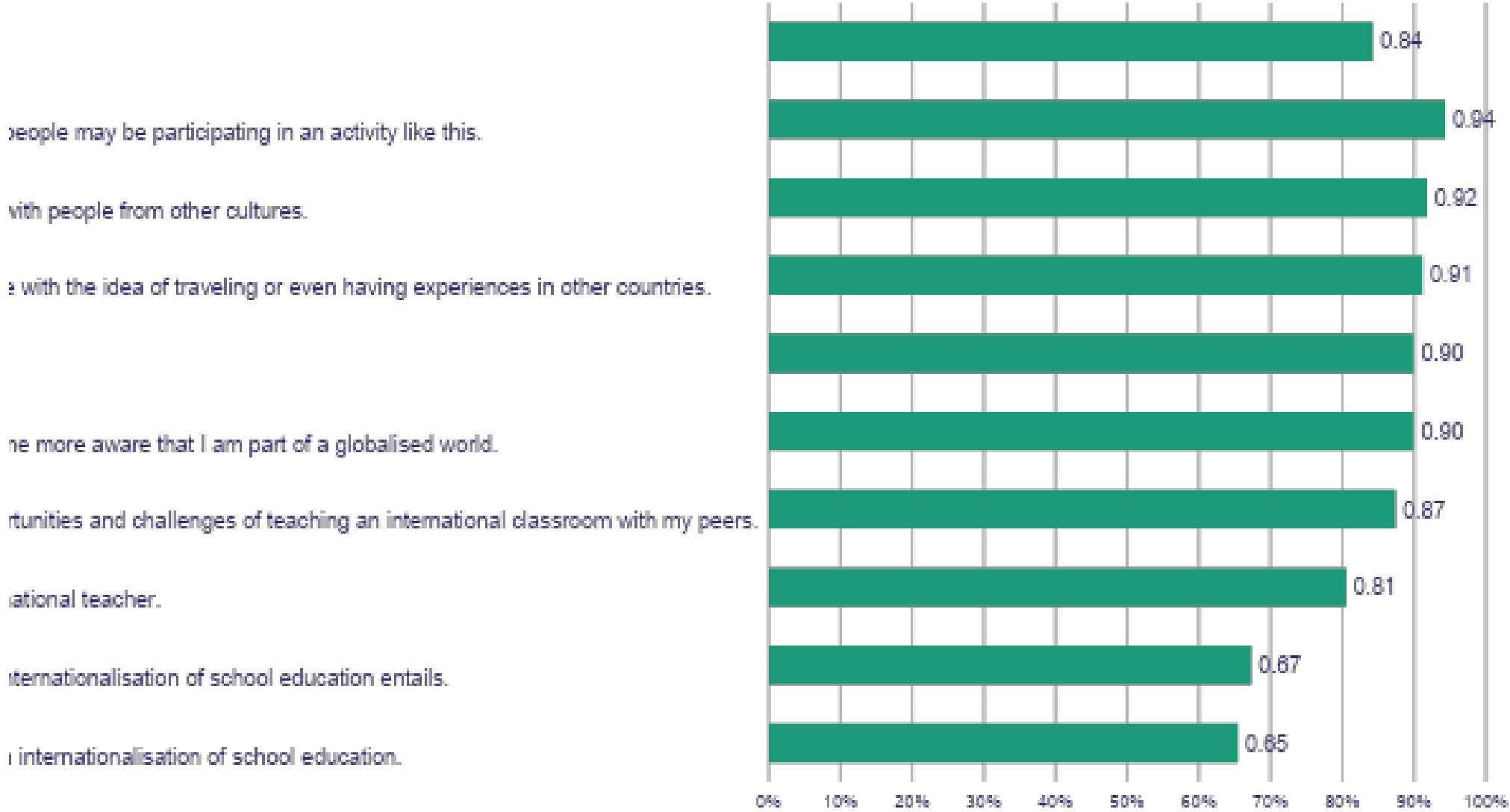
Together



Results

		Openness	Attitudes Internationalisation	Trends	ILOs	Post-only
TTT	pre-training	3.78	3.86	3.07	3.96	
	post training	3.82	4.02	3.31	3.88	4.45
	Significance	no	yes (one tail)	no	no	
	Cohens D	none	medium	small-medium	none	
Inhouse	pre-training	3.87	3.70	3.14	3.71	
	post training	3.98	3.92	3.34	3.91	4.21
	Significance	yes	yes	yes	yes	
	Cohens D	small	medium	small-medium	medium	
TTT+inhouse	pre-training	3.86	3.72	3.13	3.74	
	post training	3.98	3.92	3.34	3.91	4.21
	Significance	yes	yes	yes	yes	
	Cohens D	small	medium	small-medium	small-medium	

Post only: Percentage of people that agree/strongly agree



Long-term effects

**People become
even more open
later**

Experiencing the effects of the trainings
in their daily work seems to inspire

**Opinions and
Lessons
learned remain
stable**

Trainings have lasting learning effects

**Perceptions of personal change right after
training are confirmed later**

Feelings of how the trainings changed people seem confirmed
through the experience in the following months

We also looked at the qualitative side and the narrative

Snapshots

One pagers in which participants in the trainings (TTT and inhouse) tell their DITE story.

