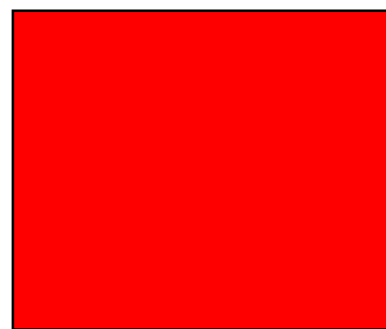
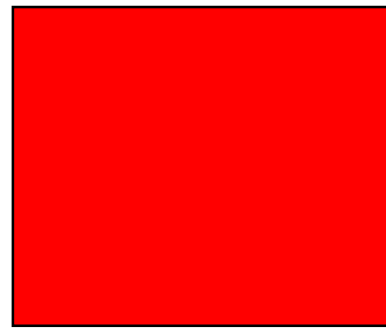
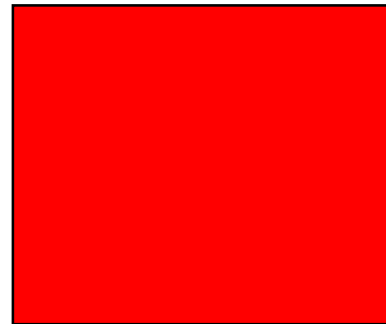
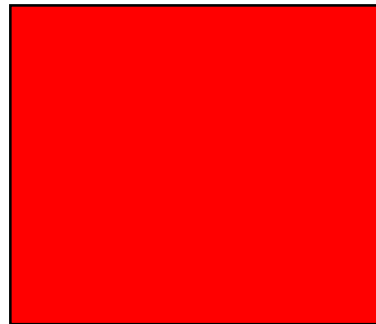
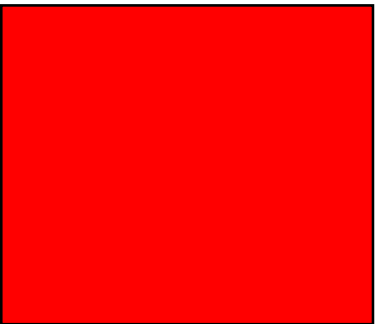
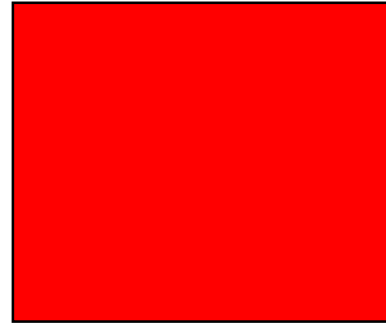
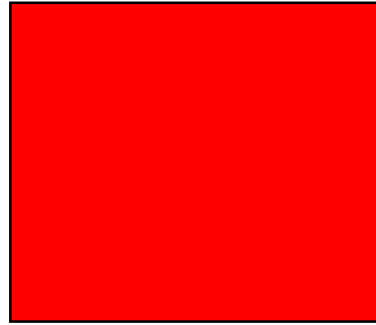
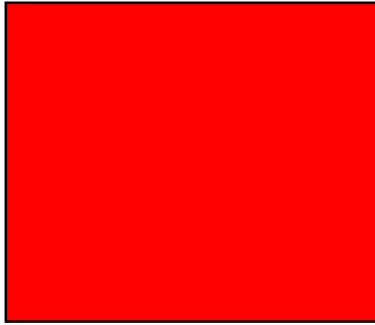


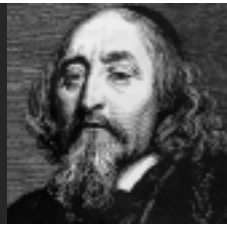


# JOURNAL

of the Association  
de l'Association Comenius







## Making a “European Area of Lifelong Learning” a Reality

The scale of current economic and social change, the rapid transition to a knowledge-based society and demographic pressures resulting from an ageing population in Europe are all challenges which demand a new approach to education and training.

At the European Council in Lisbon in March 2000, government leaders set the EU a 10-year mission to become “*the most competitive and dynamic knowledge-based economy in the world, capable of sustained economic growth with more and better jobs and greater social cohesion*”. Lifelong learning is a core element of this ambitious strategy, central not only to competitiveness and employability but also to social inclusion, active citizenship, tolerance and personal development.

On 21 November 2001, following the Stockholm European Council of March 2001, the Commission adopted a Communication concerned with **Making a European Area of Lifelong Learning a Reality**. The purpose of the Communication was “to identify coherent strategies and practical measures with a view to fostering lifelong learning for all”. It proposed a definition of lifelong learning, strategies and concrete proposals for

actions, and explained how the implementation of the European area of lifelong learning will be taken forward.

Lifelong learning is defined in the Communication as “**all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment-related perspective.**” It implies raising investment in people and knowledge; promoting the acquisition of basic skills; and broadening opportunities for innovative, more flexible forms of learning. The purpose of the Stockholm Communication is to provide people of all ages with equal and open access to high-quality learning opportunities, and a variety of learning experiences.

Throughout Europe, education systems have a key role to play in making this vision a reality. Indeed, the Communication stresses the need for Member States to transform formal education and training systems in order to break down barriers between the different forms of learning that may be traditional within the Member States.

Lifelong learning is the guiding

”When planning for a year, plant corn.  
When planning for a decade, plant trees.  
When planning for life, train and educate people.”  
*Chinese proverb: Guanzi (c. 645BC)*

principle for the **Community action programmes: Socrates, Leonardo da Vinci and Youth**. These offer a wide range of possibilities ranging from support for school-business partnerships, teacher placements and exchanges, youth initiatives, student travel grants, adult education, language teaching and learning in order for there to be productive exchange of ideas, information and good practice. These programmes have been renewed over many years, with increased funding and with a re-design of programmes requirements in order to meet current needs of applicants. Their central message is to call upon those involved in education and training in Europe to take responsibility for the creation of a European area of lifelong learning.

The new **Integrated Action Programme** in the field of lifelong learning 2007-2013 comprises sectoral programmes with regard to school education (Comenius), higher education (Erasmus), vocational training (Leonardo da Vinci) and adult education (Grundtvig), and is completed by transversal measures and an additional Jean Monnet programme focusing on European



integration. The purpose is to foster interaction, cooperation and mobility across and between education and training systems within the Community – thus generating a world quality frame of reference .

Educators and trainers, together with the other contributors (within governments, companies, research institutions etc.), all need to contribute, to the development of the Community as an advanced knowledge society. The recent and further enlargement of the European Union points up the importance of the role of life-long learning, if even more sustainable economic development, more and better jobs and greater social cohesion is to be attained.

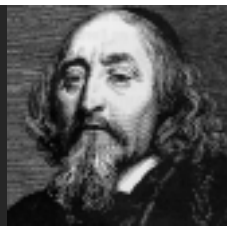
Following the European developments in (higher) education, the Comenius Association decided to focus on a number of high-priority topics: staff mobility (2005), internationalisation at

home (2006), curriculum development (2007). Those topics are at the centre of attention during the bi-annual meetings of the Comenius Association. They are meant to inspire the member institutions to jointly set up new initiatives, facing the challenges in education and training and working towards a European area of lifelong learning.

For the fifteenth edition of the Comenius Journal, the central themes of '**Staff Mobility for Professional Development**' and '**Lifelong Learning**' were chosen. I am convinced the reader will learn from the contents of the contributions. Because reading is “mental travelling” and “mental mobility” is at least as important as physical mobility for intercultural understanding.

Enjoy reading this journal, and good luck in your lifelong learning career.

Inge Piryns





**Maria Felberbauer**

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## The Impact of Bologna on Higher Education in Austria

The Bologna Declaration signed in 1999 by 29 countries started a far-reaching reform of European Higher Educational Systems. The changes initiated by the Bologna Process in Universities and in related institutions like Technical Universities, Colleges, Art Schools, Schools of Education, etc. seem to have a greater impact in German speaking countries than in areas with an Anglo-Saxon university tradition.

Before Bologna, German and Austrian universities operated in the “Humboldt tradition”. Wilhelm von Humboldt was a great reformer of his time. Through his reforms in the early 19<sup>th</sup> century, universities became independent from political and religious (church) influence. He proclaimed freedom of knowledge for the “world of academia”. Students were expected to pursue their studies until they knew all there was to know at their time. The actual length of studies was not really an issue of any importance. At an Austrian university it took, and still takes, students five or more years to complete a Master’s which used to be the first degree to be awarded at university level.

I would like to describe my own personal experience when I was a student of German and English

literature at the University of Vienna in the early 1970ies. One of my professors was known to discuss no more than three or four student papers per semester, even though each person in a group of 30 students had to write a paper and hand it in. My paper was among those not dealt with, even though I had handed it in well ahead of time. When I asked him about it, he gave me a fatherly look and the following advice: “You are still very young and you have lots of time to pursue your studies until you know as much as Erasmus of Rotterdam knew at his time.” Students’ efforts counted little, professors were the dominant stars of the lecture halls.

Since Bologna all this is being changed. Universities have to alter their system from two cycles (Master - PhD) to three-cycles (Bachelor – Master - PhD). Bachelor degrees are just now being introduced in Austrian institutions of higher education. In December 2005 Austrian Universities offered 191 Bachelor and 248 Master degrees, which shows that the Bachelor award is not common in all fields of study. Technical Universities (Fachhochschulen) offered at the same time 65 Bachelor and 13 Master degrees. These numbers would seem to indicate that Technical Universities founded at the end of the 20<sup>th</sup> century are more flexible in adapting their course programmes to the new

situation, and a law enacted in 2005 will change the status of Teacher Education Academies to Pädagogische Hochschulen and introduce Bachelor of Education degrees for primary, secondary and special needs teachers.

Other changes may not be as spectacular, but they have considerable impact.

Bologna focuses on the students’ - not on the teachers’ work. Even at universities a teacher’s role now is that of an adviser and facilitator, rather than the sole source of knowledge.

The European Credit Transfer System (ECTS) was developed. Students receive ECTS credits for their work, no matter whether it means sitting in a room listening to a lecture, attending a seminar, a workshop or a tutorial, studying for a test, preparing a paper or a speech, doing internet research, working in a library or in a lab, or just doing menial work like copying or typing. 25 – 30 hours of a student’s work are rewarded with one ECTS credit. It takes 180 ECTS credits to reach a Bachelor degree, 90 with 120 ECTS credits on top of that to graduate at a university or at a related institution on a Master’s programme.

Graduates are expected to continue their education in an on-going way. Life-long-learning and credit accumulation are major issues for



future generations of European citizens, who are expected to be responsible for their own learning and to continue it throughout their professional lives. Should these outcomes of Bologna become fully implemented, occupational and economic development will be enhanced.

The Bologna protocol aims at transparency and comparability of educational achievements. Together with the academic title of an award, a so-called “Diploma Supplement” is issued free of charge. Diploma Supplements provide information as to the content of an academic award, a document that promotes Europe-wide employability and mobility.

Whilst student and teacher mobility encourages dissemination of knowledge and teaching technique, personal contacts with other countries, helps to promote intercultural understanding and can be an important issue in the process of peace-keeping. Prejudices and stereotypes may be diminished if one gets the chance to meet and work with people from another country. Austrians are quick at putting others into boxes. The Germans are ....., the English are ....., the French are ....., the Turks are ....., used to be

the common opinion of the older generation. Young Austrians are heard to say “I personally know Germans, English, French, Turks etc. who are completely different.” These are the first positive effects of student and trainee exchange programmes. Mobile students, trainees and teachers receive grants from the European Union. Austrian participants are heavily supported with Austrian taxpayers’ money. However, if the 21<sup>st</sup> century can be kept free from military conflicts in Europe the money is well spent.

