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Beyond the welcome-back party

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Chapter 1

Introduction

Chapter 1 – Introduction

Diverse classrooms, which are common in many nations these days (Central Agency for Statistics [CAS], 2021; European Commission, 2016; Organisation for Economic Co-operation and Development [OECD], 2017; Sanandaji, 2020; United Nations [UN], 2019), can be both a challenge and a potentially rich learning context for teachers and pupils. School communities are formed by individuals who are both alike and different in terms of a wide range of diversity sources (Jokikokko, 2005). Diversity can stem from obvious and visible sources like ethnicity, cultural background, or nationality, but it can also arise from subtler sources like socio-economic status or family values. In an educational setting, diversity in all its myriad forms can create valuable learning opportunities.

The level of diversity in education is not new; it has increased and become more visible over time. A recent macro-level influence has highlighted the diversity level in educational systems anew: As the COVID-19 pandemic necessitated lockdowns of schools, it became increasingly apparent that schools could be divided into children with and without the financial wherewithal to have internet connections and laptops at home to continue their schooling online and that socio-economic status goes beyond clothing or money to buy lunch. Even the level of attention parents were able to give to homework during the home-schooling period related to diversity issues.

In addition to the COVID-19 pandemic, human migration for work – as well as simply the need to escape a violent environment – has driven educators to work with diversity based on culture, ethnicity, and nationality in many countries (European Commission, 2019). At the turn of the twenty-first century, the number of international migrants worldwide was 173 million, and by 2019, the number had risen to 271 million (UN, 2019). Although the distribution of migration is not uniform, it has affected many countries worldwide. Significant proportions of migrants during this period were school-aged children and young adults of reproductive age who would become parents of children with a migration background (UN, 2019). These migrants and migrant children represent a new pupil population that would enter national educational systems in various countries. In the Dutch primary school context in which this dissertation takes place, 27% of pupils have a migration background, with regional variations (CAS, 2021).

The pandemic and migration issues, as well as other global issues facing the world today, highlight the increasing range of diversity sources in education. They also point to the challenges teachers currently face and the need for educators

to possess competencies for working with diversity. Ryan et al. (2020), describing how future teachers might work with diverse learners, recognise three categories of diversity responses in the literature: teaching about diversity (e.g., sharing and using knowledge about diversity, teaching about inequality), catering to diversity (e.g., effective responses essential for various learners, use of available resources to differentiate), and teaching for diversity (e.g., social justice as a foundation in education to ensure that all children learn). This categorisation illustrates the various approaches of teacher behaviour towards the presence of diversity in the classroom.

Unfortunately, although increasingly diverse classrooms exist in various countries, many teacher education (TE) programmes are not comprehensively preparing pre-service teachers for working in this setting (Delk, 2019; Dutch Education Council, 2016), although many TE courses have begun to implement intercultural aspects in their curriculum (European Commission, 2019). Consequently, teachers who might not be aware that pupils with a migration background may have different approaches to solving problems, or even different knowledge and skills, may not be able to build on these children's knowledge and experience (OECD, 2017). Indeed, many teachers are aware of the value and utility of diversity teaching but question their competence in implementing it (Siwatu et al., 2016), as evidenced in studies that show that teachers report a lack of confidence and/or competence in intercultural teaching; experience the diverse classrooms as stressful, difficult, and ineffective (European Commission, 2019; Mayer et al., 2017; Rowan et al., 2017; Santoro & Kennedy, 2016; Siwatu et al., 2016); or ignore the benefits of embracing diversity (UNESCO, 2020). The growing awareness of the many sources of diversity make gaining this competence even more challenging (Rowan et al., 2017). But how could pre-service teachers develop the necessary skills for working with the diverse students? Which aspects of TE could be beneficial for training the necessary competencies?

