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An Analysis of the Internationalization of Pre-Service Teacher Education Curricula: The International Experience of Prospective Teachers

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Abstract: This article analyses the concept of internationalizing teacher education curricula in Turkish higher education. It relies on the data collected from the prospective teachers with an international experience during their pre-service teacher education process. The eleven participants from different teacher education programs of a state university in the west part of Türkiye explain their opinions on internationalization through comparisons between their university in Türkiye and the host university abroad, focusing on the curriculum used in each country. The findings mainly show that the prospective teachers have a favourable viewpoint regarding internationalization and agree with the necessity to add an international aspect to the teacher education curricula. However, they find the curricula in their countries insufficient for internationalization and for providing prospective teachers with a global perspective. Furthermore, they have more optimistic perceptions about the curricula used in the host countries and desire that teacher educators use more interactive teaching methods in their countries, too. These findings suggest that teacher education must include an international aspect in the curriculum, and this process must be integrative and multi-faceted.

Keywords: Internationalization, pre-service teacher education curriculum, international experience

Hizmet Öncesi Öğretmen Eğitimi Programlarının Uluslararasılaşma Açısından İncelenmesi: Öğretmen Adaylarının Uluslararası Deneyimleri

Öz: Bu çalışma Türkiye yükseköğretiminde öğretmen eğitimi programlarının uluslararasılaşmasını incelemektedir. Bu kapsamda hizmet öncesi öğretmen eğitimi süreçlerinde uluslararası bir deneyime sahip olan öğretmen adaylarından elde edilen veriler kullanılmaktadır. Türkiye'nin batısında yer alan bir devlet üniversitesinde farklı öğretmen eğitimi programlarında öğrenim görmekte olan on bir katılımcı uluslararasılaşma ile ilgili görüşlerini her bir ülkede kullanılan öğretim programına odaklanarak ve Türkiye'deki üniversiteleri ve yurtdışında gittikleri üniversite arasında karşılaştırmalar yaparak açıklamaktadır. Bulgular, genel olarak öğretmen adaylarının uluslararasılaşma ile ilgili olumlu bir bakış açısına sahip olduklarını ve öğretmen eğitimi programlarına uluslararası bir yön eklenmesinin gerekli olduğunu göstermektedir. Bununla beraber, üniversitedeki öğretim programlarını uluslararasılaşma ve

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öğretmen adaylarına küresel bir bakış açısı kazandırma açısından yetersiz buldukları görülmektedir. Ancak gittikleri ülkelerde kullanılan programla ilgili daha iyimser algılara sahip oldukları ve orada kullanılan etkileşimli yöntemlerin kendi üniversitelerindeki öğretmen eğitimcileri tarafından da kullanılmasını arzu ettikleri anlaşılmaktadır. Bu bulgular ışığında öğretmen eğitimi programlarının uluslararası bir yönü olması gerektiği ve bu sürecin bütüncü ve çok yönlü olması gerektiği önerilebilir.

Anahtar kelimeler: Uluslararasılaşma, hizmet öncesi öğretmen eğitimi programı, uluslararası deneyim

Introduction

Internationalization and Curriculum

Internationalization emerges as a concept that has begun to gain importance in the education system in the increasingly globalized world. It makes its impact felt in many dimensions, especially in higher education, through activities that cross borders in economic, political, social, and academic dimensions. As stated by Svensson & Wihlborg (2010), curriculum and teaching, which can be considered within the academic dimension, draw attention as a potential area for internationalization to be effective. However, when compared with other dimensions, it is seen that the curriculum and teaching dimension is the least included in research on internationalization (Balagtas et al., 2013). Therefore, examining the curriculum and educational activities in the rapidly internationalizing higher education systems is significant.

Leask (2009) defined the internationalization of the curriculum as "the inclusion of an intercultural and international dimension in the content of a curriculum's learning and teaching processes and support systems" (p. 209). Harari (1992), who stated that the internationalization of higher education curricula should be handled in a multi-faceted manner, mentioned that the international elements placed in the content, disconnected from each other, would not constitute a genuinely international curriculum as it was thought. For a curriculum to be international, what is done for this purpose must be consistent and supportive of each other and with an understanding that transcends disciplines.

Harari (1992) considers that one of the most critical shortcomings in the internationalization of the curriculum is the inability to gain a global perspective, and the other is the need for more content that covers both Western and Eastern cultures. Today, raising world citizens is emphasized in education, and the possibility of this is closely related to the internationalization of the curricula. World citizenship cannot be achieved through curricula based on a purely national perspective. Some attempts, such as adding international elements to the content, reviewing foreign language education, creating joint curricula, and increasing international projects and collaborations can serve to make the curricula international (Ndaipa et al., 2023; Şahin et al., 2016). The internationalization of curriculum content should proceed holistically with the design and execution of the curriculum (Harari, 1992). In other words, it is necessary to think of internationalization as the necessity of a new dimension in the changing world rather than an additive. This dimension change can happen not only with content but also with skills, awareness, and behaviour. Dealing with the tools of internationalization in 12 items, Harari (1992) listed them as follows and stated that each of them should be carefully selected and managed:

(1) The infusion of disciplinary courses with international content, (2) Comparative approaches in teaching and research, (3) Issue-oriented approaches and interdisciplinary studies, (4) Area studies and civilizational approaches, (5) International studies and intercultural studies, (6) International development studies, (7) The role of foreign languages as an integral part of the internationalization of undergraduate education, (8) The internationalization of pre-professional studies and professional schools, (9) Faculty and staff development and research in the international area, (10) Institutional links and global networking of scholars, (11) The involvement of both U S. students who have studied abroad and of international students, in the international enrichment of the curriculum and the campus, (12) The involvement of students and faculty in internships, research and other opportunities in internationally-oriented business firms and other appropriate agencies at home and abroad campus (p. 59).

In addition to the list above, Kreber (2009) offers four perspectives to consider a curriculum international:

(1) The recruitment of international students, (2) The teaching process, through a selection of course content and forms of delivery (including ICT), student mobility, language of instruction, etc., (3) Resources—in the form of internationally recruited staff members, use of international course materials (e.g., literature), etc., (4) Location—offering courses or setting up campuses abroad (p. 7).

Although it may seem difficult for a higher education institution to fulfil all these tools, it is understood that it is essential to use and plan them for a curriculum to be regarded as international. As it is understood, curriculum decisions in higher education affect the content and instructional methods. Schuerholz-Lehr et al. (2007) explained that since the faculty mostly dominate the curriculum of courses, internationalized education is closely related to the faculty's understanding of internationalization and their willingness and capacity for curricular changes. Therefore, there are different views on the internationalization of the curriculum.

When the studies carried out at the curriculum dimension of internationalization to date are looked at, it is seen that the Bologna Process, which emerged to determine common standards in higher education and minimize the educational differences between countries, is effective. Moreover, specifying the general objectives and qualifications of the curricula, comparing the learning outcomes and program qualifications, making ECTS calculations for the courses and teaching lessons seem to be the improvements (Gündoğdu et al., 2016). Although there was more focus on student exchanges when internationalization first emerged, it is expected that processes such as knowledge and technology transfer and curricula development will be affected (Munusamy & Hashim, 2020).

Some theoretical foundations and approaches in regulating the process of internationalizing the curriculum could be benefited from. One of these, the economic rational approach (Clifford & Joseph, 2005), is based on the understanding that curricula should be standard regardless of where they are offered, as it is associated with earning more income and, therefore having more international students. Curriculum is seen as an international product that can be marketed (Joseph, 2011). However, although internationalization is affected by economic concerns in many respects, it is stated that this is the least influential one in the curriculum dimension (Kreber, 2009). From

the perspective of the integrative approach, internationalization is about adding international perspectives and subjects to the existing curriculum. Although it is an important step to internationalize the curriculum through integration, the addition needs to be multi-faceted to be considered fully international (Harari, 1992). Finally, the transformative approach involves students and academics making paradigm shifts and considers studies from the perspective of different racial, gender and cultural groups. In the transformative approach, which is an inclusive approach, some questions such as “How is knowledge handled in this curriculum? How was the curriculum created?” (Joseph, 2011, p. 242) are focused. It can be said that the relevant studies can be consistent and more effective if it is determined with what kind of approach the internationalization process will be carried out in a higher education institution. This situation may directly affect the curricula implemented in higher education.

