

**Education for Sustainable Development
and Global Citizenship (ESD/GC)**

**‘The transformative impact of international
experience on personal and professional
learning’**

23 March 2011

Liverpool Hope University



A one day workshop organised by ESCalate (HEA Subject Centre for Education) and the UK ITE Network. Teacher educators with experience of leading international placements in a range of European and developing countries will present findings from their research and practice. Evidence will be presented that interrogates the potentially transformative nature of this experience on aspects of teacher / pupils relationships, professional identity, critical engagement with educational practice and pedagogical knowledge. The workshop will seek to highlight aspects of best practice regarding this pedagogical approach and explore future directions for research in this area.

For more details online, please visit <http://escalate.ac.uk/7733>.

This document contains the following information:

- Venue information
- Workshop programme
- Abstracts
- Directions to the EDEN Building, Hope Park Campus

For any further information about the workshop, please get in touch with Bianca Soucek at b.soucek@bristol.ac.uk or Tel: 0117 331 4291. For any enquiries **on the day**, please contact either Phil Bamber on Tel: 0151 291 3490 or email at bamberp@hope.ac.uk, or Chris Lowry at lowryc@hope.ac.uk.

The transformative impact of international experience on personal and professional learning

Date: Wednesday 23rd March 2011
Venue: EDEN Building
 Taggart Avenue
 Liverpool Hope University
 Hope Park
 Liverpool L16 9JD
Tel: 0151 291 2147/3229/3405

Centre for International
and Development Education

Faculty of Education, Liverpool Hope University



Workshop Programme:

Time	Activity	Presented/Led by
9.30 – 10.00	Arrival and coffee	
10.00 – 10.05	Welcome from the Vice Dean of Education	Dr Wendy Bignold, Liverpool Hope University
10.05 – 10.10	Introduction to the day	Phil Bamber, Director, CfIDE, Liverpool Hope University
10.10 – 10.35	'Broadening the lens: an investigation of student teachers' changing perceptions of pedagogy following a teaching placement in a primary school in mainland Europe'	Jan Rowe, Liverpool Hope University
10.35 – 11.00	'Finding the transformative learning in International Service-Learning'	Phil Bamber, Liverpool Hope University
11.00 – 11.30	Roundtable presentation/discussion: (i) International experience and comparative education research. Interpreting classroom teaching and pupils' learning experience through observation and interview. (ii) The impact of school-based mini international placements on the professional learning of student teachers.	Led by staff from the Faculty of Education, Liverpool Hope University: Dr Jenny Rogers and Stasia Cwenar Julie Collins, Helen Gadsby and David Cumberland
11.30 – 11.45	Refreshments	
11.45 – 12.45	Keynote presentation 1: 'Developing intercultural courses in a UK university context: some curricular, strategic and research considerations'	Dr Richard Fay and Susan Brown, University of Manchester
12.45 – 1.45	Lunch	
1.45 – 2.30	Workshop: Transformative learning on the 'Smiling Coast' of West Africa.	Dr Tony Rea and Alan Hutchinson, University of Winchester
2.30 – 2.45	Refreshments	
2.45 – 3.45	Keynote presentation 2: 'Study visits to developing countries: intercultural learning or neo-colonialism?'	Dr Fran Martin and Dr Helen Griffiths, University of Exeter
3.45 – 4.00	Next steps	

Further details:

ROUNDTABLE DISCUSSION:

(i) International experience and comparative education research: Interpreting classroom teaching and pupils' learning experiences through observation and interview.

Dr Jennifer Rogers and Stasia Cwenar

This paper reports the impact of vertical collaboration on postgraduate education students in a UK-Japan research project. The study involved nurseries, schools and universities in examining early education from a range of perspectives. Education students were involved in observations of classroom teaching and pupils' early learning experiences in both countries.

We describe the Japanese students' impressions of teaching in the UK and the English students' views on Japanese Early Years approaches. With the researchers as their mentors, both students and researchers found intercultural collaboration as transformative in reflecting critically upon their own pedagogies. We discuss the relationship between international collaboration, personal development and the transformation of professional practice appropriate to children's global citizenship.