Some aspects of the Bologna process lend themselves to criticism: for instance, measuring the work of students by assuming how long it takes them to complete it and at the same time possibly disregarding the quality of their work may seem far-fetched. ECTS credits are based on an average workload defined by the developers of course programmes and/or by the teachers, whose estimations may be correct or way off the mark. Modularisation of programmes tends to make course programmes rather rigid. Frequently international study programmes are frequently only partly comparable and/or compatible with course programmes in home institutions, but students may receive credits for them nevertheless. Last but



**Kia Kimhag**

University of Gävle  
Sweden

## Staff Exchange – a Process for Lifelong Learning

I have for many years had the pleasure of visiting several colleagues in different countries, mostly in meetings but also on a staff exchange. For me the weeks in other universities have been like treasure chambers of new inputs as a teacher education lecturer. Every time I meet the Swedish education students, I can mention and use the different things I have seen, and discuss the topics that really differ from my school system in Sweden. Most of all, I have enjoyed being able to go on school visits. Having the possibility of seeing teachers in action or student teachers in action, helps me to widen my mind. I want to share with you an example of this from one of my visits abroad.,

I went to a country for a staff exchange, I have been in this country several times so this experience was not new, but I felt that it was. Why? What did I see and what did I learn? Well, I saw an attitude towards the student teachers that was new for me! It was forcing, negative and brutal attitude. How could this help the student?

I followed a colleague to a school to visit a second year student to observe a lesson. I thought the lesson quite good, but my colleague did not. The lecturer showed through an angry attitude, and negative words and

behaviours, that this was “really bad”. I was so surprised that I thought that I had visited a different class to my colleague.

I had seen a really nice warm student teacher who gave attention to every child in the classroom. Every child that asked the student something, looked at her or answered her, was met by the warm face of a student teacher who really *showed* the children that she was there for them. I saw a student teacher who was really trying to do the right thing and who looked as if she tried to find an approach that she thought was good for the children.

My colleague saw instead a student that failed, because she did not use extra inputs or methods, she just followed the book of what to do in the subject.

### What I did learn?

I learned that we see the student from different angles. I looked at the student as a becoming colleague; my colleague looked at a student with a marking document in front of her. And we ask ourselves if there is a right or wrong answer? Is it the student, the teacher or the lecturer or is it possible that the systems we work with are holding us back in developing better ways of educating? Is it possible that we visit each other and compare differences

between our systems without thinking or knowing what might be the core of the system?

Well, hopefully we do learn new things to add to our professional knowledge, but are we able to use this new learning for change for the better? We work quite hard at using this knowledge to change the structure of the curriculum - credits, modules, courses etc, but when it comes to attitudes, we so easily stay in the frame-work “of the rules” and what we think is normal in our system! So what can we actually bring home after a staff exchange? Is it possible to go away for a week and learn for life? I believe that we can learn from other people’s attitudes and these also help us to understand why we have the attitudes that we have. This informal learning is as important as the structured learning which we normally associate with teacher education.

Some of my colleagues think that the only way to become a really good teacher is to stay at home with in your own system.. But when you talk with exchange students, they think the opposite. Many students believe that an Erasmus exchange develops them and that it really is an important part of their lifelong learning also that it helped them to find new approaches towards becoming better teachers. Perhaps, eventually, this might result





in subtle changes to their own school system..

Why can't we as lecturers learn and use the new experiences in our own system?

Where is our power to develop and create a better teacher education?

Use your experience from your exchange! For me this experience to visit other colleagues, to have lessons among other students is a great feeling and a great possibility to learn. What I think I can give my students at home is a small box of my experience from a Swedish point of view. A learning that has been going on for nearly ten years as a part of the activities that change me as a lecturer.





## Tove Heidemann and Jette Laursen

University College CVU Sønderjylland  
Denmark

### Staff Mobility and Internationalisation at Home

Teacher education in Denmark is traditionally nationally oriented and we educate teachers in such a way as to create a feeling of national identity in their pupils.

Some political parties in Denmark are of the opinion that national culture and traditions can be transferred unchanged from one generation to the next in spite of our increasingly multicultural society. Politicians would seem to believe that increased internationalisation inevitably means a loss of national identity. As international coordinators we try to change this view, particularly through providing opportunities for teacher education students to travel abroad to study.

The current regulations for teacher education to some extent prevent internationalisation and have made it very difficult for our students to go abroad during their studies. Students have to study four subjects in four years, and these subjects are so interwoven that it is difficult to leave for an Erasmus stay and to get credit for the study abroad. Because of these constraints we have only sent out two out of 1700 students in the 2005/6 period.

In the light of this, internationalisation “at home” becomes even more important in preparing student teachers for a global society. Attracting

foreign students to our Erasmus courses and to the international week, brings about an international “atmosphere” and contributes to a feeling of “Internationalisation at home”.

In-coming teachers bring international perspectives to school and education into classrooms without it being contrived. Guest teachers may have a great impact because of the number of students and teachers they meet during their stay (and indeed in our experience some of our own teachers have been motivated to undertake a period of study abroad). Host and guest can, and do, compare their systems and teaching approaches and become aware of strengths and weaknesses of each, and in some cases new ideas will be passed on, explored and developed.

In spring 2005 we had a visit from Vienna by Dr. Maria Felberbauer, who participated in some English classes and presented the Austrian system of teaching English from the first year in school and the principles of CLIL (Content and Language Integrated Learning). Both students and teachers got very interested in this model. In Denmark there are no experiences of using CLIL – unusual for an European country. In turn in the autumn 2005 Jette Laursen went to Vienna to explore the Austrian system, visit classes of early English teaching and engage in

discussion with teachers. Additionally, one of the undergraduate students of English was inspired by the Austrian guest teacher and used the information from the Austrian visit in her research, (resulting in an unusually innovative and exceptionally good paper on early language learning). Thus two very positive outcomes from an International exchange.

Whilst we welcome exchanges and visits, it is always helpful to have some prior advice!

- The school year in Denmark starts rather early compared with most of Europe, already in the middle of August. Holidays are in week 42 and week 7.
- The period after Easter is not the most profitable as only very few lessons will be offered and both teachers and students are stressed because of examinations.
- Advance notice (possibly six weeks ahead) is helpful in order to make appropriate arrangements.

The stages of the process of preparation for a teacher visit are normally as follows:-

- Background information as to subject and area of particular interest and topics for lessons.
- Discussion is preferred to a lengthy



- lecture, but a
- presentation of the educational system of the guest teacher's country is and a discussion of similarities and differences is always very welcome. (In general our students understand English.)
  - All teachers within our institution are informed of the forthcoming visit through our weekly internal newsletter. (A direct mail with supplementary information is sent to the specific Danish teachers associated with the visit)
  - Interested teachers engage with the International co-ordinator to produce a working programme.
  - Opportunities for informal exchanges (e.g. over lunch) are built into the programme, to allow for reflection and the generation of opportunities for further exchange and collaboration..
  - **ACCOMMODATION IS ORGANIZED (USUALLY AT THE "HOTEL HARMONIEN", [www.harmonien.dk](http://www.harmonien.dk), which has special prices for our guest and which is situated in the centre of the town, 5 minutes' walk from the university college).**
  - School visits can also be organized.
- Whilst the "take-up" of visits abroad

for our teachers is satisfactory we would like to extend this. The national Comenius rules do not allow the same teacher to get a grant every year so every year we need new teachers to apply. The teachers are encouraged to engage in the exchanges and visits by reading the reports of former stays which are stored at our electronic conference system Black-Board and by taking part in the in-house English courses. Usually our teachers return from a stay having had good experiences. They have felt welcomed by their hosts and well taken care of. (However, some of them are surprised that it can be so hard to communicate with foreign students in English!)

In the end, the greater the co-operation between ourselves and our partners, the more confident and enthusiastic our teachers are likely to be about Internationalisation and exchange and study abroad.

The latest national news is that the Government has proposed a new law on teacher education. It opens up for increased student mobility and international cooperation. We are very much looking forward to the law becoming implemented, (which will probably happen in 2007-08) and to further and extended Erasmus co-operations.



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Vienna

## Vienna's "EUROPEAN VILLAGE"

### Staff Mobility and Internationalisation at Home

While, over the last few years, the number of students who participate in short exchanges, intensive programmes or longer periods of study abroad has markedly increased, staff mobility within Europe still seems to need stimulation and support.

Our conference at Klingenthal in May 2006 was largely devoted to discussing reasons why many lecturers hesitate to travel abroad, and to finding solutions and ways to promote staff mobility in general.

Besides language difficulties, time problems and lack of support from home universities, one of the obstacles mentioned at the conference was that it is often quite difficult for institutions to fit a visiting lectureship into their syllabus. The colleague from abroad might be genuinely welcome, his/her lecture or workshop of obvious interest, but still – which of the home staff will be ready to "sacrifice" their precious teaching time to give their guest the opportunity to speak to the students? And will the students be interested and willing to attend? Will they appreciate the chance to listen to something that does not directly belong to the course they are on, or will they feel like they are wasting time in order to appear polite? As a possible consequence, being a guest lecturer might give you the feeling that you are more or less a burden to your hosts and a nuisance to your audience.

While still at Klingenthal and strolling along the romantic garden paths of the chateau, Maria Felberbauer and myself developed an idea that would approach the matter from a different angle. We wanted to give visiting staff the feeling of being truly looked forward to, both by colleagues and students, through integrating guest lectures into our syllabuses.

Back in Vienna we started to realise the idea we had thought up at Klingenthal. We created an international course, called "European Village", which was to be run for 2<sup>nd</sup> and 3<sup>rd</sup> year students as an optional interdisciplinary subject. And this is what we offered to our students:

### "EUROPEAN VILLAGE"

#### Aims and objectives:

This course will give you the opportunity to meet lecturers from various European countries. You will take part in discussions and workshops and thereby have the chance of getting flesh-and-blood experience of Europe at home. Come and improve your international competence!

#### Contents:

§ How to integrate the European

Dimension into the syllabus (topics, methods)

§ How to realise European educational programmes in school (school visits)

§ The Educational systems of other European countries

§ Typical features of some European countries (culture, history, traditions)

#### Language of communication: English

#### Assessment: Portfolio

The students who enrolled for our "European Village" in the autumn term, were people looking forward to gaining insights into European matters as presented by Europeans in person, gathering information and experience concerning how to integrate the European dimension in their teaching at school, and listening to teachers from abroad talking about their countries and their particular fields of research. In addition, a symposium with prestigious experts both from politics and education was hosted by our institution, where our students had the opportunity to participate.

To put it in a nutshell – our "European Village" turned out to be a huge success! We had three visitors – Jette Larsen from Haderslev, Denmark, Paul Stephens from Stavanger, Norway and



Gerry O'Reilly from Dublin, Ireland – who gave outstanding lectures, which were highly appreciated and acclaimed by our students.

Jette, Paul and Gerry very much enjoyed their stay in Vienna (at least this is what they said!), feeling part of the system rather than possibly upsetting it. After all it makes a difference whether you have been warmly invited to come or just been tolerated politely, doesn't it?

At the end of the course we asked students for their feedback. This is what some of them wrote:

... a really good idea to invite lecturers from abroad.../ ...very interesting first hand experiences.../ ...I really enjoyed it.../ ...I don't regret having picked the

course.../ ...I knew it would be a good choice.../ ...please do this type of course again.../ ...I got to know a lot about the countries.../ ...inviting visiting lecturers is the best thing about the course.../ ...thank you for the organisation and the variety of topics...

I think we can be quite satisfied with the result of our first "European Village" and I would like to thank our guest lecturers Jette, Paul and Gerry for their visits. After all they have somehow brought their countries to Austria and thereby contributed to our students' "internationalisation at home". For those who, for one reason or another, can't spend an Erasmus term in a foreign country, the "European Village" is a convenient and rewarding alternative.



## LES PROCESSUS DE MOBILITE DANS LE NOUVEAU MARC DE L'EEES

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Professeur Titulaire d'Education Comparée

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### ABSTRACT

This article presents an analysis of academic mobility in the European Union since the beginning of the Erasmus program. The evolution of student mobility is analyzed quantitatively for the period of the last ten years, and the progression of such mobility is charted graphically. The article examines the patterns of mobility in their varying cycles, and concludes that in spite of the increase in *absolute* numbers of Erasmus students, the rate of increase in take-up has been falling in later years. This might suggest that there is some stagnation of the programme.

The article finishes with some suggestions that might help overcome this stagnation and promote the mobility of teachers and students. In the light of the words of Jacques Delors, in the report to the UNESCO Commission on Education for 21st century, the Comenius Association is in a position to facilitate greater co-

operation between our institutions with regard to mobility, and to provide an excellent vehicle to enhance personal and intercultural relations – elements which are key for the advancement of a European Higher Education Area.

