

Teacher Education under Review

LbP 2024

17. Jahrgang

Heft 2

Special Issue

Effects of Internationalization in Teacher Education

Jonas Scharfenberg, Ulrike Stadler-Altmann,
Kathrin Plank & Michael Schlauch (Hrsg.)



Frederike Bartels, Heike Wendt, Barbara Caprara, Kaidi Nurmik, Heddi Rainsalu & Anne Uusen

International summer schools for student teachers: Structured learning experiences to support the development of professional competencies

Despite the growing interest in mobility programs, little is known about the effects of short-term formats such as summer schools. This study examines how participation in a two-week summer school contributes to the professionalization of student teachers from Germany, Estonia, and Italy. Based on qualitative content analysis of 12 reflection interviews, we explore professional development moments through the lens of three theoretical approaches to professionalization. The findings highlight the transformative potential of international learning experiences beyond the acquisition of knowledge, skills, and attitudes. In particular, structured reflection processes play a crucial role in fostering meta-reflexivity, introspective evaluation, and the constructive reinterpretation of uncertainty. Additionally, our study underscores the relevance of a clear didactic concept in international learning programs and demonstrates the value of different professionalization theories for analyzing internationalization formats.

Keywords: Internationalization in teacher education – diversity – professionalization – summer school

Internationale Sommerschulen für angehende Lehrkräfte: Strukturierte Lerngelegenheiten für die professionelle Kompetenzentwicklung

Trotz des wachsenden Interesses an Mobilitätsprogrammen ist wenig über die Wirkungen von Kurzzeitformaten wie Summer Schools bekannt. Diese Studie untersucht, inwiefern die Teilnahme an einer zweiwöchigen Sommerschule zur Professionalisierung von Lehramtsstudierenden aus Deutschland, Estland und Italien beiträgt. Auf Grundlage einer qualitativen Inhaltsanalyse von 12 Reflexionsinterviews werden professionelle Entwicklungsprozesse im Rahmen von drei theoretischen Professionalisierungsansätzen betrachtet. Die Ergebnisse zeigen das transformative Potenzial internationaler Lernerfahrungen über den reinen Kompetenzzuwachs (Wissen, Fähigkeiten, Haltungen) hinaus. Insbesondere strukturierte Reflexionsprozesse spielen eine zentrale Rolle für die Förderung von Metareflexivität, introspektiver Evaluation und der konstruktiven Neuinterpretation von Unsicherheiten. Darüber hinaus unterstreicht die Studie die Bedeutung eines klaren didaktischen Konzepts für internationale Lernformate und zeigt den Mehrwert verschiedener Professionalisierungstheorien für die Analyse von Internationalisierungsformaten auf.

Schlagwörter: Internationalisierung im Lehramt – Diversität – Professionalisierung – Sommerschule

1 Introduction

In a rapidly changing world, the teaching profession is characterized not only by complexity and dynamic working conditions, but also by a high degree of social

responsibility (Bartels & Vierbuchen, 2024; Cramer, Brown & Aldridge, 2023). Evidence suggests that all teachers should have the opportunity to live and study in diverse and unfamiliar environments as a means of enhancing school programs and student learning (Cushner & Brennan, 2007; Stachowki & Sparks, 2007). Despite the seriousness with which teachers take their responsibilities, they often feel inadequately prepared to deal with multicultural and heterogeneous learning groups (OECD, 2019; Siwatu, 2011). This lack of readiness is a serious problem. In addition, this gap in preparation for professional demands has far-reaching consequences and is considered one of the main reasons for the increasing shortage of teachers and the low attractiveness of the teaching profession (UN General Assembly, 2015). Internationalization of teacher education is seen as a possible solution to better prepare teachers for global challenges and to enable them to act professionally in a school environment characterized by heterogeneity and diversity (European Commission, 2020, p. 13).

Despite the high expectations placed on internationalization and mobility programs, little is known about how these programs influence the professionalization of prospective teachers. In particular, there is still little research literature on short-term programs such as international Summer Schools, which are becoming increasingly important in teacher education. This study uses qualitative research with 12 student teachers from Estonia, Germany and Italy who participated in a two-week Summer School to investigate what contribution a Summer School can make to the professionalization of future teachers. By analyzing the students' experiences, we hope to gain a better understanding of the potential and challenges of short-term mobility programs in teacher education and thus contribute to the optimization of these programs.

2 Teacher professionalism and dealing with heterogeneity

The adequate handling of heterogeneity and the resulting challenges have been intensively discussed in various education systems for several years and can currently be counted among the greatest challenges facing the teaching profession and teacher training (e. g., OECD, 2019). It is often argued that teachers need knowledge, skills and attitudes (Gable, Tonelse, Sheth & Wilson, 2012) to be able to (1) value student diversity, (2) support all learners (with high expectations for success for all learners), (3) cooperate with others; and to be serious in their (4) continuous professional development (e. g., European Agency for Developments in Special Needs Education, 2012). As several disciplines and subjects (including education, psychology, early childhood education, special education) are involved in teacher training, it is often suggested that it is not easy for student teachers to develop a coherent professional identity against the background of the structural and organizational frag-

mentation of teacher training learning situations. In connection with the challenges of dealing adequately with heterogeneity, professional theory considerations focus in particular on the question of what professional demands can be placed on teachers and how future teachers can be prepared for this through a high-quality qualification. In this context, Terhart (2015) distinguishes between three scientific-professional theoretical discourse and research traditions: competence-theoretical approach, structural theory approach and the professional biographical approach.

The competence-theoretical approach (e. g., Baumert & Kunter, 2013) focuses on professional knowledge, attitudes and skills that are ascribed a significant role in the management of teaching and learning processes in diverse classrooms. In the perspective of professional knowledge, teachers are expected to "understand the historical, sociocultural, and ideological contexts that lead to discriminatory and oppressive practices in education. Isolation and rejection of students with disabilities is only one area of injustice. Others include gender discrimination, poverty, and racism" (Ballard, 2003, p. 59). They are also expected to know about differences in systemic, material, sociocultural and ideological conditions of schooling and growing up in different contexts and their implications for educational trajectories, and an understanding of problems arising from the construction of categories of difference. With regard to professional attitudes, positive attitudes in relation to heterogeneity and self-efficacy beliefs, growth mindset, global values, sensitivity and openness are considered particularly important for the realization of adaptive learning environments (Schmengler, 2021; Schratz, 2023) and the reduction of stress (Harmesen, Helms-Lorenz, Maulana & van Veen, 2018). In terms of skills, personal skills in language, communication, conflict resolution, perspective taking, empathy, ability to uncover hidden biases, reflection and discourse skills, ability to make and justify ethical decisions, ability to create a positive and inclusive learning environment, and adaptive classroom management (organization of learning time, diverse needs), including diagnosis of weaknesses and strengths, establishment of rituals and rules, and appropriate use of methods (differentiated instruction, activity-based, child-centered learning), materials and media are often discussed as necessary to create a positive learning environment. To collaborate with others (e. g., parents, social workers, other teachers; e. g., Mitchell & Sutherland, 2020) is described as another important critical factor in facilitating inclusive practice.

The structural theory approach (Helsper, 2014) focuses on professional framework conditions and the social structure in which teachers operate. This is characterized as fundamentally contradictory, such as dealing adequately with heterogeneous learning groups in an education system characterized by homogenization. The field of tension between these work-related contradictions and the associated role expectations that accompany teacher roles generates professionalism. This perspec-

tive stresses the importance of the reflection of roles, power dynamics and a self-critical, reflective introspection of one's own professional behavior and agency. This emphasizes the point that teachers should also be able to adopt different perspectives on relevant issues in the teaching profession and relate them to each other in order not only to reflect on their own actions, but also to understand why they act as they do and what assumptions, beliefs and values underpin their decisions. Cramer et al., (2023) argue that especially in democratic societies meta-reflexivity should be understood as the constitutive core of professionalism understood as the process of "reflecting on one's own knowledge and actions against the background that there is ambiguous (social) scientific knowledge, and it is possible to relate divergent perspectives to each other" (p. 472). It presupposes the principles of multiperspectivity, historicization, contextuality, alternativivity, independence, transparency, meta-communication, justification and dynamics which are also crucial to address the multifaceted nature of diversity in schools of pluralistic societies. We argue that international formats in particular, through their inherent complexity, create the number and qualities of moments of uncertainty that have the potential to enable and develop meta-reflection when supported by appropriate learning support and didactics.