Video testimonials

1-2min selfies

Content

e.g.: What was especially memorable? What did they take home? What will happen next?

Examples



Maria Carolina Sousa, participant in-house training



"DITE is a training that allows to reduce a gap that persists in teacher training and is becoming increasingly evident and emerging in today's world."

Tell us your DITE story

Nowadays, it is increasingly important to become sensitive and prepared to deal and interact with social and cultural diversities in a world where cultures increasingly move and intersect. Educational institutions feel and mirror this movement that is felt with growing force and it is their social duty (of the institutions and members and beyond) to guarantee a safe space with conditions that guarantee a quality learning and integration experience. Therefore, I saw this training as an opportunity to learn how to make the classroom (and in turn the school) an open, safe and adequate space for everyone. At the same time, it was a chance to become a more informed educator capable of providing and facilitating the learning and social integration of students who enter our country and hope to find a safe environment which they understand and where they can be understood.

What is the most impressive change that you experienced yourself?

The most immediate change I felt during this training was undoubtedly on a personal level. Despite having already had space to reflect on some issues addressed in this training, the possibility of deepening and experimenting was unlike previous experiences. We were greatly encouraged to work collectively, always paying attention to the differences and individualities of each person.

In your opinion, what effects can DITE have in your institution and the teacher education as such?

I believe that this training could increasingly influence the courses aimed at training the next generations of teachers. In the institution where I am attending the professional master's degree in teaching practice, these issues are already addressed in a relatively homogeneous way in the study plan and the faculty itself shows concern for these issues by adapting and altering the physical and curricular space in order to respond to the needs of the heterogeneity of the student, teaching and non-teaching community. Internationalisation in teacher training must be addressed in a homogeneous way in the study plan to promote and ensure the normalisation, naturalisation and integration of these issues into practice, thoughts of future teachers.

What is the most memorable moment for you during the DITE experience?

I would have to say the constant work/dynamics of collective nature, which, despite its challenges, was quite rewarding. Especially because raising awareness and articulating these challenges are part of the objective of this training, which emphasizes the importance of more inclusive education and spaces, prepared to respect and respond to the need for social and cultural diversity in the community.

In your opinion, why is it important to reform teacher education with regard to inclusion, diversity and internationalisation?

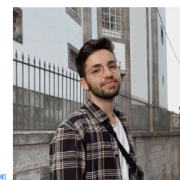
As I have been reinforcing throughout the answers to this profile, we increasingly feel an intensification of the migratory movement and intercommunication and interaction of the world population, especially due to the climate of war that has been felt. Furthermore, social concern is growing in relation to issues linked to inclusivity, diversity and interculturality. This requires the emergence of an effective response from educational institutions and teachers (the main actors in these institutions) as they are responsible for training future citizens who participate in society.



Alexandre Gandra, participant in-house training, Universidade do Porto, Portugal

What is the most impressive change that you experienced yourself?

The learning carried out throughout the different sessions was essential for the development of skills necessary for the professional training of all teachers. At the end of the training, I feel more capable of dealing with the growing intercultural diversity in classrooms, leveraging these diversities for inclusion and acceptance.



"The DITE project enables the acquisition of new inclusion perspectives, essential for the context of internationalisation in teacher training."

Tell us your DITE story

In the current context, with all the issues of immigration and internationalisation, the training proposal caught my attention due to its relevance, being entirely related to the role of the teacher in the classroom. I therefore decided to undertake this training as I consider it very important as a future teacher to have the ability to integrate all students into our classroom dynamics. In this sense, and as a preservice teacher at a school with a great diversity of cultures, I felt that I was not prepared to deal with many of the intercultural issues present in the classroom, feeling that a component was missing in the theme of internationalisation during my training. Therefore, when I heard of this training, I realized that many of the difficulties could be overcome with the general objectives proposed by the course. With a theoretical and a practical component, the training provided the opportunity to broaden my professional horizon and explore new methodologies and pedagogical strategies. Through interaction with colleagues from different educational areas, it was possible to enrich my skills on educational practices in an international school. In short, participating in this training gave me the possibility of improving my professional practice, intercultural understanding and the promotion of inclusive and global education.

What is the most memorable moment for you during the DITE experience?

The final presentation of the work designed by the groups was the most memorable moment as I felt a personal and professional fulfillment, which culminated in a sharing of innovative and extremely important activities that I will be able to implement in the future during my teaching.

