



# Internationalisation in Teacher Education

Virtual Summer School 2020  
5<sup>th</sup> to 9<sup>th</sup> October





## Overview

### Monday 5<sup>th</sup> October

2-3

- Welcome
- Keynote
- Studying in Cologne + Coffee bar

### Tuesday 6<sup>th</sup> October

4-8

- Introduction to national teacher training programs (3:00 – 3:40pm)
  - (1) *Estonia*
  - (2) *USA*
  - (3) *Namibia*
- Introduction to national teacher training programs (3:40 – 4:20pm)
  - (1) *Argentina*
  - (2) *Mexico*
  - (3) *Vietnam*
- Introduction to national teacher training programs (4:20 – 5:00pm)
  - (1) *Austria*
  - (2) *Canada*
  - (3) *Sweden*

### Wednesday 7<sup>th</sup> October

8-12

- Round-Table: International Teacher Education – Challenges and Chances (3:00 – 3:45pm)
- Discussion & Exchange I (4:00 – 5pm)

### Thursday 8<sup>th</sup> October

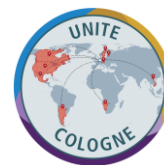
13-16

- Discussion & Exchange II (3:00 – 4pm)
- Discussion & Exchange III (4:15 – 5:15pm)

### Friday 9<sup>th</sup> October

17-18

- Keynote (3:00 – 4:00pm)
- Wrap-up + Brainstorming (4:00 - 4:30pm)



## MONDAY (5<sup>th</sup> October)

Time	Kick-Off
3:00pm	<b>Welcome</b>  Dr. Jan Springob (Centre for Teacher Education)  Christiane Biehl (International Office)
3:15 – 4:15pm	<b>Keynote</b>  <i>Critical Literacy, Translanguaging and Social Justice Education: Making Connections and Comparisons</i>  Prof. Dr. Panagiotopoulou Jenna Strzykala, M.A. Eleni Louloudi, M.A. (University of Cologne)
4:15 – 5:00pm	<b>Studying in Cologne (short film) + Coffee bar</b>

### Keynote

#### *Critical Literacy, Translanguaging and Social Justice Education: Making Connections and Comparisons*

Prof. Dr. Panagiotopoulou  
 Jenna Strzykala, M.A.  
 Eleni Louloudi, M.A.

Having a clear socio-political character, both critical literacy and translanguaging can be seen as inseparable parts of social justice education; critical literacy is defined as a pedagogy that emphasizes 'the use of print and other media of communication to analyse, critique, and transform the norms, rule systems, and practices governing the social fields of institutions and everyday life' (Luke 2014: 21), whereas translanguaging highlights the need for a pedagogy that is 'capable of transforming subjectivities and identities, cognitive and social structures, and the socio-political order' (García & Li Wei 2014:137).

Drawing from their theoretical interconnection, this presentation will discuss the common core elements of Translanguaging and Critical Literacy (Julie A. Panagiotopoulou) and will further make research based comparisons using interview data from practitioners in a Critical Literacy project in Canada (Eleni Louloudi) and from (multilingual) teachers at a German school in the USA (Jenna Strzykala). The aim is not only to highlight the correlation of these concepts, but also to specifically underline their importance in building inclusive and innovative



classroom practices and in promoting 'social justice in (teacher) education' (Panagiotopoulou et al. 2020).

García, O. & Li Wei (2014). *Translanguaging: Language, Bilingualism and Education*. Basingstoke: Palgrave Macmillan.

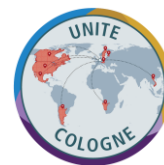
Luke, A. (2014). Defining critical literacy. In J. Pandya, & J. Avila (Eds.), *Moving critical literacies forward: A new look at praxis across contexts* (p. 19-31). New York: Routledge.

Panagiotopoulou, J. A., Rosen, L. & J. Strzykala (Eds.) (2020). *Inclusion, Education and Translanguaging. How to Promote Social Justice in (Teacher) Education?* Wiesbaden: Springer VS. (open access: <https://link.springer.com/book/10.1007/978-3-658-28128-1>)

**Julie A. Panagiotopoulou** is a professor at the University of Cologne, Department of Education and Social Sciences. Her research interests include social justice education and inclusion/exclusion in migration societies, multilingualism and literacy, multilingual education and translanguaging, language policy in families, day-care centers and schools and methodology of multi-sited ethnography.