According to the professional biographical approach (Terhart, 2001, 2007), professionalism develops over the course of a career. This approach focuses on professional development processes specific to the entire duration of the teaching profession, in which the formation of a professional habitus, long-term competence development, experiences of stress, coping strategies, but also issues of personal development, identity and professional self-conception are considered from a life-historical, dynamic perspective. From this perspective, in addition to questions about the extent to which teachers perceive themselves as learners and reflect on their own development in a professional context (personal mastery) and develop their understanding of their profession. Questions about the development of context-specific, regional (e. g., European) or global professional awareness are also of interest. Another focus is the extent to which teachers' own experiences of internationalization or marginalization shape and change their own understanding of their profession (Schratz, 2023). Many authors emphasize the importance of professional insight, the need for personal further training and a professional identity in which diversity is understood as a resource, for the high-quality further development of the professional practice of teachers. The contribution that different internationalization formats can make here has not yet been sufficiently investigated.

3 The significance of internationalization in teacher education

There are different ideas around the world about what skills and knowledge teachers need to be successful in the profession in the long term, and how to adequately support their development (European Commission, 2012). However, the importance of initial teacher education and the curriculum in providing knowledge about inclusive education and dealing appropriately with a heterogeneous student population (Pugach, Blanton, Mickelson & Boveda, 2020) is undisputed (e. g., Brussino, 2021; Lehtomäki et al., 2020). As research shows, internationalization is seen as a possible strategy in initial teacher education to promote the ability of pre-service teachers to actively address diversity in the classroom through internationalized learning opportunities. Based on Knight's (2004) and de Wit & Hunter's (2015) understanding of internationalization, internationalization refers to the deliberate process of integrating an international, intercultural or global dimension into the provision, operation, purpose and research of higher education, with the aim of improving the quality of education and research for all students and staff and making a significant contribution to society by responding to global challenges and creating diverse, intercultural learning environments. In the course of the continuing internationalization of teacher education as an expression of and response to the processes of globalization, the services offered by universities to students are growing in three areas: internationalization abroad, internationalization at home and internationalization through international cooperation. School internships, semesters abroad, language courses, excursions, study trips, project work, Summer Schools and other stays offer students the opportunity to complete study-related stays abroad (Wernisch, 2016). Opening up the curriculum and teaching-learning formats, international recruitment and incoming mobilities of teachers and students are examples for well-established formats of internationalization at home. In the past years new blended-intensive-programs have increased to facilitate internationalization through international cooperation. The opportunities offered by the internationalization of teacher education for the professionalization of teachers are seen in preparing them for a profession characterized by diversity. International experiences are expected to contribute to raising awareness of the diversity of perspectives and worldviews, by sensitizing educators and encouraging them to recognize and represent other possible and legitimate perspectives of a heterogeneous society (Ragoonaden, Sivia & Baxan, 2015; cf. also Appe, 2020; Ukpokodu, 2020; Vinther & Slethaug, 2013). Research is still scarce, but there is evidence that international experience can have a number of positive effects: They contribute to deepening subject knowledge by providing access to new teaching and learning methods and different academic approaches (DeKeyser, 2014). They can foster an appreciation of cultural heterogeneity by high-

lighting the importance of diversity and inclusion in different social contexts (Willard-Holt, 2001). International experiences can generally contribute to overall personal development: They may strengthen self-confidence; professional self-efficacy or independence by dealing with individual challenges and new environments and testing skills and potential in new and challenging situations (Kambutu & Nganga, 2008; Rapoport, 2008; Woisch & Willige, 2015). They can enhance language and communication skills (Eichhorn, Feroiu, Marin & Ollinger, 2002) by immersing participants in an environment with a different language and culture, allowing them to improve their communication skills. They may promote intercultural competence, intercultural sensitivity and tolerant thinking by encouraging participants to engage with other cultures, traditions and values, to recognize complex cultural differences, help raising awareness of the diversity of perspectives and to use verbal and non-verbal communication for intercultural dialogue and conflict resolution (Pence & Macgillivray, 2008; Jackson, 2018; Leutwyler & Meierhans, 2011). They can also support increased levels of global citizenship (Paige, Fry, LaBrack & Stallman, 2009). It is assumed that the various forms of internationalization in teacher education, such as study abroad, intercultural training or courses with anti-racist, global, intercultural or international content, may enable future teachers to teach effectively in multicultural and heterogeneous classrooms (Larsen, 2016). However, it is important to note that, due to the lack of institutional frameworks and curricular-structured international mobility, the described effects of intercultural sensitization, expansion of language competence, personality development and career-promoting components do not occur automatically (Walters, Garii & Walters, 2009). For example, Schmengler, (2021) shows in her work on the transfer that teachers make between their stays abroad and school practice that a direct influence between the biographical experiences and the pedagogical action cannot be assumed. She argues: "Stays abroad integrated into the study program do not per se promote the development of intercultural competence in prospective teachers. (...) Teachers who have not become familiar with theoretical constructs of intercultural competence during their training phases only partially address aspects of intercultural competence in their thinking about their work in international classes." (p. 173, own translation). More research is needed to focus on the specific quality and elements of internationalization formats as sustainable educational experiences that influence professionalism. While there is some research on the effects of time spent abroad on later professionalism, Summer Schools, despite their great potential (DAAD, 2023) are still under-researched.

4 Method

The present study aims to investigate the contribution of a two-week Summer School to the professionalization of teacher education students. A better under-

standing of these effects can help to optimize teacher education programs and to better exploit the opportunities of internationalization for professionalization. This study is based on the subjective perspectives of student teachers who participated in a two-week English language Summer School of Teacher Education.

4.1 Design of the summer school

We understand summer schools to be short-term international programmes designed to acquire or deepen knowledge on a specific topic in a relatively short period of time. They also provide an opportunity for academic and social exchange with teachers from other countries and can thus promote reflection on cultural diversity (Civitillo, Juang & Schachner, 2018). The Summer School, since 2022 annually held at the University of Vechta, investigated in this paper was established as part of the MAPS – Mobility in the Master of Primary School Education project, which was established to internationalize teacher education. The project is funded by the German Academic Exchange Service (DAAD), with scholar ships given to non-German students enabling participation. Every year about 15 teacher education students from the University of Vechta (Germany, DE), Tallinn University (Estonia, EE) and the Free University of Bozen/Bolzano (Italy, IT) participate in the Summer School. The total workload is 6 ECTS, comprising self-study units and a two-week seminar block at the University of Vechta and online preparation and reflection meetings. Topics are Outdoor Learning, Montessori Pedagogy and Managing Diversity and Promoting Equity. The courses and an additional Intercultural Training are taught by teacher educators from Estonia, Italy, Germany and Austria. Moreover, the Summer School program offers visits to school and other educational providers, expert talks with educators and a cultural program. A special feature is, that it is held in parallel with a Summer School for Iraqi teachers and teacher educators from various institutions on the topic of inclusion, with joint academic and social elements. The course on "Managing Diversity and Promoting Equity" (2 ECTS) facilitates structured comparative exchange and discourse. The professional concern on designing inclusive and quality educational processes creates common ground. The diversity of the participants offers an extended intercultural experience with people from different economic, linguistic, cultural and religious realities across and beyond the European educational area. Expert knowledge is shared and discussed in different professional, systemic and cultural contexts in an international comparative and intercultural dialogue. And it is reflected against the background of different theoretical foundations and pedagogical discourse history. Intercultural reflections, cooperative, research-based learning in international teams and joint work on transfer tasks (e. g., concept development for teaching units and travel reports with digital documentation) facilitates international collaboration. Through the participation of people from different universities and contexts, heterogeneity is not only given as an

international dimension, but also internally (urban vs. rural contexts, economic, cultural and religious dimensions), which, in addition to sensitive reflection, creates important conditions for encounters, dialogue and the reduction of possible prejudices. The structured and guided intercultural dialogue enables the expansion of context-specific expertise and experiences of the participants and the trusting exchange of different perspectives on topics declared as "sensitive" in the specialist dialogue (e. g., dealing with pupils with disabilities, gender equality, extremism, right to education). The supervision (preparation and follow-up of the encounters) by teacher trainers in various group constellations, as well as reflection as part of the portfolio work, supports the professionalization process.

