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| Nota di contenuto | Jean-Luc Gilles: Origin, Foundations, Objectives, and Original Aspects of the PEERS Program Linking Research and Training in Internationalization of Teacher Education -- Gilles Grin: The Building of Europe: A Humanist Undertaking -- Gerry O'Reilly: Preparing Critically and Globally Conscious Teachers -- Denis Gay/Celestin Razafimbelo: Learning Through Experiences of Otherness in Malagasy Schools: Exchanges Between the ENS in Antananarivo, HEP Vaud, and the Zazakely Association -- Emilia Afonso Nhalevilo: Cultural Issues in Teacher Education: From Multicultural Context to Inter/Cultural Journeys -- Emilio Aliss/Rebecca Hsieh/Rachel Silva/David Morimoto/Jean-Luc Gilles: Conservation of Native Biodiversity (Polylepis and Compsospiza) and Improving the Quality of Life in two Andean Communities of Bolivia -- Maria de los Angeles Zurita/Sofia Vargas: Promoting and Evaluating Polylepis Forest Protection as a Way to Improve Living Conditions in the Communities of San Miguel, Janko Khala, and Ch'aqui Potrero -- Lucy Clavel/Fulgence Idani: Learning Sequences About Water -- Moira Laffranchini Ngoenha: The Added Value of an International and Intercultural Exchange: The PEERS-Mozambique Project -- Zachary Walker, Rachel Sermier Dessemontet/Chantal Tieche Christinat: The Shared Experiences of |

International Special Educators -- Antoine Breau/Vanessa Lentillon-Kaestner/Dolors Ribalta Alcade: Football, Dance, Dolls and Toy Cars: Comparative Analysis Between Switzerland and Spain in Relation to Gender Stereotypes Among Primary School Pupils -- Alain Pache: Teaching food practices and sustainability in an international context -- Vanessa Lentillon-Kaestner/Sheila Alicea/Rock Braithwaite: A Comparative Analysis between Physical Education Physical Fitness, Motivation, & Self-Concept in Middle School Swiss and US Students -- Shannon Morago/Sveva Grigioni Baur: Intercultural Competence and Teaching Diverse Learners -- Philippe Hertig: Teaching Urban Ecology in Schools in Switzerland and the United States: Considering the Design of an Ecodistrict -- Rosanna Margonis-Pasinetti: Ideology, Culture and Language Preparing International and Critically Conscious Teachers: Difficulties and Advantages of a PEERS Project Focusing on Interculturalism -- Jean-Luc Gilles/Emilio Aliss/Albert Kasanda/Gerry O'Reilly: The PEERS Program: a New Way to Internationalize Teacher Education.

Sommario/riassunto

The PEERS program proposes international exchanges adapted to the context of teacher training institutions wishing to take advantage of internationalization in order to link training, research, and practice. PEERS is based on the completion of Research and Innovation (R & I) projects during the academic year, during which international groups of professors and students from teacher training partner institutions collaborate remotely as well as during two placements of one week. For the students, the PEERS program aims to develop competencies in distance collaboration with the help of Information and Communication Technology (ICT), the management of intercultural groups, and the continuous improvement of their activities through reflective thinking and the spirit of research. For the professors the PEERS program aims to better link research and training, to reinforce their skills in the management of international research projects and to foster opportunities for international publications. The aim of this collective book is to give an overview of the Issues, case studies and perspectives of the PEERS program. The first section entitled "Issues, Opportunities, and Challenges for the Internationalization of Teacher Training in a Globalized, Multicultural, and Connected World", focuses on the foundations and general features of PEERS projects, as well as the context of globalization in the intercultural and connected world in which it is situated. The second section, "Case Studies and Lessons Learned from the PEERS Project in Southern Countries" constitutes a series of chapters presenting case studies on PEERS projects focused on innovation and cooperation in the developing world. The third section, "Results of Research-Oriented PEERS Projects," considers the results from PEERS projects that have enabled the implementation of theoretical and practical educational research, generally taking the form of small-case research studies or innovations in the design of teaching units. Finally, in the conclusion we propose to present the key points of the three sections that make up this book "Linking Research and Training in Internationalization of Teacher Education with the PEERS Program: Issues, Case Studies and Perspectives."