This dissertation investigates this question by exploring how a study abroad (SA) programme as part of TE might be valuable to develop the necessary competencies for teachers to work with diverse pupils. This dissertation starts with a focus on the intercultural aspect of diversity; it then proposes a broader approach to diversity in education.

1.1 Intercultural teaching competencies and intercultural leadership

To ensure that having children with various cultural backgrounds in a classroom is indeed beneficial for teachers and pupils, it is essential that teachers be skilled to

deal with multicultural aspects to stimulate pupils' learning (Bennett, 1995; Cushner & Mahon, 2002; Gay, 2010). Studies on culturally responsive pedagogy (CRP; e.g., Gay, 2010; Hu et al., 2020) show how teachers could utilise the diversity level in their classroom by using 'the cultural knowledge, prior experience, frames of reference and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them' (Gay, 2010, p. 31). However, performing CRP requires intercultural competencies, which are considered the foundation to work with diverse others appropriately and effectively (Deardorff, 2006). The concept of intercultural competencies could be specifically placed within the teaching context to make it applicable for the teaching profession. Dimitrov and Haque (2016) refer to intercultural competencies in the educational field as intercultural teaching competence (ITC). With their framework, the authors illustrate that teacher behaviour can include elements of ITC on foundational, facilitation, and curriculum design levels, aimed to facilitate learning effectively in diverse classrooms and to engage students in global learning.

For teachers to expand the use of ITC in practice, school leaders should support intercultural teaching by paying explicit attention to it in school policies and staff support. Just as intercultural teacher behaviour is essential on classroom-level, school leadership is crucial in managing interculturality at school-level, which has received more attention in research lately (e.g., Celeste et al., 2019; Kiel et al., 2017; Nehring, 2020). Various school diversity approaches show how diversity could be managed at the school-level and the various views school leaders hold on diversity teaching, including assimilation, colour-blindness, and multiculturism (e.g., Celeste et al., 2019; Hirsch, 2009) or, alternatively, liberal, plural, and critical methodologies (McGlynn, 2011). Culturally responsive leaders play an essential role in their responses to diverse pupils and the diverse school community and are even more significant in schools that have lower levels of teacher collegiality and school–community partnership (Ham et al., 2020).

1.2 Preparing teachers for intercultural teaching in TE

The growing diversity in education and higher prevalence of multicultural societies are a clear call for TE programmes to train pre-service teachers in intercultural teaching competencies to ensure that all children can learn regardless of their cultural background (Bennett, 1995; Cushner & Mahon, 2002; Gay, 2010). In many countries, TE programmes thus incorporate training of competencies related to intercultural teaching and intercultural education in the curriculum (European Commission, 2019) through, for instance, internationalisation strategies and

activities (for practical examples, see, e.g., Acquah & Szelei, 2018; Ellerbrock et al., 2016). Yet, because the diversity level and the impact of internationalisation on education varies by region, country, and institution (De Wit & Altbach, 2021), TE programmes have a variety of internationalisation initiatives (Bodde-Alderlieste & Van der Meij, 2007).

1.2.1 Internationalisation within TE

Internationalisation in TE research identifies two essential streams: internationalisation at home (IaH) and internationalisation abroad (IA) (Knight, 2008). Both show promising opportunities for pre-service teachers to develop essential competencies for working in intercultural classroom settings.

1.2.2 Internationalisation at Home

One of the options for achieving international learning outcomes for pre-service teachers, which may be beneficial for developing intercultural teaching competencies (ITC), is through IaH: 'The purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments' (Beelen & Jones, 2015, p. 69). Heffernan et al. (2019) add that IaH aims to develop intercultural/international awareness locally for students at universities' home campuses. This stream of internationalisation at the home university has much in common with internationalisation of the curriculum, defined as 'the incorporation of an international and intercultural dimension into the preparation, delivery and outcomes of a program of study' (Leask, 2009, p. 209). Knight (2008) points out that internationalisation of the curriculum is one of the aspects of which IaH is composed.