Internationalization is one of Türkiye's main themes chosen for improving higher education. As a result of Türkiye's efforts to develop its international relations through various projects and partnerships, it is seen that there are improvements in various aspects of internationalization (Çetinsaya, 2014). It is mentioned that the strongest aspect in terms of internationalization in Türkiye is the Erasmus program, and the weakest aspect is foreign language education (Yılmaz, 2016). It is understood that short-term programs such as exchange programs are more focused in Türkiye. However, there are deficiencies in issues such as organizing training programs that require long-term work and opening international programs (Yılmaz, 2016). In terms of the curriculum, although the internationalization process has contributed to the renewing of the curricula of faculties and including internationalization in Türkiye, as in other countries, research on what exactly is done in the curriculum and teaching, how the improvements are adopted, and how the curriculum with an internationalized dimension should be is rarely encountered (Dimici, 2019; Yılmaz, 2016). In a study by Eriçok and Arastaman (2023), language factor seemed to be effective in terms of the internationalization of the higher education curricula since the participant universities mostly provided students language support in English and Turkish. Therefore, it could be said that the universities in Türkiye try to adapt to internationalization through language support.

Pre-service Teacher Education Curriculum and Internationalization

Internationalization in teacher education curricula is necessary because of the different contributions it will bring to prospective teachers. In this context, an international dimension should be integrated into teacher education curricula to develop such aspects of prospective teachers as being aware of cultural differences, open-minded (Malewski et al., 2012), respectful to other cultures, and making instructional decisions to increase tolerance in their classrooms (Ersoy & Günel, 2011). Otherwise, it can be said that teacher education curricula that do not include the internationalization dimension in their content may be able to train prospective teachers without having a global perspective and knowing how they should communicate with people from different cultures (Kissock & Richardson, 2010). For this reason, it can be said that for prospective teachers to gain internationalization experience, integration into the curriculum should be provided.

It is seen that there are few studies on the effects of internationalization on the curriculum dimension, but this deficiency is especially noticeable in pre-service teacher education curricula (Gürel & Aslan, 2022; Koziol et al., 2011; Quezada, 2010). It is understood that teacher education curricula should be reviewed in terms of internationalization, considering the high probability of

prospective teachers working in a multicultural school environment with students from different cultures (Dimici, 2019; Kaegon et al., 2014; Kissock & Richardson, 2010; Mahon, 2010). However, teacher education is mostly managed and funded by governments worldwide, and it is understood that their focus is on teaching in the local context. In this respect, some scholars see the expectation of teacher education curricula to be different from other disciplines and focus on teacher training in the local environment which could be regarded as a narrow perspective in terms of internationalization (Gürel & Aslan, 2022). This situation can be explained by the fact that few attempts at internationalization have been made in teacher education faculties, which are in a conflict between the growing need for internationalization and traditional commitment to local contexts.

One of the most critical factors in pushing internationalization into the background in teacher education curricula is the state's plans on this issue and the tradition of training teachers for the local context. A similar situation exists in Türkiye, and prospective teachers may have less access to the global curriculum than in other fields (Gürel & Aslan, 2022). Gürel and Aslan (2022) mention the changes that occurred in teacher education curricula in five stages after the establishment of the CoHE (Council of Higher Education) in Türkiye in 1982, mentioning that the third of these occurred in 2006 and focused on preparing curricula in line with the Bologna Process. This process provided academic contributions such as reviewing education curricula in Türkiye, writing course objectives, and aligning these objectives with European standards. In addition, by making comparisons, different perspectives were added to the course curricula, and there were structural changes in academic programs (Kondakçı, 2018). It can be said that these studies are an essential step in terms of the internationalization of the curricula.

The last point regarding the stages of change mentioned by Gürel and Aslan (2022) is the transfer of the authority to prepare teacher education curricula to faculties in 2020. In Türkiye, pre-service teacher education curricula were prepared by CoHE until 2020, and a small degree of flexibility was provided to education faculties. However, with the final regulation, education faculties were allowed to design their curriculum under specific frameworks and freedom was provided in this regard (Gürel & Aslan, 2022). This could be interpreted as a positive improvement for teacher education faculties to internationalize their curricula.

Teacher Education and Exchange Programs

Student/teaching staff exchange programs, common in higher education systems today, draw attention as the most visible internationalization activities for providing intercultural skills to prospective teachers and directing the curricula to internationalization. Thanks to different exchange programs, prospective teachers can experience the teacher education curricula of other countries by spending a certain period of their education in another country (Duman, 2020). Some programs even provide the opportunity to take internship courses to prospective teachers abroad and it becomes possible for prospective teachers to gain teaching experience in a school in a different country. The contributions of such programs to prospective teachers are a lot. The ones highly mentioned in several studies can be listed as follows: increase in foreign language skills, increased skills in intercultural contexts, thinking positively in cultural differences including issues such as gender and ethnicity, being more willing to teach students from different cultural groups (Malewski, et al., 2012), having a global perspective (Kissock & Richardson, 2010), being able to

develop more critical views about themselves, changing educational philosophies and acquiring new pedagogical techniques, self-respect, and understanding of cultural differences (Mahon, 2010). The aims of curricula that offer such international experience should be to improve teachers' self-confidence and academic achievement, to improve the curriculum with an international perspective, and to increase cultural awareness (Gay & Kirkland, 2003).

Considering these aspects, teacher training institutions must try to increase the number of students participating in such exchange programs and support prospective teachers in terms of getting to know different cultures, lifelong learning skills, and academic and personal development through curricula that provide intercultural skills. Today, where flexibility and adaptability gain importance, it is at the forefront that pre-service teachers adapt by gaining experience in other countries and internalize flexible teaching methods (Ünlü, 2015). There are different types of short-term academic and professional experience gain programs abroad in different countries, especially in the USA. It can be said that the Erasmus exchange program, which covered only the European Union and candidate countries in the first years but also enabled exchanges in different continents in recent years, is one of the essential tools for students and lecturers to gain international experience. In improving the perspectives of academic staff and university students, the Erasmus program also supports institutions and undergraduate curricula on issues such as recognition, support for development, internationalization, cooperation, and increased quality (Dinçer et al., 2017). It is seen that the academic research on the Erasmus program, which allows for different projects and collaborations as well as increasing student and academic mobility, are not at the same rate as the program's popularity (Özdem, 2013). It is understood that the studies to be carried out on this subject will guide the understanding of the curriculum's effectiveness and the improvements to be made in terms of internationalization.

It can be said that the concepts such as inclusiveness, diversity, participation in democratic life, and digital transformation in the last updated version of the Erasmus program, which is known with different names and contents at different times, and covering the years 2021-2027, are in harmony with teacher education curricula. Teachers, who are expected to train students within the scope of the requirements of the current time, should be aware of the concepts mentioned during their pre-service education and internalize and include them in their teaching processes. However, the title of Teacher Academies in the last version of Erasmus program, which is directly related to teacher education, is essential in terms of ensuring cooperation between teacher training institutions, giving prospective teachers an international stance, and ensuring the internationalization of teacher education curricula (Gürel & Aslan, 2022). In this context, it can be said that the Erasmus program plays a vital role in the internationalization of teacher education curricula with the different opportunities it offers.

