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Insider perspectives on universities in China conducting international educational programmes: issues and suggestions

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Best wishes from those who are not able to attend the seminar:

1. Professor Imbi Sooman, the University of Vienna, Austria
2. Mr. Uffe Most, Director of Odense School of Music, Denmark
3. Mr. Rolf Carattini, Director of Department of Education, Culture and Sports, Canton Ticino, Switzerland
4. Professor Craig Kissock, Director of Student-Teaching-Abroad Programme, Former Head of Education Department of the University of Minnesota, America
5. Mr. Robert Zhao, Director of the International Science and Technology Development in Canada
Academic collaboration in teacher education with international universities and educational institutes since late 1980s

2. Language Teaching Methodology Training for Teachers of English in Shaoxing University with school teachers from the USA (1995)
3. Post-Graduate Programme for English Language Teaching in Nanyang Technological University, Singapore (1998-1999)
4. Music Teacher Exchange Programme with Odense School of Music, Denmark (2002-2006)
5. Language Teacher Training by Oxnard College, the USA (2004-2005)
6. Teacher Training Programme with Canton Ticino, Switzerland (2005-2006)
7. Business Teacher Training Programme with the University of Northampton, the UK (2006-2007)
8. Medical Teacher Professional Development Programme with Kosan University, Korea (2005-2006)
Analysis of the major international programmes of teacher education in Shaoxing University: positive experiences

1. The programmes covered 6 main countries
2. Teachers from 4 schools benefited from the programmes
3. Most of the teachers involved in the programmes have been making great contribution to the University
4. Open and enthusiastic attitude towards working with colleagues from overseas
Analysis of the major international programmes of teacher education in Shaoxing University: voices of complaints

1. The programmes have not yet related to some schools (e.g., the School of Sciences, the School of Education, the School of Adult Education, etc.)

2. The number of teachers having the privilege of furthering their education internationally is far too small

3. More efforts need to be made to provide better chances for ordinary teachers

4. There lacks a consistency of programmes

5. Forms and contents of the programmes are to be improved
Challenges of conducting international teacher education programmes: insider perspectives

1. Language barriers (e.g., the programmes with the University of Tennessee, the USA, Korean universities)
2. Teacher perceptions on professional development (e.g., the School of Music, the School of Foreign Languages, etc.)
3. The inconsistency of administrative decisions on international collaboration (the programme with the University of Regina, Canada)
4. The quantity and the quality of international affairs staff
5. The low priority given to the international teacher professional development programmes in terms of financial support from the University (e.g., the School of Foreign Languages)
Conducting international teacher education programmes: great potentials

1. Higher education expansion
2. The inspection of Ministry of Education
3. The awareness of the importance of professional development
4. Better understanding of education systems and cultures of other countries
5. The negative experiences from Shaoxing University and other similar universities
6. Internationalisation and globalisation
Great expectations in conducting international teacher education programmes for the future: outsider perspectives

1. Consistency in the University policies for international collaborations
2. More professional foreign affairs personnel
3. Higher priority for international teacher education
4. More opportunities for more schools and teachers
5. Mutual understanding and trust