**Eleni Louloudi** is a research fellow at Bielefeld University and a PhD candidate at the University of Cologne. She is currently looking into international critical literacy and social justice practices as well as literature choices to promote the latter. Her research interests include comparative social justice education, critical socio-cultural and digital literacies, children's literature as a medium of inclusion and innovative ethnographic methodologies.

**Jenna Strzykala** is a research fellow and a PhD candidate at the University of Cologne. Her doctoral dissertation focuses on multilingual teachers' views on language(s) and everyday multilingual practices of staff and students at German schools in the USA and Canada. Her research interests include (forced) migration and multilingualism, educational language policies, translanguaging and internationally comparative educational research.



## TUESDAY (6<sup>th</sup> October)

Time	<i>Introduction to national teacher training programs</i>		
3:00 – 3:40pm	<b>Estonia</b> Dr. Maris Saagpakk (Tallinn University)	<b>USA</b> Dr. Susan N. Ferguson & Dr. Eleanor ter Horst (University of South Alabama)	<b>Namibia</b> Prof. C.N.S. Shaimemanya & Dr. M. Shihako (University of Namibia)
		<b>Student Interview:</b> Studying in the USA  Daniela Yunker & Stefanie Seel	<b>Student Interview:</b> Studying in Namibia  Veronica Victor & Florian Dittmar
3:40 – 4:20pm	<b>Argentina</b> Valeria Pattacini (Universidad Nacional de San Martin)	<b>Mexico</b> Dr. Olivia C. Díaz Pérez (Universidad de Guadalajara)	<b>Vietnam</b> Dr. Vu Thi Mai Huong (Hanoi National University of Education)
	<b>Student Interview:</b> Studying in Argentina  Ezequiel Andrés & Jessica Linder	<b>Student Interview:</b> Studying in Mexico  Farina Eisenhauer Mario Orozco	<b>Student Interview:</b> Studying in Vietnam  Doan Thuy Duong & Nele Döring
4:20 – 5:00pm	<b>Austria</b> Dr. Petra Siwek-Marcon (University of Salzburg)	<b>Canada</b> Dr. Tanya Stogre & Dr. Kevin O'Connor (Mount Royal University)	<b>Sweden</b> Dr. Stellan Sundh (Uppsala University)
		<b>Student Interview:</b> Studying in Canada  Hannah Reiter & Lisa Reichert	

### Estonia

Dr. Maris Saagpakk

**Maris Saagpakk** works at Tallinn University as an Associate Professor of German Cultural History and Literature. Her research focuses on Baltic-German literature and culture, Linguistic landscapes, postcolonial studies, and German language didactics.





## USA

Dr. Susan N. Ferguson & Dr. Eleanor ter Horst

**Susan N. Ferguson** did her undergraduate work at Auburn in English Language Arts (ELA) and Biology Education. Her first master's degree is in ELA with a focus in Applied Linguistics. Her second master's degree is in English for Speakers of Other Languages. Her PhD is in English Education; her dissertation topic was, Using Poetry Learning Centers to Lower the Affective Filters of English Language Learners. She has taught English in grades 6-12 and college freshman composition. She taught English as a Second Language (ESL) in Auburn City Schools for six years. She also taught ESL at the university level, 9th grade Biology, and 7th grade Social Studies.

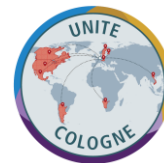
**Eleanor ter Horst** is Associate Professor and Chair of the Department of Modern and Classical Languages and Literature at the University of South Alabama, where she teaches courses in French and German language, literature, and culture. She coordinates language teacher training programs with the College of Education and Professional Studies at USA. Her research interests include comparative literary studies, with a focus on eighteenth- and nineteenth-century literature. She is the author of a book, Lessing, Goethe, Kleist and the Transformation of Gender: From Hermaphrodite to Amazon, and numerous articles on the topics of comparative literature, gender studies, and the reception of the classics in modern literature.

## Namibia

Prof. C.N.S. Shaimemanya & Dr. M. Shihako

**Cornelia N.S. Shaimemanya** (PhD. Science Education) is a Fulbright Scholar and alumnus of Florida Tech. She served as UNESCO Education Specialist in 2011, University of Namibia Director of Postgraduate Studies 2012 to 2015 and UNESCO Development Specialist, 2018. She is currently Associate Professor of Educational Research and Education for Sustainable Development at the University of Namibia. Her areas of interest include environmental science, science education, educational research, environmental education, education for sustainable development, teacher education, and curriculum/instruction. Shaimemanya had been the Editor-in-Chief of Namibia Educational Research Association (NERA) Journal, 2007 to September 2015, and had served on the Editorial Boards of Namibia Continuous Professional Development (CPD) Journal and Journal for Studies in Humanities and Social Sciences. She is currently a Reviewer for UNISA Africanus: Journal of Development Studies and Environmental Development Journal.