As stated above, internationalization is more related to the desire and capacity of the faculties. In this context, it is an important opportunity for education faculties that want to train prospective teachers with an international education curriculum to work on this subject. The number of international programs and projects can increase in this context. However, there is not much opportunity for internationalization for prospective teachers in Türkiye, except for exchange programs. It is known that a few universities offer joint degrees in English Language Teaching, but these are also paid. When the rates of participation in internationalization in Türkiye are looked at, it is seen that exchange programs are the most common (Yılmaz, 2016.) Through the Erasmus+

program, supported by the European Union, students have been sent to various European countries since the 2003-2004 academic year, and prospective teachers studying at education faculties also benefit from this program.

Considering the prevalence of the Erasmus+ exchange program carried out in Türkiye, it is seen that the number of studies in this field is low (Ünlü, 2015). The studies mainly focused on the students' cultural experiences, personal development, and their expectations from the Erasmus program (Aslan et al., 2018; Çepni et al., 2018). Studies with pre-service teachers participating in the program are limited. In these studies, personal contributions to exchange programs, experiences, problems experienced, intercultural dialogue and interaction came to the fore (Aydın, 2012; Duman, 2020; Ersoy, 2013; Ersoy & Günel, 2011; Şahin, 2008; Ünlü, 2015).

There needs to be a study in the literature that looks at the development of prospective teachers abroad regarding academic and professional development or the content of the curricula offered to them in terms of internationalization. In a part of the study by Gürel and Aslan (2022), prospective teachers' views about the curricula in the other country during the exchange process were included. It was observed that Turkish exchange students mentioned that theoretical knowledge is less involved abroad and that there is an understanding of education based on practice. Duman (2020) also mentioned in her study that prospective teachers who go abroad find the teaching approach there based on interaction and discussion and that the assessment is process oriented. Regarding education curricula, it is understood that the studies carried out by Yılmaz (2016) and Gündoğdu et al. (2016) evaluate what has been done regarding internationalization in higher education curricula in Türkiye. In terms of the internationalization of teacher education curricula, it is seen in the study of Dimici (2019) that the current situation is shared, and suggestions are made about why the curricula must be international, what difficulties there are in this process, and what can be done. However, considering the abovementioned contributions of such exchange programs, it is crucial to study how and in what way preservice teachers develop their teaching skills and what kind of improvements can be made in teacher education curricula by integrating international experiences. How the prospective teachers with international experience make sense of their exchange process academically and professionally, and the comparisons of the candidates with the curricula of the universities in terms of the internationalization of teacher education can provide an idea about integrating the international dimension in the curricula of teacher training institutions in Türkiye.

Purpose

One of the most critical tasks in ensuring prospective teachers to have international and global skills falls on pre-service teacher education curricula. Education faculties can prepare curricula for prospective teachers in Türkiye as of 2020. There is a need for studies that can guide decision-makers to integrate the international dimension into the curricula. The study in this context is expected to provide suggestions for training prospective teachers for an international education system and contribute to the relevant literature and the decision-makers and practitioners responsible for pre-service teacher education curricula. In this context, the aim of this research is to examine the opinions of pre-service teachers with international experience to develop suggestions for improving internationalization in pre-service teacher education curricula in Türkiye. In addition, it is also aimed to determine the academic and professional contributions of

including such experiences in teacher education curricula to prospective teachers by comparatively considering international experiences. In line with this aim, the following questions were addressed:

1 How do prospective teachers with international experience evaluate the pre-service teacher education curricula they study in Türkiye in terms of internationality comparatively?

2 What are the perceptions of prospective teachers with international experience about internationalization in pre-service teacher education curricula?

3 What are the contributions of international experiences on prospective teachers?

Method

In this study, the holistic single case design, which is one of the qualitative method designs, was used. A case study is preferred when dealing with a situation in detail in its context. Yin (2009) states that the single case design may be suitable for critical cases to test a theory, or it may be used to examine extreme, typical, explanatory, or longitudinal cases. This design is suitable for this study since the prospective teachers who benefited from the exchange program were evaluated holistically as a single case. The case in this study is the Faculty of Education at a state university in the Aegean Region of Türkiye and the unit of analysis includes the prospective teachers who participated in Erasmus exchange program.

Using the criterion sampling method, prospective teachers who participated and completed the Erasmus program between 2017-2019 were reached through the Erasmus coordinators of their departments. Data were obtained from 11 participants from six different departments based on volunteer participation. As seen in Table 1, the ages of the participants ranged from 20 to 37. Two participants continued their education in fine arts education, one in preschool education, one in science education, three in social studies education, two in guidance and psychological counselling, and two in elementary education during the data collection period. When examined in terms of the countries visited, it is seen that the participants mostly went to Germany (5), followed by Austria (2), Romania (2), the Netherlands (1), and Spain (1).

Table 1

Characteristics of the Participants

Participant Code	Age	Department	Country of Destination
P1	37	Fine arts education	Romania
P2	23	Preschool education	Spain
P3	22	Guidance & psychological counselling	Germany
P4	20	Social studies education	Germany
P5	22	Guidance & psychological counselling	Germany
P6	21	Social studies education	Germany
P7	22	Science education	Holland

P8	21	Elementary education	Austria
P9	21	Elementary education	Austria
P10	21	Fine arts education	Romania
P11	31	Social studies education	Germany

The researcher prepared a semi-structured draft interview form by examining the relevant literature. For this form, she took expert opinion from two academicians working in the field of Curriculum and Instruction and made adjustments to the questions. The final form included seven main questions and 22 probe questions. After obtaining the ethics committee's approval for the study, written permission was obtained from the institution where the data would be obtained. After this stage, the researcher contacted the Erasmus coordinators of the relevant faculty and received information about the students benefiting from the Erasmus exchange program in their departments. The interviews with the prospective teachers who wanted to participate in the study, were held in the Fall semester of the 2020-2021 academic year in environments such as classrooms and cafes preferred by the participants. The interviews were recorded with the permission of the participants. A total of 323 minutes of interview recording was obtained, the duration of which was between 23 and 38 minutes, and the analysis was carried out with the data set resulting from the deciphering.

Content analysis was performed in the analysis of the data. In this context, the researcher first reached the first codes based on the notes she took by reading the entire data set several times. As a result of re-reading, these codes were reviewed, and the final version was reached. After this stage, similar codes came together to form sub-themes, and similar sub-themes came together to form themes. In this process, the steps suggested by Yıldırım and Şimşek (2016). were followed.

In this study, ethics committee approval (X) and permission letters were obtained by considering the principles related to research ethics. The participants were provided with a consent form where they were able to read about the purpose of the study. Regarding credibility and transferability, some precautions were taken, such as taking expert opinion, using quotations based on diversity, taking precautions regarding confidentiality, and disclosing information about the participants as recommended for qualitative studies (Yıldırım & Şimşek, 2016). While she was an undergraduate student, the researcher benefited from the Erasmus program and later participated in different exchange programs, so she has international experience. As a result of her experiences, especially the Erasmus program, her perspective on internationalization is positive, and she believes such a change should be made in teacher education curricula. Therefore, the researcher's perspective is reflected in the study at every stage, from the study's design to the discussion of the results.