4.2 Sample

A total of 12 semi-structured interviews were conducted with student teachers who participated in the first (2022) or second (2023) Summer School, to allow for a greater timely variety in reflections on impacts for professionalization. The participants were randomly selected. Four interviewees came from Germany (DE), four from Tallinn (EE) and four from the Free University of Bozen-Bolzano (IT). We did not include participants from Iraq in the analysis because they did not participate fully in all elements of the Summer School. All German respondents participated in the 2023 Summer School. The Italian and Estonian students each had two participants from the first and two from the second round. The gender ratio of the participants was 3 male and 9 female students. The age of the participants ranged from 20 to 37 years. Most students were Bachelor students at the end of their study program or Master students, thus all students also had both theoretical foundations and practical experiences. Most of the participants also had some previous international experience. 3 of the participants from Germany have studied teacher education in other non-European countries and are now part of a special accreditation study course to become a fully qualified teacher in Germany. Other participants reported school, study and family experiences abroad.

4.3 Data collection

Participants were interviewed in December 2023, with the interval between the event and the interview ranging from four months to one year and four months. This point in time was specifically chosen to capture the long-term impressions and effects of this short-term program. The interviews were conducted by the country coordinators, following a structured interview guide, in the participants' countries of origin, using various communication channels such as face-to-face meetings, telephone calls or appropriate video platforms. We designed the interview as an open theme focused interview asking about (a) experience of participation; (b) events, experiences or aspects, which have subsequently inspired reflection or moments that per-

haps triggered a change in perspectives on teaching, school or educational issues; (c) personal impact of the Summer School and (d) aspects of professional competence enhanced by participation in the Summer School.

We deliberately opted for a qualitatively open approach in order to maximize the diversity of personal and professional reflections. In addition, background information was collected such as age, international experience, reasons for participating in the Summer School, experiences during the Summer School, impact of the Summer School and experiences of exchange and networking with other students. Before the interviews began, all participants were fully informed that their data would be kept anonymous and confidential. They were assured that their statements would only be used for scientific research purposes and that no personal information would be identifiable. This measure was taken to ensure the confidentiality and privacy of the participants and that their contributions would only be used for scientific purposes. These guidelines were transparently communicated to all interviewees and they agreed to this procedure prior to the interview. Interviews lasted between 15 and 39 minutes. All interviews were recorded, transcribed and, if not conducted in English, translated. It should be noted that 3 out of the twelve interviews were interviewed in a second language, which might have limited their ability to express experiences.

4.4 Content analysis

For the analysis, we chose a deductive-inductive strategy and conducted a qualitative content analysis based on Mayring (2015) using the MAXQDA computer software (Kuckartz, 2014). Categories were derived from the literature review (see section 2, with subcategories being further differentiated inductively (see table 1). Here, building on the work of Terhart (2015) we distinguish different perspectives on professionalism as outlined in section 2. The definition of subcategories builds on the work of Baumert and Kunter (2013), Banks (2004), Schmengler (2021), Brussino (2021) and Schratz (2023). In a first step interviews were pre-structured and coded by one researcher, and then all codings and for validity category descriptions and codings were in several iterative processes extensively discussed with a second researcher until agreement of clear category assignment was reached for all interviews.

Table 1: Category system of professionalization aspects affected by internationalization

competence-theoretical approach	structural theory approach	biographical approach
meta-perspective on knowledge about... (a) historical, sociocultural, and ideological contexts; (b) practices of discriminatory and oppressive practices in education; (c) conditions of schooling and growing up in different contexts and its implications for educational trajectories	antinomies and moments of uncertainty	identity construction, integration and change in professional self-conception
positive heterogeneity-related attitudes, self-efficacy beliefs, growth mentality, global values, sensitivity, openness	identification and dismantling of practices of oppression and discrimination	life-historical, dynamic perspective; personal mastery
skills: language, communication, conflict resolution, perspective taking, empathy, ability to expose hidden biases, and reflection and discourse abilities, ability to make and justify ethical decisions, ability to create a positive and inclusive learning environment, adaptive classroom management, collaboration	reflection and meta-reflection	-

5 **Results**

The analysis of the subjective reflections of teacher education students on the contribution of participation in the MAPS International Summer School to their professionalization allowed us to identify a variety of statements that not only differed significantly in their focus and degree of reflection, but also touched on aspects relevant to the three theoretical perspectives described in section 2.

Table 2: Participants reflections on professional knowledge acquired through internationalization

generalised pedagogical knowledge	knowledge about contexts
"I thought about the fact that in school, also due to the variety of cultural backgrounds, the issue of values is very important. What could be seen as a value in a, so to speak, monocultural context may not necessarily be seen as a value by all participants in an intercultural context. I refer to any type of community and, regarding my specific interests, to a school community." (IT_2_2022, Pos. 159) "I think (...) that learning needs to be well prepared, and there are many different ways and tools to achieve that." (EE_3_2023, Pos. 50) "I would say that the insight from the different people and their previous experiences in different schools or national education systems helped me very impressively and also intensified the realisation that there are simply different approaches that are not flawless, all of which need improvement. In one case or another, more or less." (DE_2_2023, Pos. 45) "So yeah, summer school definitely helped me to deal (...) I would say, time management. (...) But as a teacher now I try to set my priorities like some exact times choose deadlines and focus on the key things, you know, and try to stay on the topic and prioritize what's important in this lesson in order to reach my goals." (DE_4_2023, Pos. 29)	"other" contexts "These were very useful opportunities to take inspiration and to compare various perspectives. I thought, okay, I have this thought because in my home country, this mentality prevails, but it is important to understand the thoughts of others from different places, a fundamental skill once inserted into the school context as a teacher." (IT_1_2022, Pos. 182) "It was eye-opening to see how different education and all the regulations are, and how difficult it is for women to get an education there." (EE_1_2022, Pos. 11) "I saw different people, different cultures coming together, discussing their educational aspects, how it is in Italy, Iraq, Germany. There were so many similar thoughts, but educational systems are still different, and those same thoughts are applied differently. It was very interesting to listen and see, then compare it with our country." (EE_3_2023, Pos. 58) "own" contexts "In particular, I remember explaining to one of the Estonian attendees how one becomes a teacher in Italy (...) I have also learned some things." (IT_2_2022, Pos. 203)

generalised pedagogical knowledge	knowledge about contexts
"One of our groups designed this game (...) It struck me because it's a simple, basic way suitable for all children to learn new languages and gradually explore new cultures. It left a strong impression on me." (IT_3_2023, Pos. 186) Yeah, values again, about the values. I didn't say anything about beliefs and values, but how to say, in summer school we had, of course, students from Estonia, Italy, Iraq, and then Kazakhstan and Germany. Every country had its own values and beliefs and it varies, of course, country to country. and it's accepted in these countries, for example, some of them chose in the classroom you know, the teacher's role, as you know, traditional way is appreciated, in some countries the other way around is appreciated. (DE_4_2023, Pos. 43) "Based on the country we come from, we have a certain idea of school, which matures into a personal idea, albeit always connected to the beliefs you have at the collective level." (IT_1_2022, Pos. 202)"	"I gained a lot of methods from those schools and kindergartens, so to speak, that do things differently or similarly, or noticed a method, for example, that I use and that was used there, so maybe it wasn't very good. So, I think this summer school was very different for my development, and it was a moment of reflection on how good things are in Estonia and the variety of methods." (EE_4_2023, Pos. 24)

5.1 Professional competence – knowledge, attitudes and skills

Using competence theory, we focused our analysis of participants' reflections on statements where students referred to professional knowledge and skills acquired or attitudes required to teach successfully in inclusive classrooms.