**M. Shihako** holds a Doctor in Education and specialised in Higher Education and Adult Learning. Currently she serves as the Deputy Director for Academic Affairs and Research supervising three faculties, namely Education, Economic and Management science, and Health Science where the School of Nursing falls. She is also lecturing History of Education to the year 2 Education students.



## Argentina

Valeria Pattacini

**Valeria Pattacini** holds an MA in Public Policy and Development – Georgetown University, USA/ UNSAM-ARG -, and a BA in International Relations - University of Salvador, Buenos Aires, Argentina. She is an Associate Professor at the Humanities and Political and Government Schools and Member of Academic Board and Professor at the Master in International Cooperation Universidad Nacional de San Martín, Argentina. She has worked as Director of the International Relations Office at Universidad Nacional de San Martín since 2006; In June 2020 she was elected as Executive Secretary of International Affairs Network of the National University Council of Argentina (REDCIUN-CIN).

She worked for 20+ years in the public sector, particularly in the field of international educational cooperation. And also has experience in planning, managing and evaluating science, technology and innovation projects financed by international agencies and organizations.

Her areas of research focus on technical cooperation, South-South cooperation, middle-income countries, ODA in Latin America and internationalization of higher education, she has given numerous lectures in Argentina and abroad on this issue.

## Mexico

Dr. Olivia C. Díaz Pérez

**Olivia C. Díaz Pérez** doctorated in the field of new German literature at the Albert Ludwig University Freiburg. She has been working at the University of Guadalajara since 1991 and since 2005 she is *Professor Titular* at the Institute for Modernism Languages of the University of Guadalajara. Since 2008 she is Lecturer and responsible for the binational master's degree in German as a Foreign Language: Estudios interculturales de lengua, literatura y cultura alemanas at the University of Guadalajara, in cooperation with the Herder Institute of University of Leipzig. It belongs to the Sistema Nacional de Investigadores (SNI) of the National Council for Science and Technology (CONACYT) of Mexico. She is co-editor of *Verbum et Lingua: Didáctica, Lengua y Cultura* of the university Guadalajara. She was president from 2009 to 2012 of the Latin American Association of Germanists (ALEG). She is currently Vice President of the Association (2017-2020). Her research areas are: Modern German literature, German speakers exile literature, intercultural German studies, German as a foreign language, translation studies in intercultural contexts.

## Vietnam

Dr. Vu Thi Mai Huong

**Vu Thi Mai Huong** is a lecturer and researcher in teacher education and educational management at Hanoi National University of Education. She has a number of research publications in areas relating to teacher education and school management and leadership. As Vice Director of the Center for Research and Teacher professional development, she is responsible for support between experience and theory for students across the University. As





lecturer and researcher of the Educational Management faculty, she is responsible for training and studying the situation and literature of school management and leadership. She is also the supervisor of many students to receive graduate and master degrees.

## Austria

Dr. Petra Siwek-Marcon

**Petra Siwek-Marcon** holds degrees in clinical and health psychology as well as educational sciences. She is currently a senior lecturer in teacher training at the School of Education of the University of Salzburg, Austria as well as its departmental coordinator of international relations. Having experienced the advantages of stays abroad herself numerous times, she is an enthusiastic advocate of both European and international exchange programs and networks. Above and beyond promoting student and staff mobility and forging cooperations in teacher education networks across the globe, her interests in research and teaching revolve around good classroom management, fruitful teacher-student relationships and ways of bridging the theory-practice gap for teacher trainees.

## Canada

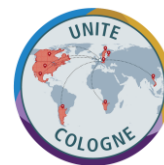
Dr. Tanya Stogre & Dr. Kevin O'Connor

From a young age, **Tanya Stogre** understood that learning and teaching was a life-long journey and valued her place in sharing with those around her. Stogre spent the first 10 years of her career teaching in Elementary, Middle and Junior High Schools. Currently she holds a Tenure position with the Department of Education as an Associate Professor at Mount Royal University on Treaty 7 (Calgary, Canada). Beyond this, she is dedicated to the traditional learnings of Indigenous ways, practices, and their importance. Dr. Stogre holds space in her life to connect with Elders and Knowledge Keepers in the community and is committed to deepening and honouring the relationships with the land and its peoples. It is through these ways that Tanya hopes to engage her teacher candidates in teaching and learning in more holistic, authentic, and experiential ways.

