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Carlsburg, Gerd-Bodo von [Hrsg.]; Vogel, Thomas [Hrsg.]: *Bildungswissenschaften und akademisches Selbstverständnis in einer globalisierten Welt*. Frankfurt, M. : Lang 2014, S. 81-90. - (Baltische Studien zur Erziehung- und Sozialwissenschaft; 28)



Quellenangabe/ Reference:

Schön, Henrike; Sliwka, Anne: Towards global identities: internationalization of teacher training at the Heidelberg University of Education - In: Carlsburg, Gerd-Bodo von [Hrsg.]; Vogel, Thomas [Hrsg.]: *Bildungswissenschaften und akademisches Selbstverständnis in einer globalisierten Welt*. Frankfurt, M. : Lang 2014, S. 81-90 - URN: urn:nbn:de:0111-pedocs-128800 - DOI: 10.25656/01:12880

<https://nbn-resolving.org/urn:nbn:de:0111-pedocs-128800>

<https://doi.org/10.25656/01:12880>

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BALTISCHE STUDIEN ZUR ERZIEHUNGS- UND SOZIALWISSENSCHAFT

Herausgegeben von Gerd-Bodo von Carlsburg,
Algirdas Gaizutis und Airi Liimets

Band 28

Gerd-Bodo von Carlsburg
Thomas Vogel
(Hrsg./eds.)

**Bildungswissenschaften
und akademisches
Selbstverständnis in einer
globalisierten Welt**

**Education and
Academic Self-Concept
in the Globalized World**



PETER LANG
EDITION

Dieser Band dokumentiert eine Reihe von Beiträgen der XIX. Internationalen wissenschaftlichen Konferenz *Bildungsreform und Lehrerausbildung* zum Thema *Bildungswissenschaft auf der Suche nach globaler Identität*, die vom Ministerium für Bildung und Wissenschaft der Republik Litauen, der Litauischen Universität für Bildungswissenschaften in Vilnius und der Pädagogischen Hochschule Heidelberg – University of Education gemeinsam konzipiert und veranstaltet wurde. Das Hauptthema der Konferenz waren Bildungs- und Qualitätsstandards der Hochschul- und Schulbildung. Dieses Qualitätsmanagement setzt somit den Erwerb interaktiver Kompetenzen im Bildungs-, Erziehungs- und Sozialisationsbereich voraus, gewissermaßen als innere Kräfte für Basiskompetenzen, die im Hinblick auf die Herausforderungen der Gesellschaft des kommenden Jahrzehnts die Befähigung zu Identität ermöglichen.

This volume presents a series of contributions from the XIX. International Scientific Conference on *The Reform of Education and Teacher's Training* on the topic *Educational Sciences in Search of Global Identity* which was conceived and organized by the Ministry of Education and Science of the Republic of Lithuania, Lithuanian University of Educational Sciences and Heidelberg University of Education (Germany). Main topics of the conference were educational quality standards of Higher and Secondary Education. This kind of quality management relies on the acquisition of interactive competence in socialization and the educational sector. The development of these basic skills is prerequisite for achieving an identity in order to meet the challenges of our society in the coming decade.

Gerd-Bodo von Carlsburg, Professor für Pädagogik in Heidelberg, Gastprofessor in Vilnius, zahlreiche Veröffentlichungen zur Allgemeinen Pädagogik, Schulalltag, Schultheorie und Geschichte der Pädagogik, Ehrendoktorwürden an der Litauischen Universität für Bildungswissenschaften in Vilnius und an der Universität Tallinn.

Gerd-Bodo von Carlsburg, Professor of Education in Heidelberg, visiting professor in Vilnius; several publications on general education, schooling, and the history of education; honorary doctorates at the Lithuanian University of Educational Sciences in Vilnius and at the University of Tallinn.

Thomas Vogel, Professor für Schul- und Berufspädagogik in Heidelberg, Gastprofessor in Vilnius, zahlreiche Veröffentlichungen zur Schul- und Berufspädagogik.

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BAND 28

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Die Qualität der in dieser Reihe
erscheinenden Arbeiten wird
vor der Publikation durch
Herausgeber der Reihe geprüft.

*Notes on the quality assurance and peer
review of this publication*

Prior to publication,
the quality of the work
published in this series is reviewed
by editors of the series.

Gerd-Bodo von Carlsburg
Thomas Vogel
(Hrsg./eds.)