(ii) The impact of school-based mini international placements on the professional learning of student teachers.

Julie Collins, Helen Gadsby and David Cumberland

This workshop will present the preliminary findings of a research project considering the impact of short international placements on initial teachers training students of science and geography. The research project looks at the perceived impact of the placement on the students pedagogy and teaching.

KEY NOTE PRESENTATION 1:

Developing intercultural courses in a UK university context: some curricular, strategic and research considerations.

Richard Fay and Susan Brown, Language Teacher Education, School of Education, The University of Manchester

Abstract

In this presentation, we will present and reflect upon our experiences of designing, developing, implementing and fine-tuning/revising a range of intercultural courses in recent years as well as describing our upcoming development plans. This portfolio of intercultural course

development involves: both undergraduate and postgraduate provision; face-to-face, elearning and blended learning modalities; and experiential sites in Manchester, overseas and online. The courses cater for both a specialised student body of experienced language teachers and a wide range of undergraduates (drawn from different faculties). These developments have taken place in a context in which the 'intercultural was, for many years, noticeably absent from the institutional discourse. However, over recent years, the university's vision for the undergraduate experience has increasingly seen cultural awareness, global citizenship, digital literacy and sustainability education foregrounded. Thus, our experiences regarding these courses can be characterised initially as 'development largely in a institutional vacuum' and now as 'development in the vicinity of an intercultural agenda and emergent intercultural practice'. Although we will refer at some points to our ongoing research activity into the intercultural learning of our students, our presentation is primarily a reflection on our course development experiences.

Biographical Notes

Since 1994, Dr Richard Fay has been a Lecture in Education the School of Education at The University of Manchester where he mostly works at postgraduate level with experienced language teachers in the international field of TESOL. His main areas of teaching specialisation lie with intercultural education and developing researcher competence. He also teaches on several intercultural courses at undergraduate level. He is also the Study abroad Co-ordinator for the School of Education. His teaching involves both onsite and elearning modalities and his PhD (2004) focused on the collaborative development between the Hellenic Open University and the University of Manchester of distance learning MA programmes for foreign language teachers in Greece. He has also been involved in the development of distance learning courses in Bulgaria which explore professional aspects of intercultural communication for language teachers, translators and interpreters. His most recent publication (in the journal *intercultural education*) focused on the multicultural awareness possibilities of English language teaching in Greece.

WORKSHOP:

Transformative learning on the 'Smiling Coast' of West Africa

Dr Tony Rea and Alan Hutchinson, University of Winchester

Brief abstract

There appears to be a growing interest in the value of educators visiting developing countries. This workshop will involve a presentation on our experiences of visiting such countries with particular reference to The Gambia, West Africa. It will also include the research we have undertaken on the transformative impact of these visits and the particular value of this experience for educators. There will be opportunities for participants to raise questions and to discuss key issues arising from the work we have presented.

Biographical notes

Alan Hutchison is Programme Leader for the MA Education at the University of Winchester, UK. His research and teaching interests lie in the personal and professional value of visiting developing

countries and in wellbeing. He has recently presented on the theme of transformative learning and visits to developing countries (with Tony Rea) at the Oxford Ethnography and Education conference (2010) and the International Professional Development Association conference (2010).

Tony Rea is head of CPD at the University of Winchester, Faculty of Education, Health and Social Care, and he is a member of the BERA Publications Committee. His research interests lie in informal learning, outdoor education and the impact of educational visits to developing countries. Along with Alan Hutchison he is the author of Transformative learning and identity formation on the 'Smiling Coast' of West Africa, a paper currently in print with the journal Teaching and Teacher Education.

KEY NOTE PRESENTATION 2:

Study visits to developing countries: intercultural learning or neo-colonialism?