**Kevin O'Connor** is an Associate Professor and Chair for the Department of Education, at Mount Royal University, Canada. He has taught in elementary and secondary schools and was educational administrator for 15 years. Much of his current research and publications are based on the synthesis of multi-sensory pedagogy and interdisciplinary curriculum through the integration of experiential and place-based learning, science field studies and Indigenous education.

Dr. O'Connor is the National Chair of the Canadian Association of Teacher Education CATE-Self-Study in Teacher Education Practices SSTEP group, NASA-GLOBE Canada Country Coordinator, serves as an editor and reviewer for numerous education research journals worldwide and sits as an Advisory Board member on the Canadian Research Institute for Social Policy CRISP, NASA-GLOBE International Science Education Group, European Scientific Institute ESI and The Paulo and Nita Freire International Centre for Critical Pedagogy.





**Sweden**

**Dr. Stellan Sundh**

**Stellan Sundh** is an associate professor in didactics of English and modern languages, and Director of Studies for the elementary teacher training program.

## WEDNESDAY (7<sup>th</sup> October)

Time	<i>Discussion &amp; Exchange I</i>			
3:00 – 3:45pm	<b>Round Table</b>  <i>International Teacher Education – Challenges and Chances</i>  <u>Host:</u> Dr. Jan Springob  <u>Participants:</u> Prof. Daniela Schmeinck (University of Cologne) Caroline Felske (DAAD) Dr. Petra Siwek-Marcon (University of Salzburg) Dr. Tanya Stogre & Dr. Kevin O'Connor (Mount Royal University) Dr. Linn Areskoug & Dr. Ola Winberg (Uppsala University)			
	3:45 – 4:00pm			
4:00 – 5:00pm	<b>Workshop I</b>  <i>Language landscapes in school buildings</i>  Dr. Maris Saagpaak (Tallinn University)	<b>Talk</b>  <i>Smart, not phon(e)y. Best practice examples of distance learning and digital EFL teaching</i>  Michaela Quast (University of Cologne)	<b>Workshop II</b>  <i>Teaching as an (inter)national endeavour</i>  Dr. Silke Marchand (University of Cologne)	<b>Workshop III</b>  <i>Enabling practical experience in the field of school and migration in teacher training</i>  Miriam Neuser & Barbara Schön (University of Cologne)



## Round Table

### *International Teacher Education – Challenges and Chances*

Prof. Daniela Schmeinck (University of Cologne)

Caroline Felske (DAAD)

Dr. Petra Siwek-Marcon (University of Salzburg)

Dr. Tanya Stogre & Dr. Kevin O'Connor (Mount Royal University)

Dr. Linn Areskoug & Dr. Ola Winberg (Uppsala University)

The internationalisation of teacher training is a strategic feature and goal for training future educators. During our round table discussion, activities and measures to foster internationalisation of teacher education in different countries/ universities will be presented and opportunities and challenges will be honestly looked at together.

**Daniela Schmeinck** is professor for Primary Science and Social Sciences and managing director of the Institute of Primary Science and Social Sciences at the Faculty of Mathematics and Natural Science of the University of Cologne.

Her main areas of work include research on teaching and learning, conceptual change, scientific inquiry and digital media education. Since 2019 she is Vice Dean for International Affairs and Communication at the Faculty of Mathematics and Natural Sciences of the University of Cologne.

**Petra Siwek-Marcon** holds degrees in clinical and health psychology as well as educational sciences. She is currently a senior lecturer in teacher training at the School of Education of the University of Salzburg, Austria as well as its departmental coordinator of international relations. Having experienced the advantages of stays abroad herself numerous times, she is an enthusiastic advocate of both European and international exchange programs and networks. Above and beyond promoting student and staff mobility and forging cooperations in teacher education networks across the globe, her interests in research and teaching revolve around good classroom management, fruitful teacher-student relationships and ways of bridging the theory-practice gap for teacher trainees.

**Caroline Felske** works for the German Academic Exchange Service coordinating the programme "Internationalisation of teacher education". As an educational scientist she specialised in teacher education as well as international cooperation and ICT for education, working for institutions such as the University of Cologne, the German Corporation for International Cooperation, and UNESCO Bangkok.