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Bibliografische Information der Deutschen Nationalbibliothek

Die Deutsche Nationalbibliothek verzeichnet diese Publikation in der Deutschen Nationalbibliografie; detaillierte bibliografische Daten sind im Internet über <http://dnb.d-nb.de> abrufbar.

Library of Congress Cataloging-in-Publication Data

Bildungswissenschaften und akademisches Selbstverständnis in einer globalisierten Welt / Gerd-Bodo von Carlsburg, Thomas Vogel (Hrsg.) = Education and academic self-concept in the globalized world / Gerd-Bodo von Carlsburg, Thomas Vogel (eds.).

pages cm

Contributions in English and German.

ISBN 978-3-631-65610-5

1. Education and globalization–Cross-cultural studies. 2. International education–Cross-cultural studies. 3. Teachers–Professional relationships–Cross-cultural studies. 4. Group identity–Cross-cultural studies. I. Reinert, Gerd-Bodo, editor of compilation. II. Vogel, Thomas, 1959 May 27- editor of compilation. III. Title: Education and academic self-concept in the globalized world.

LC191.B555 2014

370.116–dc23

2014027551

Die Herausgeber danken dem Deutschen Akademischen Austauschdienst im Programm „Ostpartnerschaften“ und dem Programm LLP ERASMUS sowie der Pädagogischen Hochschule Heidelberg und der Litauischen Universität für Bildungswissenschaften in Vilnius für die finanzielle Förderung.

ISSN 1434-8748

ISBN 978-3-631-65610-5 (Print)

E-ISBN 978-3-653-04836-0 (E-Book)

DOI 10.3726/978-3-653-04836-0

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Internationaler Verlag der Wissenschaften

Frankfurt am Main 2014

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Peter Lang – Frankfurt am Main · Bern · Bruxelles ·

New York · Oxford · Warszawa · Wien

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Diese Publikation wurde begutachtet.

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Towards global identities: internationalization of teacher training at the Heidelberg University of Education

Henrike Schön, Anne Sliwka

Abstract

The article offers an insight into the complex problem area of strategic internationalization of teacher education as exemplified by the experience of the Heidelberg University of Education. This paper discusses three major issues: the state of the debate regarding internationalization, the obstacles and difficulties which counteract that implementation as well as the major forces driving its implementation. This discussion highlights the difficult relationship between the demands of globalization and diversity in school life on the one hand and the yet to be established curricula for the internationalization of teacher training as a criteria of quality on the other hand. Finally, several aspects of the internationalization strategy of the Heidelberg University of Education are presented, from which the authors expect major advances in the training of teachers. The goal of teacher education must strive to sensitize teachers in the 21st century to adopt "global identities" and empower them to become cross-culturally competent to communicate and to act.

I.

The fundamental question of global identities in the 21st century asks what personality traits and skills are implied by this term. The definition of such traits and skills will have consequences in the context of university and school education and will require the internationalization of teacher education. In the second decade of the 21st century nothing less than training with an international focus can be organized for the training of young teachers. University faculty must address the implications of globalization and diversity and develop an education curriculum so that young people can seize the opportunities of globalization and overcome its risks. In order for young teachers to be able to follow this path they must receive training which qualifies them professionally and personally to perform on the international stage or to deal with diverse cultures in their classrooms. Without intercultural communicative competence educator training in a heterogeneous world is hardly possible.

This paper will review the strategic internationalization efforts of the Heidelberg University of Education (Pädagogische Hochschule Heidelberg / PH HD). It deals with the current state of debate on the internationalization of teacher education and considers obstacles and difficulties in this process as well as the

opportunities and driving factors. Finally, some aspects of the internationalization strategy of the University of Education Heidelberg are presented. The authors state general directions for the training of teachers which could lead to “Global Identities” which will sensitize and empower young teachers to become interculturally competent to communicate and act.

The Heidelberg University of Education trains teachers for the primary, secondary and special education schools. It also offers bachelor’s degree programs in the field of education (Early Childhood Education and Health Promotion) as well as Master’s degree programs with different profiles of Education (Educational Sciences, E-learning and Media Education, Foreign Languages). The majority of the 4,600 students enrolled in the teacher training courses, completes their studies with a state exam and strives for on appointment as teachers in civil service.

The university has supported the International Office for the past 15 years. The office currently coordinates 50 international university partnerships as well as the exchange and long term mobility of 250 students. Our university faculty and staff organize and execute study trips and excursions. The administration and faculty support the internationalization efforts. The International Office and the Vice President’s Office for Research and International Affairs have provided major impetus to issues of internationalization of teacher education in Heidelberg.