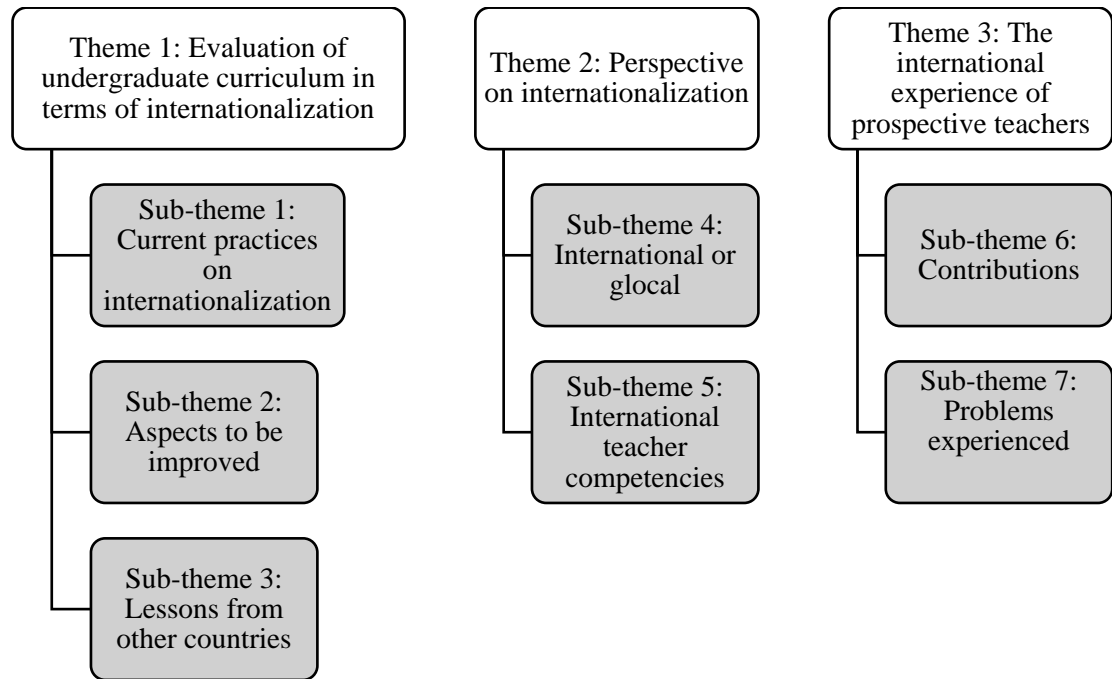
Findings

This study's findings were classified under three main themes and seven sub-themes as could be seen in Figure 1 below. Three sub-themes under the theme of *evaluation of undergraduate curriculum in terms of internationalization* were as followed: current practices on internationalization, the aspects to be improved, and lessons from other countries. Under the theme

of *perspective on internationalization*, there were two sub-themes, namely international or glocal and international teacher competencies, and under the last theme, *the international experience of prospective teachers*, there were two sub-themes: contributions and problems experienced in the process. Various codes were included under seven sub-themes and they are explained in the explanations and supported by quotations from the participants.

Figure 1

Themes and Sub-themes



Theme 1: Evaluation of Undergraduate Curriculum in terms of Internationalization

The pre-service teachers in the study first shared their views on the status of undergraduate curriculum in terms of internationalization. Within the framework of *the current practices in the department on internationalization* sub-theme, the departments' motivating them to international experiences, receiving feedback on the international experiences of the participants, the educational activities currently carried out under international standards in the departments, and the reasons for applying to international programs by prospective teachers were reached as the codes. Nearly half of the participants stated that they received positive support from their departments during the application process and that the department's encouragement was important in their application decisions: "I had a thought to join Erasmus in the third year, but it was just a thought, then teacher X talked about the Erasmus program... I applied" (P7); "I was the only one who got Erasmus chance from our department... I got support from the department teacher at the school, and from those who had gone to Erasmus from our department before" (P10).

When they returned, almost all the participants stated that people in their undergraduate programs were interested in their international experiences and encouraged them to share:

I already talked to my department friends, and then there were career days like a month ago, here in the Aegean, our teacher invited me to make such a presentation. I had the opportunity to explain everything to the third and fourth grades there, from the dormitory I stayed to the teachers at the school, etc., in this sense, it was good, I left the advice that they should go (P1).

Of course, I shared it when I first came, I even talked to the teacher directly. The teacher asked whether there was a difference, and I mentioned the differences about education, then I said that the people there are more encouraging, so they act like, for example, you are doing research, they get very excited as if it is a unique thing. They motivate (P5).

I mean, of course, I did not go to the classroom and explain myself in that process, but we told my friends who asked me about the activities we did there as part of the lesson, or the museums we went to as part of the exams, the museums we went to during the lesson, or when we presented our presentations that took the place of exams (P7).

Although the participants agreed to receive support from the department, most of them stated that they were willing for such an experience at the beginning of their undergraduate period and that they applied to the international experience with their intrinsic motivation: "This process was a wish of mine for a long time. Erasmus. Yes, we did a project, but I could not participate at that time, so it stayed with me" (P4); "Because it was my dream, I focused directly on this goal and applied" (P9).

The majority of the participants mentioned that the theoretical knowledge about what has already been done within the scope of internationalization in their departments is already international, the perspectives of some lecturers are open to innovations, international content is included in some courses, and international experience opportunities are available in their departments: "I know that you can do Erasmus or if there is a project or something, maybe you can go then" (P11).

For example, I take courses such as family communication and sexual health education in our elective courses, and we apply multiculturalism in these courses, we make comparisons with other countries, the homework given by the teachers or what the teachers tell us, it is like this in Türkiye, it is like that in America, it is like that in Europe. These add a lot, at least the perspective, and if I work in America or Europe, I get an idea about how I will approach students. As I said, the curriculum here is already receiving international education in terms of content, so there is no problem with it; I think we are in a good place at this point (P3).

The course called culturally sensitive psychological counselling. There is no other. Unfortunately, there was only one last year... We learned that there, for example, we learned about unconditional acceptance at work or that multiculturalism is not actually an international thing but also exists in our country. We need to learn about the cultures in our country and outside cultures. In order not to be prejudiced, we understood it to avoid

becoming alienated. I wish I had taken this course before I went because they told me about a foreign country's adaptation process (P5).

Within the scope of the second sub-theme, the participants' statements about the aspects that need to be improved in terms of internationalization were examined. First, it was stated by about half of the participants that the support provided for their international experience in their departments was not sufficient: "Teachers just inform us, the rest is entirely up to us to follow such as the dates of application. Nobody helps you; you are just given instructions to do so and so, and you are completely alone" (P2).

So, there is not much information about this project. Even if it is held, a speech is held. They ask you about your economic situation and say not to go if your economic situation is not good. Of course, this should be realistic, but it can still be explained to the students in the following way, you can go again with appropriate opportunities because not everyone who goes is in very good economic condition. Some students go there and work. Moreover, the student should be supported (P6).

Participants who shared their views on the fact that the international agreement of the department was few and not of good quality stated that the agreements were not entirely suitable for the department or that there were not many options:

I think the number of the agreements could be increased, I mean, there was only Romania in our department, then Spain joined, I think it should become more diverse, especially for the painting department. Italy and France or something should be included in it, at least Italy, which is important for our department (P1).

I think that the coordinators and the two parties do not have much relationship with each other, that both sides do not communicate much, I think that they are disconnected from each other, whether about the courses, the scoring system, or the course content... for example, if the coordinator tries to get information from there a little more. For example, when I went there, he asked me if my teacher in my department could help them in studies related to Turks, and he asked me! why don't you send an e-mail to my coordinator and there is no communication between them (P6).

Most participants also discussed education in the mother tongue in their departments in Türkiye from time to time as one of the aspects that need to be developed for internationalization. Participants stated that their departments are not good in terms of foreign language, and students coming from abroad to their departments have difficulties, and this is important for internationalization: "They had a little difficulty because they were studying Turkish ... that is what I heard. Because our class does not have English either" (P11); "There are Erasmus students in our class, and when the teachers do not speak English, it is disrespected for once. Also, if we need international resources as literature, if we need to search, our English must be good" (P3).

Exactly, in our Erasmus program, for example, there was both German and English, apart from that, there were both English and German in the internship school we went to in primary schools. As I said again, there were two such languages, and there were refugees there, too. They need an English teacher first, maybe they need to learn another Arabic as well. In this way, the teachers had the same situation as in Türkiye (P9).