From a young age, **Tanya Stogre** understood that learning and teaching was a life-long journey and valued her place in sharing with those around her. Stogre spent the first 10 years of her career teaching in Elementary, Middle and Junior High Schools. Currently she holds a Tenure position with the Department of Education as an Associate Professor at Mount Royal University on Treaty 7 (Calgary, Canada). Beyond this, she is dedicated to the traditional learnings of Indigenous ways, practices, and their importance. Dr. Stogre holds space in her life to connect with Elders and Knowledge Keepers in the community and is committed to deepening and honouring the relationships with the land and its peoples. It is through these





ways that Tanya hopes to engage her teacher candidates in teaching and learning in more holistic, authentic, and experiential ways.

**Kevin O'Connor** is an Associate Professor and Chair for the Department of Education, at Mount Royal University, Canada. He has taught in elementary and secondary schools and was educational administrator for 15 years. Much of his current research and publications are based on the synthesis of multi-sensory pedagogy and interdisciplinary curriculum through the integration of experiential and place-based learning, science field studies and Indigenous education. Dr. O'Connor is the National Chair of the Canadian Association of Teacher Education CATE- Self-Study in Teacher Education Practices SSTEP group, NASA-GLOBE Canada Country Coordinator, serves as an editor and reviewer for numerous education research journals worldwide and sits as an Advisory Board member on the Canadian Research Institute for Social Policy CRISP, NASA-GLOBE International Science Education Group, European Scientific Institute ESI and The Paulo and Nita Freire International Center for Critical Pedagogy.

**Linn Areskoug**, Ph. D. in literature, senior lecturer in didactics of Swedish language.

**Ola Winberg**, Ph. D. in history, Director of Studies for the upper secondary teacher training program and the internationalization of teacher training, coordinator for questions concerning teacher training within Enlight (European University Network to Promote Quality of Life, Sustainability and Global Engagement Through Higher Education Transformation).

## Workshop I

*Language landscapes in school buildings*

Dr. Maris Saagpaak

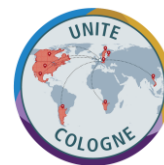
The educational systems in Europe are currently facing the challenge of internationalization on many levels. The numbers of multilingual students from different backgrounds are growing and the educational system needs to support these students both linguistically and emotionally. In this workshop, different ways of presentation of languages on the linguistic landscapes in school and university buildings (eduscapes) are presented and discussed as one aspect of the Welcome Culture.

**Maris Saagpakk** works at Tallinn University as an Associate Professor of German Cultural History and Literature. Her research focuses on Baltic-German literature and culture, Linguistic landscapes, postcolonial studies, German language didactics.

## Talk

*Smart, not phon(e)y. Best practice examples of distance learning and digital EFL teaching*  
Michaela Quast

The aim of this talk is to get to know some of the most common digital tools for distance learning or blended learning scenarios. Conference tools, learning platforms, apps and ideas for digital teaching sequences will be presented using best practice examples from teaching



English as a foreign language. However, all ideas are applicable to various learning scenarios and can be easily adapted for other subjects.

Michaela Quast has been a lecturer/seconded teacher of TEFL at the Department of English I, University of Cologne since 2016. In her dissertation, she focuses on 'easy-to-read'-texts as a means of differentiation for migrant EFL students.

## Workshop II

*Teaching as an (inter)national endeavour*

Dr. Silke Marchand

Although teaching and learning seem to be processes relying on the same principles and processes in different countries around the world, teacher education programmes usually focus on the specific education system their graduates will most likely enter. While teacher educators trying to internationalize their courses, they face language barriers. Even with translated content, the challenge of explaining the particular cultural norms of schools and teaching that are often implicit premises in media content. The workshop will provide examples from the classes on teaching ("Unterrichten") at the University of Cologne and invites participants to share their experiences with studying in teaching related courses abroad. Designing courses in another language that is dominant in their educational setting, or doing research in areas of teacher education that might provide particular obstacles to internationalization, are also discussed.

**Silke Marchand** is a lecturer at the Department of Education and Social Sciences in the area of school research. She teaches in the module "Unterrichten" [Teaching], which all students of teaching programmes have to complete as part of their bachelor's degree. Her focus is on gifted education and the influence of digital media on education.