During the past four years the discussion of internationalization efforts has been highly focused. Beginning with the establishment of a working group for an internationalization strategy (summer of 2010), the university progressed to the point that the University of Education was the only such institution in the state of Baden-Württemberg to complete the requirements of “Audit Internationalization of Higher Education” (Audit Internationalisierung der Hochschulen) of the German Rectors’ Conference (Hochschulrektorenkonferenz / HRK). As a result, the university is in an excellent position with regard to the development of internationalization of teacher training – relative to other institutions in Germany.

Anne Sliwka, former Vice-Rector of the PH Heidelberg for Research, Internationality and Diversity and Henrike Schön, Head of the International Office and Erasmus Coordinator of the PH Heidelberg played leading roles in the discussion. This paper is the result of our focused discussions in many places and with many actors regarding this exciting, complex and multifaceted issue: Internationalization. This article attempts to capture the state of the debate from the perspective of an educational institution of higher education in the state of Baden-Württemberg, identify the factors that inhibit internationalization as well as those that drive it’s development. Such efforts should provide an outlook on

vital and essential factors of an internationalization strategy, which afford a custom fit internationalization program for teacher training.

Although significant progress was made during 2013, there is still no consensus or general social acceptance among the key players regarding the themes of internationalization of teacher education. Comparing the state of the debate regarding the international teacher training to a similar debate in the natural sciences or economics, huge differences can be discerned. Natural sciences and economics have a long history of internationalization and international networking. In teacher training one finds a strong nationally and regionally structured training, which, with the exception of foreign languages, has a difficulty in finding a rationale to identify and implement an internationalization program. In addition, a socially accepted and practiced international networking at all levels of college and professional practice has yet to emerge. Such lack of consensus is due to the number of major players in teacher training such as: federal and state ministries, regional operating boards of education, the university administration, the rectors, deans and head of the institutes, the teachers and the students. Each group is responsible in their different functions for the quality of teacher education; however, each group assesses the need for internationalization in many very different ways.

In the past, the internationalization of teacher education have been promoted by convinced individuals: rectors and vice-rectors, some heads of the International Offices, professors with personal commitment and students desiring international experience. Despite a number of partners around the world, many universities lack a true commitment to internationalization. Many professors committed to international relations in their disciplines complain that their universities make little effort to recognize their efforts and few if any career advantages accrue to their commitment.

However, a paradigm shift seems to be emerging. Significant impetus toward internationalization has been achieved via international education studies and comparisons of academic achievement of pupils (TIMSS, PISA, IGLU) from countries across the globe. Research, conducted since 1998, resulted in the so-called „PISA shock“ in which long held opinions of the quality of education of a given country were often found lacking. This shock has driven, the discussion regarding the quality of schools and teacher training. In addition, the public debate surrounding the reality in schools recognized a high degree of social and cultural diversity in the schools and has forced renewed thinking on the part of education officials and university administrations and faculty. The media in turn has recently focused on scandals and problems of the European education and mobility program ERASMUS. In addition to reports of scandal such as the fun and party generation, reputable reports of the low mobility of student teachers

compared to participants from other disciplines were featured. The German Academic Exchange Service (DAAD) which acts as the independent National Agency for the Erasmus program in Germany confirmed on the basis of valid data that students of teaching positions in the exchange programs are significantly less internationally mobile than their fellow students in the sciences.

II.

This growing interest in teacher education is also reflected in the themes of meetings and conferences. For example the international Higher Education Fair and Conference “NAFSA” discussed in 2009, perhaps for the first time, the issue of “Internationalization Teacher Training Curricula”. During the years 2012 and 2013 major organizations in Germany such as HRK, the DAAD and other intermediary organizations, have discussed the internationalization of teacher education in a level, manner and focus that would warrant the description of a “paradigm shift”. Finally the recent conference in Vilnius on “Educational Science in Search of Global Identity” in October 2013 at the Lietuvos Edukologijos Universitet (Lithuanian University of Educational Sciences), internationalization received major attention. At the conference, a number of factors were identified which can either inhibit or promote internationalization. Some of these factors are described below.

The influence of ministries of culture on the framework and specifics of curricula in teacher education is considerable. Ministries send important signals regarding the design and execution of the programs of study for student teachers at the universities.

