



*The Formative Impact
of Study Abroad.*

A good practice...



**Driestar
Christian University**
for Teacher Education



Lydia Bor

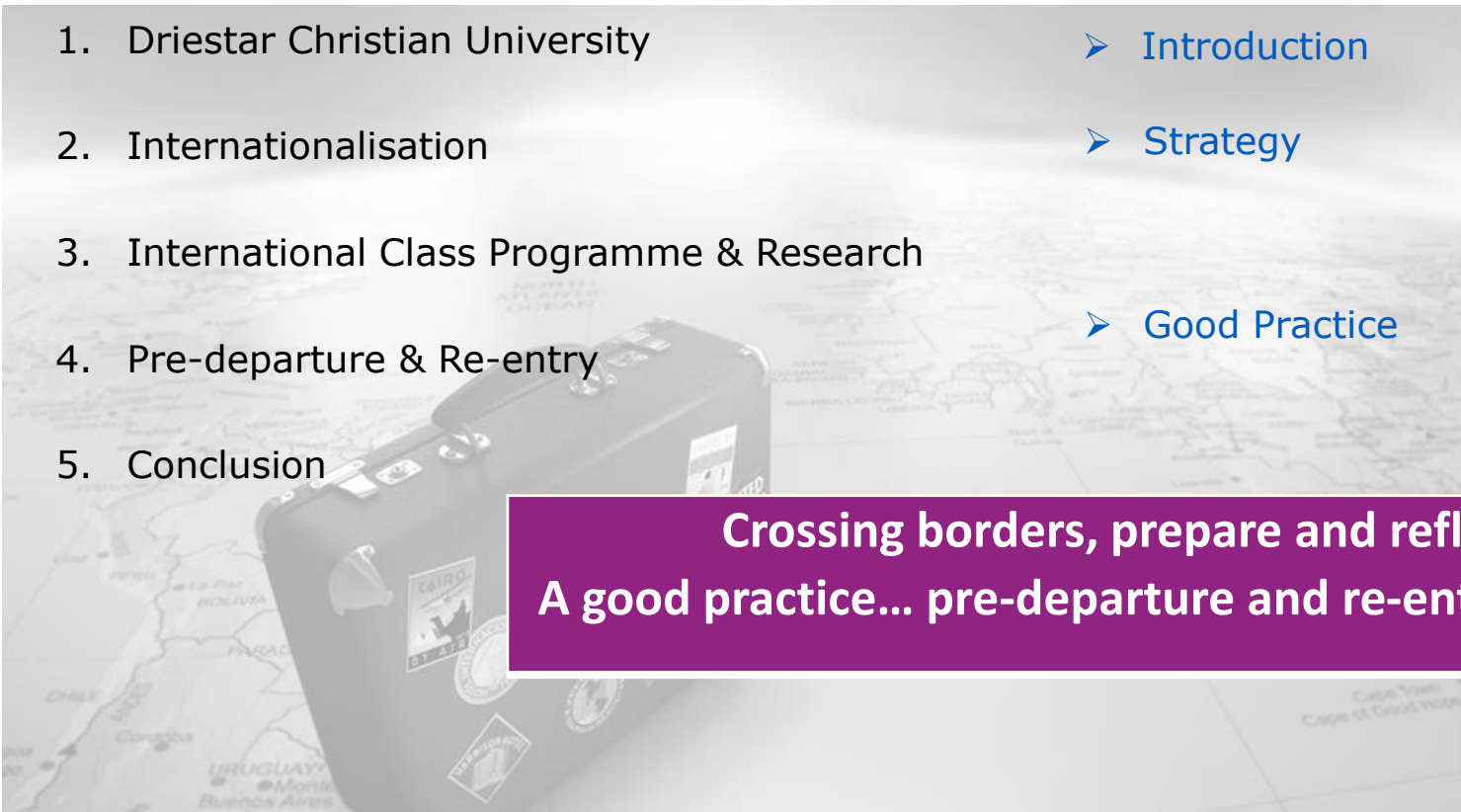
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Agenda 170605 – Breakout session 2

