

The European Doctorate in Teacher Education as a Response to Global Challenges



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Idea

... to discuss the challenges, findings and potentials from an European project in teacher education.

... to present the idea of an European PhD program implemented via EDiTE (2015-2019/20, Horizon 2020 #676452).

... to talk about experiences dealing with transformative teacher learning for better student learning within an emerging European context.

I. Context

II. EDiTE

III. Survey



676452 EDiTE-EJD

Horizon 2020 | MSCA-ITN-EJD



Setting the scene: challenges and questions

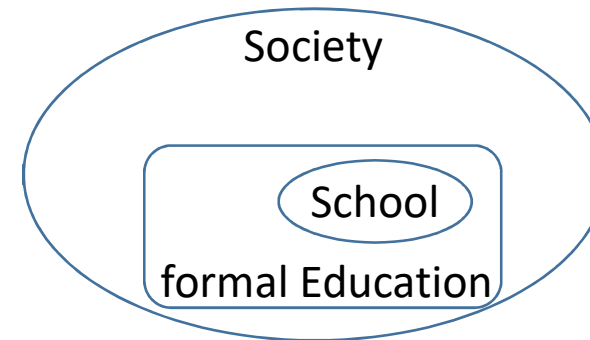
We inevitably face **societal developments** of

- globalisation,
- acceleration,
- economization,
- diversification & pluralisation,
- movement of political ideas, people, goods,...

Glocalization:

Simultaneous occurrence of both universalizing and particularizing tendencies in social, political and economic systems
[dochakuka (jap.): „global localization”, originally referred to the adaptation of farming techniques to local conditions]

School as a societal subsystem is a **mirror** and **resonance body** of society.



Setting the scene: one answer ...

(3)



*“The importance of the role of the **teacher as an agent of change**, promoting understanding and tolerance, has never been more obvious than today. It is likely to become even more critical in the twenty-first century. The need for change [...] places enormous responsibilities on teachers [...].*

Improving the quality of education depends on first improving the recruitment, training, social status and conditions of work of teachers; they need the appropriate knowledge and skills, personal characteristics, professional prospects and motivation if they are to meet the expectations placed upon them.”

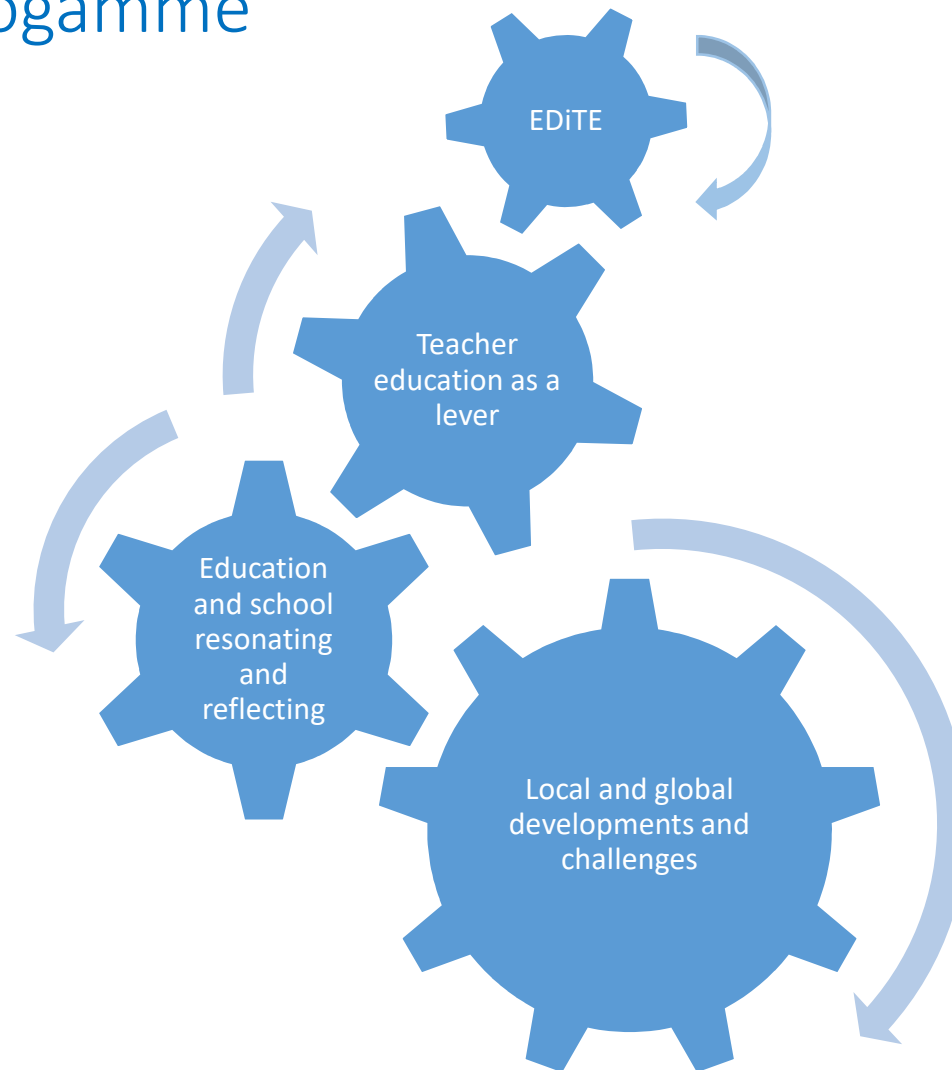
(Delores, 1998, S. 141f.)