Reforms mandated by ministries can provide opportunities for the qualitative development of internationalization, but only under certain conditions: The reforms must meet the needs of the universities developmental requirements. The most recent reform 2011 in Baden-Württemberg correctly extended the period of study of primary school teachers from six to eight semesters. An international dimension however was not included during preliminary discussions. Thus there were no mandatory requirements to study abroad. Even foreign language teacher candidates are not required to study in the county of their language specialty. The provision of electives and options providing opportunities for internationalization and foreign study opportunities must be made available by the universities. An international dimension must be apparent in the curricula which also provides for “mobility windows” for faculty and students and includes the highest level of recognition, by decision-makers and stakeholders. A subsequent attempt

to establish internationalization in developed curricula and degree programs which is already approved by the ministries is difficult and often impossible.

Other inhibiting factors are: requirements relating to the admission standards such as prerequisite degrees, the evaluation of language skills and various other qualifications of the students. These admission hurdles are particularly high in Baden-Württemberg.

Although the intention of the cultural and scientific ministries is to increase the numbers of foreign students, specific requirements often work against the academic success of such students. There is no question that a good command of the German language is essential to teaching in German schools. The poorly defined evaluation of foreign students German language skills often leads to an early termination of studies. In addition the universities fail to offer adequate support structures (German courses, tutorials, intercultural training, etc.). Frequently decisions about providing adequate help for foreign students are made by faculty and administrators based on narrow administrative policy and rules so that foreign students are not provided with chances to improve their language skills or are placed in teaching situations inappropriate to their language and cultural skill level.

In recent years, the relatively low mobility of prospective teachers was noticed. Studies by the DAAD on the ERASMUS program strongly suggest that aspiring teachers in ERASMUS significantly participate in fewer semesters abroad or in fewer foreign internships than students of other academic areas. This may have many reasons, which are currently under scientific investigation. One reason, however, is obvious: primary and secondary education and school life takes place in a countries official language. Thus teacher training is carried out in the local language. In fact, there are no good reasons why primary school teachers who will be teaching in Turkey or in Germany, should learn English, unless they qualify for a bilingual subject teaching. This fact presents a difficult and almost insurmountable obstacle to mobility.

Possible solutions to this problem may lie in models for joint multinational courses which are integrated into the teacher training in which foreign language requirements are significantly reduced but development and evaluation of intercultural skills are given high priority.

Another hindrance to mobility of teacher candidates is the lack of teaching positions available for students who have taught abroad. In Baden-Württemberg the assignment of teacher candidates to the few school openings is based solely on grades and family circumstances. No advantages accrue to an applicant who acquired a foreign language, studied abroad or who acquired intercultural competencies. As a consequence students in teacher training try to complete their studies in the shortest possible time in order to compete for the few openings

available. It is hoped that the appointment to a teaching job will also be based on a candidates intercultural and language skills and sensitivity to diversity in schools.

If a critical analysis of the educational system is made, one could assume that the current system has favored those who are very immobile. However this conjecture must be examined empirically.

In contrast to hindrances there are, in fact, a number of factors which can promote mobility and internationalization. A major impetus is globalization. Globalization has already become a reality in the demographics of a school's pupil population. However, a huge discrepancy can be discerned between this very high diversity in the student body and the generally homogeneous structured teaching staff.

Here a circle is closed that begins with teacher training and ends in the cultural composition of school principals, school boards and ministries. The discussion of the diversity and heterogeneity of a school teaching staff and how the staff represents the demographics of the school's pupils and the society at large is extremely important, however this discussion should not lead to forms of positive discrimination in hiring teachers. The young Turkish woman is not a better educator or a language teacher simply because she comes from a bi- more aggressively cultural background.

There is no question, however, that educational institutions from the crib to the school in Germany have a serious need for multilingual and culturally competent educators. Thus teacher training universities will have to make corresponding changes in their curricula and hiring and recruitment practices. At this point, the recruitment of teachers must be pursued and in a more differentiated fashion in order to attract people with a migration background. It is also important to make the teaching profession more attractive just for this clientele. Unfortunately most of the very good graduates with non- homogeneous German background do not opt for the teaching profession, but study in the prestigious disciplines such as medicine or law.

Another factor that drives the internationalization of teacher education is the changed concept of the teaching profession. Professionalism of educators in the 21st century can no longer be based solely on a general culture-bound knowledge and personality traits. Curriculum content must be based on empirically testable, scientifically based, and thus globally valid knowledge. And this knowledge is not only the expertise in the secondary school teacher training in particular, but the professionally based knowledge of educational processes used in teaching students of all ages. Education as an academic discipline has developed a more international stance due to global surveys of academic achievement of students in various countries. However, this new research stance much result

in a more international orientation in teacher training, based on research into educational processes.