## Workshop III

*Enabling practical experience in the field of school and migration in teacher training*

Miriam Neuser & Barbara Schön

In this keynote, we introduce the integration of newly arrived migrant and refugee children and adolescents into the local educational system in Cologne and in North Rhine-Westphalia (NRW) and how this issue can be dealt with in university teacher training. Many newly arrived children and adolescents – including refugee children living in emergency shelters- are left behind due to interrupted educational biographies, difficult living situations and learning circumstances, psychological aspects (such as trauma) or the lack of school resources, just to name a few factors. Adolescents at the transition between school and vocational education likewise face numerous obstacles such as a shortage of supporting structures to prevent the drop out of training programmes or missing information about the vocational education system in Germany.



In order to counteract this, the Center for Teacher Education (CTE) at the University of Cologne has developed two projects in which university students support newly migrated children in Cologne to enhance their chances of equal school and labour market participation.

**Miriam Neuser** is a teacher for Spanish, English and German as a Second Language for vocational colleges. From 2013 to 2019 she worked as a class teacher for newly arrived students. In 2016 she started counselling in the field of vocational education for newly arrived young adults and supported vocational colleges working with newly arrived students at the municipal department for integration of the city of Remscheid. She has coordinated the project WEICHENSTELLUNG Ausbildung und Beruf at the Center for Teacher Education at the University of Cologne since 2019.

After finishing her Bachelor degree in International Business, **Barbara Schön** first gained international educational experience during her work at a language school in Bournemouth, UK. Elevating her desire to stay in the educational sector she decided to achieve a Master's degree in Economic Education. During that time she already worked at the Center for Teacher Education as a scientific assistant which finally let her to become a part of the project PROMPT!. In 2018 she took over the project's management.



## THURSDAY (8<sup>th</sup> October)

Time	Discussion & Exchange II		
3:00 – 4:00pm	<b>Workshop I</b>	<b>Talk I</b>	<b>Workshop II</b>
	<i>Diversity and Alterity – Teachers' divergent perspectives on students' differences</i>	<i>What is "Normal"?: Teacher training for Mexican language teachers as opposed to the German case</i>	<i>Digital competences of teachers in interdisciplinary formats</i>
	Prof. Ulrike Greiner (University of Salzburg)	Carlos Solís (Universidad de Guadalajara)	Dr. Alexandra Habicher & Cinja Pettyjohn (University of Cologne)
4:00 – 4:15pm			
4:15 – 5:15pm	<b>Talk II</b>	<b>Workshop III</b>	
	<i>Training Teachers for a Multilingual Education</i>	<i>Education equity in times of Corona</i>	
	Prof. C.N.S. Shaimemanya & Dr. M. Shihako (University of Namibia)	Astrid Krämer (University of Cologne)	

### 4:00 – 4:15pm

#### Workshop I

*Diversity and Alterity – Teachers' divergent perspectives on students' differences*

Prof. Dr. Ulrike Greiner

The perception of differences of learners within a school system and in the pedagogical everyday life of schools can occur in two fundamentally different ways. In this workshop the implications and consequences of those divergent perspectives on differences will be shown, theoretically and by reconstruction of specific cases.

**Ulrike Greiner**, Head of the School of Education at the University of Salzburg and Professor of Studies in educational sciences, German literature and linguistics, philosophy and theology holds a PhD both in German studies and religious pedagogy. She finished her habilitation





thesis in 2005 at the University of Innsbruck. Her fields of research, teaching and development are in the area of teachers' perspectives on student diversity in the secondary school classroom. Her experience includes building labs in teacher education, core concepts of secondary school subjects in teacher education and design-based research.

## Talk I

*What is "Normal"?: Teacher training for Mexican language teachers as opposed to the German case*

Carlos Solís

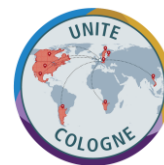
The educational reforms that have been developed since the last decades of the 20th century and the first decades of the 21st century always coincide in the need to promote international cooperation and the "global" character of the citizen, who must be able to interact not only within its society, but also to perform successfully in a "foreign culture".

This is often reflected in the inclusion of concepts such as "interculturality" or "foreign languages" in the training of future teachers. However, how are these concepts understood and integrated into the curriculum of the teaching careers of two countries as different as Germany and Mexico? What consequences does this have for educational cooperation between the two educational systems? How is the teacher of a foreign language/culture conceived in both cases? What challenges do Mexican language/culture teachers face in the national educational system?

After a brief assessment of the historical development of the educational and teacher training systems of both countries, as well as of their educational policies and philosophies, the aim of the speaker is to answer the questions stated above, which are revealed as key reflections for cooperation between educational and governmental institutions in Mexico and Germany, giving the case of the teaching of German as a Foreign Language in the Latin American country as a clear example of this cooperation.