A few of the participants shared statements that consider the lack of a multicultural perspective in their departments as an obstacle in terms of internationalization by giving some examples that they experienced:

My teachers are missing a lot on this subject...some of my teachers even say that they have nothing to do with English by using some jokes. So, it doesn't mean learning English is bad, but he tries to make funny jokes about foreign cultures. There are very stereotyped things in our culture, so it seems normal to us that he makes jokes about them, but of course, it would be strange if you told this to someone abroad, so yes, it is a discriminative thing. If a teacher does this, the students here will continue to think the same and stay in Türkiye. The universal international perspective will never exist for the graduates, which is very bad (P6).

Some teachers do not call them by their names even though there are one or two Erasmus students in the class. Or when the teacher comes to the class, he asks us how we are, but he doesn't ask the Erasmus student, or he can't say it in English. When it is like that, it feels like discrimination, or the Erasmus students in our department can't focus on the lesson very much because they are ignored in the classroom (P3).

In addition, the participants also mentioned the lecturers who did not care about the international experiences of the participants or did not regard them as an academic and professional contribution:

Even when I talk to my department coordinator; of course, I don't expect much, but I think there should be a question or two such as what you did. However, we started talking directly about the documents upon my return instead of my feedback.... In our undergraduate curriculum, there is no international project other than Erasmus. However, I have heard much about it in other departments, and my professors are not interested in this subject either. In our department, teachers are mostly focused here, so they do not have much connection with abroad (P6).

In addition to the indifference of some lecturers to international experience, the fact that the other teacher candidates in the department are both indifferent to international experiences, do not develop themselves, and do not have different perspectives were frequently expressed by nearly half of the participants and stated as a negative situation for internationalization:

I suggested them to go, but my friends didn't ask so many questions. I guess there was some jealousy... In the classroom, for example, the teacher asks us how the education is abroad, what we think. I raise my hand immediately; I immediately say something, and the whole class looks at me differently. They seem a bit antipathetic (P11).

And now, after you came back from Erasmus, it is perceived as you had a good trip, but people didn't ask anything about education but wondered what you did a little more fun such as whether the men are handsome, etc... I sometimes respond but mostly stay silent because I do not want them to think about me showing off about her experience. I don't want them to say, wow, look at her bad manners because everyone can do Erasmus (P7).

Within the scope of the *lessons from other countries*, which is the third sub-theme, the participants compared their undergraduate curriculum with the one in another country, and all of them stated that the curriculum in the other country was more beneficial for them and suitable for internationalization. For this reason, what is mentioned about the differences in the other country can be used to strengthen the undergraduate curricula of their departments in terms of internationalization. In this context, some of the participants first emphasized that the students in the department should change in terms of being prepared and willing to come to the lesson and be responsible:

In my Erasmus university, I think they were used to this order because they were all people who had a higher sense of responsibility than ours. I am aware of that, the university students were all studying and coming prepared for the class because everyone wanted to produce a product, they wanted to do research and be informed, they were determined, it was nice (P5).

I saw that the people there are more conscious, they work harder and are quieter. They are only focused on the lesson. In a lesson, everyone raises their hands. Everyone plays a game. Everyone is doing something. It's like taking notes for us in Türkiye (P11).

In addition to the other student in their departments, the participants shared positive examples of the foreign lecturers' approaches. They mentioned that the lecturers in their departments could renew themselves and make progress in internationalization: "The way they addressed us abroad and the way they taught the lesson were really impressive. That's why they explained the lessons in a very teachable way, and my perspective on this subject expanded, on how to be a teacher" (P9); "Teachers are not self-centred at all, compared to Türkiye. They have been very understanding towards me. Even if there are large lecture halls in Germany, they make the student feel interested although they cannot take care of everyone individually" (P4); "For this, the lecturers have to be volunteers, they have to be open to innovation, they have to lower their egos. I wish we could achieve these" (P5).

Most of the participants, stating that the general structure of the undergraduate curricula in the two countries is different and that the curriculum abroad contributed more to them, explained this with the following words: "They were working very differently and seriously, you know, they train artists, not students" (P1).

It is necessary to ensure internationality in the education system. For example, there was a very different system. There is a system that encourages students to do research more. On the contrary, there is a system here that students are insulted, and their shortcomings are exposed. Here, it's more like the exam and test (P5).

There was a pool of lessons there. They do not proceed in the form of lessons of the 1st, 2nd, and 3rd grades as we do here. And they choose lessons from that lesson pool, and there were students from different grade levels there, those who were interested in the lesson and came that way (P3).

In terms of the content of undergraduate curricula, almost all the participants expressed the necessity of adding international and multicultural content to the courses and focusing on research and practice: "For learning the multicultural structure in an internship, it is important to go to

schools with such different groups. We can also take additional lessons about different cultures" (P7).

An international, an elective course can be given. It changes people's point of view. We had some difficulties there, for example, we prepared lessons about immigrants. Everyone has problems with immigrants in their own country. If you were a teacher, what should you do if there were immigrant students in your class, how to approach these people. We prepared a portfolio, and at the end of the lesson, everyone and all groups presented this. I am sure that there are classmates with a different point of view, and as a teacher, I think that these should be changed first, so I think that lessons can be taught in this way (P8).

I see this as the biggest deficiency of the education faculty right now. For example, we received global citizenship education abroad, we prepared a portfolio on how we can educate refugee students there. Each of us as a group, and I think I learned good things there. Still, for example, I got this education there, but I do not know how many refugee students there are in Türkiye, and how many children do not know Turkish? For example, many Kurdish students are in the East, so how can we communicate with them? They do not speak Turkish; I know many people that cannot communicate in the East because students do not know Turkish. There is no practice in our department for this, which is an important shortcoming (P9).

Regarding the learning-teaching processes, most of the participants stated that the practice-oriented curricula abroad could also be beneficial in their departments:

There are more activities, so teachers write a sentence on the board, for example, we discuss it for an hour together there. Let's say globalization. There are those who respond positively, there are those who respond negatively. In Türkiye, however, we talk about the globalization based on theory, its definition, etc. (P11).

It was different, for example, here we are more focused on doing something right, not how much the student has improved himself, but how much he has done right, how much he did wrong, It is not like that there, they say, look, you were like this at the beginning of the lesson, you became like this over time. They follow your progress and appreciate what you do (P5).

Really, the education systems are very different. When I went there, I had a different expectation of a completely different classroom layout because I was sitting and listening to the lesson more here, the teachers were teaching the lesson, and we were given homework. However, I saw that the students were working there; for example, the student stood up and did an activity, and even if he did not lecture, he made the students do the activity. He checked as if he was a teacher. Or we went on a research trip and made a practical presentation outside during the research trip (P6).

In terms of evaluation, the participants made suggestions for their departments in terms of not being exam-oriented and valuing performance and product: "It might be more mobile there, it might be more practice-oriented, but here might be more exam-centered" (P6).

Here, they are not very open to the feedback of the students, there the teachers themselves ask for it. We reserved a course for feedback only, and that person was a professor. For example, I was shocked when there was one girl who criticized the professor a lot. There was such an environment where there was a fight. I thought things were going to become worse. However, the teacher said he was very sorry that she felt this way. He wished she had said it from the beginning, he would aim to have a more productive process for her. I was so surprised that it would be so student oriented (P5).

Within the scope of this sub-theme, some of the participants finally stated the necessity of increasing and encouraging international opportunities: "More projects need to be done, and we need to encourage students from abroad to come to our department. There could be a difference for people who cannot go abroad if foreign students come here" (P4); "I think that it can be something like a 1-month trip to study, not necessarily an Erasmus. However, a scholarship somehow, at least, not 4-5 months or something, but I think this can be done for successful students" (P1).