Researchers have paid increasing attention to IaH (De Wit & Altbach, 2021), finding that it can offer students the opportunity to explore their study content through international lenses, by following internationalised courses, additional curriculum activities, or having an international team of lecturers who model different approaches to the subjects. Several studies (e.g., Beelen & Jones, 2015; Jeanneau & O'Riordan, 2020; Sahasrabudhe et al., 2020) show practical examples of IaH, including the use of international case studies, inclusive pedagogy, creating campus diversity, and peer-facilitated discussions. These examples show the potential for IaH to facilitate genuine and authentic intercultural experiences for pre-service teachers, which is the anchor of effective teaching in multicultural contexts after graduation (Gay & Kirkland, 2003). Yet, IaH should not be presented as distinct assignments, but rather should be embedded in higher education institutions holistically (Knight, 2008) and preferably integrated across as much of a degree programme as possible.

1.2.3 Internationalisation Abroad

To date, internationalisation abroad (IA) has received most attention in the internationalisation debate (De Wit & Altbach, 2021). As in many other full-degree programmes, IA in TE programmes can take the form of exchange programmes, courses at other universities, internships, and the Study Abroad (SA) programme, which provides necessary authentic intercultural learning experiences for pre-service teachers to develop ITC. This dissertation focusses on SA as part of IA and views it as the movement of students, crossing international borders to follow a study programme, including 'all educational programmes that take place outside the geographical boundaries of the country of origin' (Kitsantas, 2004, p. 441). Typically, SA programmes in TE consist of a combination of activities abroad for pre-service teachers that result in progress towards an academic degree at the home institution (The Forum on Education Abroad, 2011), commonly defined as credit mobility and considered distinct from degree-seeking international mobility. However, for in-service teachers many SA experiences might not be part of a credit-seeking programme. These study tours, which generally have shorter duration (Engle & Engle, 2003), could be part of professional development programmes initiated by schools individually or by external institutions.

Study abroad could construct intense learning outcomes, created by the impact that the experience could generate. Building on the recognised value of SA in literature (see Section 1.3), George Kuh's study sponsored by the Association of American Colleges and Universities connects SA with other activities (e.g., research, collaborative assignments) and labels them high-impact practices (HIPs) (Kuh et al., 2017). To create the expected high impact in SA, some core elements (e.g., reflection, cultural immersion, teaching opportunities) must be included (He et al., 2017). Engle and Engle (2003) elaborate on these core elements and list seven defining SA programme components: (1) length of student sojourn, (2) entry target-language competence, (3) language used in course work, (4) context of academic work, (5) types of student housing, (6) provisions for guided/structured cultural interaction and experiential learning, and (7) guided reflection on cultural experience. A blend of these programme components leads to a variety of SA programme levels. Engle and Engle (2003) define the first level of SA as a study tour and the most extensive level five as a cross-cultural immersion programme.

Regardless of level, all SA programmes must be carefully designed to impact learning. However, having well-designed programmes is not only necessary for increasing students' learning. Paying attention to the SA design is also important to not reinforce stereotypes, nationalism, or ethnocentric attitudes (Newton et al., 2020). Likewise, critical attention should be given to SA design to consider the

impact on host communities. Programmes should avoid offering SA grounded in inappropriate philosophies. A positive approach to internationalisation abroad includes awareness for the host-country instead of seeing it as a travel destination (Jotia et al., 2020). Therefore, thoughtfulness designing SA, mandatory pre-SA preparation on intercultural learning, and reflection on the experience afterwards seem essential. These factors indicate the relationship between IaH and IA, as the preparation and evaluation activities surrounding the SA experience might be considered aspects of IaH and may enlarge the SA impact (Beelen & Jones, 2015; Jotia et al., 2020).