### LES PROCESSUS DE MOBILITE DANS LE NOUVEAU MARC DE L'EEES

Si un des objectifs du processus de Bologne est de renforcer la mobilité entre les universités européennes, nous nous devons nécessairement demander dans quelle mesure les six années passées depuis la Déclaration de Bologne ont accentué cette mobilité

et quelle a été l'évolution générale de cette dernière depuis le début du programme ERASMUS, qui marque sans doute la première pierre de ce phénomène. Si nous observons les numéros de mobilité d'étudiants ERASMUS espagnols et européens qui se déduisent du graphique, nous voyons qu'il existe une forte croissance dans le nombre d'étudiants depuis le début du programme tant dans le cas européen que dans l'espagnol (*fig. 1*).

Toutefois si nous analysons en profondeur le rythme de croissance, nous voyons que dans les quatre triennats considérés il a clairement diminué et se maintient dans une

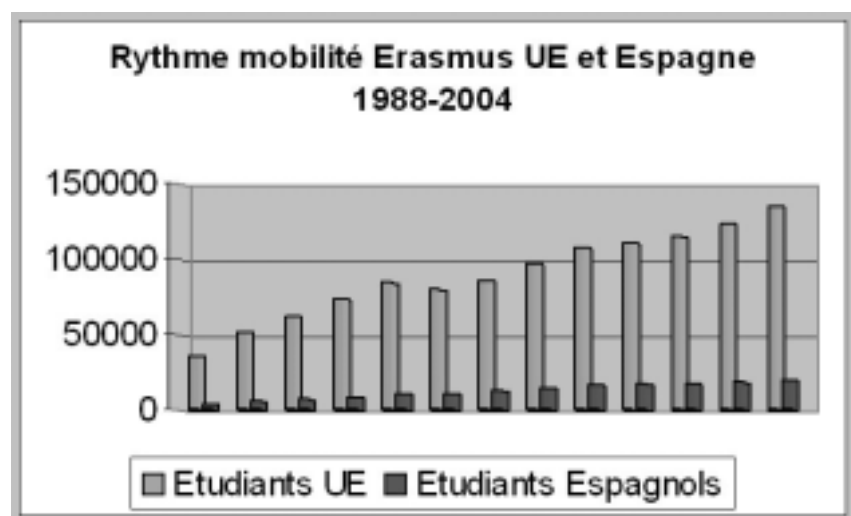
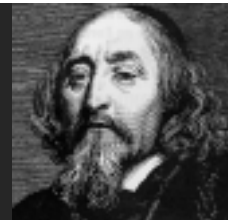


Abbildung 1



situation de diminution en ce qui concerne les six dernières années, ce qui est clairement observé suivant sur le pourcentage du rythme de croissance (fig 2).

descendant dans la mesure que se multiplient le total d'effectifs de la mobilité, encore ainsi, le rythme baisse excessivement, ce qui est encore plus remarquable quand nous observons

économique moyen ou haut ?

- b) Le programme ERASMUS espère que les états, les régions, les universités ou les organismes privés complètent les quantités prévues pour la bourse. Ceci a donné lieu à ce que les étudiants européens disposent des quantités assez différentes, plus hautes dans les universités du nord que dans celles du sud. Comment se conçoit cette situation, point de vue de l'égalité, justement quand les niveaux de vie sont plus hauts dans le nord que dans le sud ?
- c) Sommes-nous arrivés à une situation d'application automatique des équivalences dérivées des contrats d'études ou l'étudiant sort encore sans avoir la certitude de l'équivalence des qualifications qu'il obtient à l'université de destination ?
- d) Puisque les calendriers universitaires diffèrent et parfois se superposent, existe-t-il réellement une souplesse pour les périodes de séjour des étudiants ?
- g) Les universités stimulent-elles réellement la mobilité au moyen de campagnes de promotion, facilités d'immatriculation, accélération de l'équivalence, orientation et information en ce qui concerne les universités et les logements de destination, etc. ?
- h) Quelle est la perception sociale des étudiants ERASMUS ? Dans quelle mesure son effort suppose-t-il

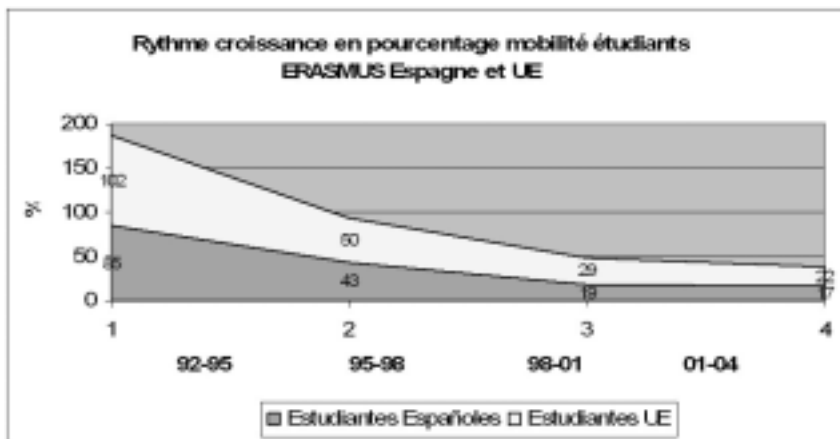


Abbildung 2

Ce qui nous confirme la similitude de la tendance entre les étudiants espagnols et ses homologues de l'Union Européenne et par conséquent le fait du ralentissement du rythme de croissance de la mobilité, tandis qu'il nous montre que ce rythme a été un peu inférieur dans le cas espagnol en ce qui concerne la moyenne de l'UE. Cette diminution du rythme de croissance de la mobilité est aussi pareille si nous analysons la mobilité de professeurs. Encore avec des données seulement des dernières six années, le graphique du rythme en pourcentage de croissance est suffisamment éloquent comme pour assurer que la tendance est semblable à celle des étudiants et la diminution du rythme est plus accusé dans le cas de ceux-là, ce qui a forcé à la direction du programme ERASMUS a pénalisé aux universités qui n'accomplissent pas avec la mobilité initialement sollicitée et à celles-ci à devoir établir des stimulants pour parvenir à augmenter leurs numéros de mobilité d'enseignants.(fig 3)

Même s'il est évidente d'une part que le rythme de croissance doit être

les efforts pour créer un espace d'éducation dans lequel la mobilité est une des bases fondamentales.

Notre expérience propre, nous fait penser à quelques lignes de recherche pour analyser et mieux connaître la situation et l'avenir de la mobilité académique en Europe, qui impliquent la réponse aux suivantes questions :

- a) Dans quelle mesure les montants économiques des bourses ERASMUS (125 €/mois en grandes lignes) sont suffisants pour compenser les frais que produit la mobilité ? Réduisons-nous la mobilité seulement pour les étudiants avec un niveau

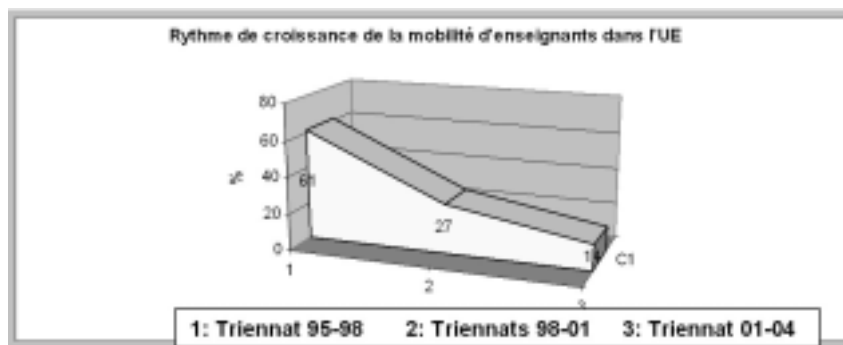


Diagram 3



réellement une amélioration de leur curricula?

- i) Marchons-nous vers une mobilité polyglotte ou de plus en plus les universités produisent des programmes en anglais pour les étudiants ERASMUS accueillis ? Quel est le modèle linguistique visé pour la mobilité européenne?
- j) Dans quelle mesure les universités stimulent aux professeurs et aux coordinateurs de programmes de mobilité pour augmenter leur développement ?
- k) Jusqu'à quel point les périodes de mobilité peuvent-ils être des éléments exigés dans la conception des diplômes de l'enseignement supérieurs européens de l'avenir ?

Si comme on attend du Processus de Bologne, il doit constituer un des éléments clef pour renforcer la dimension européenne, la mobilité des étudiants et des professeurs avec l'intégration socioculturelle qu'elle suppose et le rapprochement vers les formes de faire et penser des autres,

devrait être sans doute l'instrument fondamental pour l'obtenir.

### L'Association Comenius et la mobilité européenne

Jacques Delors nous disait il y a déjà quinze ans, en parlant des piliers de l'éducation, que «il s'agit d'apprendre à vivre ensemble en développant la connaissance des autres, de leur histoire, de leurs traditions et de leur spiritualité. Utopie, penserait-on, mais utopie nécessaire, utopie vitale pour sortir du cycle dangereux nourri par le cynisme ou la résignation»<sup>1</sup>. Celui-ci est, justement, le grand défi que la création des EEES nous pose déjà aux citoyens et les états, aux étudiants les professeurs des universités européennes dans ce début du siècle XXI.

L' Association Comenius depuis sa naissance il y a déjà 18 ans, a établi le but des échanges dans le développement des relations personnelles qui n'améliorent pas

seulement la connaissance de l'autre, mais aussi de sa culture et de son contexte. C'est justement pour cela que nous avons commencé par la structure des échanges courts avant de continuer avec les échanges Erasmus et c'est aussi pour cela que nous avons les moyens et la possibilité de rompre ce rythme descendant de la mobilité, mais aussi de renforcer l'interculturel dans une Europe qui soulève trop des barrières dans ce terrain qui devait être celui de notre espace commun. Trouver la meilleure façon d'agir pour atteindre cet objectif, sera sans doute notre défi durant les prochaines années.

<sup>1</sup> Delors, J (1989): "L'Éducation: un trésor est caché". Rapport à l' UNESCO de la Comisión pour l'Éducation au XXIe siècle. Page. 17 Cfr. en [http://www.unesco.org/delors/delors\\_f.pdf](http://www.unesco.org/delors/delors_f.pdf)

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Walter Baeten, Pedro De Bruyckere & Inge Piryns

## MOST: Mobility Framework and Standard Development for Teacher Trainees

This project is funded by the European Commission

### Abstract

*MOST is a Comenius 2.1. project directed at European teacher trainees and teacher educators. The project links teacher trainee mobility with applied research. The need for academic recognition of teacher trainee mobility was the driving force for this project, which aims at the development of a European standard for the starting teacher. This standard will be the result of mobility action on the one hand, together with thorough reflection, comparison and discussion on the other hand. The article deals with the origins of the project and its link to the Comenius Association, which is a very important platform on the road to more quality inside teacher training in Europe.*

### A project is a ‘problem’ turned into an issue

The idea behind *MOST* was to turn an existing ‘problem’ into an issue for a European project. In that way the issue was made into a challenge with a range of opportunities for some European higher education institutions to actively contribute to a possible solution for a shared issue.

All members of the Comenius Association know the ‘problems’ related to student mobility particularly how to evaluate the “mobile student” and to guarantee the academic recognition of activities carried out at the host institution. One significant difficulty associated with mobility, is that teacher trainees in their home

institutions are trained to teach the national curriculum, simply because there is seldom a European curriculum for which they can be prepared; likewise a further difficulty is that they are evaluated upon national competencies, because there no one European standard for teachers.

### Linking the issue to the right scholar

The idea for the project arose in 2002 (in Bonn, Germany) at a contact seminar organised to promote mobility within Initial Teacher Training. Combining centralized European funding in a Comenius 2.2.a project for training of educational staff, with decentralized funding by the National Agencies for the mobility of teacher trainees seemed the right recipe to tackle a tasty ‘problem’. Then, for the Arteveldehogeschool (Gent, Belgium) it was a matter of finding the right partners. Some of these were found within the Comenius Association, others in the new member states of the European Union.