→ PhD-programs in teacher education

- exploring educational glocalization
- science and research as means
- dissemination and implementation of ideas



Project idea: doctoral programme as a lever



Survey (2012) European Challenges and Answers

- **Research is not always an integral part of teacher education programmes:**
 - Disparity across EU teacher education lifelong curriculum due to a range of organisation, cultural and pedagogical issues
 - Only a small number of countries deal proactively with doctoral lifelong learning continuum
 - This hinders the mobility of professionals both transnationally and within individual countries
 - Teaching professionals' career paths rarely include the possibility of third cycle research activities
 - Master qualifications in teacher education do not automatically count as adequate for existing PhD programmes
 - Traditional programmes in place produce more traditional scientific knowledge potentially neglecting the knowledge base from the field



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The project ...

aims to implement
an original,
transnational and
interdisciplinary
joint doctoral
programme in
teacher education

creates a closer
link between
practice and
theory in teacher
education

moves
transnational
research in teacher
education nearer
to national
educational
institutions



EDiTE
European Doctorate
in Teacher Education

Aims and objectives

provides a forum
for collecting and
sharing
knowledge and
good practice
from a European
perspective



The project ...

**generates a highly
novel and
innovative
approach to
doctoral studies**

**promotes standards, procedures and
unifying principles for the design,
organization and development of
doctoral study programmes in teacher
education**



EDiTE
**European Doctorate
in Teacher Education**

**Aims and
objectives**

**carries potential to
act as a generative
model for the
development of
other European
joint study
programmes**



Attractiveness for students
and teachers, new cultures,
broadening professional
network, trans-national
research

(individual level)

System-wide development of
professionalism in teaching,
learning and schooling at large
(national level)



Innovation processes in
program design, curriculum
development and research
networking

(institutional level)

European dimension,
student/staff mobility and
international employability,
attractiveness of EHEA

(European level)