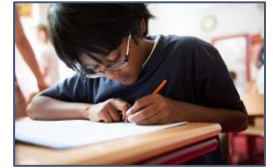
1. Driestar Christian University ➤ Introduction
2. Internationalisation ➤ Strategy
3. International Class Programme & Research
4. Pre-departure & Re-entry ➤ Good Practice
5. Conclusion



**Crossing borders, prepare and reflect!
A good practice... pre-departure and re-entry program.**



**Driestar
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for Teacher Education



8 Bachelor Programmes

- Bachelor in education (primary education): all subject teacher
- Bachelor in education (secondary education): Dutch, Economics, English, German, History, Mathematics
- Bachelor social work (family support)

3 Master Programmes

- Educational Leadership
- Learning & Innovation
- Special Education

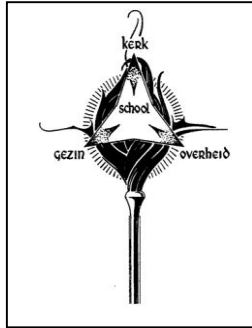


Research

- The teacher as a person
- The teacher's actions
- The teaching context

• Founded:	1944
• Students:	1500
• Employees:	300

Mission Statement



Church



Society

Family

Mission

Driestar Christian University ***inspires, educates and supports*** (student) teachers and schools providing education based on Christian principles.

Vision

The Bible is the everlasting and vital Source.

- Christian Identity
- Reformed institute
- Attitude
- Values



1. Dedication
2. Reliability
3. Wisdom
4. Compassion
5. Courage

Hungary

Romania

China

Sierra Leone

Israël

Indonesia

Ethiopia

South Africa

Singapore

Curaçao

Aruba

Ukraine

...GOING GLOBAL



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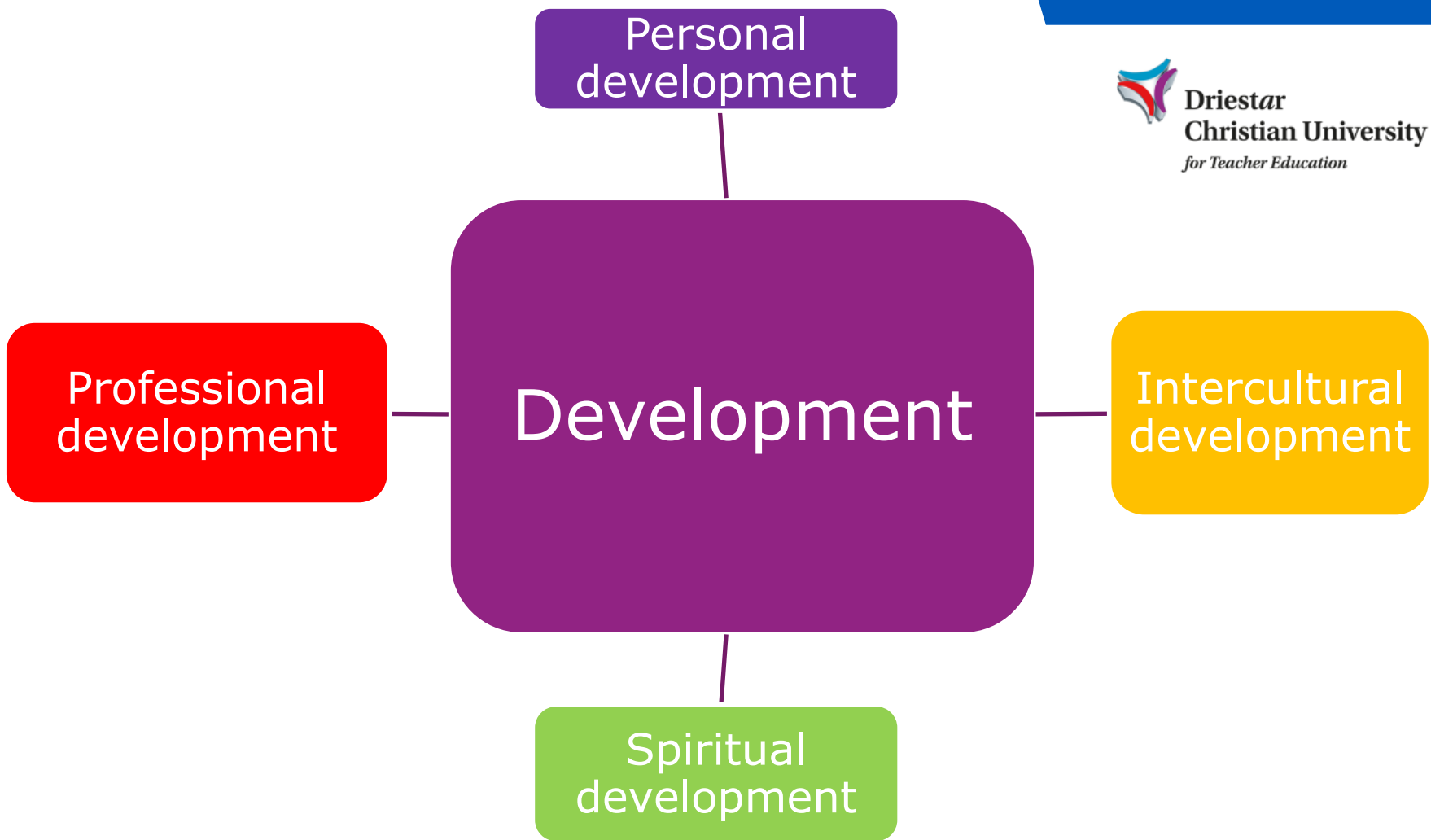
**Crossing borders, prepare and reflect!
A good practice... pre-departure and re-entry program.**