In terms of professional pedagogical, organizational, subject-specific and didactic knowledge, we identify three different foci in the reflections on educational systems, lesson planning and diversity as the main themes of the Summer School content related to educational systems, lesson planning and diversity: generalized statements on pedagogical knowledge acquired and knowledge about specific contexts (own, other). In table 2 we show selected excerpts from reflexional statements. We

interpret the generalized statements as meta-knowledge and shared ideas about good teaching. With regard to the generalized pedagogical knowledge, the participants state that they were able to extend their knowledge, especially with regard to pedagogical knowledge and organizational knowledge in different contexts. For pedagogical knowledge, aspects of planning and designing teaching-learning situations are highlighted, which is reflected in statements about increased knowledge of didactic-methodological principles for designing learning environments in heterogeneous contexts in order to be able to teach more effectively (DE4, EE3, IT3). In terms of organizational knowledge, students report that the Summer School helped them to improve their knowledge of different educational systems, including the structure and organization of their own (IT2) and/or value systems in other educational systems (EE1, IT1). In general, we find that the value of international exchange is emphasized in terms of the opportunity to increase knowledge of diversity and values, as well as diversity in approaches to teaching and learning in their contextual conditions, and in terms of gaining new knowledge and perspectives on 'one's own' education systems, as well as broadening knowledge about growing up in 'other' contexts. For example, participants point out that the comparison also enabled them to gain significant knowledge about systems and ideological ideas in a context of origin different from their own (EE1), while others state that the experience sharpened their understanding that there are similarities between education systems, but also different approaches and values that are legitimate and normal due to socialization experiences (EE3). We find that comparison and multi-perspectivity are mostly presented as a way to acquire knowledge of historical, cultural and ideological contexts as prescriptive meta-knowledge or as a motor for inspiration and innovation. The latter is evident when, for example, participants summarize that the knowledge gained has practical implications for teaching and can be inspiring (IT1). We also note that where distinctions are made between 'own' and 'other', some of the distinctions made are primarily comparative, but with some notions of 'othering' (e. g., EE4). More generally, it was noted that there may be very different sets of values that are acceptable to some and unacceptable to others (IT2).

Professional and personal attitudes and beliefs were much less frequently addressed. This is not surprising if, according to Voss, Kleickmann, Kunter & Hachfeld (2011), we understand subjective beliefs as 'enduring, existential assumptions about phenomena or objects in the world that are subjectively held to be true [...] and that influence the way we encounter the world' (p. 235). Nevertheless, we identified statements in which students reported attitudes and beliefs that were affected by the learning opportunities created during the Summer School. We categorized the statements into 'openness', 'self-efficacy', 'growth mindset' and 'diversity as a resource'. Table 3 shows selected extracts. With regard to openness, the willingness

to be open to new things, to accept and try out new ideas and approaches is expressed, even if they are viewed critically at first sight (DE2). In relation to openness, we identified statements that expressed an increased sense of self-efficacy in dealing with teaching and learning in diverse classrooms. For example, interviewee DE4 stated that the Summer School experience had given her confidence that she could successfully apply what she had learned and make a positive difference, and that she therefore trusted that what she had learned would be helpful in her everyday work with students. In terms of growth mindset, we identified statements where students reflected on how the way they handled and approached challenges supported the development of a growth mindset. For example, interviewee DE2's statement describes how she found it helpful to use the content of the Summer School as a resource to draw on when faced with challenges in order to find new ways of coping. In terms of beliefs, participants expressed that the Summer School positively influenced their beliefs that diversity is a resource and that it is necessary to respond to the heterogeneity of the students in order to create a supportive learning environment for the whole class (e. g., DE1).

Table 3: Participants reflections on beliefs and attitudes affected by internationalization

openness	self-efficacy	growth mentality	diversity as a ressource for learning
"I would also like to take it with me later or that it's simply about trying it out instead of dismissing it from the outset because you might be critical of the whole thing." (DE_2_2023, Pos. 33)	"I am more confident. It's not only me feeling in a way that I have understood and I could apply some knowledge, although not all of it, but I could apply some knowledge that I gathered in the summer school. I could also use it in a day-to-day basis because you get to speak to people [...] I apply this knowledge how to interact with students, with students from the university. So, you get to apply this knowledge in day-to-day life." (DE_4_2023, Pos. 31)	"When I realise that I'm reaching the limits of the method, my own behaviour or other areas, that I can then always fall back on the content of the summer school, for example, and realise ah yes, that was another aspect, I could try that. So, I definitely have that." (DE_2_2023, Pos. 41)	"Yes, it convinced me in terms of dealing with heterogeneity and diversity. (...) A teacher should also take into account that pupils are different. And for that you need to act differently, to act and to promote and support the whole class or group." (DE_1_2023, Pos. 46)

With regard to skills, we found statements were students reflected on skills developed by internationalization opportunity related to intercultural communication and sensitivity, the ability to design adaptive lessons, and collaboration and mutual learning. Skills such as perspective taking, conflict resolution, and the ability to reflect on personal views, which enables participants to tolerate and productively engage with different views and positions, while taking into account the learners' perspective and needs. We show examples in table 4.

In addition to improving their language skills (EE4), students reflect positively on the development of their competence in intercultural communication and sensitivity, in particular their ability to listen actively and to understand and evaluate complex situations in a linguistically diverse environment with different cultural backgrounds (IT3). Students also highlighted positive developments in perspective taking and conflict resolution skills. The ability to change perspectives is evident in statements

in which students report repeatedly questioning self-evident facts and broadening frames of reference (IT4); the development of conflict resolution skills and the ability to engage in constructive discourse (IT1, DE3) in reflections on working in international teams and how moments of tension were resolved constructively through discussion and the willingness of all participants to listen and explain their points of view. Moreover, the improvement of cooperation and collaboration skills in an educational context and the recognition of the need for dialogue and cooperation as a driver of innovation were highlighted (DE3). We also identified statements in which participants reflected on the development of their reflective and discursive skills. For example, the statement shown in excerpt (DE2) highlights that the learning opportunity has led to an improvement in the ability to repeatedly distance oneself from one's own actions and to adopt a self-reflective attitude. We interpret this as illustrating an awareness of the need to move away from simple, stereotype-based thought patterns and instead adopt an open and reflective attitude. Building on the work of Schratz (2023), we also identified reflections on the development of differential competence, in the sense of the ability to recognize different learning prerequisites, to strive for tailor-made learning support and to have the knowledge and skills to deal with different prerequisites. For example, we interpreted the statement of IT1 (table 4) in this sense, where the student explains the process of reflection necessary to design an interculturally sensitive adaptive learning environment from the recognition of diversity, thus demonstrating differential competence (IT1). It can be noted that their experience has enabled them to develop the ability to design adaptive learning environments and apply inclusive practices. Here we find social relations (e. g., building trust, DE4), reflections on delivering content (e. g., sensitive language, IT4) and teaching methods (e. g., DE3) being emphasized.

Table 4: Participants reflections on skills developed by internationalization

sensitivity	"Well, (...) listening (...). It's crucial, and as others have mentioned, not just because of the language diversity. (...) everyone (...) using a language that was not our native language, we [have to] (...) listen more to understand each other." (IT_3_2023, Pos. 206)" "Also, regarding subtle differences in thought or culture (..) [The] Summer School allowed me to improve my understanding and listening skills and also helped a lot in analyzing a situation." (IT_3_2023, Pos. 206)
perspective taking	"I'll take some insights and definitely remember different perspectives to avoid remaining too focused on my own ideas and learn to broaden our way of thinking" (IT_4_2023, Pos. 129) "Also, regarding subtle differences in thought or culture, often matters that we are used to seeing as they are applied or carried out in Italy may not be so trivial or effectively implemented in another country." (IT_3_2023, Pos. 206)
reflection and discourse	"The aspects of intercultural competence that simply remind me in contact with people from different nations or remind me every now and then to simply adopt an open perspective, which I generally want to have, but which you have to leave every now and then due to stereotypes and actively remind yourself of. And that you have to move away from this simplistic, sorting thinking from time to time and simply adopt an open, self-reflective attitude." (DE_2_2023, Pos. 59)
conflict resolution	"There was disagreement because maybe they had a very convinced idea about frontal education, to which we tend to oppose. We said no, it shouldn't be like that while they affirmed yes. It was nice because although at the beginning, the discussion was taking a somewhat bad turn, then we said no, wait a moment, explain to us why you assert this. After listening, there was an understanding that led us to say ah okok." (IT_1_2022, Pos. 202) "Yes, for example. I also sometimes suggested my own ideas. And then the students reacted quite differently and I was a bit surprised. And in the end, we discussed it together and everything was discussed and yes, sometimes I wasn't really right. So yes, it really helped me." (DE_3_2023_Pos. 101)