Theme 2: Perspective on Internationalization

Within the framework of the sub-theme of the internationalization perspective, the participants' opinions about whether the teacher education undergraduate curricula contain international elements were examined. Most participants stated that an undergraduate curriculum that prepares teachers should be international, and that international values and literature should be followed: "If we look from my field, international values should be more prominent. When we look internationally, it has Renaissance, Baroque. Europe's past is much more influential than us in this sense, so it should be international" (P1); "I think international values should be at the forefront because when we go to a different country, we encounter people from different cultures. To establish a bond with them, we inevitably need to embrace common values, that is, universal values" (P6).

I think international values should be at the forefront. Because we may not just live in our country. Maybe we live abroad in the future, maybe we can teach there, and then our environment will be very different so I think human values should be important. In other words, even if we stay here, we will most likely work in the state schools, and there are different cultures in the east, namely Kurds or Syrians, so I think international values should still be at the forefront (P8).

In addition, the participants shared views on the synthesis of international and national elements, that is, the *glocal* point of view, which consists of the combination of the words global and local in the literature:

It should be built around a common value, but I do not think that the same education system can be shown in all countries since the cultural and social things of each country are different. I'm talking about the education written by. There is a part of conformity to national values. That's why every country should be separate, and in general, the moral things we think should be common, I think scientific things and teachings should be common around our own culture again (P7).

When I think about my department, most of the literature we use changes depending on America, and when we look at it, we learn things that do not fit the American culture. It is essential to see ourselves and find the answer to the question of what I can do for my country in the future. Still, it is also important to find the answer to this question, what can I do internationally (P3).

Within the scope of international teacher competencies, opinions about what it means to have international skills as a teacher were shared. Skills such as following international literature, having good communication, adapting to changes, and being sensitive to cultural values were mentioned: “I can say that they need to have international skills, language proficiency and cultural sensitivity” (P5); “I think a teacher should be equal and fair. This is a general teacher feature that should be possessed, but they should not be discriminatory for different cultures” (P8).

Theme 3: The International Experience of Prospective Teachers

Under the title of contributions, which is the next sub-theme, three types of contributions of international experience to the participants as academic, professional, and personal/cultural, were examined. Among these, academic contributions are the participants' having different perspectives thanks to these experiences, gaining the ability to do research, academic career in the future, etc., focused on being enthusiastic about the activities:

I wasn't thinking of postgraduate, but what I saw abroad is that you need to do a Master to be a teacher in many countries. I think that their education is more advanced, on top of that, they are also doing a Master's. I thought I'd leave with a bachelor's degree, so now I'm also considering the graduate. It made such a contribution (P9).

If I say what I learned with Erasmus, that is, I improved my language, I had the opportunity to do an internship there. I had to observe our thesis work in an internship like this. I had the opportunity to work with disabled individuals for the first time (P7).

I thought how accurately learning something was the most important thing. The most important thing is to do something completely. But after I came from there, can I use what I learned daily? How can I use them in my professional life? Can I learn this? Now I think multidimensionally (P5).

Participants mostly touched on issues such as being able to do future projects in terms of professional contribution and using the knowledge they have gained in their profession:

In other words, it has opened my horizons a little more in a professional sense. I started to produce differently because my mind started to work differently. I can give very different examples when explaining a subject. Since ours is also visual, I can give examples from the exhibitions I visited (P1).

I think that this experience provides a person with a multicultural viewpoint that is open to innovations, sensitive to differences, and I think I have experienced it myself, and it also adds self-confidence... We need to establish a good relationship with the students, not only in the classroom but in other environments; we will go to meetings when appropriate and give seminars. If I become a psychological counsellor, I will do individual or group

counselling. In all of these, being sensitive, multicultural and open to innovations is important (P3).

Finally, the participants stated that international experiences contributed to them personally and culturally, such as doing social responsibility projects, getting to know people from different cultures, and increasing their language skills: "We had friends from all countries, and we learned about their different cultures, languages, and lifestyles, so it is a great opportunity... I think I gained a great experience in that respect" (P8); "I also have a certificate in the Spanish course. I have already improved my Spanish there" (P2).

There is a contribution in terms of social life. For example, there was a project about the collection of waste bottles. Everyone can buy water or coke, then save them according to their types at work and if they are metal or plastic, they can go and turn them into money in the markets. I think this needs to be supported in Türkiye because I think there is an unnecessary use of plastic bottles... There are many different projects for people with disabilities, so that I can use my example... I also want disabled people participate in social life in Türkiye, so I hope I have the opportunity in the future and can do such a thing. I can do a project (P4).

Within the framework of the sub-theme related to the problems experienced in the international experience process, the participants' sharing of language differences, adaptation, prejudice, and bureaucratic difficulties were included. It is seen that the participants had difficulties because some courses were in the mother tongue of the country they went to: "I had this problem in Romania when a teacher there did not know English; he was teaching in Romanian, and a friend was translating the lesson for me" (P1); "The most difficult thing for me is in the internship because we teach in English in a secondary school. Because we don't speak German, it was necessary to prepare and go at first, so I had a little difficulty at first" (P8). A few of the participants stated that they were subjected to racism or prejudice abroad at some times: "I didn't get along well with one of the lecturers when I was there, I think he was a bit of a nationalist, but he didn't show it to us, but I think he was a bit strict and harsh" (P7); "I had the advantage of having fair skin. They thought I was German, so they didn't do anything racist to me. However, they were doing it to other friends such as not greeting or not answering if you ask something" (P11).

While some of the participants experienced adaptation problems when they went abroad, a few others stated that they had problems in adapting to Türkiye when they returned: "It was a shock when we encountered different cultures when we first went" (P11).

The fact that the class was very crowded after I came back here, even though I received 30% English education, the Turkish speaking of the teachers greatly reduced my motivation. Having exams in addition to homework made it hard for me. My grade point average dropped when I came here (P3).

Finally, some participants explained that they had a lot of difficulties in bureaucratic procedures related to their internationalization experience: "There is incredible paperwork as a procedure, so you deal with papers for months, and it is daunting. Some friends give up even at this paperwork stage because they can't deal with it anymore" (P2).

Discussion and Conclusion

This study was conducted with 11 prospective teachers who had an international experience through the Erasmus program to understand their perceptions of internationalization, the status of their pre-service teacher education curricula in terms of internationalization, and the contribution of their international experience on their academic and professional development. The findings revealed that prospective teachers expected pre-service teacher education curricula to prepare them to teach in an internationalizing world. This could be best achieved with the combination of national and international values. Similarly, in the study of Ceylan et al. (2017), having a curriculum based on local and global values was also emphasized. The reason for this is that teachers mostly work in their local settings, and need to be aware of local values; however, they also need to follow international trends and they might work with students or teachers from other countries or cultures.

The findings also revealed that extrinsic motivation was essential in encouraging more prospective teachers to participate in an exchange program because the participants in this study often stated that they had intrinsic motivation and joined an exchange program despite the lack of an extrinsic motivation from their departments. The participants were mostly alone in the documentation process. This situation is also mentioned in the studies of Dinçer et al. (2017) because participating in the Erasmus exchange program requires bureaucratic work. This workload might cause demotivation for some students, causing only students with high motivation to join the program. Moreover, except for a few idea-sharing activities, their international experience was not valued much when they returned to their countries. This situation was mainly because of the indifference of some lecturers and other prospective teachers in their departments. As Mahon (2010) also stated, the reason for the low numbers in the internationalization of teacher education should not only be imposed by the faculties because prospective teachers' demotivation is also an essential factor against internationalization.

Based on the participants' statements, it has also become apparent that most departments need to prioritize internationalization in their curricula. Although there are some attempts to include an international point, especially in the theories lecturers include in their courses, international opportunities are rare for prospective teachers. This might be because most teacher education curriculum is locally based, as stated before (Gürel & Aslan, 2022). Therefore, matching the courses and offering courses in English might be the two crucial obstacles to creating a more international curriculum. The problems with offering courses in English and academic recognition are also explained by Dimici (2019) and Gürel and Aslan (2022). Therefore, this issue needs to be worked on for departments in the internationalization process.