Teacher training in Germany in this century stands unquestionably under pressure to innovate and such pressure is due to macro-societal challenges. The economic challenges confronting nation-states today, ultimately, impact the discussion of education, the quality of schools, the demands on content of teaching and on the issue of teacher training. In order for children and young people to obtain education and training they need for the world of the 21st century they will need teachers, who themselves are trained in an appropriate manner. Again, more internationalization of teacher training is necessary.

Corresponding to these trends and thereby generating synergies, internationalization has influenced universities in general and in particular teacher education. Over the past ten years strategic internationalization was demanded of the universities and funding was provided to promote and develop this stance. Almost all funding agencies require grant applications to provide highly specific statements regarding how the grant application fits into the internationalization strategy of the University. In particular, the German Academic Exchange Service (DAAD) and the German Rectors' Conference (HRK) require a university to adopt an internationalization stance and supports this stance by national and international workshops, seminars and conferences. This process has indeed reached teacher training albeit with a certain delay, but during the years 2012 and 2013 this process has increased dramatically. Both institutions have identified the internationalization of teacher education largely as a field with considerable pressure to act.

For the Heidelberg University of Education these pressures have produced recognizable consequences. The university has adopted many impulses, implemented them and developed them further. It has improved greatly in its internationalization efforts and can enter into a dialogue with the University of Heidelberg. Following the summer term 2011 an internationalization strategy was approved by the Senate and by the University Council of the Heidelberg University of Education. The following autumn the PH HD entered into the "Audit Internationalization of Higher Education" with the HRK. During the one-year audit a "strengths and weaknesses" analysis, was completed and a recommendation report and a future workshop were proposed. Since all status groups of the university were included in the audit, the discussion of the necessity of internationalization was established on a much broader level. As a result, an awareness of the problem areas of internationalization at the university was identified. In addition, experiences and insights in the national and international discourse regarding the internationalization of teacher education could be introduced.

III.

Nevertheless, the PH Heidelberg faces major challenges to the internationalization of teacher education. Without a common internationalization cause, including the university management, the faculties and institutes internationalization may be only partially successful. This is a particularly sensitive issue since cooperation between The University of Education Heidelberg and the University of Heidelberg has been initiated. Thus new discussions of cooperation of specific scientific departments, subject didactics and educational sciences will take place, the results of which will shape or re-shape existing Bachelor's and Master's programs. At present, the following fields of activity can be identified, which can positively influence the internationalization effort. The creation of longer mobility windows is essential for students of all subjects not just students of foreign language. Such longer experiences in a foreign country are necessary in order to provide substantial experience with a gain in intercultural competence. Researchers, teachers and administrative staff must have the opportunity for professional development and to gain experience in a foreign country without this experience resulting in a detriment to his or her career. Such experience must serve the faculty member's occupational development. The much-quoted "internationalization at home", or internationally oriented measures at Heidelberg, such as guest lecturer programs or the establishment of English courses to improve mobility options, can be an enrichment at the university, but they are no substitute for personal experience in international contexts.

The creation of international mobility windows as well as a reorientation of the curricula must be mandatory and embedded in program of cooperation between grade schools and the university. A curricular anchoring of foreign mobility, for example, with the inclusion of intercultural competence into modules and specific course topics at the university must be mandatory. Such competencies must be an integral part of teacher certification and career promotion. The acquisition of language skills and the gain in intercultural communicative competence must be given the highest priority in teacher certification. Although such competencies have recently been expressed as a goal, students must identify themselves with these goals. Such measures cannot be emphasized enough in current descriptions of teacher competence. The competencies must, in the future, be more precisely defined so that the gains in these competencies can be accurately expressed and credit points fairly assigned. Research and teaching can greatly benefit from the internationalization of education. The gain in knowledge of other teaching and educational cultures is essential in the international context of education. A science-based teacher training needs not only knowledge of

the social processes of each region, but the accompaniment of an international online scientific discourse educational science. Finally, the educational landscape requires a new incentive system for the teaching profession: internationalization must be recognized for future teachers as a career advantage.

The Heidelberg University of Education has created with its internationalization strategy, the justification for an internationally oriented educational institution of higher education and formulated a clear work program. With its implementation and further development at all levels of the university and the national and international dialogue, it will now be possible to make teacher education in Heidelberg sustainable and lasting.

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