In your opinion, why is it important to reform teacher education with regard to inclusion, diversity and internationalisation?

Continuous teacher training is essential to address the new social challenges created over the years. A teacher in the 21st century has certain challenges that a 20th century teacher would never have to think about. In Portugal, the teaching class is quite old and may therefore have few skills to combat inequalities regarding inclusion, diversity and internationalisation. In this sense, a reform in teacher training is necessary so that students' individual issues are seen as a positive point and not a reason for discomfort and adversity.



In your opinion, what effects can DITE have in your institution and the teacher education as such?

The school where I am undertaking my initiation of professional practice has a wide variety of students from different cultures and countries. This internationalisation often ends up being seen as something underlying, not something prioritized or talked about, despite it being visibly an issue. By participating in this training, I now feel more capable of developing internationalisation projects in my internship classes with the aim of creating a "wave" of internationalisation at an institutional level.



the effect on us panel discussion

Uwe Brandenburg, Thiago Freires, Alex Hughes, Anna Linka, Eliza Rybska and Rebeca Tomás Smith
moderated by Arnim Heinemann



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the transferability potential and the DITE model



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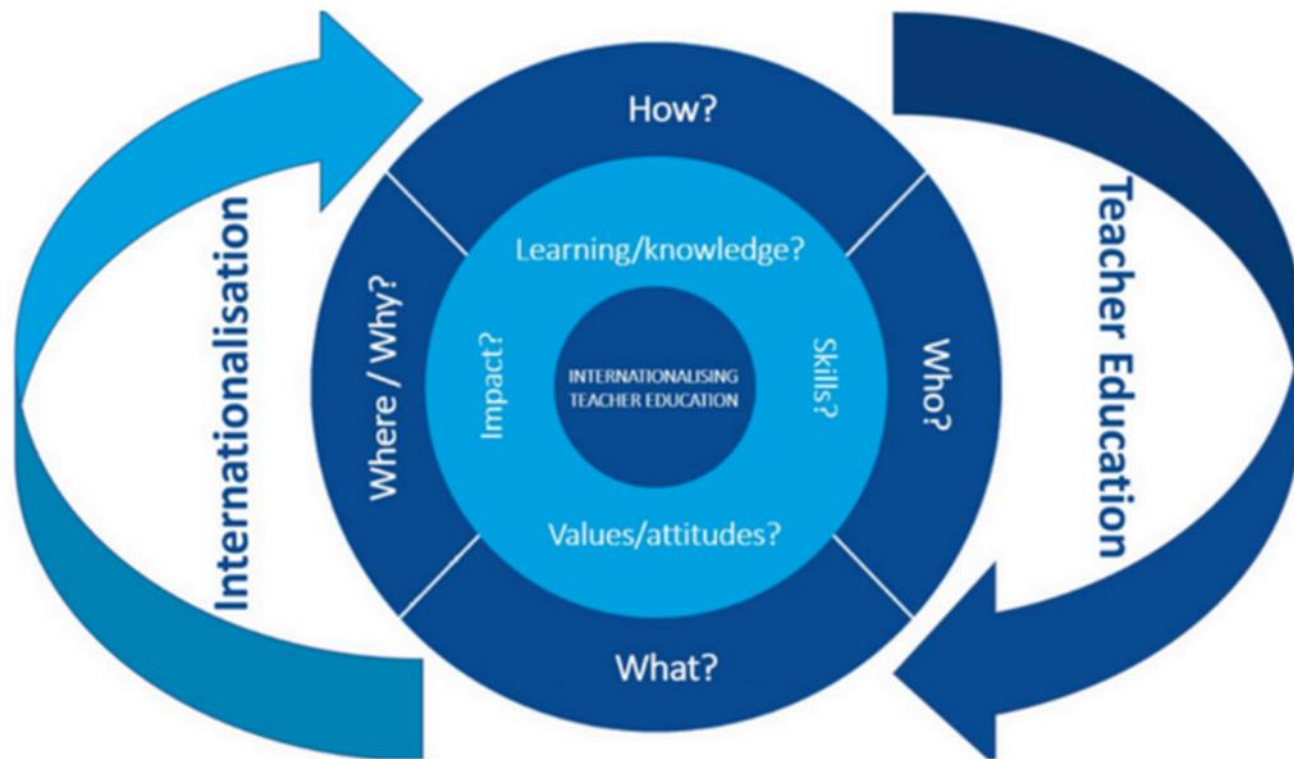
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THE DITE MODEL





and now your turn ...
the DITE network



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I want to
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I'm looking for
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Let's do some
research
together

I have a DITE
idea!

I know
someone who
may be
interested ...

I want to take
part in the next
DITE activity

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project,
anyone?

Internationalisation
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