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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

- 1. Gap Volunteer Programme for Teachers of English in the UK, the USA (1991-1996)**
- 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**