General Approach and Strategy

Internationalisation

- ...causes us to meet other people and makes us aware of Gods worldwide church, that we are part of a worldwide Christian community.
- ... makes **us aware of the importance of education** for the development of individuals and societies.
- ... makes us **think globally**.
- ... makes us **realize that we have a mission** in the world.
- ... gives us **more insight into our profession and our professional attitude**, it makes stronger professionals.
- ... contributes to **global citizenship and social inclusion**.
- ... makes you **thankful** and makes us think about our destination.







Goals on student level (1)

1. Personal development

Increased self-confidence, emotional stability (ability to cope with psychological stress in connection with different situations, flexibility), taking social initiative.

- The student gains insight into his/her own self, his/her own acting and his/her attitude in a different context.
- The student has the ability to make contact with people from other cultures, does so with an open attitude and is able to reflect on it.
- The student is prepared to maintain international contacts in his/her future work situation.

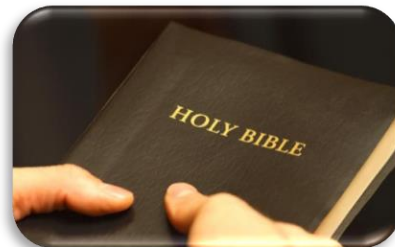


Goals on student level (2)

2. Spiritual development

The students meets Christians from all over the world, becomes acquainted with and feels connected with God's church worldwide.

- The student learns to be accountable for his/her choices regarding faith.
- The student is able to gain an understanding of the relationship between his/her (Christian) identity to his/her moral values in his/her (pedagogical) actions.
- The student is open to enrichment of his/her religious identity through practices from other traditions he/she encounters.



Goals on student level (3)

3. Intercultural development - *Intercultural competencies: intercultural communication, cultural empathy, knowledge of foreign cultures, knowledge of the background of foreign customers; open mind with respect to other groups.*

- The student broadens his/her worldview/horizon through encountering other cultures and carriers of culture (visible and invisible), becomes acquainted with and learns to relate to that other culture/environment/context.
- The student is more aware of his/her own (sub)culture and context and the associated cultural norms and values, and is able to estimate their true value. The student can compare his/her own (sub)cultures with other (sub)cultures.



