

## Benefits of Mobility Programmes in Teacher Education: An Empirical Impact Assessment

<b>Type of project</b>	Research and Development
<b>Status / period</b>	completed (2008-2013)
<b>Contracting authority</b>	In-house project
<b>Project description</b>	<p>At universities of teacher education, exchange programmes are becoming increasingly popular among students. As a review of the available research literature shows, the most obvious individual effects of exchange programmes that can be identified are not teaching-specific. The question to what extent the participation in an exchange programme changes teaching-specific attitudes and mentalities, or even further corresponding competencies for teachers, is so far only partially explained empirically. These retrospective data have a limited validity in regard to the development of specific competencies during an exchange stay.</p> <p>In this context, the study based on a methodically solid analysis shows to what extent students in teacher education profit from mobility programmes and which competencies, attitudes and mentalities are developed during an exchange stay.</p> <p>The empirical basis of this study is provided by data from a longitudinal assessment with students from teacher education universities in Switzerland, with an experimental group (students participating in a mobility programme) and a control group (students studying at the home university for a similar period of time).</p> <p>On this basis the research project was able to identify teacher-specific effects on exchange stays and the benefit of such exchange stays for the teaching profession.</p>
<b>Publications</b>	<p>Leutwyler, B. &amp; Lottenbach, S. (2008). <i>Der lehrerbildungsspezifische Nutzen von Mobilitätsprogrammen</i>. Forschungsbericht. Zug: Institut für internationale Zusammenarbeit in Bildungsfragen der PHZ Zug. [Teacher-specific Benefits of Mobility Programmes. A research report.]</p> <p>Leutwyler, B. &amp; Lottenbach, S. (2009). Normalitätsreflexionen – Das lehrerbildungsspezifische Potential von Mobilitätsprogrammen. <i>journal für lehrerInnenbildung</i>, 9 (1), 66-74. [Reflection on Normality – The Teacher-specific Potential of Exchange Programmes.] [Publication in German]</p> <p>Leutwyler, B. &amp; Lottenbach, S. (2011). Reflection on Normality: The</p>

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- Meierhans, C. & Leutwyler B. (2012). *Mobilitätserfahrungen angehender Lehrpersonen. Empirische Untersuchung zu Aktivitäten und Lern-(Erfahrungen) in Mobilitätsprogrammen der Lehrerinnen und Lehrerbildung. Forschungsbericht*. Zug: Institut für internationale Zusammenarbeit in Bildungsfragen IZB der PHZ Zug. [*Experiences in Mobility Programmes of students in Teacher Education. Empirical Analysis of Activities and [Learning] Experiences.*].
- Leutwyler, B. (2014). Between Myths and Facts: The Contribution of Exchange Experiences to the Professional Development of Teachers. *Journal of Curriculum and Teaching*, 3 (2), 106-117.

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