differentiation	"Then from an intercultural point of view, (...), the encounter with these countries of which I did not know there was so much difference from ours, has contributed to opening even more horizons and considering interculturality at school. You have to understand that diversity needs to be considered, but sometimes it is so vast that you have to delve into it yourself. That is, the knowledge you have now is not enough, but you need to know many more things from a cultural, social, family, and traditions perspective." (IT_1_2022, Pos. 256)
language competences	"I think I got to critique my English a lot because I study English as my minor, but I don't practice it daily as I communicate with everyone in Estonian. So, it was a great experience to practice my English." (EE_4_2023, Pos. 24)
adaptive design of learning situations content, methodology and social relationships	"In the summer school, I've learned another, like I saw the teaching or teacher's role in a different way. (...) I would say in future, you know, if you work in schools, that's very essential. (...) it's very important for students because you either give them hope and motivation to learn or you just assess them and treat them as one of the students, as one of the students that you don't really care about. So that's very important to build this trust, you know?" (DE_4_2023, Pos. 21) "Also, from the point of view of values, always related to this intercultural and inclusive comparison, everything was very useful. They made me open up my vision, very important because when I am in class, I will have to consider, among the various factors, also the inclusive one as well as the intercultural one. Maybe I use words that could be, I don't know, wrong or, so to speak, misunderstood." (IT_1_2022, Pos. 239) "For example, one method I can remember very well is that we can play different games through music and that way you can also learn the languages and so you can have fun at first and then you can also master the language very well and that helps, if you really look at it, it really helps the children if you can use this method in school in such a playful way. And that could be a better solution for language learning." (DE_3_2023, Pos. 23)
cooperation and collegiality	"Yes, definitely, so everyone had their own ideas. And so you always say when you're alone and only have one idea. When you're there, when there are several people, there's a lot. So that means a lot of ideas, a lot of methods, you can discuss everything at the end and whether they are realisable or whether they are suitable for the school or perhaps through these ideas you can create new, new things and try them out further." (DE_3_2023_Pos. 85)

5.2 Structural-theoretical perspective

Using the structural theoretical approach, for which (Helsper, 2014) emphasizes the importance of the professional environment and social fabric in which teachers operate, highlighting the contradictions, tensions and moments of uncertainty inherent in the profession, we focused our analysis on identifying student reflections that highlight the importance of self-reflection in relation to roles, power dynamics and a critical, reflective examination of one's own professional behavior. In table 5 we present extracts from reflections on moments of uncertainty and confrontation with contradictions and inequalities in intercultural interactions, categorized into examining prejudices and stereotypes (Banks, 2004) and antinomies, critical reflection and meta-reflection. With regard to stereotype reduction, we identified statements in which participants expressed appreciation for the comparative analysis and discourse that promoted challenging prejudices and reducing stereotypes. For example, statements from IT1 and DE2 in table 5 show how participating in in-depth discussions with people from very different cultural backgrounds enabled participants to broaden their perspectives and challenge personal prejudices and stereotypes. In relation to antinomies, critical reflection and meta-reflection, although not explicitly asked about (see section 2), students reflected on tensions and contradictions in intercultural encounters and how they dealt with the uncertainty of navigating diversity while critically questioning their own perspectives. Here we find statements in which participants expressed the need for critical reflection on intercultural dynamics, as shown in IT2. In our understanding, we can interpret this in the sense that the learning environment of the Summer School led participants to reflect on the application of familiar laws and norms in unfamiliar contexts, reflecting an antinomic dilemma as suggested by Helsper (2014). Furthermore, in line with the observations of Cramer et al. (2023), we identified meta-reflective statements in which different perspectives on relevant educational issues were adopted, combining fundamental principles with theoretical and empirical perspectives to enable nuanced interpretations of the complex educational landscape. Although not described in detail, we find elements in participants' statements (e. g., IT1, IT2, IT3) that illustrate the ability to distance themselves from their actions, to recognize different perspectives on values and education, and to interpret these insights productively.

Table 5: Participant’s descriptions of reflections on moments of intercultural dialogue and uncertainty

exploring biases, stereotype reduction		
"The comparison with others really struck me. The opportunity to interact with people from countries very different from ours, from an educational but also a general values perspective, was a very valuable opportunity. In fact, I would never have expected to have such in-depth discussions, considering them positively. I was saying that this aspect of comparing with people who came from very, very different countries from ours, from an educational point of view but also in terms of values, I found it, I found it a beautiful thing because I didn't expect to be able to have such lively debates." (IT_1_2022, Pos. 182) "The aspects of intercultural competence that simply remind me in contact with people from different nations or again remind me to simply adopt an open perspective, which I generally want to have, but which you sometimes due to stereotypes don't take. You have to actively remind yourself of this. And that you have to move away from this simplistic, sorting thinking from time to time and simply adopt an open, self-reflective attitude." (DE_2_2023, Pos. 59)		
antinomies, critical reflection and meta-reflection		
"In a few seconds, I'll try to wrap up this discussion. Then I'll address the next topic and the wonder it sparked in me. The activity I talked about is very important in the sense that it is linked to the topic it asks me to reflect on. I realized that values, in a sense, are used by a social group to decide which behaviors are correct and which behaviors are to be condemned. Reflecting on this activity, I realized that as a value..." (IT_2_2022, Pos. 155) "Then from an intercultural point of view, as I said at the beginning, the encounter with these countries of which I did not know there was so much difference from ours, has contributed to opening even more horizons and considering interculturality at school. You have to understand that diversity needs to be considered, but sometimes it is so vast that you have to delve into it yourself. That is, the knowledge you have now is not enough, but you need to know many more things from a cultural, social, family, and traditions perspective." (IT_1_2022, Pos. 256) "I understood the strengths and weaknesses of an environment I want to make mine, maybe even those of a school organization, which is something very vast. But we criticize our Italian school system a lot, with all its weaknesses, but it's what we know. Then there are many other school systems that may blame our weaknesses, but they have weaknesses of their own, perhaps more intrinsic, that they cannot overcome, and maybe we cannot either. But I realized that perhaps the combination of a third school system could help us understand better." (IT_3_2023, Pos. 210)		

5.3 Biographical perspective

Using the biographical approach, we focused our analysis of participants' reflections on statements where students addressed aspects of their professional and personal identity development that were inspired by the interactions and learning environment of the Summer School. Here we also coded developmental statements from students who reported that participation in the Summer School led to a development of their perspectives (DE4) and self-confidence (EE1). One participant expressed this by talking about a map that showed him the gap between what he had before and what he had after (IT2). Another participant emphasized: "It was definitely an experience that allowed me to challenge myself" (IT3).

It is clear from these statements that the Summer School gave participants the opportunity to develop personally and explore new horizons. In addition, we found that participants reported the emergence of ideas for shaping their own further professionalization through the internationalization experience, expressing the realization that one needs to learn more and that one needs to constantly develop, in line with the ideas of continuing professional development (Brussino, 2021). They also report ideas on how this can be implemented and that collaboration is necessary to achieve a coherent link and future-oriented professional and personal development in the development of a teacher identity. Furthermore, the participants' statements show signs of the development of 'personal mastery', which is in line with Schratz's (2023) concept of the importance of dealing with oneself as an integral part of personal growth and professional development. Participants repeatedly commented on the need to understand their own personality as a continuous learning task. One participant said: "It has encouraged me once again to use the time in which I am still actively developing as a teacher as internationally as possible". Finally, the participants' statements also show signs of strengthening their professional and personal identity. One participant commented: "It was nice to see each other's work. Not only our personal values came out, but also the values we use to embody the figure of the teacher we want to become" (IT1). This statement shows that the participants had the opportunity to reflect on and shape their professional identity. Another participant said: "In my opinion, the intercultural element has changed my understanding of my profession the most" (IT2). This shows that the participants recognize the importance of intercultural competence for their professional identity and actively engage with it.