Goals on student level (4)

4. Professional development – *Disciplinary international competencies: students discover how their field is regarded in other countries.*

- The student encounters different educational concepts and educational practices and learns to know the motives behind (Christian) education and educational views in certain societies and contexts.
- The student learns to think about his/her own educational concept/working method (reflection) which leads the student to re-evaluate the education in his/her home context (strong and weak points).
- The student meets Christian colleagues who were trained in a different environment and culture and spends time with them, which enhances his/her professional skills and his/her life.
- Together with foreign students and/or teachers/colleagues, the student works on the realization of education. Depending on the context, he/she is inspired by the working methods used abroad.
- By working together, the student enriches his/her international competencies and language skills, leading to a finished product/result (lessons, workshop, lesson materials, etc....).

International Activities

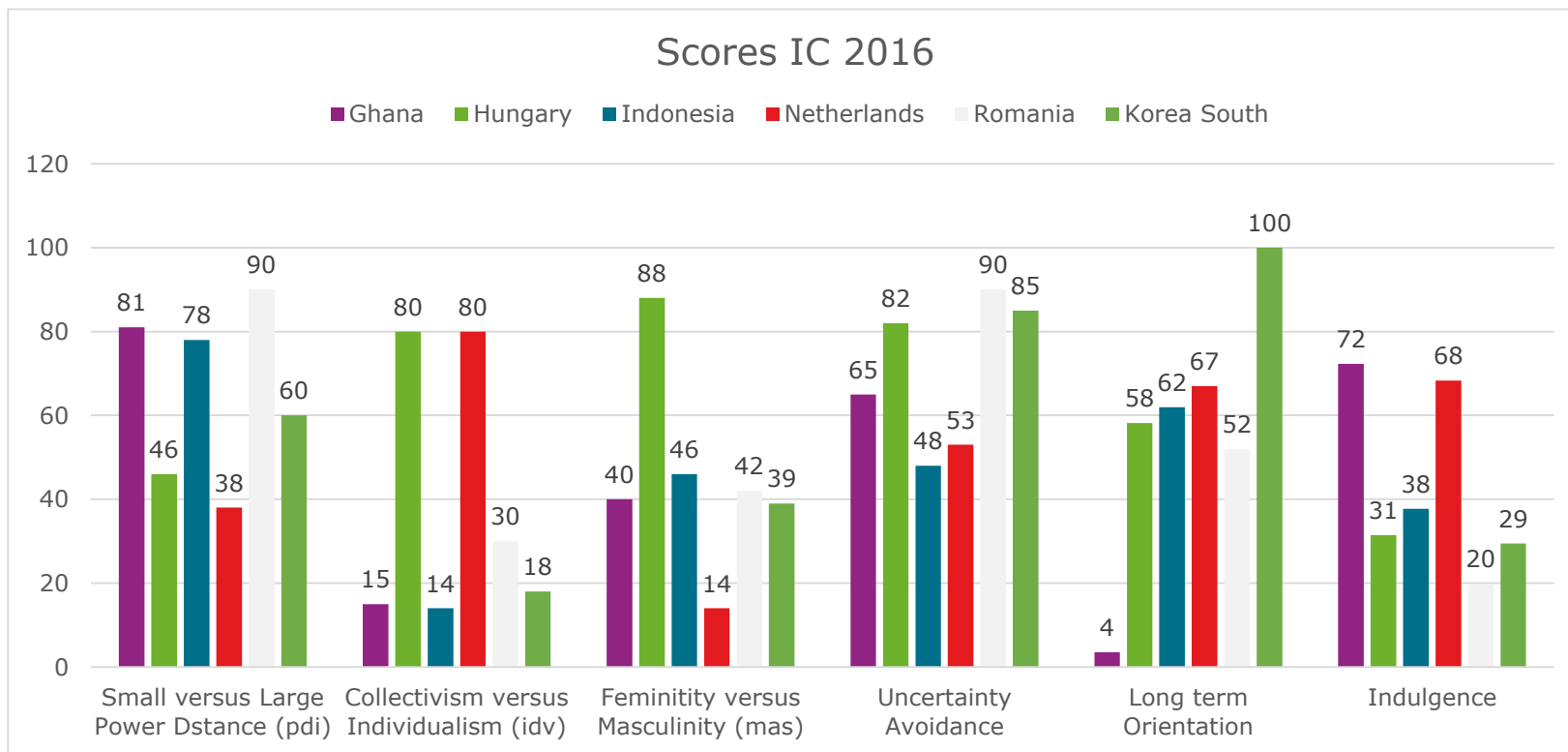
Activity	Theme	
1. Mobility of staff, teachers and students	Teaching, training, study trip, exchange programmes, conferences,...	Erasmus+
2. Conferences	Teaching, leadership, Good practices	ECCEN IAPCHE
3. Courses in Gouda	Christian education	International Class International Master
4. Courses/Consultancy on location	SEN, Leadership, Teaching,...	
5. Network	INCE	