**Carlos Solís** was trained as a professor of French as a foreign language at the University of Guadalajara and completed his master's degree in the binational program of intercultural studies between the previous institution and the University of Leipzig in December 2018. He has been teaching French and German at the University of Guadalajara since 2013 and is currently the coordinator of the Interinstitutional Master's Program Deutsch als Fremdsprache: Intercultural Studies in German Language, Literature and Culture. His lines of research focus on the evaluation of German as a foreign language and the study of Mexico's educational system and policy.





## Workshop II

### *Digital competences of teachers in interdisciplinary formats*

Dr. Alexandra Habicher & Cinja Pettyjohn

This workshop will compare the contents and aims of two training formats that are both aspiring at bringing together student teachers and teaching staff, one developed in and for Germany, the other at a university in the United States.

In five online modules, the German training program provides knowledge on how to design digital lessons - from the basics of digital education and the creation of your own learning materials to the use and publication of your own educational materials.

The second training program was developed as part of a capstone project for the master's program "Digital Age Learning and Educational Technology" at Johns Hopkins University. It describes a semester-long, flipped-format "Introduction to Educational Technology" course that aims to prepare both pre-service and in-service teachers for learning and teaching in the 21st century by focusing on content, collaboration, and community.

Based on the contents of the two formats we want to encourage exchange about 21st century skills & (international) training for student and staff teachers. How can ICT help internationalize teacher education? What role do digital/open educational resources play in other countries, especially in connecting schools and universities?

**Alexandra Habicher** has been a member of the ZfL since 2015 and, as faculty coordinator, forms an exchange with the teaching training staff of the Faculty of Mathematics and Natural Sciences. In 2017, she took over as head of the newly established digital teaching team, having previously built up her expertise in this area as a lecturer in various departments. Her scientific focus is on the physiological and neurological foundations of behaviour.

After studying in the United States and Germany, **Cinja Pettyjohn** received her BA in elementary education from the University of North Carolina - Wilmington. She has taught at schools in both countries, and is currently pursuing a master's degree in Digital Age Learning and Educational Technology at Johns Hopkins University (online). Her interests lie at the intersection of equity in education, educational technology, and teacher development.

**4:15 – 5:15pm**

## Talk II

### *Training Teachers for a Multilingual Education*

Prof. C.N.S. Shaimemanya &

Dr. M. Shihako

This talk explores the challenges of training teachers for a multilingual education and proposes possible solutions. To provide everyone with a quality education that leads to great learning outcomes implies that children should be taught in a language they understand. Multilingual education is key to making education relevant and effective for all.





**Cornelia N.S. Shaimemanya** (PhD. Science Education) is a Fulbright Scholar and alumnus of Florida Tech. She served as UNESCO Education Specialist in 2011, University of Namibia Director of Postgraduate Studies 2012 to 2015 and UNESCO Development Specialist (2018). She is currently Associate Professor of Educational Research and Education for Sustainable Development at the University of Namibia. Her areas of interest include environmental science, science education, educational research, environmental education, education for sustainable development, teacher education, and curriculum\instruction. Shaimemanya had been the Editor-in-Chief of Namibia Educational Research Association (NERA) Journal 2007 to September 2015 and had served on the Editorial Boards of Namibia Continuous Professional Development (CPD) Journal and Journal for Studies in Humanities and Social Sciences. She is currently a Reviewer for UNISA Africanus: Journal of Development Studies and Environmental Development Journal.

**M. Shihako** holds a Doctor in Education and specialised in Higher Education and Adult Learning. Currently she serves as the Deputy Director for Academic Affairs and Research supervising three faculties, namely education, Economic and Management science, and Health Science where the School of Nursing falls. She is also lecturing History of Education to the year 2 education students.

### Workshop III

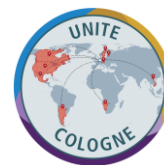
*Education equity in times of Corona*

Astrid Krämer

The talk will present key facts about the impact of the Corona crisis on educational justice. Closed schools and digitalized lessons have opened up opportunities for some – but left others behind. Therefore, in Germany the awareness of the problem of unequal opportunities for children raised up.

The Center for Teacher's Education has launched the "KommMit" program, in which student teachers offer virtual and personal support for disadvantaged children. The presentation is intended to lead to a discussion about the responsibilities and options of universities to become active in the field of education equity.