Dr. Fran Martin and Dr. Helen Griffiths, University of Exeter

Abstract

Study visits to developing countries are often reported to provide 'transformational' experiences for UK students. However, there are questions about what is meant by transformational, who is transformed, and the impact on the host country. Experience of leading and researching study visits for experienced and student teachers to The Gambia and Southern India suggest that unless work is done to deconstruct Western worldviews, the potential for intercultural learning is severely diminished, and activities in host countries can take on a form of neo-colonialism. These issues are the subject of a current ESRC project "Global Partnerships as sites of mutual learning: teachers' professional development through study visits". The project is framed within postcolonial theory and the research design has been developed as a direct response to the need to develop an ethical relationship with the 'Other' (Said, 1985; Andreotti, 2008). The project and its interim findings will be discussed.

Biographical Notes

Dr. Helen Griffiths is Associate Research Fellow in the Graduate School of Education, University of Exeter. Her background is in human geography (PhD, MSc, BA) and her research interests include geographical and environmental education and qualitative methodologies. Since October 2009 Helen has been working alongside Fran on the 'Global partnerships as sites for mutual learning' project. The first year of the project involved her taking on the dual role of participant-researcher during study visit courses to both The Gambia and southern India.

Dr Fran Martin is senior lecturer in the Graduate School of Education, University of Exeter. Fran's research interests include primary geography, global education and educational partnerships, with an emphasis on teacher development. Between 2002-2006 Fran co-led a study visit course to The Gambia with a colleague at Tide~ Global Learning in Birmingham. This led to the current ESRC funded research project on Global Partnerships as Sites for Mutual Learning. Fran is also a long-standing member of the Geographical Association, editing Primary Geographer between 2006-2009, and is due to be GA president in 2011-12.

Directions:

BY PUBLIC TRANSPORT

From Liverpool City Centre:

Trains go regularly from Lime Street Railway Station in the centre, to both Broadgreen Railway Station and Mossley Hill Rail Station; the two closest stations to Hope Park campus. See below for information on buses travelling to Hope Park campus from these two stations.

You can also catch various buses from the city centre all the way to Hope Park campus. The **74** and **75** bus services go every 7 minutes from Great Charlotte Street in the city centre and stop on Woolton Road on the edge of Hope Park campus.

The **78** bus service runs every 20 minutes and can be caught from Lord St or Queen Square bus station in the city centre, with a stop on Woolton Road just outside the campus.

The **86C** bus service can be caught from Elliot Street in the city centre every 10 minutes and this stops along Taggart Avenue, on campus.

From Broadgreen Rail Station:

This is the nearest station to Hope Park campus. There are several buses which you can take leaving from Queens Drive (5 min walk from the station in a westerly direction). The **61/61A** bus services stop along Taggart Avenue, on campus, and the **81/81A** stops at the top of Taggart Avenue - on the triangle - a few minutes walk from campus.

From Mossley Hill Rail Station:

Mossley Hill Rail Station is 1.4 miles away from the Hope Park campus. This is a 25 minute walk or a quick bus ride away. You can catch the **61** or **161** bus service from this station and it stops along Taggart Avenue, on campus. Buses run every 10 minutes on weekdays.

BY CAR

From the M62:

At the end of the M62 keep left at the fork, following Bowring Park Rd round to the left onto the A5058 Queens Drive. Continue down Queens drive until you get to the Childwall Fiveways Roundabout where you take the 3rd exit, continuing down Queens Drive. At the second set of traffic lights take a left onto Woolton Rd and after about half a mile turn left onto Taggart Avenue. The EDEN Building is on the right hand side.

From the M56:

Leave the motorway at Junction 12 (A557). Follow signs to Widnes, Runcorn and Liverpool Airport (A557) for about three miles. At the junction with the A533 branch left to go over Runcorn Bridge. Move into the right hand lane on the Bridge and follow signs for Liverpool (A562). Stay on the main road to Liverpool, which becomes the A561 (pass Jaguar Factory on the right hand side) until the second set of traffic lights and turn right on to the A5275 Speke Hall Road which becomes Hillfoot Road (A562) then Menlove Avenue (A565), through three sets of traffic lights. At fourth set of traffic lights, turn right into Cromptons Lane, through another set of traffic lights on to Taggart Avenue into Hope Park.

For a variety of useful maps which you can download and print off, please visit the Liverpool Hope University website:

<http://www.hope.ac.uk/getting-to-hope/maps.html>