Table 6: Student descriptions of personal and professional growth inspired by Summer School participation

developmental			
"I have mentioned that we have tackled many different issues in the Summer School and of course they shaped my way of thinking" (DE_4_2023, Pos. 21)	"Made me more confident as a person." (EE_1_2022, Pos. 14)	"The Summer School, in a way, gave me a sort of map, seeing which I realized that there is a fairly significant distance between what I had in mind before participating and what I had afterward." (IT_2_2022, Pos. 167)	"It was certainly an experience that allowed me to challenge myself, as I mentioned. Also, very enriching, as it allowed me to meet new people (...). It also allowed me to encounter new perspectives, different school systems, and especially cultures that I was not familiar with." (IT_3_2023, Pos. 202)
personal mastery			
"I would say that it has encouraged me once again to use the time that I am still actively developing as a teacher as internationally as possible, for example. And on the one hand, to take part in several programmes that make it possible as part of university or perhaps to consider a stay abroad again before starting my traineeship, in order to learn from others and, in internships, you always learn from others, but also simply to dedicate yourself to another country and to open up to other cultures that automatically resonate in schools or simply to another education system. And to weigh up the pros and cons for yourself and then simply incorporate them into your own development." (DE_2_2023, Pos. 35)	"You get to know new people and you, I'd say interact and constantly listening to them, exchanging ideas, you basically are globalized and learn a lot quicker. And this was my idea (...) And I think as a professional teachers or future teacher and you have to be updated and the Summer School gives this opportunity, of course yeah, and in short amount of time, you get to know and you learn a lot. And that's what Summer School did and gave lots of content that we need to know. Yeah." (DE_4_2023, Pos. 15)	"It was definitely educational, especially because we were in groups of different nationalities. We had the chance to see how things that might be trivial for us are not necessarily the same for others, and vice versa. For example, I noticed that the mindset and perspective of other people can be completely different from ours. This was enriching because, in my opinion, it's important to have a broader view of what we study to grow both personally and professionally." (IT_4_2023, Pos. 121)	

 professional identity

"It was beautiful, even seeing the works of others. In my opinion, there, not only our personal values emerged but also the values we draw on to personify the figure of the teacher we imagine becoming. (...) It was beautiful because there was the opportunity to develop awareness of yourself and the ideas you need to have for that idea to come true." (IT_1_2022, Pos. 196-201)

"Thinking about other moments, I have to say that the intercultural aspect is always what has changed my understanding of the profession more significantly, in my opinion. (...) If someone asks me, 'Dr. [own name], what aspects do you find should be deepened in your own training?' I will say, 'I won't forget, I hope, the aspects, but now a double embrace.'" (IT_2_2022, Pos. 163)

6 Discussion

We investigated the contribution of a two-week Summer School to the professionalization of student teachers from Estonia, Germany and Italy. Building on Terhart (2015), we bring together different professionalization approaches (competence, structural theory and biography) in order to be able to take a differentiated look at facets of reflections on profession-related developmental moments. What was initially striking was the varying depth of awareness and degree of reflection among the different participants, as well as the breadth of the learning and educational phenomena stimulated by internationalization. We attribute this to the complex design of the Summer School, which, in addition to the reflections in the seminar units and the intercultural training, also offered a variety and multitude of opportunities for reflection via the learning portfolio, the combination of learning and leisure phases and the close preparation, follow-up and support by teacher trainers from the home university. It can be assumed that it is not so much individual formats but rather the combination of elements that have supported the corresponding educational processes. As suggested by Schmengler (2021), it is important to create structured learning opportunities for intercultural encounters that offer a variety of opportunities for guided reflection.

Another notable aspect that emerges from the analysis is the collaborative nature of learning, in which individuals engage in mutual learning experiences with their peers. The narratives highlight, that interactions with peers from Iraqi, in particular, fostered moments of tension and uncertainty critical to professional development and an opportunity rarely created and critically reflected upon outside of classroom settings. These encounters, driven by the common goal of designing effective educational processes, were full of discrepancies yet deeply inspiring, shaped by diverse

ideological, cultural, and historical contexts that influenced pedagogical perspectives. This underscores the importance not only of learning content and pedagogical strategies, but also of the encounter partners who are essential to facilitating such rich learning experiences. Further research into specific design elements and the significance of prior knowledge and international experience would be desirable in the future in order to design and further develop appropriate formats in a targeted manner. Participatory educational research could provide more specific insights here. The focus of our analysis was to better understand the contribution of the Summer School by analyzing reflections on profession-related developmental moments through three different theoretical lenses. This approach has proved to be very fruitful and, as a combination, has potential for further research, as it allows statements to be analyzed from different perspectives. The special contribution of our research lies in the development of an initial categorization system and the identification of exemplary statements that covers three country perspectives, however, the reliability of some of these could also be critically discussed. The question of theoretical saturation must also be critically reflected upon in view of the small number of participants. Further qualitative research with more participants would be necessary to further develop the content of the category system, to differentiate and supplement categories. A solid, differentiated framework model with anchor examples has particular potential for the future development of multi-perspective quantitative evaluation tools, which can form the basis for analyzing and demonstrating the specific effects of international formats. In terms of specific findings, we found that the design of the internationalization opportunity facilitated the acquisition of professional competence development and the expansion of knowledge and pedagogical skills, particularly in managing and understanding teaching and learning with a diverse student body. Students reported a deeper understanding of pedagogical principles and didactic-methodological approaches, alongside an improved grasp of organizational aspects within various educational systems. Students reported greater openness to new ideas and approaches, increased confidence in dealing with the challenges of the teaching profession, and positive attitudes toward cultural diversity as a resource, emphasizing the need for differentiated and inclusive teaching. The development of a growth mindset was noted, reflecting a belief in the mutability of the ability to face and deal productively with challenging situations. These findings are consistent with other studies reporting similar gains (e. g., cf. DeKeyser, 2014; Leutwyler, 2014; Sahin, 2008). Moreover, the findings indicate that even a short experience like Summer School can change beliefs, even if beliefs are viewed as relatively stable dispositions and difficult to influence (Voss et al., 2011). Findings also suggest that the international experience facilitated several skills, including intercultural communication skills, conflict resolution skills, the ability to take on different perspectives, and reflection and discourse skills. Furthermore, our analy-

sis within Helsper's (2014) professional theory framework highlighted how the Summer School experience can serve as a platform for encountering tensions, contradictions, and moments of uncertainty, particularly in intercultural contexts. Participants demonstrated the capacity for introspective evaluation of their actions and demonstrated the ability to constructively reinterpret different perspectives, thereby generating new insights in the midst of uncertainty, a phenomenon consistent with the concept of meta-reflexivity as proposed by Cramer et al. (2023). The results of the biographical analysis provide valuable insights into the perceptions and interpretations of the Summer School experience for personal growth and identity. They shed light on how individuals incorporate new experiences into their identity development and seek to apply them in different professional and personal contexts. These findings underscore the potential of the two-week experience to instill a deep appreciation for lifelong learning and to inspire continued pursuit of learning opportunities in the future. However, it's essential to critically assess whether participants' seemingly enthusiastic descriptions accurately reflect the practical impact of the experience. Further research is needed to fully understand the long-term effects of international training programs on teachers' professional development. A structured framework with examples could provide a solid basis for evaluation forms that allow for quantitative analysis. This would lead to a more systematic and efficient collection of empirical data. Moreover, as Leutwyler (2014) emphasizes, in line with the perspectives of Van de Berg, Paige, and Lou (2012), it is crucial to recognize that self-reports alone cannot serve as conclusive evidence of tangible effects. There is a possibility that self-reports of skill development may be prone to a positivity bias, potentially leading to an overestimation of outcomes. While it's plausible that skills, attitudes, and knowledge are indeed acquired, they require further refinement through ongoing practice and reflection to solidify. This underscores the importance of using evaluation methods that provide a more comprehensive and objective assessment of actual impact. In addition, several expected themes, such as shared global values or evidence of empathy, did not manifest in this study. There could be several explanations for this absence. It's plausible that these aspects were not central to the participants' thoughts, possibly because the interview questions did not adequately prompt them to express their views on global values or empathy. In order to gain more insightful findings, it would have been beneficial to specifically inquire about moments of tension in order to gain a deeper understanding of how participants navigate challenges and derive learning experiences from them. Contrary to findings in other studies (e. g., Guo & Guo, 2022), there was no evidence of personal experiences of discrimination, either in the context of the internationalization experience or historically, in the interviews examined. However, this absence does not definitively negate the existence of such experiences, but may be due to the wording of the interview questions or the set-up of the participants. It should

also be noted that we interviewed a small sample of twelve randomly selected participants, which limits the generalizability of our findings. In addition, our analysis focused solely on participants' reflections on the Summer School, without taking into account their previous experiences or backgrounds. Further research with a larger and more diverse sample and additional contextual factors is needed to fully understand the impact of this international Summer School on teacher professionalization.

7 Conclusion

The focus of our analysis was to better understand the contribution of the MAPS International Summer School by analyzing reflections on profession-related developmental moments through three different theoretical lenses. This approach has proved to be very fruitful and, as a combination, has potential for further research, as it allows statements to be analyzed from different perspectives. To this end, however, it would be necessary to further refine the theoretical framework. In particular, we believe it is necessary to link the sub-discourses on the significance of internationalization for professionalization with discourses on meta-reflection.