### Finding partners sharing the same issue and ready to do something about it

In January 2004 a preliminary meeting was organized in Gent with colleagues from Høgskolen i Stavanger (Norway), Escola Superior de Educação de Santarém (Portugal), Högskolan i Gävle (Sweden) and the Modern Didactics Center (Vilnius, Lithuania). The sixth partner, the University of Malta, had had to excuse themselves from the programme. ESES (Santarém) has withdrawn after the start and has been

replaced by University Ramon Llull, (Barcelona, Spain). The six partner countries are not only geographically different, they also differ in terms of the workings of their educational systems. Differences in the use of ECTS and in terms of standards for teacher education are just two of the ways in which they differed.

The six teacher training institutions clearly realized that they all had different approaches to practical training. Different origins and contexts of their teacher training programmes and the different backgrounds of the institutions themselves presented issues for discussion.

The aim of the *MOST* project was that teacher trainees and teacher educators would experience teaching and teacher training first hand in the participating countries and help to promote it all over Europe. The different systems of the partners and countries would be compared and acknowledged.

During the preparatory meeting it became very clear that all partners were working to optimise their practical training in order to prepare their teacher trainees for the future challenges in schools and society at large. All partners recognized that the problems of assessment were connected with the need of a clear European standard for the starting teacher. The evaluation and academic recognition of the training period abroad became a driving force to reach a consensus about a European standard.

### Rationale and background to the project

The aim of the *MOST* project is to contribute to the development of a European standard for the starting teachers. This standard will be informed by the action research activities engaged in by the “mobile teacher trainees”. Within the *MOST* structure, the teacher trainee will be involved both as “evaluator” and “evaluated” thus allowing the



articulation of the processes of self-reflection and self-evaluation as to how to develop as a good teacher.

This model will also be used by the teacher educators also through the use of an action research methodology. The teacher educators start with comparative analyses of the final goals and methods of assessment. The results of these analyses will be tested within the exchange programme thus facilitating the development of techniques to permanently advance this proposed standard for teachers. Further development of this new European standard for the beginning teacher will occur within the teacher training institutions themselves. The outcomes of this research can then impact and inspire the educational decision makers of Europe.

The ultimate aim of the project is to raise the quality of teacher training. This will be done through target-oriented training, using the European standard as a qualitative tool for the beginning teacher to reach basic competencies and as a guide for the teacher educator to facilitate student progress.

### **Pedagogical and didactical approaches**

The pedagogical and didactical approaches in the project have a dual focus.

One concerns the teacher trainees, who undertake practical training in a school (pupils aged 10 – 18 years) in another European country.

The second concerns the teacher educator, whose role is to develop and test a joint evaluation of assessment and working with others, to develop a transparent European standard.

In order to achieve successful outcomes for these concerns, these strategies can be used:

- Comparative analyses of the methods of evaluation during the different stages of the project by

the teacher educators

- Outcomes of the comparative analyses will be linked to the development of a dynamic evaluation system for the European standard for the starting teacher
- Generation of Portfolio and self-reflective work (evaluation by the teacher trainees)
- Project weeks in schools in order to teach specific European topics as part of the activities of the teacher trainees on their exchange.

### **Outcomes**

The direct outcome of the project will be a structured framework for the organization of mobility activities of teacher trainees including the practical training and the recognition of these activities. All project partners will contribute by sending three teacher trainees to each partner and by receiving in total fifteen incoming teacher trainees each time during a period of five weeks.

Each partner will organise a five weeks' training period for a mixed group of 15 incoming and 15 local students. The structure of each training period will be: two weeks of intensive training, two weeks of practice in schools and one week for reflection and evaluation. This will also lead to the enhancement of the professional competencies of all actors involved in the project (teacher

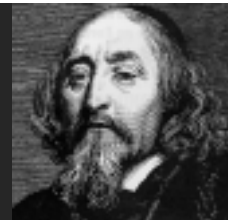
trainees, teacher educators, mentors).

The final outcome of the *MOST* project will be the publication of a European standard for the starting teacher. This European standard will be a workable tool for the evaluation of mobile teacher trainees. The standard will have a common European section and will also have specific sections for each country thus allowing a rapid updating as necessitated by rapid societal and educational change. The European standard will promote the mobility of teacher trainees (including practical training under the Erasmus programme) because there will be a common basis for evaluation and assessment. *MOST* has the ambition to make a valuable contribution to the future of teacher training in Europe.

### **Conclusion**

The Comenius project *MOST* is based on praxis, which is a key element in teacher training programmes. *MOST* integrates praxis within the mobility of teacher training, so that teacher trainers and teacher trainees of the six participating European countries cooperate effectively to create a European standard for the beginning teacher. This common standard will be an excellent tool for the academic recognition of teacher trainee mobility under Erasmus and will contribute to more quality in teacher training at national and European level.





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## Online Courses: Towards a More Creative and Dynamic Interaction between Students and Instructors, and among Students Themselves.

Nowadays, people demand a different kind of education, one that is compatible with the hectic pace of modern life, as it is not always possible for them to physically attend educational institutions. Online courses are perhaps the answer for students who want to work and study at the same time, or for those who are interested in studying in a different town or even in a different country. Furthermore, such courses are very useful because they have their own peculiarities and present positive features that may not be found in face to face learning environments.

Some learners are reluctant to take online courses because they think they will not find the support needed for the challenge of earning a university degree. It is sometimes wrongly believed that following one of these courses is similar to buying materials over the Internet, but an online or half-online course has little to do with this. Posting interesting documents about a topic on the Internet is quite different from providing students with the materials, support and feedback they could find in face to face education. 'True e-learning attempts to recreate, as far as possible, more traditional face to face learning environments, whilst simultaneously trying to leverage the obvious differences between the bricks and mortar classroom and the virtual

one.' (*Hockly and Dudene*). And this is the key for a successful online course - being able to emulate the exchange of ideas and contact between students and teachers of traditional courses.

### Advantages of Online Courses

Online courses are not only useful for those who cannot attend face to face classes, but also for students looking for something beyond the teacher's notes. To mention some of the advantages of using this type of course we could say that:

- § Anyone with a computer & Internet connection can follow an online course from anywhere in the world; therefore, people with limited access to higher education in traditional instruction can take courses and hand in assignments over the Internet. The virtual classroom is open 24 hours a day, seven days a week, so students can choose the time of day convenient for them to attend classes.
- § Students become responsible for their own pace of work, and take control of their own learning experience (they can concentrate on the most difficult or interesting areas, and skip the parts they might already know). Not all the students

require the same kind of information. Online courses provide learners with the opportunity of choosing what to focus on in order to obtain the information that they need'

- § Instructors may include links to different types of information – vocabulary, bibliography, Internet, connections to previous sections. All these will serve as very useful resources for students' progress. Links are available to answer students' questions, or to present them with further information about a particular matter, but only if they choose to click on them. This way, online teaching has the advantage of being tailored to every single student's needs. Technology can help us to provide individualized learning approaches, and this will benefit each and every student in our online courses. One of the best aspects of online courses is the possibility of differentiating work to suit students' different levels of expertise, and learning styles.
- § Students can receive personalized feedback from their instructors. It's very important to make them feel comfortable with the course as well as with this new (to most of them) learning context. We, as teachers, have to make sure our students



make the most of the course, and that's why dynamic interaction between instructors and learners - and amongst learners themselves - is so essential.

- § Instructors can design customised applications, with different types of contents and tools (such as video, audio, discussion forums, etc.); and this helps to highlight the creative part of the learning process. This more appealing format of presenting the materials is highly motivating and can elicit participation from students.

### Advantages of Half-Online Courses over 100% Distance Ones

- § We believe that human contact is important; when students attend our in-class sessions, they feel and "see" that they are part of a learning community; and this is vital to their motivation, personal satisfaction and progress. They also meet the instructors who will be encouraging and give them feedback throughout the learning process.
- § When students attend these sessions, we make sure they understand that they have to take responsibility for their own learning (we also remind them of this through a video that we put on the Internet even before the course starts). This type of course might be new to most of them, and they

feel they have so much freedom to work at their own pace that either they tend to leave things till the very last minute, or they may feel lost, because the whole concept is alien to them.

- § This is why it's essential to "follow a continuous assessment process" that substitutes for the midterm and final examinations of the traditional courses. This, of course, means a lot of work for the teachers. Since students don't see us face to face every week, we have to provide instantaneous feedback to each and every student who needs help (in our case, *CSEU La Salle* guarantees a response to students' input within 48 hours).
- § We provide this feedback through e-mails, but also through forums, and information that we post on the Internet (such as quizzes, self-assessment activities, papers that have to be sent in over the Internet, etc.). It's important to let students know that there is always someone there (either via e-mail or in in-class sessions) to help and guide them whenever they have a problem, or when they get stuck in a specific

section or area of the programme. Students receive feedback not only from instructors but also from their peers, since they can communicate with each other and share information.

- § At *CSEU La Salle*, we can also check on students' progress by going to a page inside the programme which shows us the time each student has spent on each unit, if s/he has printed out materials, how often they have revised the programme, and so on. In this way, we can keep track of every student.

There is a new educational style that can offer a solution to the modern day, globalised world. We believe it possible that in the not too distant future there will be a European or even world community of learners linked by their participation in online courses. Therefore it will not be so strange, for instance, to live in Germany and attend a virtual class in Spain. Learners all over the world are increasingly joining this educational trend. They are opting for online and half-online courses as they realize that e-learning can offer a high-quality education.

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# Aesthetic Learning Strategies and Life Long Learning

## “Language across Borders”

### International Week in Haderslev, Denmark, March 2006

This report is written by four Italian students from the University of Toscana, a potential new partner in the Comenius Association. (Contributed by Jette Laursen, International Coordinator, College of Teacher Education, Haderslev.) [jla@cvusonderjylland.dk](mailto:jla@cvusonderjylland.dk)

Prof. Carla Giovannelli - supervisor of the English course of SSIS (Specialist School for Secondary Teaching) in Florence - established the relationship with the Centre for Higher Education of South Jutland (CVU Sønderjylland) in Denmark and organised an educational trip in the framework of the Comenius project for the period of 12<sup>th</sup> to the 19<sup>th</sup> March 2006.

For the first time, a group of 4 Italian SSIS student- teachers had the opportunity to participate in the seminar “Language Across Borders” organised by the CVU Sønderjylland in its seat of Haderslev. We spent a week taking part in many different lessons and activities aimed at comparing the school systems in Europe and presenting some of the most effective teaching strategies.

We focused our attention on two main areas:

1. The use of an intercultural approach;
2. The use of aesthetic learning strategies.

Inter-cultural approaches formed the “basis” of the seminar. We attended two lessons with “intercultural” topics: “Stereotypes and National Characteristics” by Karen L. Bruntt, and “Language and Identity” by Karen Aaroe. As we were students from six different countries, we had the

opportunity to exchange opinions and points of view throughout the week about this topic. Using an intercultural approach in a class does not only mean being curious about what is different and “exotic”. Effective intercultural didactics, is based on comparison, on dialogue, on listening to differences, on searching for the common elements between culture. Intercultural education should get the students used to look for comparison, for dialogue and for mediation and it should be based on an accurate and deep examination of the values of the cultures involved.

A useful strategy for this, is through group work and the stimulation of cooperative learning –this facilitates communication. One of the main characteristics of group works is the possibility to activate collaboration and reciprocal help, through which students discover the existence of different points of view, learn to change (or sustain) their own ideas through reasoning and argument.

When we arrived in Denmark, we did not know any of the other participants, but at the end of the week we had built an extremely cohesive group who worked well together - mostly due to all the activities we had experienced. During all the classes we attended there were some group work where we were asked to reflect upon a topic, and then discuss it in a group for instance,

discussion about the lesson after the visits to the schools, when we had to think of the points that had mostly struck us as being important, or the last lesson, when each of us had first to reflect on his/her week and prepare and present a portfolio to the group.

