

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

**‘The transformative impact of international  
experience on 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.

Registration is open and places are limited. If you wish to attend, please register online at <http://escalate.ac.uk/7733> to reserve your place.

This document contains the following information:

- Venue information
- Workshop programme
- Abstracts

For any further information about the workshop, please get in touch with Bianca Soucek at [b.soucek@bristol.ac.uk](mailto:b.soucek@bristol.ac.uk) or Tel: 0117 331 4198.

# The transformative impact of international experience on professional learning

**Date:** Wednesday 23<sup>rd</sup> March 2011

Centre for International  
and Development Education

Faculty of Education, Liverpool Hope University

**Venue:** Conference Centre  
Liverpool Hope University  
Hope Park  
Liverpool L16 9JD



## Workshop Programme:

Time	Activity	Presented/Led by
9.30 – 10.00	Arrival and coffee	
10.00 – 10.05	Welcome and introduction to the day	
10.05 – 10.30	'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
10.30 – 11.00	'Finding the transformative learning in International Service-Learning'	Phil Bamber, Liverpool Hope University
11.00 – 11.15	Refreshments	
11.15 – 12.00	Workshop: 'Transformative learning on the 'Smiling Coast' of West Africa'	Tony Rea and Alan Hutchinson, University of Winchester
12.00 – 12.30	Roundtable presentation/discussion: (i) International experience and comparative education research. Interpreting classroom teaching and pupils' learning experience through observation and interview. (ii) Spatial citizenship: a core dimension to global awareness. (iii) 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 Karl Donert Julie Collins and Helen Gadsby
12.30 – 1.15	Lunch	
1.15 – 2.15	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
2.15 – 2.30	Refreshments	
2.30 – 3.45	Keynote presentation 2: 'Study visits to developing countries: intercultural learning or neo-colonialism?'	Dr Fran Martin, University of Exeter
3.45 – 4.00	Next steps	

## **Further details:**

### **WORKSHOP**

‘Transformative learning on the ‘Smiling Coast’ of West Africa’

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 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, University of Manchester

### **Abstract**

In this presentation, we will present and reflect upon our experiences of designing, developing, implementing and finetuning/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.

### **KEY NOTE PRESENTATION 2**

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

Dr. Fran Martin, 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.