International Doctorate in Teacher education

Lessons learned and considerations for the future

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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** of society.
“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
A shift from best practice to next practice

Process of renewal

→ International Doctorate in Teacher Education
European Doctorate in Teacher Education

Horizon2020 Grant  
Duration: October 2015 – Sep 2019  
Project No. 676452  
Grant Sum: 3,4 Million €  
Consortium: 5 Universities  
Project Coordinator: University of Innsbruck

PhD students (funded): 15  
PhD students (self-funded): ~8  
Supervisors: ~22  
Nationalities (students): 12  
(6 EU + 6 World)

Local Project Management: 5  
Supervisory Board Members: 5

23 external partner institutions (schools)

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Edite structure

EdiTE community

University of Innsbruck

ELTE Budapest

University of Lower Silesia

Masaryk University

TRANSFORMATIVE TEACHER LEARNING for better STUDENT LEARNING WITHIN AN EMERGING EUROPEAN CONTEXT

researchers  supervisors  partners

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High diversity: organisational & cultural

- high project immanent complexity
  → structured instruments to foster interaction/mutual understanding

Examples:
1) Secondment
2) Summer schools /winter schools
3) Virtual Seminars / Meetings
4) Cross institutional collaborations / activities

http://www.edite.eu/edite-phd-curriculum/
DOCTORAL NETWORK IN TEACHER EDUCATION (DNTEA)

- Conceptual & development phase
- Enhanced doctoral experiences in Africa
- Starting small and scaling up
- Supporting Sustainable Development Goal #4
- Aligning with the work of the Unesco International Teacher Task Force

DNTEA:
- A doctoral network
- IN Africa
- BY Africa
- FOR Africa
DOCTORAL NETWORK IN TEACHER EDUCATION (DNTEA)

Founding members:
Irma Eloff (South Africa), Therese Tchombe (Cameroon), Alois Solomon Chiromo (Zimbabwe), Antonio Cipriano Gonçalves (Mozambique), Amani Ibrahaim Abedelgafar (Sudan), Marie Hyleen Mariaye (Mauritius)
DOCTORAL NETWORK IN TEACHER EDUCATION (DNTEA)

PRINCIPLES:
Partnerable, phased-approach, scalable, investable, inclusive & flexible, collaboration of excellence, mutual reciprocity, future focus.

PIVOTS:
Short term exchange periods for students and supervisors
Long-term research partnerships
Lessons learned

➤ Importance of a *theoretical framework*
➤ Backward design & sustainability
➤ Face multiple (partially contradictory) national and institutional regulations
➤ Common framework EDiTEe curriculum bilateral agreements
➤ Value of personal direct interaction of all project members
➤ Align with long-term continental strategies (e.g. EU and AU)
➤ Lift conceptualizations of teacher education & teacher identities beyond the national level
Literature:


European Doctorate in Teacher Education – EDiTE webpage: http://www.edite.eu/


Symeonidis, V., Schratz, M., Kraler, Ch., & Stürz, M. 2017. Internal Project Communication / EC reporting, Nov.30st, 2017; EDiTE, University of Innsbruck.