The two lessons led by Ms Bruntt and Ms Aaroe were also based around group works, but their aim was different from the other lessons. We were asked to reflect on ourselves, both as individuals (in the first lesson) and as part of a nation, (in the second lesson). In particular, in the second lesson we had the opportunity to realize how people see us as a nation and compare this to how we see ourselves.

The second area of study during the visit concerned the use of aesthetic learning strategies. We had the opportunity to observe how to use them effectively during the activity presented the first day by the music teacher Else Marie Okkels and during the two lessons presented by Johanne Larsen, lecturer in general didactics and pedagogy. We did not know a lot about the aesthetic learning process, and this is the reason why what we learnt was for us so exciting and challenging.

Aesthetic learning means learning through the arts, and through participation in the arts. During our



visit we learnt to value, evaluate, challenge, discriminate, feel, respond and enjoy artistic experiences. During our Danish experience we dealt in particular with singing and dancing. Singing is one of the most ancient art forms and a significant part of contemporary culture, and singing is an art form through which the relationship between feelings, imagination and intellect can be expressed. We experienced directly how singing can lead to the development not only of musical concepts and skills but also to more general skills, such as: listening, playing, experimenting and improvising. Dancing is, generally speaking, a physical activity, which is accompanied by music, and one way to approach dancing is to understand it as movement stimulated by sound. We understood very clearly to what extent dancing can be defined as “kinaesthetically transformed music”, and how a reflective self-participation in dancing can help not only in overcoming one’s fears and inhibitions, but also in promoting self-esteem and self-confidence. The strategies presented by teachers and student-teacher were really interesting. We passed from classical “presenting meaningful units of song lyrics and make students repeat them” learning processes, to a more complicated “repeating bigger units of text starting with the last sentence to be sung and working back to the beginning by

adding on preceding units (back-chaining)”. The most enjoyable techniques were “beating rhythm with hands/percussions to show pitch of high/low tones” and “inviting students to follow the rhythm with body parts or other instruments (hands, feet, pens, etc.) in order to stimulate total physical response” and eventually “singing the whole song together”. Nobody is going to forget easily “**Joan petit quan balla, balla, balla, balla...**”!

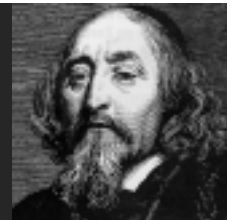
This short but intensive week was not only stimulating, but it also gave us the chance to fully appreciate the meaning of lifelong learning. We had the opportunity to exchange our personal and teaching experiences with people from all over Europe and experience and reflect on a different and interesting school reality - the Danish one – that was centred on the promotion of communicative and socio-emotional skills.

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(SSIS Siena - English II year)

**Marina Longinotti**  
(SSIS Firenze - English II year)

**Alice Manna**  
(SSIS Pisa - English II year)

**Marco Stefani**  
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## Sophie Ellange

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## International week – Haderslev Denmark

### March 2006

I spent one week in Haderslev (Denmark), it was a very enriching week that I will never forget! I learned so many things, not only as far as my future job is concerned but also in terms of my personal development as well.



I met a lot of people from different countries around Europe. I met people from Spain, Italy, Northern Ireland, the Czech Republic and from the Netherlands. It was great because we are still in touch and we will probably see each other again, as we planned to go to each other's country...

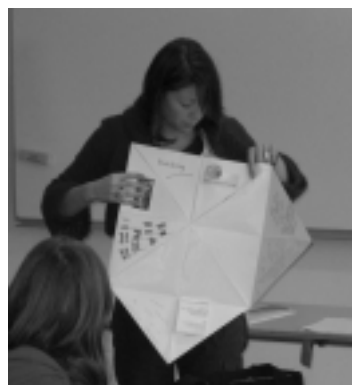
I discovered a lot about the way of life of Danish people, their habits, what their country look like, the landscape and what their government does for them.

As for teaching, I learned how to work with songs and rhymes – this is a very

interesting way to teach language functions, because through songs you have fun, the rhythm can help you and furthermore it's motivating for the pupils.

I also learned how to work with poems in the target language as well as with portfolios.

I discovered new ideas, techniques to work with my pupils that can be interesting in order to develop their communication skill. (like a language portrait)





**Lisa Verschueren**

**Lieselot De Wilde**

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## Learning from Each Other?!

We are two students from Belgium who are studying to become preschool teachers. It's our last year and we are now in Stavanger, Norway, for three months to see how the Norwegian preschool system works. We must say that there are a lot of differences and that makes the experience very interesting. We will try to describe the Belgian school system and why it's an interesting comparison to Norway. How can we learn from each other? Why should for example Belgians and Norwegians make study exchanges?

We always assume that we have to go to Africa, China or somewhere far away to see a totally different school system and school history. But that's not necessarily true. Every country, has it's own school history and system. The preschool education in Belgium seems very different when compared to Norwegian preschool education. First of all, Belgian children start school at the age of 2.5 or 3 years old. It's not a legal obligation for children to go to school until they are 6 years old and start primary school, but 98% of the children in Belgium go to preschools. For the younger children there are different types of day care centre. The traditional way to organize the preschools, and the most used way, is in a three year grouping. The first year is for the 2,5 – 3 year olds, the second year are the 4 year olds and the third and last year of preschool is for the 5 year olds. After those three years the children start primary school.

Every class has one teacher; the amount of pupils in one class varying from class to class. It can go from 15 (which is quite few) up until 30 (which is a great many for pre-school groups). Normally class size is about 20 pupils.

If there are a great many children in the preschool, the school can employ a teaching assistant who helps for a couple of hours a week This assistant has taken an education about 'the young child' for one year. These assistants have undertaken a year-long course which qualifies to work with younger children (i.e. under 3 years old)

On our visit to Norway, we had one week of practical experience in a Norwegian preschool 'barnehage' and in another preschool we've had one full day plus three hours of observation time`The organization of Norwegian pre-school activity is very different to that of Belgium. Children are divided into two groups, a group for the younger children (0 to 3 years old) and a group for the older children (3-6 years old). This type of organization (all ages in one group) occurs sometimes in Belgium but not very often.

This raises the question what is the better organization? What are the pros and cons of every type? There is no clear answer on this question, but we have to realize that there are more possibilities then the one we're used to.

Another big difference is the fact that every group has 3 adults for 9 children in the youngest age group and 3 adults for 18 children in the older group. Every group has 1 teacher and 2 assistants (here the teaching assistants don't need to have any specific pre-school training).. The teacher, who of course has a diploma as preschool teacher, guides them and encourages them to do the best they can. We found this very strange; we're used to one teacher for the whole class. And here we see people with no formal or specific pre-school education helping the teacher?? Maybe that's no problem, maybe it is...

After some observation time we saw that people who don't have any pre-school training about 'the young child' make crucial mistakes. They didn't appear to understand the toddler culture, they didn't appear to know how to stimulate the children fully.

Through using common sense and after some experience they learn more about 'the young child'. We however feel that it would be very good to give the assistants some kind of training. This isn't the case now, so teacher guidance is very important in order to get the best from the teaching assistant.

After seeing so many differences between the Belgian and the Norwegian school system and hearing even more differences from the other students from our class we've realized that there are a lot of different approaches, visions and methods when it comes to providing preschool education. As we said before it's not clear what the best organization and vision is Primera Edición del IPOS (Intensive Programme on Outdoor Sports Education): una Experiencia Multidisciplinar entorno a las Actividades en el Medio Natural

but it's important to have an open mind, realize that there are different approaches and that we always can learn from each other.





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## Primera Edición del IPOS

### (Intensive Programme on Outdoor Sports Education):

### una Experiencia Multidisciplinar entorno a las Actividades en el Medio Natural

#### Abstract

During the academic year 2005/2006 an Intensive Programme concerned with Outdoor Sports Education (IPOS) was initiated as part of the Socrates framework. The Arteveldehogeschool in Gent (Belgium) was the venue for the inauguration of the course and the two weeks of intensive work and sharing together ran from the 20<sup>th</sup> March to the 2<sup>nd</sup> April 2006.

The first days of the Intensive Programme were used for work on dynamics of group interaction, and later the participating group moved to the Ardennes to undertake the practical activities of climbing and canoeing. The second phase of IPOS was concerned with discussion between tutors and evaluations of course participant's experiences.

All the evaluations were very positive and praiseworthy and very encouraging for future developments in this area.

Con el objetivo de reflexionar sobre las diferentes estrategias metodológicas para dirigir y dinamizar actividades en el medio natural de manera segura, este año se inició el IPOS, un programa intensivo en el marco del *Socrates Programme* que reúne a seis universidades europeas y que se desarrolla durante tres años consecutivos.<sup>1</sup>

La primera edición se celebró en la localidad belga de Gent del 20 de marzo al 2 de abril del 2006, con una

participación de 42 alumnos y 9 profesores. Fueron dos semanas de trabajo y convivencia intensa que, además de profundizar en la seguridad de las actividades en el medio natural en diversos contextos geológicos y artificiales de manera multidisciplinar, favorecieron en gran medida la interacción y el aprendizaje recíproco entre los diferentes participantes.

Los primeros días de programa intensivo se aprovecharon para trabajar la dinámica grupal y la interacción, así como para que el profesorado de la *Stavanger University* –sede de la segunda edición del IPOS- realizase su intervención. A mediados de semana, la totalidad de participantes se trasladó a Ardennes, paraje donde se realizaron actividades tales como escalada, canoa, espeleología y un *trophy*, de la mano del profesorado del *Artevelde Institute*. Cabe destacar las enormes posibilidades del emplazamiento escogido para realizarlas, lo cual permitió disfrutar, aprender i experimentar múltiples sensaciones por parte de todos los participantes.

En el transcurso de la segunda semana se sucedieron las aportaciones del profesorado de la *Linköping University*, *Kingston University*, *University of Pitești* y *Ramon Llull University*, hecho que complementó los contenidos trabajados anteriormente, contemplando diferentes posicionamientos y puntos de vista entorno a las actividades en el medio

natural. Fue durante estos días cuando tuvieron cabida actividades de tipo más práctico –mountainboarden, orientación-, otras centradas en el medio natural como recurso o estrategia educativa, o las que teorizaron sobre los aspectos médicos, de seguridad y de planificación de las actividades en el medio natural.

Las múltiples propuestas que se dieron en esta primera edición del IPOS, junto con la buena interacción y compañerismo que la caracterizó, invita a hacer una valoración muy positiva de esta experiencia, del todo recomendable y que anima a seguir trabajando en las posteriores ediciones de este programa intensivo.

Mención aparte merece el alumnado y profesorado del Artevelde Institute que se implicó en la excelente organización de esta primera edición. Sin la complicidad, hospitalidad y esfuerzo, este motivador y a menudo complejo proyecto, no habría sido realidad.

<sup>1</sup> Artevelde Institute for Higher Education (Gent-Bélgica), Ramon Llull University (Barcelona-España), University of Stavanger (Stavanger-Noruega), Linköping University (Suecia), Kingston University (Kingston-Reino Unido) y University of Pitești (Rumanía).



**Núria Batlle, Profesora**

**Núria Faig y Tanit Salvadó, Estudiantes**

Blanquerna, Barcelona, Spain

## **Jordanas de Aproximación al Patrimonio Europeo y a sus Oficios Tradicionales**

**Programa intensivo en Louvain-la-Neuve, Bélgica**

### **Abstract**

The period of the 20<sup>th</sup> to the 30<sup>th</sup> March 2006, saw the Intensive Programme *European Heritage: a door to intercultural discovery and a tool to appreciate traditional crafts* take place at the *Haute Ecole Léonard de Vinci*. During this period, the participants reflected on how we use our European heritage to promote the concepts of multiculturalism and tolerance in all its different forms - cultural, artistic, traditional and creative. The different countries taking part in the programme, created an active and dynamic atmosphere through lively discussion of different ideas and concepts.

The conferences and workshops were dynamic and creative, and participants found these, and the visits to museums and schools both interesting and enjoyable.

During the last two days the students (working in groups) analyzed and debated different aspects of ideas of Heritage.

Throughout the 10 days, the programme was conducted in a very well-organized and friendly atmosphere.