*International
Minor
Christian Education*



Scores IC 2016 (Hofstede)



International Minor

International Class

3 months (Aug – Nov)

Intercultural setting (Dutch & Internat)

Lectures / Internship / ...

Discussion & dialogue

Theme: Christian education



International Experience

8 - 10 weeks (Nov – Jan)

Dutch students go abroad
to carry out their research/internship



Research > International Minor (2013)

- How do students develop during the international minor?
- Which indicators of development can we discern, being likely distinguishing factors due to the program?

Aims

1. Practice based evidence about the minor.
2. Base for quantitative evaluation instrument.
3. Extension of international programs?

Conclusion

- ✓ Change of perception
- ✓ Process of growing awareness of differences
- ✓ More nuanced interpretative framework

Proces factors

- a. Preparation (thinking of learning goals)
- b. Living and working together (formally and socially): comparison – identification
- c. Mix theory and practice – experience – and getting new explanations/concepts
- d. Experience of problems abroad
- e. Meeting strange educational practices

Personal
development



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'sometimes because of the differences between the culture I changed my opinion about cultures'.

Intercultural
development

Development

Spiritual
development

Professional
development

'I am so blessed to be a member of the international class. I've learned that nothing is possible without any help of God. Before this class I believed that I was a Christian. But I did not live with God. At this moment I am very dependent of the Lord. Without God my life is empty.'



International minor 2.0

- 1. Curriculum changes**
- 2. Pre-departure & Re-entry**
- 3. Use of framework**



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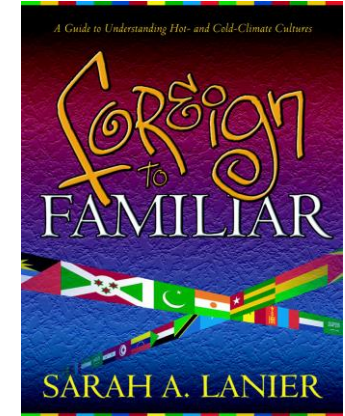
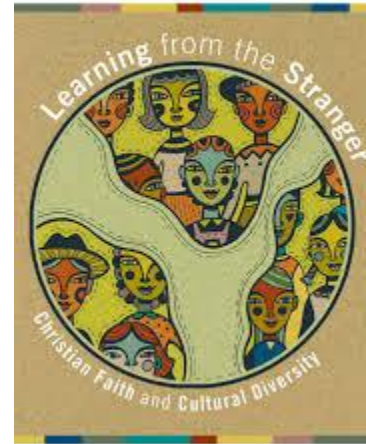
Pre-departure

- 1. International Class**
- 2. Module Intercultural Development**
- 3. IRC + content**
- 4. Safety Training & Registration**
- 5. Meetings International Office**