In summary, our analysis of reflections on the stages of professional development during the Summer School provides valuable insights into the impact of participation on the professionalization of teacher education students. The combination of different theoretical approaches proved fruitful and offers potential for further research by providing a multifaceted analysis of the statements. However, to fully realize the potential of this approach, a refinement of the theoretical framework is necessary, particularly by linking discourses on the importance of internationalization for professionalization with discourses on meta-reflection. Our findings have important implications for the design of international Summer Schools. The development of knowledge, skills and attitudes for dealing with uncertainties and contradictions requires learning opportunities that facilitate reflective engagement. Professional competencies such as intercultural competence does not emerge spontaneously, but through deliberate learning and development processes. Both experiences abroad and "internationalization at home", such as the Summer School, can support these learning processes. It is crucial to have a clear didactic concept informing the design of internationalization activities both abroad and in the domestic context.

References

- Appe, S. (2020). Internationalization in the context of academic capitalism. *Research in Comparative and International Education*, 15 (1), 62-68. <https://doi.org/10.1177/1745499920901949>.

- Banks, J. A. (2004). Multicultural Education: Historical Development, Dimensions, and Practice. In J. A. Banks, & C. A. M. Banks (Eds.), *Handbook of Research on Multicultural Education* (2nd ed., pp. 3-29). San Francisco, CA: Jossey-Bass.
- Bartels, F. & Vierbuchen, M.-C. (2024). Preparing Teachers for Inclusive Schools – Global Perspectives and Local Challenges. In F. Bartels, M.-C. Vierbuchen & C. Hillenbrand (Eds.), *Inclusive (Teacher) Education after War* (pp. 53-74). Münster: Waxmann. <https://doi.org/10.31244/9783830996606>.
- Ballard, K. (2003). The analysis of context: Some thoughts on teacher education, culture, colonization and inequality. In T. Booth, K. Nes & M. Stromstad (Eds.), *Developing inclusive teacher education* (pp. 59-78). London: Routledge/Palmer.
- Baumert, J. & Kunter, M. (2013). The COACTIV model of teachers' professional competence. In M. Kunter, J. Baumert, W. Blum, U. Klusmann, S. Krauss & M. Neubrand (Eds.), *Cognitive activation in the mathematics classroom and professional competence of teachers. Mathematics Teacher Education* (pp. 25-48). Springer: Boston. https://doi.org/10.1007/978-1-4614-5149-5_2
- Brussino, O. (2021). Building capacity for inclusive teaching: Policies and practices to prepare all teachers for diversity and inclusion. OECD Education Working Papers (No. 256). Paris: OECD Publishing. <https://doi.org/10.1787/57fe6a38-en>
- Civitillo, S., Juang, L. P. & Schachner, M. K. (2018). Challenging beliefs about cultural diversity in education: A synthesis and critical review of trainings with pre-service teachers. *Educational Research Review*, 24, 67-83. <https://doi.org/10.1016/j.edurev.2018.01.003>
- Cramer, C., Brown, C. & Aldridge, D. (2023). Meta-Reflexivity and teacher professionalism: Facilitating multi-paradigmatic teacher education to achieve a future-proof profession. *Journal of Teacher Education*, 74 (5), 467-480. <https://doi.org/10.1177/00224871231162295>
- Cushner, K. & Brennan, S. (Eds.). (2007). *Intercultural student teaching: A bridge to global competence*. Lanham, MD: Rowman & Littlefield.
- DAAD. (2023). DAAD Arbeitspapier. Merkmale und Bedingungsfaktoren von Auslandsaufenthalten. Auswertung der Lehramtsdaten aus dem Projekt „Benchmark internationale Hochschule“ (BintHo). Available at: https://static.daad.de/media/daad_de/pdfs_nicht_barrierefrei/der-daad/analysen-studien/2023_arbeitspapier_bintHo_lehramt_fin.pdf [24.02.2025].
- de Wit, H., & Hunter, F. (2015). The future of internationalization of higher education in Europe. *International Higher Education*, (83), 2–3. <https://doi.org/10.6017/ihe.2015.83.9073>
- DeKeyser, R. (2014). Research on language development during study abroad: Methodological considerations and future perspectives. In C. Pérez-Vidal (Ed.), *Language acquisition in study abroad and formal instruction contexts* (pp. 313-327). Amsterdam: John Benjamins.
- Eichhorn, M., Feroiu, R., Marin, R. & Ollinger, J. (2002). *Persönlicher und volkswirtschaftlicher Nutzen des ERP-Stipendiums*. Trier: Universität Trier.
- European Agency for Developments in Special Needs Education. (2012). *Teacher education for inclusion. Profile of inclusive teachers*. Available at: https://www.european-agency.org/sites/default/files/profile_of_inclusive_teachers_en.pdf [24.02.2025].
- European Commission. (2012). *Supporting the teaching professions for better learning outcomes. SWD(2012) 374 final*. Available at: <https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=SWD:2012:0374:FIN:EN:PDF> [24.02.2025].
- European Commission. (2020). *Communication from the commission to the european parliament, the council, the european economic and social committee and the committee of the regions on achieving the european education area by 2025*. Available at: <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:52020DC0625> [26.02.2025].
- Gable, R. A., Tonelse, S. W., Sheth, M. & Wilson, C. (2012). Importance, usage, and preparedness to implement evidence-based practices for students with emotional disabilities: A comparison of knowledge and skills of special education and general education teachers. *Education and Treatment of Children*, 35 (4), 499-519.

- Guo, Y. & Guo, S. (2022). Internationalization of Canadian Teacher Education: Teacher Candidates' Experiences and Perspectives. *ECNU Review of Education*, 5 (3), 425-449. <https://doi.org/10.1177/2096531120946045>
- Harmsen, R., Helms-Lorenz, M., Maulana, R. & van Veen, K. (2018). Die Beziehung zwischen den Stressursachen von angehenden Lehrkräften, Stressreaktionen, Lehrverhalten und Fluktuation. *Teachers and Teaching*, 24 (6), 626-643. <https://doi.org/10.1080/13540602.2018.1465404>
- Helsper, W. (2014). Lehrerprofessionalität - der strukturalistische Professionsansatz zum Lehrerberuf. In E. Terhart, H. Bennewitz & M. Rothland (Eds.), *Handbuch der Forschung zum Lehrerberuf* (2nd ed., pp. 216-240). Münster: Waxmann.
- Jackson J. (2018). Intervening in the intercultural learning of L2 study abroad students: From research to practice. *Language Teaching*, 51 (3), 365-382. <https://doi.org/10.1017/S0261444816000392>
- Kambutu, J. & Nganga, L. (2008). In these uncertain times: Educators build cultural awareness through planned international experiences. *Teaching and Teacher Education*, 24, 939-951. <https://doi.org/10.1016/j.tate.2007.08.008>
- Knight, J. (2004). Internationalization remodeled: Definition, approaches, and rationales. *Journal of Studies in International Education*, 8 (1), 5-31. <https://doi.org/10.1177/1028315303260832>
- Kuckartz, U. (2014). *Qualitative Inhaltsanalyse. Methoden, Praxis, Computerunterstützung*. Weinheim: Beltz Juventa.
- Larsen, M. A. (2016). Globalisation and internationalisation of teacher education: A comparative case study of Canada and Greater China. *Teaching Education*, 27 (4), 396-409. <https://doi.org/10.1080/10476210.2016.1163331>
- Lehtomäki, E., Posti-Ahokas, H., Beltrán, A., Shaw, C., Edjah, H., Juma, S., Mekonnen, M. & Hirvonen, M. (2020). Teacher education for inclusion: Five countries across three continents. Background paper prepared for the 2020 Global Education Monitoring Report, Inclusion and Education. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000373804> [24.02.2025].
- Leutwyler, B. (2014). Between myths and facts: The contribution of exchange experiences to the professional development of teachers, *Journal of Curriculum and Teaching*, 3 (2), 106-117. <https://doi.org/10.5430/jct.v3n2p106>
- Leutwyler, B. & Meierhans, C. (2011). Mobilitätsaufenthalte in der Lehrerinnen- und Lehrerbildung. *Aktivitäten und Lernerfahrungen von Mobilitätsstudierenden. Beiträge zur Lehrerbildung*, 29 (1), 100-108. <https://doi.org/10.25656/01:13771>.
- Mayring, P. (2015). *Qualitative Inhaltsanalyse. Grundlagen und Techniken* (12th ed.). Weinheim: Beltz Verlag.
- Mitchell, D. & Sutherland, D. (2020). *What really works in Special and Inclusive Education*. (3rd ed.). London: Routledge. <https://doi.org/10.4324/9780429401923>
- OECD. (2019). *TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners*, TALIS. Paris: OECD Publishing. <https://doi.org/10.1787/1d0bc92a-en>
- Paige, R. M., Fry, G. W., LaBrack, B. & Stallman, E. M. (2009). Study abroad for global engagement: Results that inform research and policy agendas. Conference presentation, Forum on Education Abroad Conference. Portland, OR.
- Pence, H. M. & Macgillivray, I. K. (2008). The impact of an international field experience on preservice teachers. *Teaching and Teacher Education*, 24 (1), 14-25. <https://doi.org/10.1016/j.tate.2007.01.003>
- Pugach, M. C., Blanton, L. P., Mickelson, A. M. & Boveda, M. (2020). Curriculum theory: The missing perspective in teacher education for inclusion. *Teacher Education and Special Education*, 43 (1), 85-103. <https://doi.org/10.1177/0888406419883665>
- Rapoport, A. (2008). Exchange programs for educators: American and Russian perspectives. *Intercultural Education*, 19 (1), 67-77. <https://doi.org/10.1080/14675980701852418>
- Ragoonaden, K., Sivia, A. & Baxan, V. (2015) Teaching for diversity in teacher education: Transformative frameworks. *The Canadian Journal for the Scholarship of Teaching and Learning*, 6 (3), Art. 6, 16 pages. <https://doi.org/10.5206/cjsotl-rcacea.2015.3.6>
- Sahin, M. (2008). Cross-cultural experience in preservice teacher education. *Teaching and Teacher Education*, 24 (7), 1777-1790. <https://doi.org/10.1016/j.tate.2008.02.006>