Considering that HIPs are intended to transform learners, Mezirow's (1997) theory of transformative learning can be helpful in selecting the necessary elements for effective international experiences. The theory explains how certain life events can cause adults to reflect on themselves, rather than simply responding to daily events, because these events do not have a ready-made answer. Perspective taking is needed to become aware that old patterns of behaviour and thoughts are not relevant for the new situations. Instead, looking from someone else's perspective could lead to acknowledging that new perspectives might be more valuable than existing ones – which is how transformation develops. This transformative learning approach in SA, during which students must leave their comfort zones, is invaluable for (pre-service) teachers' development (Brevik et al., 2019; Engle & Engle, 2003; Pennington, 2020). Instead of creating safe and familiar settings abroad, pre-service teachers should try to adapt to new situations based on cultural differences, which could be the starting point of the transformation. These experiences could contribute to the development of competencies related to intercultural teaching.

1.3 Study abroad learning outcomes and its applicability

Literature shows a wide assortment of valuable SA learning outcomes, ranging from the result of short-term study tours to cross-cultural immersion programmes (e.g., Braskamp, 2009; Shaftel et al., 2007; Walkington, 2015). For instance, SA programmes can generate a revised perspective on learning and teaching, contributing to professional teacher development (Mesker, 2018; Shiveley & Misco, 2015), even if the experience is short (Abraham & Von Brömssen, 2018). Sharma (2020) identifies three main themes in literature that affirm the positive impact of SA on educators: (1) changing teachers' perceptions of self and diverse others, (2) increasing multicultural knowledge and global-mindedness, and (3) developing competencies for culturally responsive classroom practices. Some literature findings illustrate an overlap of these themes in their described SA learning outcomes.

Therefore, although this categorisation seems effective for organising literature, this dissertation recognises a connection between Sharma's (2020) three themes, as, for instance, a change in perception may lead to a change in practices.

The first discourse of SA learning outcomes focusses on how teachers' perceptions change due to an international experience. Study abroad offers the opportunity for (future) teachers to interact with teachers and students with diverse backgrounds, at a different level than would be experienced at home. This interaction offers opportunities to reposition oneself and to reflect on one's own and others' identities, which could lead to the identification of personal cultural characteristics as part of professional development (Penner-Williams et al., 2019). Working together with diverse others also helps pre-service teachers develop an understanding about the concept of diversity, which will most likely be part of their (future) classroom (Marx & Moss, 2011). Such experiences could result in shaping and changing a teaching philosophy, improved cultural consciousness, and better reflection on teaching and learning (e.g., Shiveley & Misco 2015). It might also give them the chance to experience how students in their classroom who are part of a minority group feel, by being part of a minority group themselves. All these valuable learning outcomes can influence educators' perceptions and serve as a foundation of practice.

The second discourse of SA learning outcomes relates to multicultural knowledge and global-mindedness. Learning related to this category could help teachers ensure that the children in their professional care are provided with opportunities to appreciate multiple perspectives born out of diversity. Also, SA may help educators relate better with various groups of learners in their home classroom and could make them more aware of how various cultural backgrounds of pupils perhaps influence their behaviour. Marx and Moss (2011, p. 36) argue that 'the opportunity to live and work in a foreign culture provides a unique opportunity to transform preservice teachers' ethnocentric worldviews and set them on a path towards culturally responsive teaching', which points to the increase of global-mindedness, as it illustrates how (pre-service) educators' perspectives may shift from their own towards those of others. Likewise, other studies (e.g., Klein & Wikan, 2019; Moorhouse & Harfitt, 2019; Shiveley & Misco, 2015) conclude that after SA, pre-service teachers are more open and tolerant towards people from another culture and that they exhibited augmented adaptability, confidence, respect for differences (Shoffner, 2019), and increased global awareness (DeLoach et al., 2019). Research (e.g., Dias et al., 2020) shows that this discourse is, indeed, mostly limited to multicultural knowledge, in contrast to specific subject knowledge.