Durante los días 20 al 30 de marzo del 2006 tuvo lugar en la Haute Ecole Léonard de Vinci en Louvain-la-Neuve (Bélgica) el programa intensivo “Descubrir nuevamente el patrimonio europeo a través de sus oficios tradicionales“. Fueron unas jornadas donde se plantearon interrogantes del cómo y de qué manera tratamos nuestro patrimonio europeo para fomentar el concepto de multiculturalidad en el espectro más amplio posible: cultural, artístico, tradicional; de manera abierta, creativa y tolerante. Los diferentes países propusieron ideas y conceptos particulares, creando así un ritmo intenso, activo y muy ameno. Los participantes provenían de escuelas universitarias de Bélgica (Valonia y Flandes), Canadá (Québec), Dinamarca, España (Barcelona, Valencia y Madrid), Noruega, Portugal y Rumania.

Fueron sumamente interesantes las visitas que se efectuaron a museos, escuelas de formación profesional, ciudades, etc. Cabe destacar la visita al museo de Louvain-la-Neuve, donde se propuso un debate acerca de la idea de restauración y conservación del patrimonio artístico-cultural de las ciudades y sus museos. La visita al museo MAC's, particularmente, fue la

más sugerente y enriquecedora, allí pudimos disfrutar del bello ensamblaje de la arquitectura histórica, el viejo edificio, y la arquitectura moderna, el nuevo edificio, conocimos también el ambicioso proyecto pedagógico que han iniciado con el fin de hacer llegar a los escolares y a sus maestros las nuevas tendencias del arte actual, el recorrido concluyó con una minuciosa información de las diferentes obras de artistas locales e internacionales allí expuestas.

Las conferencias y talleres propuestos eran dinámicos, creativos y lúdicos, destacaría la conferencia “Descubierta y observación de antiguas herramientas” donde se expusieron un gran número de herramientas antiguas, pudiendo así conocerlas, tocarlas y jugar con ellas. Los talleres fueron muy bien acogidos por todos los participantes. En el taller de esgrafiados y en el de escultura en madera los estudiantes conocieron las técnicas y oficios artísticos tradicionales.

Los dos últimos días los estudiantes se dedicaron a reflexionar, analizar y debatir los diferentes aspectos del patrimonio, preparando en pequeños grupos una unidad didáctica. Por último se efectuó una puesta en común de todo el material elaborado.

Las jornadas transcurrieron en un clima de amistad y buen humor, la organización estuvo siempre y en todo momento pendiente del más mínimo detalle, recordamos con cariño las Soirées nacionales, la degustación de los productos autóctonos de cada país, sus músicas, bailes, costumbres...



## Egon Turecek

Pädagogische Akademie  
Vienna

# International and Austrian Students on Stage

## A drama project at the Pädagogische Akademie der Erzdiözese Wien

*This article is about a drama project at the Pädagogische Akademie ED Wien which took place in the spring semester 2006. Eight international and two Austrian students prepared and performed a play in English, enjoying the process of creating characters and dramatizing scenes and at the same time experiencing the potential of drama as a learning method in the classroom.*

In the spring semester of 2006, the Pädagogische Akademie ED Wien became the scene of an English language drama project co-ordinated by Egon Turecek, lecturer in English and Drama. Participants were two Austrian students and eight Erasmus students from Belgium, France, the Netherlands, Northern Ireland, and Spain.

The aim of the project was to give students the opportunity to experience drama as a creative method of learning, which helps students to acquire a wide range of skills and which is truly international. Used as a teaching method in the classroom (as well as in cross-curricular or extra-curricular projects) it is a method which is natural and true to life and points up the interdependence of cognitive and

emotional process and content.

Drama extends communication and interaction through the ways in which it works across linguistic and cultural barriers. This is largely because:

- Drama activities take place within a relaxed and playful atmosphere and therefore reduces inhibitions.
- The emphasis is on the auditory, visual, and kinaesthetic mode, which enables multi-sensory learning.
- Drama requires (and thus improves) co-operation, mutual support, and the skills of working in a team.
- The opportunity for drama to be linked with the rest of the curriculum

The project team had six afternoon sessions of three to four hours each. At the beginning, considerable time was devoted to the creation of a positive and relaxed atmosphere through the use of “ice-breakers” and warm –ups, they also enhanced confidence and the “team spirit”. The course was then continued with body awareness and miming exercises to make the participants more aware of their senses and to get rid of tensions and distractions. In the improvisations which followed, students shaped their

bodies into sculptures and “freeze-frame” photographs. At this stage of the work, a decision had to be made whether to continue with various workshop activities for the rest of the course or whether to tackle a “real play”. The students voted for the second option in spite of the fact that this would mean putting extra work into the project. All the participants were looking forward to the challenge of working intensively on a role and performing a little play at the end of the course.

After this, the play “A Feeling in My Bones” by Lin Coghlan was introduced to the group. It is the story of a mother and her son who live in a cottage on a hill in Cumbria and who have to leave their home because the place is to be converted into a holiday resort. At first, in little groups, the individual scenes of the play were analysed, to become familiar with the plot and the themes of the play, such as the problem of outsiders, growing up, oppression and power, identity, etc.

In the next phase of the project, students worked towards the expression of feelings and emotions of the different characters of the play.using specific elements and techniques of drama work: freeze frame, hot seating, thought tracking, conscience alley, interior monologue, etc. The characters and their relationships were thus established. Roles were not allocated to individual students, which gave students a chance to identify with more than one character! Students enjoyed climbing into the skins of different characters. Each student played a different



character (could be distinguished from one another through props that were used) in each scene. The emphasis was on the actors and actresses and what they expressed with their bodies, their mimes and gestures, the tone of their voices, etc.

Work on individual scenes and individual roles was very creative and often spontaneous and students were largely autonomous in this process. The teacher did not function as a director but rather as a facilitator. He did not give instructions but rather provided stimuli and little provocations.

All the participants had to work very hard in the last two or three sessions in order to achieve a good result. All students involved in the project were fully committed to it, learning their roles, contributing ideas, preparing props, helping with music and lighting.

The final performance, which took place immediately after a stunning dress rehearsal, gained a lot of applause and was highly acclaimed by fellow-students and teachers who had been invited to the show.

The result of the project was an increased understanding of drama as a tool in education, an increased language competence in English, and an increased understanding of different cultures within Europe.

Moreover, the practical experiences made in this little project helped the participating teacher trainees to see the potential of school drama with regard to such educational purposes as communication skills, reflective skills, observation skills, personality training and social learning, creativity, and aesthetic understanding.

The success of the project is best summed up by these two student responses:

*“It was a great experience to work with all the Erasmus students in a common project related to a play. We are all people from different countries who like to exchange ideas and work for something as a group. All of us were very keen on taking part in this project; we needed a lot of imagination to play some of the scenes, which gave us many funny moments and anecdotes. In my opinion it was a*

*shame that just two of the Austrian students wanted to join us because we came here wishing to meet and work with new people. Nevertheless we all had a lovely time together and the show was brilliant.” (Althea)*

“As I was told, I could follow a drama course. I was interested in it but did not exactly know what it consisted of. The play we interpreted with Erasmus students and a few Austrian ones had a considerable impact on me. Besides being an enriching experiment that allowed us to get each other better known, this play developed my imagination, creativity and self-confidence... Thank you to all of you. An enriching experience that engaged our interests and that was quite fun and motivating. It will remain imprinted in my mind. This play offered us such a good time. Joyce, Mother, Sean, Mat, Snailman... I will never forget you.” (Marie)



## Studying in Vienna - Students' Impressions

### Hajnalka from Hungary

Ich habe mich über die Möglichkeit, ein Semester an der PÄDAK in Wien zu verbringen, sehr gefreut. Die 3 Monate vergingen ziemlich schnell, aber mein Aufenthalt war interessant und nützlich, außerdem konnte ich mich auch entspannen. Ich kannte Wien noch nicht, aber ich habe gehört, dass es eine wunderschöne Stadt sei. Einerseits wollte ich nach Wien kommen, um die Stadt kennen zu lernen, andererseits wollte ich andere Leute und mich selbst ausprobieren, wie ich an einer ausländischen Hochschule zurecht komme.

Was ich noch besonders gut finde ist, dass die Übungsschulen und die PÄDAK im gleichen Gebäude sind. Wahrscheinlich ist es normal, aber an der Hochschule in Esztergom (Ungarn) ist es leider nicht so.

Es freut mich auch, dass im Gästehaus der De La Salle Schule, wo wir untergebracht wurden, auch andere Erasmus-Studierende wohnten. So hatte ich Möglichkeit, Jugendliche aus Belgien, Spanien, Irland und aus den Niederlanden kennen zu lernen.

Wien ist wirklich eine schöne, sympathische Stadt, ich möchte gern noch mehrmals zurück kehren.

### Katinka from Holland

What it is like being an Erasmus student!

This was the question they asked us!

Well, the first thing I would say is: It's so relaxed!!

We could choose our own classes and the teachers were very kind!

We took a lot of sport and it was really fun.

The practical work in school was very interesting to see. It's so different from in Holland, for example, Austrian children go to a secondary school when they are 10 years old. In Holland it is when they are 12 or 13.

### Jeanette from Holland

When we had to start visiting schools, it took a little getting used to getting up early! The school is much more relaxed than our school in Holland. We took a lot of sports because we like sports very much. In Holland you can't choose what you want to follow, you just have to follow it all.

We don't have so many subjects and the subjects here are much more fun!!

I really enjoyed the teaching practice, especially the Physical education lessons that we had to give.

### Evelien from Belgium

When last year in Belgium I was offered the chance to study abroad for a few months through the Erasmus programme, I was really excited about the idea. I'd heard positive stories from friends who had already taken part in such a programme.

The sense of distance from the city centre among the Erasmus students in Strebersdorf caused us to become good friends, but we all felt difficulties in establishing a real contact with the local students. Back home, we were used to the last year's students organizing a lot of activities for the visiting Erasmus people, which I thought was a good way to get to know each other. However, in the classes I did feel that there was great appreciation for our participation in the Erasmus programme, both from teachers and students - but still I found it very hard to make contact with the local students outside of their school environment.

One of the goals I had in mind when



leaving Holland, was developing my language skills. I'm really glad to have succeeded in that. Though my primary language of study is my native language Dutch, my stay here has provided me with a good chance of speaking English and German with all my fellow Erasmus students and the local people.

What I also liked in the school system here is the ability you get to choose from different subjects, such as graphical arts and music. This makes for a nice combination of practical and theoretical classes. This is not really an option in Belgium.

As mentioned before, I really like Vienna as a city. Also, my stay here has been personally challenging. I learned a lot about living on my own, which is a good preparation for the professional life I'm about to live. And although I learned a lot in the school here, it's distance to the city centre made it a bit hard to totally immerse myself in the atmosphere of the city, which was something I had really been looking forward to...

## Jochen from Belgium

How to be an Erasmus student (and not to die) – a practical guide by Jochen

Get wild and get drunk! That was the motto of Marlene, a German girl who was an Erasmus student in my school in Belgium. With such a motto, it was

obvious that we became friends and stayed friends, even after she left my country and went back to Germany. So with the same motto I left Belgium on the 12<sup>th</sup> of February, ready to have the time of my life...

There're 10 pretty women in Vienna...

For some guys it may be their wildest dream living together with 11 girls in the same house. Enough girls to cook for you, do your dishes, keep you warm during the cold winter nights, showering together to economize water... I'm very sorry guys but believe me, it's nicer in your dreams.

In real life you have to do everything on your own. And sometimes, for example when you're doing your dishes, you have to do theirs as well. And there is more. You have to listen to their stories about their boy friends, about how much they miss them and how they are looking forward to see them again in 59 days, 15 hours, 36 minutes and 28 seconds to be precisely. Had enough? Well, there's still more. you have to cope with the fact that they think you're a complete asshole because you told them you don't really miss your girl friend that much.

And, while you are really having a good time here with some people you met here, you have to listen to their complaints about the unfriendly people in Vienna, about the fact that we are so far from the centre and that they don't want to pay for a cab every night...