- Schmengler, J. (2021). Erfahrungen bei Auslandsaufenthalten und deren Einfluss auf die Bewältigung von berufsrelevanten Herausforderungen in Internationalen Klassen. Dissertation. Oldenburg: Carl von Ossietzky Universität Oldenburg.
- Schratz, M. (2023). Die Europäische Dimension im professionellen Selbstverständnis von Lehrkräften. *SEMINAR*, 29 (4), 9-21. <https://doi.org/10.3278/SEM2304W002>
- Siwatu, K. O. (2011). Preservice teachers' sense of preparedness and self-efficacy to teach in America's urban and suburban schools: Does context matter? *Teaching and Teacher Education*, 27 (2), 357-365. <https://doi.org/10.1016/j.tate.2010.09.004>
- Stachowki, L. & Sparks, T. (2007). Thirty years and 2,000 student teachers later: An overseas student teaching project that is popular, successful, and replicable. *Teacher Education Quarterly*, 34 (1), 115-132.
- Terhart, E. (2001). Lehrerberuf und Lehrerbildung. Forschungsbefunde, Problem-analysen, Reformkonzepte. Weinheim: Beltz.
- Terhart, E. (2007). Erfassung und Beurteilung der beruflichen Kompetenz von Lehrkräften. In M. Lüders & J. Wissinger (Eds.), *Forschung zur Lehrerbildung. Kompetenzentwicklung und Programmevaluation* (pp. 37-62). Münster: Waxmann.
- Terhart, E. (2015). Heterogenität der Schüler - Professionalität der Lehrer: Ansprüche und Wirklichkeiten, Nachtrag 2014. In C. Fischer, M. Veber, C. Fischer-Ontrup & R. Buschmann (Eds.), *Umgang mit Vielfalt: Aufgaben und Herausforderungen für die Lehrerinnen- und Lehrerbildung* (pp. 13-30). Münster: Waxmann.
- Ukpokodu, O. N. (2020). Marginalization of social studies teacher preparation for global competence and global perspectives pedagogy: A call for change. *Journal of International Social Studies*, 10 (1), 3-34.
- UN General Assembly. (2015). Resolution adopted by the General Assembly on 25 September 2015: Transforming our world: the 2030 Agenda for Sustainable Development. Available at: https://www.un.org/en/development/desa/population/migration/generalassembly/docs/globalcompact/A_RES_70_1_E.pdf [24.02.2025].
- Van de Berg, M., Paige, M. R. & Lou, K. H. (2012). Student learning abroad. Paradigms and assumptions. In M. Vande Berg, M. R. Paige & K. H. Lou (Eds.), *Student learning abroad. What our students are learning, what they're not, and what we can do about it* (pp. 3-28). Sterling: Stylus Publishing.
- Vinther, J. & Slethaug, G. (2013). The influence of internationalisation and national identity on teaching and assessments in higher education. *Teaching in Higher Education*, 18 (7), 797-808. <https://doi.org/10.1080/13562517.2013.836093>.
- Voss, T., Kleickmann, T., Kunter, M. & Hachfeld, A. (2011). Überzeugungen von Mathematiklehrkräften. In M. Kunter, J. Baumert, W. Blum, U. Klusmann, S. Krauss & M. Neubrand (Hrsg.), *Professionelle Kompetenz von Lehrkräften. Ergebnisse des Forschungsprogramms COACTIV* (pp. 235-257). Münster: Waxmann.
- Walters, L.M., Garii, B. & Walters, T. (2009). Learning globally, teaching locally: Incorporating international exchange and intercultural learning into pre-service teacher training. *Intercultural Education*, 20, 151-158. <https://doi.org/10.1080/14675980903371050>.
- Willard-Holt, C. (2001). The impact of short-term international experience for preservice teachers. *Teaching and Teacher Education*, 17 (4), 505-517.
- Wernisch, D. V. (2016). Internationalization and student mobility in teacher education: Internationalization models, diffusion barriers and recommendations for policy and higher education institutions. Doctoral Thesis. Freiburg, GER: University of Education Freiburg. Available at: <http://nbn-resolving.de/urn:nbn:de:bsz:frei129-opus4-6512> [24.02.2025].
- Woisch, A. & Willige, J. (2015). Internationale Mobilität im Studium 2015 - Ergebnisse der fünften Befragung deutscher Studierender zur studienbezogenen Auslandsmobilität. Projektbericht. Bonn: Deutscher Akademischer Austauschdienst, DAAD. Available at: https://www2.daad.de/medien/der-daad/analysen-studien/daad_dzhw_internationale_mobilität_im_studium_2015.pdf [24.02.2025].

Authors

Prof. Dr. Frederike Bartels, Carl von Ossietzky Universität Oldenburg, Department of Educational Sciences, School Pedagogy and School Development

Prof. Dr. Heike Wendt, University of Graz, Faculty of Environmental, Regional and Educational Sciences, Institute for Education Research and Teacher Education

Prof. Dr. Barbara Caprara, Free University of Bolzano-Bozen, Faculty of Education

Kaidi Nurmik, Tallinn University, School of Educational Sciences

Heddi Rainsalu, Tallinn University, School of Educational Sciences

Prof. Dr. Anne Uusen, Tallinn University, Institute of Educational Sciences

Correspondence to: frederike.bartels@uni-oldenburg.de

Editorial

Jonas Scharfenberg, Ulrike Stadler-Altmann, Michael Schlauch & Kathrin Eveline Plank: The normative-empirical Divide: What we (don't) know about the Internationalization of Teacher Education

Originalarbeiten

Nafsika Alexiadou, Kalypso Filippou & Mai Trang Vu: Teacher education and internationalisation: Policy ideas and practices in Finland and Sweden

Eva Rutter, Kathrin Eveline Plank, Zelda Barends & Chris Reddy: "This was hard work": Developing an international partnership in teacher education: Reflections on a complex collaborative process

Nano Khetsuriani & Lina Kaminskiene: Developing professional vision of teachers in the setting of multicultural classrooms

Nadine Sonnenburg, Marion Peitz, Sabine Hornberg & Michael Becker: Effects of international professional mobility on teachers

Telse Iwers, Cordelia von Dombois, Andreas Bonnet & Anja Amina Wilken: Tricontinental Teacher Training (TTT): Experiences of Uncertainty and Alienation and its Reflection

Frederike Bartels, Heike Wendt, Barbara Caprara, Kaidi Nurmik, Heddi Rainsalu & Anne Uusen: International summer schools for student teachers: Structured learning experiences to support the development of professional competencies

Ulrike Beate Müller: Students' competences and attitudes in context of the international virtual seminar "View: Transition and Inclusion"

Franziska Gerwers, Pilar Gerns & Lisa Marie Brinkmann: "Room to [re]think, [re]consider & reflect": Analyzing students' critical reflection competences and intercultural competences in portfolios throughout a blended mobility



www.vep-landau.de

ISSN 1867-2779

ISBN 978-3-68921-004-5



9 783689 210045