

TEACHER EDUCATION: THE COMMON MENTION ON EUROPEAN CITIZENSHIP

**M^a ELENA GÓMEZ PARRA & FRANCISCO VILLAMANDOS DE LA TORRE
UNIVERSIDAD DE CÓRDOBA (SPAIN)**

elena.gomez@uco.es / bv1vitof@uco.es



Outline

- Introduction
- The rationale and design of the courses
- Conclusions

1. Introduction

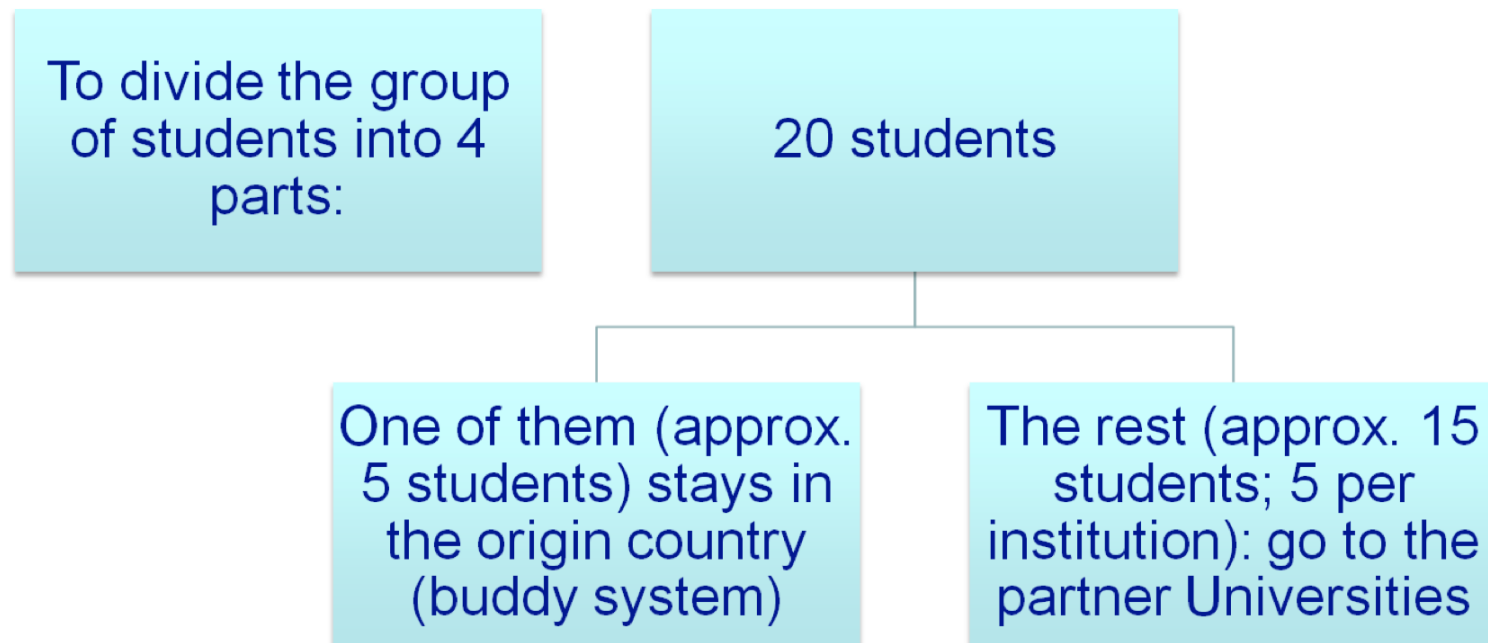
- Design of a new int'l course (60 ECTS)
- 4 Universities:
 - Stockholm (SE)
 - Brittany (FR)
 - Keszthely (HU)
 - Córdoba (ES)
- Goal: concept of European Citizenship in Teacher Education
- Starting date: Sept. '14

2. The rationale & design of the course

- Strength of the course:
 - It can be adapted by any EHEA Institution.
 - Validation and recognition is based on ELICIT competences (not contents).
 - It promotes int'l participation based on mobility.
 - Multiplier effect.

2. The rationale & design of the course

Design of the course: based on 2 COMENIUS projects (ISTEPEC and ELICIT)



2. The rationale & design of the course

- Benefits of the course:
 - Ss' own cultural background: exploited as a teaching and learning resource itself.
 - 3/4 are incoming students, who must be 'culturally' adapted to the new country.
 - 1/4 are national students, in charge of helping incoming students with their cultural immersion.

2. The rationale & design of the course

- Implementation of the course:
 - ELICIT competences allow exchange and course validation.
 - Ss' mobility is an essential part of Teacher Education.
 - ERASMUS funds mobility (teachers' and students').
 - Courses are designed according to each Institution's strength and excellence.

2. The rationale & design of the course

- The common **goals** that all courses must achieve are the following:
 - To **train** teachers on *European Citizenship* within the frame of an academic setting, especially designed for a University Degree (teacher education) or a specialization course (for in-service teachers).
 - To **foster** a system that facilitates a permanent exchange and network for lecturers and (future) teachers.
 - To **help** schools integrate the concept of 'Europe' and 'European citizenship' in their daily-based curriculum.

3. Conclusions

- These are the main **principles** and **conclusions** of the course:
 - Competences (designed by the ELICIT project in our case) must allow **exchange** and mutual validation of credits among partners.
 - Student **mobility** among institutions must be an essential part of teacher training if we want future European teachers to be fully qualified for 21st century education.
 - The ERASMUS scheme can **fund** mobility (teachers' and students'), so there is no need of further financial support.
 - Modules are **designed** according to a semester-30 ECTS course, and they are adjusted to each institution's own strength and excellence.
 - The course design allows **expanding** and **implementation** by other Universities by a consortium, previously guided by the steering group.

TEACHER EDUCATION: THE COMMON MENTION ON EUROPEAN CITIZENSHIP

M^a ELENA GÓMEZ PARRA & FRANCISCO VILLAMANDOS DE LA TORRE
UNIVERSIDAD DE CÓRDOBA (SPAIN)

elena.gomez@uco.es / bv1vitof@uco.es