But, in the end, I will remember them

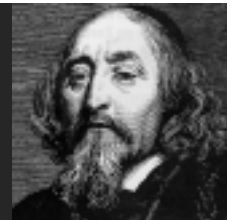
for the rest of my life because I had a great time with them. Going out together (always to Charlie P's), eating all together, reading brainless gossip magazines together and giving comment upon stupid celebrities...

Of course you have to go to school when you're an Erasmus student! Why? Because that's what going on Erasmus is all about; studying abroad. Only studying? Of course not! You have enough free time to explore the city, visit all the beautiful museums, going to the opera (I've already been 5 times!), concerts and the most important thing for beautiful young people like me (us), explore the night life in Vienna!

And the Pädak? It's a nice school, with nice students, nice professors and nice lessons (like language skills, Kunst in Österreich, Grafik und Malerei ...). A bit small compared with my school in Mechelen, but I think it's nicer to study at a smaller school. It looks to me that every professor knows all his students by name, always says "hi" when he or she sees one of his or her students... which is completely different in my school in Mechelen. Some professor still call me Jeroen or Jasper, or Jurgen...

Sometimes it snows in April in Vienna...

The Austrian weather, shall I ever get used to it? Sometimes on Monday it's nice; nice temperature, some sun, some ice-cream. And than suddenly, on Tuesday, it's snowing again! Good bye



sun glasses, hello winter jacket!

I've never seen so much snow as during my Erasmus time here in Vienna. That's nice, but if you're like me, not really used to snow, it's very dangerous. Just walking to the Pädak can kill you. And what about poor Althea? The little girl from Spain was almost frozen to death! But, I also had nice weather here, lots of sun, high temperatures... I think, for the first time in my life, I'm going to have a little sun tan when I go back to Belgium...

Conclusion...

I really had the time of my life (my life until now) here in Vienna. But I think you already realised that while you were reading this text or when you talked with me at the Pädak. I was, together with the girls from The Netherlands, the only one of the Erasmus students who enjoyed his stay here from the minute I arrived at the Westbahnhof until the day I will leave Vienna. Every day here in Vienna, I live with the motto "Carpe Diem". Every day I had fun, even when I was preparing for school or doing the dishes. Every day was a day to remember! So, in 3 weeks I will leave Vienna, but not without stopping in

Köln, where Marlene lives, to tell her the rest of my Erasmus (get wild and get drunk) experience.

Get wild and get drunk in Vienna? Hell yeah...

### **Hajnalka from Hungary**

Ich bin nach Österreich gekommen, um meine Deutschkenntnisse zu verbessern, weil ich einmal in einer Volksschule Deutsch unterrichten möchte.

Hier in Wien habe ich mich sehr gut gefühlt. Die Stadt hat mir sehr gefallen, ich war sehr viel spazieren und habe auch die Sehenswürdigkeiten besichtigt. Ich habe die Pädagogische Akademie der Erzdiözese Wien 3 Monate lang besucht. In diesen Monaten habe ich Mädchen aus Irland, Spanien und aus Belgien auch kennen gelernt. In der Schule waren Professoren und die Angestellte sehr nett zu mir. Wenn ich irgendwelche Probleme hatte, haben sie mir immer geholfen.

Ich freue mich sehr, dass ich so eine Möglichkeit gehabt hatte, hier 3 Monate lang zu studieren. Ich glaube, ich habe hier viel gelernt.



**Karin L. Hansen, Karin Bagger &  
Susanne J. Lange**

## **Storytelling in Namur**

Three students from Haderslev went abroad, experienced the unknown and returned safe and sound to Hans Christian Andersen's fairytale Denmark, having had a truly rewarding one-week study trip to the Southern part of Belgium, to Namur.

The purpose of our days abroad was to experience other European cultures and to learn from the similarities and differences of the educational systems, as well as developing new ways of teaching through storytelling in mixed national groups.

We were exceedingly fortunate to get to know two future Primary and Secondary School teachers and their incredibly warm families whom we stayed with during our storytelling course in Belgium.

In the Teachers College, many things were quite different from our studies at home. The students addressed their teachers by surname and furthermore were expected not to ask too many questions! In Denmark we are used to exchanging views with our college teachers, but that did not seem to be quite the same in the host country.

We learned a great deal about similarities and opposites not only through living with local families, but also from being at the college and taking part in lessons.

Throughout our days in Belgium, we continued to discuss teaching

methods in general and the teaching of languages in particular. We wanted to encourage our fellow students from other countries to participate in didactic discussions rather than just listening to lectures from their teachers.. The difference between our educational system and that of the other European participants was very interesting. aboutaboutabout.e learned a lot from it.

The course was very "output-orientated" and we worked hard with our foreign and Belgian fellow students to create our own individual programmes. We were delighted to test out our lessons in storytelling in local schools where the pupils showed great interest in our work. This was a reward in itself.

Recordings of each teaching experience and all materials associated with them (including aims, goals and precise descriptions of the lesson structure) have been put on the internet and so are available as a source of teaching material and ideas. We would recommend the use of storytelling in all language classrooms.

All in all, we had a wonderful trip to Namur. We learned a lot – naturally about storytelling, but most of all we experienced another educational system, which is of significant value to us in the future as foreign language teachers.

Of course, we already knew that there





are many ways of being a teacher; still our experience in the great European country of “chocolate and beer” gave us a lot of new outlook and put things in perspective. We gained a new understanding of our fellow Europeans’ school systems and traditions and learned from their ideas and attitudes, while at the same time we tested out our own ideas on others.

We entirely recommend our fellow students from Haderslev to participate in the international programme if possible at all. Even though the programme was busy and a lot of work, we also laughed a lot, and had a great opportunity to create some real communication – and that is what teaching English is all about, is it not?

*This article was written by 3 Danish participants.*



*We experienced another way of “writing” on the blackboard!*

*A very multicultural classroom*





## Pieter Delfosse

student in Teacher Training for Primary School  
Katholieke Hogeschool Mechelen, Belgium

### Three Months in Madrid, but a Lifetime Experience...

**13 Months ago** I was offered the opportunity to study abroad. At first it looked a bit scary to me. To be away from your environment, away from the people you know, away from your own secure base. In fact, to be in a whole new city, to be with people that you have never seen before, to start all over again! I've always chosen secure things to do and I've been avoiding risks, most of the time.

When I heard other students talk about their experiences abroad, I have to admit that I became a little curious. Not really serious, just a little bit interested. More and more I discovered the advantages of this opportunity and I also got interested in some of the projects. Should I go on Erasmus? At that point I took an impulsive decision. Probably because for a moment I was not able to think like I used to do, because my curiosity was aroused and a bit because of my fellow students who were going too.

**9 Months ago** that impulsive decision suddenly became reality. My application was approved. I was going to Madrid. A bit of that scary feeling came up because now it seemed real. But before I could think about it, I had to make a new decision. There were two programs to choose. The one for which I was best fitted had an unpleasant aspect - I would have to go alone.

**4 months ago**, when the project was coming close, I realized that it was important to know some things about the place that I was going to go to. Where I was to live, the city, the school, traditions, habits and so on... Suddenly I could not know enough. Maps, books and magazines filled up my room. Was I getting nervous? ...

**3 Months ago** my own adventure started. The plane brought me to Madrid, an undiscovered city for me. I was not nervous but anxious, because I didn't know what would come. My first steps into the city looked so small, because the city looked so huge. Tall, beautiful buildings, unvisited squares, unfamiliar faces in the street.... Strangely, the anxious feeling made room for excitement.

Companionship has always been important to me. So, getting to know other people was at this point the most important thing for me. The good thing about my accommodation was, that it was a part from a whole complex where all the other Erasmus students were living.

The first conversations went very smoothly, the language we spoke to each other (English) was not a real problem and we were all 'blank' people to each other, so we had a lot to talk about. Soon we were acting like we had known each other for quite a while. Was it because we talked a lot or

because we wanted to create a familiar feeling? ... In groups we discovered more and more of the city and spent a lot of time with the other students. That is what made the first days a very busy time. We had a lot to explore and we all were constantly very curious in what was to come.

At that point, the school that we were to visit was still an undiscovered place. And like all the other new experiences, it felt a bit strange at first. We all had a feeling that we were monkeys in a zoo. It was as if we had a mark on our heads that said we were from a different country. Although we had a feeling that we were special or different, we got a very warm welcome.

This first day in a foreign school was a great experience. I had a feeling that I still can't describe. The strange feeling that we are studying in a different country, that we are in a class filled with different nationalities, following lectures in a different language, It is quite funny but I think we all felt a bit intelligent for going through this experience.

When the first weeks had passed by, I felt more and more home in this town that was completely strange to me before.

Spain had always been a beautiful country to me, but I had never experienced the Spanish culture in this way. I travelled around and discovered new places, eating 'tapas' in a tapas bar, passing the same point in the street every day, taking a siesta, eating at ten o'clock in the evening, going to the



same spot in the park almost every day, writing a Spanish address when you are filling out a form, getting used to the kindness of the people in the street, ... They are all very small things, but it didn't take much time before I really felt like a Madrilenian citizen. I think this attitude of wanting to learn about other cultures, accepting differences and to see the beauty of these differences could be a first step towards citizenship!

**2 Months ago** there was a big change in the program. We changed from being a student to being a teacher on teaching practice. It was quite a change because we would have to teach children from a different culture in a different language. After my first observation I was confronted with a whole new system. I saw the teacher using different methods; the school believed in different ideas and held different values to those I had experienced before. But soon enough I was able to see all these differences in teaching with a clear mind. I became able to let go of some of my previous ideas. Things I believed in before about teaching, I became able to question. It became interesting when I had to function in this different system because it was important to respect the values of this different system, but without forgetting my own values either! It was a constant search for balance. In that way we show that we have respect for the habits and values of others and most of all: we can all learn from each other.

Not only in teaching practice, but also

in our own class in the university, we learned about the differences between ourselves. In most courses these differences were even the starting points for discussion. In the course about the Spanish education system we learned about the education systems of the countries of the other students as well. In another course we discussed topics about the multicultural society and the encounters in education as a result of this society via videoconference. These settings were a perfect environment to learn about different cultures, but to learn about your own culture as well. You could be surprised by beautiful things in other cultures and at the same time be questioning your own values you believe in. You're starting to create your own unique story.

**1 Month ago** new reflections came up. Social life was still going on full power. When in the beginning I could only see this as a positive thing, I now realised that doing everything together is not healthy either. I realised that you only can see the complete value of social situations and your friendships, if you have your moments alone too. I learned that I need some time in a while to think or (just the opposite) to clear your mind. To be able to look at things in perspective was an essential tool to survive in this social network. At this time in the Erasmus program, we weren't the big group of the beginning anymore. Little groups had formed **although there weren't any fights or arguments** and we did a lot with each

other. For me that was a bit strange because I always tried to keep good contact with everybody. But soon I realized that it's impossible to keep up with everybody.

**Now** I'm back in Belgium and I often have to think about that moment I stepped on to the plane that would bring me back. I didn't want to come back so soon.. For me it was an unfinished journey. I still wanted to do so many things. This couldn't be the end? Being home again, I had the feeling that I hadn't been away at all, like nothing had changed at all. I had the feeling I had lost something and even now I sometimes still do. But now I realized that I still have those things, but not in the same way of course. This huge experience is my luggage that I keep with me for life. I've have faced myself, I have grown in social relationships, I have learned about differences between myself and others and experienced things that adapted my way of thinking...

All those things will help me to find my own way of living in this complicated world. At this point it's a matter of opening that luggage and using it. Because I realize that, when I want to make things different here, I need to change it myself, by doing what I believe in, step by step, by taking the risks that I want to take, by believing that you can make a difference...

It's only been three months Madrid, but it's been a lifetime experience...