**Astrid Krämer** is the head of team „Praxisphasen“ at the Center for Teacher's education at the University of Cologne as well as head of the mentoring-project „WEICHENSTELLUNG“, in which student teachers tutor disadvantaged children in transition from primary school to high school. Astrid Krämer has worked as a teacher at primary schools around Cologne, next to being a teacher in German Schools in Spain and Chile. She was head of department "German as a foreign language" in Santiago de Chile. Her focus topics are educational justice and internationalization.



## FRIDAY (9<sup>th</sup> October)

Time	Closing
3:00 – 4:00pm	<b>Keynote</b>  <i>Digital Literacy Skills Development in Initial Teacher Education through Virtual Exchange</i>  Dr. Mirjam Hauck (The Open University Milton Keynes)
4:00 – 4:30pm	<b>Wrap up &amp; Brainstorming</b> Future Collaboration Ideas  Christiane Biehl & Katrin Kaiser (University of Cologne)

### Keynote

*Digital Literacy Skills Development in Initial Teacher Education through Virtual Exchange*  
 Dr. Mirjam Hauck

Virtual exchange (VE) is a practice, supported by research, that consists of sustained, technology-enabled, people-to-people education programmes or activities in which constructive communication and interaction takes place between individuals or groups who are geographically separated and/or from different cultural backgrounds, with the support of educators or facilitators. VE combines the deep impact of intercultural dialogue and exchange with the broad reach of digital technology.

My presentation will draw on insights from the Evaluating and Upscaling Telecollaborative Teacher Education (EVALUATE) project, a European policy experimentation financed by Erasmus+ between 2017 and 2019 and which studied the impact of VE on student teachers. Over a period of 2 years the project consortium trained teacher trainers and organised VEs involving over 1,000 student teachers at initial teacher education institutions. This entailed students interacting and collaborating with partner classes from other countries as an integral part of one of their courses. The research team then analysed the learning gains from these exchanges using qualitative and quantitative research methodologies. They also worked with representatives from European ministries of education to understand how VE could be upscaled in teacher education across Europe.

The study found that engaging student teachers in structured online intercultural collaboration as part of their formal learning can contribute to the development of their digital-pedagogical, intercultural, and foreign language competences. It can also lead to innovation and international learning in the education of future teachers. In my



contribution I will focus on the student teachers' digital literacy skills development through VE.

**Mirjam Hauck** is Associate Head for Internationalisation, Equality, Diversity and Inclusion in the School of Languages and Applied Linguistics at the Open University, UK and a Senior Fellow of the UK's Higher Education Academy. She has written numerous articles and book chapters on the use of technologies for the learning and teaching of languages and cultures, in virtual exchange contexts in particular. Her work covers aspects such as learner and teacher autonomy, intercultural communicative competence, and critical digital literacy. She presents regularly at conferences, seminars, and workshops worldwide.

She is the President of the European Association for Computer Assisted Language Learning (EUROCALL), serves as Associate Editor of the CALL Journal and is a member of the editorial board of ReCALL and LLT. From 2014-2016 she spent 18 months at the Centre for Collaborative Online International Learning (COIL) at SUNY in the US as professional development lead. She is also a trainer and co-investigator in the EU-funded EVOLVE and ERASMUS PLUS Virtual Exchange projects which link teachers and learners from Higher Education Institutions and Youth Organisations around the world in virtual exchange initiatives across the curriculum. At the OU she is currently leading the launch of the Open Centre for Languages and Cultures in October 2020, a one-stop-shop for short courses in languages and communication for professional, academic and leisure purposes.

## Wrap up & Brainstorming

Future Collaboration Ideas

Christiane Biehl & Katrin Kaiser

What were the highlights of the Summer School 2020? What is the way forward for international teacher education and further collaborations? Ideas for the future of 'UNITE Cologne'

**Christiane Biehl** studied History and English at the University of Cologne and Rutgers University, USA (M.A. in 1996). She has been working in the field of International Education since 1997. She has been working as the Erasmus-Institutional Coordinator at UoC since 1999. Currently she is Head of Department "International Mobility" and Vice-Head of the International Office at the University of Cologne.

**Katrin Kaiser** studied Romanic Philology (Spanish and Portuguese) and Iberian and Latin American History at the University of Cologne and University of Tucumán, Argentina. (M.A. in 1993). She has been working in the field of International Education since 1996. Currently she is Vice-Head of Department "International Mobility" at the University of Cologne.