Another striking finding is that almost all participants favored the teacher education curricula used in the host country. They were especially impressed by the interactive methods used there, the preparedness of prospective teachers for each course, and flexible and process-oriented evaluation tools. As mentioned in many studies (Aydın, 2012; Certel, 2010; Duman; 2020; Gürel & Aslan, 2022; Özdem, 2013; Ünlü, 2015), teaching methods and assessments are practiced differently in other countries, and prospective teachers realize a more student-oriented approach when they have an opportunity such as Erasmus. However, this comparison between the two countries helped them to gain different teaching approaches for their future professional life (Ünlü,

2015). This situation shows that increasing the international opportunities for prospective teachers contribute to their understanding of teaching approaches. It also emphasizes that teacher educators in Türkiye need to utilize student-centred approaches more in their classes. In today's world, where it becomes increasingly challenging to have international experience by going abroad, contacts with abroad can be increased by using distance education opportunities as well.

Most participants defined international teacher competencies as following international literature, communicating well, adapting to changes, and being sensitive to cultural values. There are studies analyzing the effect of the Erasmus program on prospective teachers in terms of personal contributions. Although the primary purpose of this study was to reveal the academic and professional contributions, prospective teachers also mentioned some personal contributions such as self-confidence, doing social responsibility projects, getting to know people from different cultures, and increasing their language skills, which comply with the other studies (Aydın, 2012; Certel, 2010; Duman, 2020; Ersoy, 2013; Malewski et al., 2012; Özdem, 2013; Quezada, 2010). Moreover, they explained some academic and professional contributions as well. Having different teaching perspectives thanks to these experiences, becoming enthusiastic about teaching in diverse environments, gaining the ability to do research, continuing academic career in the future, and doing future projects were the most mentioned ones that are also emphasized in similar studies (Çepni et al., 2018; Gürel & Aslan, 2022; Mahon, 2010; Malewski et al., 2012; Özdem, 2013; Ünlü, 2015). All these examples show that international experience contributes a lot to prospective teachers on different aspects and the number of international opportunities need to be increased in teacher education faculties.

Lastly, this study shed light on the difficulties experienced by prospective teachers during their international experience. These difficulties could be listed as adaptation problems in the host country and when they return to Türkiye, communication in English, and some prejudices towards them abroad. Aydın (2012) also mentions that adaptation is essential for prospective teachers. Ersoy (2013) states that prospective teachers had difficulty because of their incompetencies in English at first but later solved this problem. Therefore, problems seem to be similar to other studies. Teacher education faculties need to work on these problems and support prospective teachers in developing their foreign language skills and help their adaptation process.

Suggestions and Limitations

In line with these results, it can be said that the revision of the pre-service teacher education curricula in Türkiye to bring them to an international dimension and make the necessary improvements for prospective teachers to prepare them to teach in multicultural and multinational societies are necessary. Some suggestions based on the results of this study are explained below.

Firstly, prospective teachers should be given extra support from their lecturers and the responsible people at the university because international experience is vital for their future careers. They should be supported in the documentation process. In addition, they could be trained in terms of cultural differences before they leave Türkiye because this can help them to decrease possible adaptation problems they might experience abroad. Moreover, their experience could contribute to other lecturers and prospective teachers in their faculties, so there need to be experience-sharing activities, which should focus on the academic and professional contributions of the exchange

program. Prospective teachers that joined the Erasmus program could be asked to write a report on the differences between the two countries in terms of curriculum and teacher competencies, and this report could be shared with other lecturers and prospective teachers.

The number of international opportunities could be increased. The department coordinators could work more efficiently regarding this. The expense and time needed for international experience could be impossible for some prospective teachers. Therefore, modern learning environments with the help of technology could be designed, and more prospective teachers could have an international experience by contacting other students in different countries. The role of teacher educators has been reshaped by globalization and internationalization. Therefore, they should be the agents of change in preparing future teachers for the new world order. The change could start with the reconsideration of the pre-service education curricula. A curriculum combining international and local values could be prepared, and prospective teachers could act with the principle of thinking globally and acting locally.

Including an integrative approach that covers the curricula in teacher education faculty rather than providing independent and disconnected opportunities for prospective teachers is essential. In terms of curriculum, the international content in each course could be covered in an integrative way. In other words, adding international content is more than adding a separate course to the teacher education curriculum. Instead, it could be covered in all courses, changing their approach to education in general. To do that, first, teacher educators could be trained in the necessity of internationalization and adopting a multicultural approach. Then, there could be discussion teams working on the internationalization of their faculty, and the questions offered by Quezada (2010) could be utilized in this process. More courses could be offered in English to attract international students to education faculties. Prospective teachers could be given more chances to choose elective courses based on their interests. In addition, there could be more motivation for prospective teachers to attend classes actively, and the curricula could focus on discussion, research, and practice more. Teacher educators could provide syllabi for each course and ask prospective teachers to prepare for the classroom beforehand. Using more interactive methods and process-oriented assessment by teacher educators working in Education Faculties is critical because they act as role models for prospective teachers and shape their teaching approach.

In addition to the recommendations that could be practiced in reshaping teacher education curricula, more academic studies could also be conducted regarding the internationalization of curriculum since this is a neglected research area. It is crucial to conduct a similar study in different contexts, as only prospective teachers studying at the Faculty of Education of a university were interviewed in this study. Comparisons can also be made about the effect of international experience on internationalization by carrying out this study with prospective teachers who do not participate in the Erasmus program in the faculty. This study was conducted with a qualitative method; therefore, more prospective teachers can be reached using quantitative methods. Interviews or surveys with prospective teachers who will participate in exchange programs could be conducted before going abroad and after returning, and the effect of the international experience on them can be better understood.

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Geniş Özet

Problem Durumu

Uluslararasılaşmanın akademik boyutu içerisinde ele alınabilecek olan program ve öğretim uluslararasılaşmanın etkili olabilmesi için potansiyel bir alan olması yönüyle dikkat çekmektedir. Hızla uluslararasılaşan yükseköğretim sistemlerindeki program ve eğitim etkinliklerinin incelenmesi ihtiyacı ortaya çıkmaktadır (Balagtas, Papango, Reyes & Ubina, 2013; Svensson & Wihlborg, 2010). Uluslararasılaşmanın program boyutuna etkileriyle ilgili çalışmaların çok yapılmadığı görülmektedir, ancak bu eksiklik özellikle hizmet öncesi öğretmen eğitimi programlarında göze çarpmaktadır (Gürel & Aslan, 2022; Koziol vd., 2011; Quezada, 2010).