University of
Innsbruck,
Austria

Project leader



Project
Consortium



EDiTE

European Doctorate
in Teacher Education

Eötvös Loránd
University,
Hungary



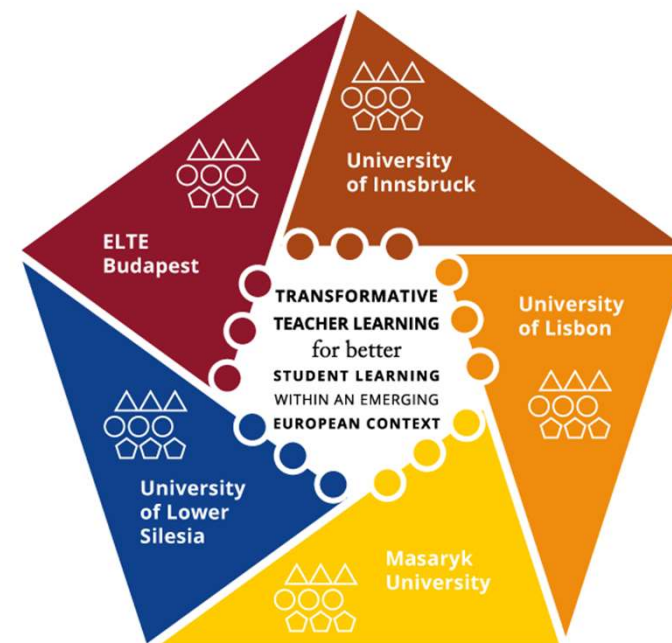
Masaryk
University, Czech
Republic



University of
Lower Silesia,
Poland



University of
Lisbon, Portugal



○ researchers ◡ supervisors △ partners



EDiTE PhD Curriculum

	ECTS	SUB MODULES
Module 1: Advanced Studies	30	Advanced Pedagogical Studies
	12	Transversal Studies
	18	Research Methodology and Management
	SUBTOTAL: 60	
Module 2: Individual Research	120	Research activities, Defence of PhD, Residential Research Activities
	TOTAL: 180	

EDiTE Training Events

Table 1.2 b Main Network-Wide Training Events, Conferences and Contribution of Beneficiaries

	Main Training Events & Conferences	ECT S (if any)	Lead Institution	Project Month (estimated)
1	EDiTE academic network event 2016 (kick-off)	2	UIBK	5
2	EDiTE Summer School 2016 – Research as social change (3-4 days)	4	UB	10
3	European Virtual Joint Seminar 2017 – European comparative studies in TE (2 days)	4	UIBK	17
4	EDiTE Summer School 2017 – Advanced Studies (3-4 days)	4	ULS	22
5	European Virtual Joint Seminar 2018 (2 days) – Transformative professional learning	4	UB	29
6	EDiTE Summer School 2018 & Conference – Research Intensive Module (4-5 days)	6	ELTE	34
7	Networking (2-3 days) and Research Conference 2019 (2-3 days) – Results Exploitation	6	UL	41
8	European Virtual Joint Seminar 2019 – Career perspectives of EDiTE graduates	-	ULS	46

„Transformative teacher learning for better student learning within an emerging European context”



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Questions

1. To what extent and how does EDiTE contribute to the European Teacher Education Area?
2. Which are the potentials and challenges of implementing a European Joint Doctorate?
3. How do participants of EDiTE perceive the implementation of the project so far?

Methods

1. Online Survey with open ended question.
2. ESRs/SFRs, Supervisors, Partner Organizations .
3. Thematic analysis.

**EDiTE has helped to increase
international networking with new
colleagues**

**“... to learn new things about myself,
about dealing with research and about
teacher education”**

**Influences of EDiTE on
professional lives
(Quotes, Statements)**

**... to see and compare the conditions and
differences (not only in education, but in
life at large)**

**“I feel a better learner, a better
professional and a better European”**

**Teacher education research has become
a personal research interest**

**Opening up teacher education
institutions towards more
internationalisation**

**Cooperation between several research
and education units within the
institution**

**Influences of EDiTE on the
institutions
(Quotes, Statements)**

**Cooperation between several research
and education units across universities**

**Introduction of innovations in doctoral
education programs (offering a unique
field of experimentation)**

**Initiation of new doctoral programs
(e.g. first time in English language)**

Integrating the EDiTE program structure into the existing program structures of doctoral studies (different and partly rigid national regulations)

Lack of trust and respect in community building

Levels of commitment and expectations

Doing research in schools with children in their native language

**The most difficult situations/greatest challenges participating in EDiTE?
(Quotes, Statements)**

Need for harmonization within the project

Navigating between the different academic cultures

Tensions arising from different student experiences

Unclear guidelines in processes of supervision and/or co-supervision

Tensions between ESRs (and SFRs) and community building

- Master (in part **contradictory**) bureaucracy and national **laws** in an international project (-> glocalization).
- “Ad on” vs. “**part of one’s work**”.
- Challenges of **community building** (trust needs regular face2face communication/meetings).
- **Sustainability** and relative financial independence, transition: project -> institutionalisation.
- Creating a **third space**: meaningful action oriented third space for stakeholders (researchers, school practice, policy).
- Developing a **joint research programme** with research areas related to European teacher education themes.

Thank you!

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