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David I. Smith



- Culture & Self
- Culture & Communication
- Tutor Groups - Reflection



**Intercultural
Readiness Check**

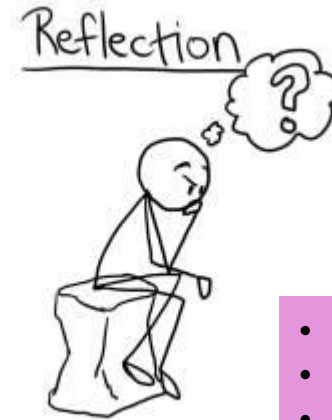
<p>Intercultural Sensitivity</p> <p>The degree to which a person takes an active interest in others, their cultural background, needs and perspectives.</p>	<p>Intercultural Communication</p> <p>The degree to which a person actively monitors own communicative behaviours.</p>	<p>Building commitment</p> <p>The degree to which a person actively influences the social environment, concerned with integrating different people and personalities.</p>	<p>Managing Uncertainty</p> <p>The degree to which a person is able to manage the greater uncertainty of intercultural situations.</p>
Cultural Awareness	Active Listening	Building Relationships	Openness to Cultural Complexity
Attention to signals	Adjusting Communication Style	Reconciling Stakeholders Needs	Exploring New Approaches

Re-entry

1. Re-entry seminar
2. Content
3. Reflection



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- Personal
- Professional
- Intercultural
- Spiritual

Quote Student – 10 weeks India

For weeks I had been looking forward to being back with my family. I wanted to tell them about all my experiences, so that, in a way, they could experience it with me. When we were reunited, it was great to begin with. After a while I noticed they did not always appreciate me talking about India again. I heard comments such as: 'Stop talking about India', 'You think the world of yourself now you've been to India, don't you?' and 'Just go back to India'. It made me talk about India less and less. Thankfully there were also kind family members and friends who were genuinely interested, but at some point that comes to an end too. I do understand that, but it did take me a little while to get used to no longer being the centre of attention.



Professional development - quote

We have learned to teach in a different country, in a completely different educational setting. I often thought teaching should be done in a certain way, but in India our way of teaching did not work at all. We then taught in the way they do and all of a sudden the children understood our lesson. It made me realise that there is not one single correct way of teaching.

From a professional point of view, I did a lot of reflection and learned new teaching methods.

Personal

In this area I think I have developed most. Your experience abroad shapes you and stays with you. When you come back, you have become a different person. I did much reflection in India. Who am I? Why do I do the things I do? What do I want to do with my life? What do I want to mean for this world? Concern from family and friends also made me feel very blessed, because it showed me there are many people supporting me. Reflection while appreciating the things I have, has given me many new insights.



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Spiritual

In India we visited the Reformed Church. This church differed a lot from our own church. There are many positive things I got from this, such as 'being a congregation', the commitment, the positive view of the world around us and the firm faith in an almighty God. I missed my own church, because the services in English made it harder to concentrate.

Due to my illness, I learned even more what it means to be dependent on God. I hope I can continue with this dependency in the Netherlands.



Cultural development

The Indian culture is completely different to yours. I was amazed and astonished by some of the things. Other things annoyed me. But I loved the laid-back attitude to life. I also try to have a more relaxed outlook on life. Things can wait till tomorrow. As long as you do your best. It has made me see the world in a different light and I have taken a close look at my own norms and values. I could say much more about this, but it would be a never-ending story. I feel very blessed that I have been able to experience this completely different culture and I hope these experiences will serve me in future!



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Conclusion

1. Research (past & future)
2. Framework
3. Pre-departure & Re-entry



To share
To connect
To create
To inspire



CONCLUSION

More information?

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**Driestar
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Driestar Christian University inspires, educates and supports (student) teachers and schools from a Christian perspective.

Master programme: Christian Education

- **Module 1** *What is Christian education: a practices approach*
- **Module 2** *Religious and moral education*
- **Module 3** *Change, innovation and transformation*
- **Module 4** *Social justice, diversity and tolerance*

- International Master
- Blended
- 2018-2019



Driestar Christian University and Woord en Daad started the programme International Network for Christian Education (INCE).

We aim at structurally improving the quality of Christian education that benefits children and youngsters through:

- Establishment of Christian teacher education institutes.
- Educational advisory services with a quality and certification system.
- Policy influencing on different topics related to quality of education.