Öğretmen adaylarının ihtiyaçların sürekli değiştiği, çokkültürlü toplumlarda farklı kültürlerden öğrencilerle bir arada olacakları bir ortamda çalışma ihtimallerinin yüksekliği düşünüldüğünde öğretmen eğitimi programlarının uluslararasılaşma açısından gözden geçirilmesi gerektiği anlaşılmaktadır (Dimici, 2019; Kaegon, Njoka & Abraham, 2014; Kissock ve Richardson, 2010; Mahon, 2010). Öğretmen adaylarına kültürlerarası becerinin sağlanması ve programları uluslararasılaşmaya yöneltmesi açısından yükseköğretim sistemlerinde günümüzde yaygın olan öğrenci/öğretim elemanı değişim programları uluslararasılaşmanın en görünür etkinlikleri olarak dikkat çekmektedir. Bu çerçevede, sunduğu farklı olanaklarla Erasmus programının öğretmen eğitimi programlarının uluslararasılaştırılabilmesi için önemli bir rol üstlendiği söylenebilir. Türkiye’de uluslararasılaşma açısından en güçlü yönün Erasmus programı olduğu, en zayıf yönün ise yabancı dil eğitimi olduğundan bahsedilmektedir (Yılmaz, 2016). Değişim programı gibi kısa vadeli programlara Türkiye’de daha çok odaklanıldığı ancak uzun vadede çalışma gerektiren eğitim programlarının düzenlenmesi, uluslararası programların açılması gibi konularda eksikler olduğu anlaşılmaktadır (Yılmaz, 2016). Erasmus programına katılan öğretmen adaylarıyla yapılan çalışmalar ise oldukça sınırlıdır. Bu çalışmalarda değişim programlarının kişisel katkıları, deneyimler, yaşanan sorunlar, kültürlerarası diyalog ve etkileşim gibi konular ön plana çıkmıştır (Aydın, 2012; Duman, 2020; Ersoy, 2013; Ersoy & Günel, 2011; Kumral & Şahin, 2011; Şahin, 2008; Ünlü, 2015). Öğretmen adaylarının yurtdışında edindikleri gelişime daha çok akademik ve mesleki gelişim açısından bakan ya da onlara sunulan programların içeriğine dair bir çalışmaya ise alanyazında rastlanmamıştır. Ancak, uluslararası deneyime sahip öğretmen adaylarının bu süreci akademik ve mesleki açıdan nasıl anlamlandırdıkları ve öğretmen eğitimi programlarının uluslararasılaşması açısından adayların gittikleri üniversitelerin programlarıyla karşılaştırmalar yapmaları Türkiye’de bulunan öğretmen yetiştiren kurumların programlarında da uluslararası boyutun entegre edilmesi konusunda fikir sağlayabilir. Bu çerçevede bu araştırmanın amacı Türkiye’deki hizmet öncesi öğretmen eğitimi programlarında uluslararasılaşma açısından iyileştirmeler yapmaya yönelik öneriler geliştirebilmek için uluslararası deneyime sahip öğretmen adaylarının görüşlerini incelemektir. Ayrıca uluslararası deneyimlerin karşılaştırmalı bir şekilde ele alınması yoluyla öğretmen eğitimi programlarında bu tür deneyimlere yer vermenin öğretmen adaylarına akademik ve mesleki anlamda katkılarını belirlemek de amaçlanmaktadır.

Yöntem

Bu çalışmada nitel yöntem desenlerinden biri olan bütüncül tek durum deseni kullanılmıştır. Bu amaçla Türkiye’nin Ege Bölgesi’nde bulunan bir devlet üniversitesinin Eğitim Fakültesinde öğrenim gören ve Erasmus değişim programına katılan öğretmen adayları ile görüşmeler gerçekleştirilmiştir. Ölçüt örnekleme yöntemi kullanılarak 2017-2019 yılları arasında Erasmus programına katılan ve başarıyla tamamlayan öğretmen adaylarına bölümlerin Erasmus koordinatörleri aracılığıyla ulaşılmıştır. Gönüllü olarak çalışmada yer almayı kabul eden altı farklı bölümden toplam 11 katılımcıdan, araştırmacı tarafından ilgili alanyazın dikkate alınarak hazırlanan ve uzman görüşü alınarak düzenlenen yarı-yapılandırılmış görüşme formu aracılığıyla veriler 2020-2021 akademik yılı Güz döneminde toplanmıştır. Görüşmeler katılımcıların izinleri alınarak kayıt altına alınmıştır. Süresi 23 ve 38 dakika arasında değişen toplam 323 dakikalık görüşme kaydı elde edilmiştir ve yapılan deşifre sonucu oluşan veri seti ile analiz işlemi gerçekleştirilmiştir. Verilerin analizinde içerik analizi yöntemi kullanılmıştır. Bu çalışmada

araştırma etiğiyle ilgili ilkeler gözetilerek etik kurul onayı ve izin yazıları alınmıştır. İnandırıcılık ve aktarılabilirlik açısından ise uzman görüşü alınması, alıntıların çeşitlilik temelinde kullanılması, gizlilik konusunda önlemlerin alınması, katılımcılarla ilgili bilgilerin açıklanması gibi bazı önlemler alınmıştır.

Bulgular

Elde edilen bulgular üç ana tema altında sınıflandırılmıştır. Bunlardan “lisans programlarının uluslararasılaşma açısından değerlendirilmesi” temasının altında uluslararasılaşmada güncel durum, geliştirilmesi gereken yönler ve diğer ülkelerde öneriler olmak üzere üç alt tema; “uluslararasılaşmaya bakış açısı” temasının altında uluslararası ya da global ve uluslararası öğretmen yeterlikleri olmak üzere iki alt tema ve son tema olan “öğretmen adaylarının uluslararası deneyimleri” altında katkılar ve süreçte yaşanan sorunlar olmak üzere iki alt tema yer almıştır. Yedi alt temanın altında çeşitli kodlar yer almıştır. Araştırmadan elde edilen sonuçlar öğretmen adaylarının öğretmen eğitimi lisans programlarının onları uluslararasılaşan bir dünyada öğretmenlik yapmaya hazır etmesi gerektiğini düşündüklerini ve bunun ulusal ve uluslararası değerlerin bütünleştirilerek gerçekleştirilebileceğini göstermektedir. İki farklı ülkenin öğretmen eğitimi programını deneyimleyen katılımcılar, Türkiye ile gittikleri ülke arasında eğitime bakış açısı, içerik, öğretim yöntemleri ve değerlendirme açısından birçok farklılık olduğunu ve yurtdışındaki deneyimlerinin onlara uluslararası bir öğretmen olma yönünde daha çok katkıda bulunduğunu belirtmişlerdir. Ayrıca bölümün uluslararası anlaşmasının sayıca az ve niteliğinin iyi olmadığıyla ilgili görüş paylaşan katılımcılar anlaşmaların bölüme tam uygun olmadığından ya da çok seçenek olmadığından bahsetmiştir. Bölümlerinde genel olarak anadilde eğitimin yapılması da uluslararasılaşma için geliştirilmesi gereken yönlerden biri olarak katılımcıların çoğunluğu tarafından zaman zaman ele alınmıştır. Programın katkıları açısından bakıldığında katılımcılar bu deneyimleri sayesinde farklı bakış açılarına sahip olmaları, araştırma yapabilme becerisini kazanma, ileride akademik kariyer vb. etkinliklerle ilgili hevesli olmalarına odaklanmışlardır. Buna ek olarak mesleki katkı açısından ileride projeler yapabilme, mesleklerinde edindikleri bilgileri kullanma gibi konulara değinmişlerdir.

Tartışma ve Sonuç

Bu sonuçlar doğrultusunda, Türkiye’de hizmet öncesi öğretmen eğitimi programlarının uluslararası bir boyuta gelmesi için tekrar gözden geçirilmesinin ve gerekli iyileştirmelerin yapılmasının öğretmen adaylarının çokkültürlü ve çok uluslu toplumlarda öğretmenlik yapmaya hazır olmaları için gerekli olduğu söylenebilir. Öğretmen adaylarının uluslararası deneyimlerinin ülkelerine döndüklerinde bölümdeki diğer öğretmen adayları ve öğretim elemanları tarafından eğitim öğretim anlayışı açısından araştırılmasının ve bu deneyimlerden faydalanılmasının önemli olduğu anlaşılmaktadır. Yurt dışına çıkarak uluslararası deneyim sahibi olmanın giderek zorlaştığı günümüzde, uzaktan eğitim olanaklarından da yararlanılarak yurt dışı ile temaslar artırılabilir. Bu kapsamda hizmet öncesi öğretmen eğitimi programları uluslararasılaşma açısından gözden geçirilerek, bütüncül ve birbirini destekleyen çalışmaların yapılmasının önemli olduğu söylenebilir.