The third discourse of SA learning considers developed competencies for working with diverse pupils in the classroom. This discourse relates to an increase in self-efficacy and self-awareness, appreciation for curricular materials, a sustained growth in knowledge of teaching methodologies, and making considered choices for curricular content (e.g., Biraimah & Jotia, 2013; Cushner & Mahon, 2002; Lee 2011). Byker and Putman's (2019) research also relates to this third discourse, as they argue that SA could lead to enhanced global competencies, intercultural awareness, and cultural responsiveness. Phillion and Malewski's (2011, p. 655) results also connect to this third discourse, as they refer to developed knowledge, skills, and dispositions of pre-service teachers that help them 'meet the growing demands of multicultural schooling'. The developed competencies for culturally responsive practices could help TE students use advanced differentiation based on cultural and educational needs (Cushner & Brennan, 2007; Cushner & Mahon, 2002).

Long after the experience, SA learning outcomes could still be visible (Biraimah & Jotia, 2013; Franklin, 2010). However, although the preceding discussion shows the possible benefits of SA on various aspects of teacher development, the SA experience might not directly affect professional teacher practices; in other words, the applicability of SA learning outcomes depends on influential factors on the national, school, and classroom-levels, as teacher behaviour is in constant interaction with the professional context (Oliveira-Formosinho, 2001). Pillen et al. (2013) provide an example: they describe tensions that relate to beginning teachers' professional identity, including conflicting conceptions of learning and teaching. These tensions might hinder the use of newly gained international learning outcomes. Also, other school and national factors such as the ethnic composition of the pupils, policies, and national teacher standards might influence the applicability of SA learning outcomes. All these factors combined influence teacher behaviour and its effectiveness, as well as, ultimately, pupils' performance (Scheerens & Blömeke, 2016). Having SA experiences as a pre-service teacher will thus not necessarily mean that SA learning outcomes could be used directly in practice for intercultural teaching.

1.4 Study abroad learning and Dutch Professional Teacher Standards

The aforementioned SA learning outcomes align with the skills needed from teachers who work in diverse classrooms. The Dutch government adapted the national Professional Standards for Teachers in 2017 and formulated three main standards, related to content, didactics, and pedagogy. These standards describe behaviour indicators, some of which illustrate connections to SA learning outcomes.

1

For instance, being able to adapt learning content to the differences between pupils (content); use of suitable and proper work forms, materials, and media; considering the various pupils' characteristics (didactics); and being aware of pupils' personal situation and social-cultural backgrounds (pedagogy) (Stb. 2017, 148). In this context, SA might be helpful for not only pre-service teachers, but also for in-service teachers who are increasingly recognising the need to develop further in terms of intercultural teaching as part of the Professional Teacher Standards and in response to the diversity within their classroom.

Thus, SA seems to be an effective response to the increase of diversity in education and to work on the Professional Teacher Standards. However, data from Dutch TE programmes shows that only 15% of all full-time students in education bachelor programmes (primary and secondary) go abroad for a study period (Huberts, 2016) and that, despite some advances, TE students still represent one of the least mobile groups of higher education students (Messelink et al., 2018). This small percentage of international mobility among TE students is not only visible in the Netherlands. Educational bachelor programmes also show the lowest percentage in SA participation in, for instance, the United States (NSSE, 2020). Presumably, the COVID-19 pandemic has further decreased pre-service teachers' mobility.

In summary, this introduction identifies three issues: (1) the level of diversity in education has increased, (2) many teachers report a lack of confidence and/or competence regarding diversity teaching, (3) although SA appears to be effective for developing the necessary competencies for intercultural teaching, uncertainty remains about the long-term effects on teacher behaviour, and (4) only a limited percentage of TE students currently follow an SA programme. Insights into the relevance of SA and how SA learning outcomes could be applied in the profession might make the international experience more attractive and efficient.