## Anne Deroitte

Expert dans le projet

# Comment le Patrimoine Européen a Suscité l'Enthousiasme de 27 Etudiants?

## Abstract

*The author reflects on the Intensive Programme entitled "European Heritage: a door to intercultural discovery and a tool to appreciate traditional crafts". This took place at the Haute Ecole Léonard de Vinci in March 2006. The main aim of the Intensive Programme was to explore European architectural heritage through the traditional trades and professions in the area of construction. The participants considered how European heritage is used to promote the concepts of multiculturalism and tolerance in all its different forms. This also allowed institutions for professional education to re-evaluate and rediscover the intricacies and value of the manual professions such as masons, painters, and artists of various kinds. Discussions were lively; activities inside and outside the host institution were appreciated by participants and others involved, the atmosphere was great and the programme will be offered again in 2007.*

20 mars 2006, 10h, Louvain-la-Neuve (LLN), dernière mise au point par les étudiants de l'ENCBW (Ecole Normale Catholique du Brabant Wallon) et de l'ISELL (Institut Supérieur de l'Enseignement Libre de Liège) pour assurer et coordonner l'accueil des participants au Programme intensif européen : l'un ira à la gare, un autre à l'hôtel, d'autres mettront la dernière main à l'aménagement du local où se tiendra la première rencontre, ... bref c'est l'effervescence des derniers moments.

A 17h, tout le monde a déposé ses bagages et est installé au Relais, hôtel de LLN, à 300 mètres de l'ENCBW et se retrouve à l'ENCBW : le Programme Intensif (PI) peut commencer officiellement : présentation réciproque et expression des attentes des 27 étudiants, tous en formation pédagogique, et de 9 professeurs : les Espagnols sont venus en force, 8 étudiants et 3 professeurs, 3 Roumains, 2 Portugais, 3 Danois, 3 Norvégiennes et, bien sûr, des Belges (11), sans oublier 3 étudiants québécois, en séjour de 5 mois à l'ENCBW.

A partir de ce moment et pendant 12 jours vont résonner dans les locaux des noms et langues étrangers.

Où se cachait la fée avec sa baguette magique ? Je ne sais...mais il est évident que dès ce premier jour, le

courant est passé : ambiance excellente, participation pertinente et curieuse de chacun malgré les barrières linguistiques, attention réciproque et amicale, confrontation des idées, bref, un patchwork détonnant et ce, pendant toute la durée du PI.

Ce PI avait comme objectif principal de découvrir le patrimoine architectural européen par les métiers traditionnels de la construction. Une manière d'aborder l'interculturalité à travers la perception que chaque participant avait du patrimoine mais aussi un moyen de (re)valoriser les écoles professionnelles grâce à la (re)découverte de métiers manuels tels que maçons, peintres, artisans divers, ...

Après avoir réfléchi sur ce qu'est le patrimoine et découvert toutes ses multiples et insoupçonnées facettes, les étudiants ont pu, grâce à des activités manuelles, se rendre compte des compétences nécessaires pour pratiquer un métier d'artisan. Ainsi, ils ont notamment effectué un travail de création pendant deux journées et demi sous la houlette d'une part, d'une mosaïste et, d'autre part, d'un artisan du bois, professeur à Haderslev, partenaire du PI.

Outre ce travail manuel, étudiants et professeurs ont pu, grâce à des visites « didactiques » de musées, approcher quelques œuvres anciennes et d'art



contemporain, essayer de comprendre le message de l'artiste, rencontrer un conservateur de musée et découvrir les enjeux de la conservation d'œuvres diverses.

Des traces du passé, on en trouve beaucoup si on prend la peine d'observer, de s'interroger. Ainsi, rien de tel que le vélo pour parcourir quelques quartiers de Bruxelles (Schaerbeek et Ixelles) à la découverte du patrimoine architectural et spécialement de sgraffites sur les façades de maisons voire même dans un hall d'une école communale.

Par contre, c'est à pied que les étudiants ont observé, avec la collaboration d'étudiants de 3<sup>e</sup> Sciences Humaines de l'ENCBW, à Spontin et dans les environs, des bâtiments ruraux (moulins à eau, château, fermes et enclos paroissiaux), variés dans leurs composantes et leur style, traces patrimoniales d'époques successives.

Au Grand Hornu, près de Mons, ce fut la découverte du site minier dans son ensemble : les bâtiments de la mine réhabilités en Musée des Arts

Contemporains alors que les maisons des Corons ont gardé leur fonction d'habitat.

Les activités sur le terrain alternaient avec des activités intra-muros. Ainsi, un travail d'une demi-journée avec des vieux outils a permis de voir ceux-ci comme des concentrés d'humanité, d'activateurs de la mémoire, du savoir-faire, de la technique de production et du contexte social.

Question récurrente tout au long de ces deux semaines : comment aborder le patrimoine avec les élèves tant de primaire que du secondaire ?

Des temps réguliers de prise de recul, de réflexion et de synthèse sur le vécu des activités en petits groupes multinationaux, la visite dans des classes « patrimoine » d'une école primaire, et dans des classes de l'enseignement professionnel (section bâtiment et bois) ont permis aux étudiants de proposer eux-mêmes des pistes d'activités sur le patrimoine. Activités à réaliser dans les classes, lesquelles ont le mérite d'aborder le patrimoine par des portes parfois inattendues.

Si les journées étaient bien (trop ?)



## Comenius Prize 2007

### Who can win?

Each year the Comenius Association offers two prizes of five hundred Euros each to **students** who have displayed **intercultural competences** by producing an original, and / or inventive piece of work **in the field of education**. The work should be based on the students' **international experiences** in one of the partner institutions of the Comenius Association or in their own institution through cooperation and contacts with incoming students.

### Rules and Conditions

**Two prizes of 500 Euros each** are awarded to **students enrolled at one of the Comenius Association partner institutions** for a study, essay or piece of applied research of publishable standards related to **intercultural educational practices**. The research should be linked to mobility activities in the framework of action organized by one or more Comenius Association partner institutions. It can be innovative, critical, reflective, daring, and should aim at being useful or

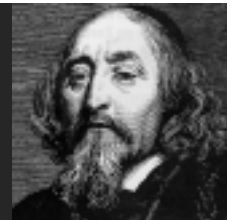
inspiring to educationalists living and working in Europe.

There will be one prize for each of the **following categories**:

- **Short Exchange Programmes** (1 to 2 weeks, e.g. Comenius exchanges, Intensive Programmes). This may be individual or group work. In the case of the Comenius exchanges, the work should be based on the two consecutive years in which the exchanges have taken place (the exchanges are normally of two weeks duration spread over two academic years).

- **Erasmus Programme** (13 weeks to 1 year). This may be individual or group work.

1. The work should be sent to the Board of Management of the Comenius Association. For contact information see website [www.associationcomenius.org](http://www.associationcomenius.org)
2. The **final date for annual submission** is **June 1<sup>st</sup>**.
3. The submission may be done in the **form** that best suits the work: paper, video, CD Rom etcetera.



#### 4. **Formal criteria:**

- **Word processed documents:**

5000-15000 words in English, French, German or Spanish. Accompanied by a one to two page summary in the native language.

- **Video:**

Playing time 15 to 30 minutes maximum. A suitable commentary in English, French, German or Spanish to help the understanding of the images. Accompanied by a one to two page summary in the native language.

- **CD Rom**

Playing time between 1-15 minutes.

Accompanied by a suitable commentary in English, French, German or Spanish to help the understanding of the images plus a one to two page summary in the native language.

5. The **jury**, composed of educationalists belonging to the partner institutions of the Comenius Association and members of the Board of Management of the Comenius

Association, will take into account: the technical quality of the work linked to the objectives of the mobility programmes of the Comenius Association (Short exchanges, Erasmus exchanges, intensive programmes etc.) the linkage between the contents and own experiences of the author(s)

the educational orientation

the intercultural dimension

the usability of the research by other people

The official decision concerning the winners will be announced during the first semester of the following academic year. Students will be informed by the Board of Management of the Comenius Association.

6. The winning contributions will be published in the official Comenius Journal, which appears annually.

Don't hesitate to consult the international coordinator of your home or host institution for further information on the Comenius Prize.



**Dr. Monika Becker**

Akademisches Auslandsamt  
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## Teacher Training at the University of Education Schwäbisch Gmünd –Balancing Academic Expertise and Practical Training

### Teacher training in Germany – a federal system with different approaches

Germany has a federal system of teacher training which shows wide variations throughout the country. The south-western state of Baden-Württemberg has chosen a unique way of training primary and lower secondary school teachers: At six teacher training universities (“Pädagogische Hochschulen”) the curriculum is entirely dedicated to educational topics and the thorough integration of theory and practice.. With its 2,300 students and 80 teaching staff members the “Pädagogische Hochschule Schwäbisch Gmünd” (PHSG) is the smallest of these six institutions.

intermediate qualifications) sit their degree after seven semesters. After their degree which at the moment is the 1<sup>st</sup> State exam (Staatsexamen”) but which in the future will become a BA/MA award, students are very well placed for phase two of their teacher training which is their probationary year.

include intercultural, media or health education as well as the possibility to acquire a Doctor in Education (*Dr. paed.*) and a Ph.D. (*Habilitation*).

### A look back – and a look forward



### The “Pädagogische Hochschule Schwäbisch Gmünd”

PHSG offers a choice of several courses for intending students. Future *Grund- und Hauptschullehrer* (primary and secondary modern teachers) study for six terms. Those students training to become *Realschullehrer* (teachers at secondary schools leading to

Apart from Education, the curriculum at PHSG allows choice amongst a range of about 25 subjects, ranging from German language and History, from Geography to Physical Education and Mathematics, from English Language and Literature to Chemistry, Philosophy and Social Studies. This choice allows for both breadth and depth in terms of academic result. In addition, PHSG postgraduate studies

Teacher training at Schwäbisch Gmünd dates back to 1825. Founded as an educational establishment (“Lehrer seminar”) for the training of *Volksschullehrer* (teachers at the then elementary schools for pupils aged 6 to 14), in 1905, the teacher training department moved to its new location in Lessingstraße. This is now a carefully restored classicist building still used today by the Department of Music. After several reforms, the





department was turned into an Academic Institution of Higher Education, and in 1972 it moved into its new buildings on the present campus, 15 minutes away from the city centre. Nowadays the PHSG has the full academic rights of a University – and still the development has not come to an end yet.

Following the Bologna process, the “PISA-shock” and a considerable change in German society – with increased migration, a higher access rate to higher education, demographic change with an ageing population - the institution is developing in order to meet the challenges and needs of a

modern educational system. This is reflected in our research activities which include bilingual education, migration and minorities, health education and computer based mathematics in the classroom.

Beyond primary and lower secondary schools the PHSG is about to widen the range of training courses: future teachers at vocational schools can get a joint BA/MA degree in cooperation with a neighbouring technical university and PHSG is focussing more upon prospective elementary, as well as high school teachers. In our *Seniorenhochschule* (= “University

for Senior Citizens”) course members are studying and working on their own research projects. This mixture of different generations on campus contributes a lot to the mutual understanding of different ages.

### **Internationalization**

Although more than 75 % of the students come from places not more than 100 km away from PHSG we exchange regularly staff and students with our 20 partner institutions in Europe and also with the USA, India and New Zealand. Students and lecturers stay from several days to a complete academic year – and more and more international students decide to get their degree at PHSG and to enter into the German educational system. We highly encourage them to do so in spite of the linguistic and administrative challenges they sometimes face. As teachers from a different country, they are important role models for their pupils – especially those children with migrant backgrounds.

Why should international students come to a place like Schwäbisch Gmünd? - The PHSG derives its attraction from the qualities that a relatively small institution can offer with regard to the care for its students. Exchange students automatically find



accommodation in the residential hostels close to our campus. We offer a cultural programme and organise German language courses for international exchange students as required. At PHSG teaching generally takes place in German, but to enhance internationalization departments other than English are beginning to offer some courses in English e.g. psychology, sociology and theology for international students in the near future.

## About Schwäbisch Gmünd

Schwäbisch Gmünd is a place with a long tradition: Founded before 1100, it has been famous for its gold and silver smith work. Medieval churches and one of the most beautiful market squares in Southern Germany bear witness to the rich past of the former Imperial town. Today automobile engineering, design and education are keeping the place busy! Schwäbisch Gmünd is an ideal place for students who prefer a cosy place (the largely preserved medieval town has about 60.000 inhabitants) and a magnificent landscape – only 55 km and 40 minutes by train away from the urban life of Stuttgart, the capital of South-Western Germany with its 600.000 inhabitants, its museums, theatres, shopping facilities - and such famous companies as Daimler or Porsche ....



### For further information contact:

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