1.5 Aims, research questions, and conceptual model

This dissertation therefore set out to investigate the benefits of SA for the teaching profession in terms of working with diverse pupils by inquiring the following main research question: What is the impact of study abroad on professional teacher behaviour? With this investigation, we aimed to:

1. investigate short- and long-term outcomes of study abroad for pre-service and in-service teachers;

2. advance an understanding of dimensions of Intercultural Teaching Competence (ITC) required for working with diverse pupils;
3. explore if and how study abroad learning outcomes could contribute to dimensions of ITC;
4. investigate if and which school-level and classroom-level characteristics influence the use of ITC dimensions; and
5. illustrate how diversity and ITC are conceptualised, recognised, and approached in educational practices in Dutch pre-tertiary education.

The conceptual model (Figure 1) illustrates a representation of the aspects that underlie this dissertation. The model illustrates the sequence of the learning process of pre-service-teachers, from personal characteristics, through study abroad during a TE programme, and finally to the connection between SA outcomes and professional teacher behaviour, influenced by educators' personal lives and factors on the micro, meso, and macro levels.
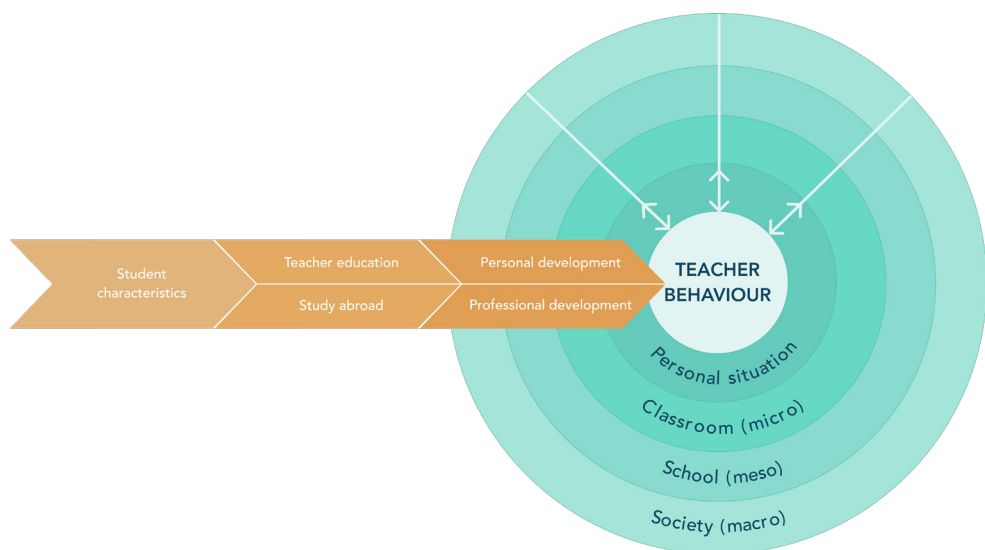

Figure 1: Conceptual model

Four studies address the main research question and focus on various aspects of the conceptual model. The first, titled 'Long-term impact of SA on teacher behaviour', is an explorative study to broadly investigate the long-term outcomes of SA on teacher behaviour. This study illustrates the SA experiences of the respondents, their current work environment, and how they perceive to still benefit from the SA and utilise the SA learning outcomes in daily practice. The second study, 'Dimensions

of Intercultural Teaching Competence', then zooms in on the described teacher behaviour of the first study, labelled ITC. The study investigates which aspects of ITC were present in our sample of Dutch primary school teachers and whether a difference in ITC was noticeable between teachers with and without SA experience. The third empirical study, a direct follow-up to Study 2 and titled 'Influential factors of ITC', explores whether and which classroom- and school-level characteristics influence factors of ITC among teachers. The first three studies provide insights into the long-term outcomes of SA for pre-service teachers on professional behaviour. We then used the last study to investigate whether SA for in-service teachers would also be beneficial for intercultural teaching and for perceptions of and responses to diversity. This fourth study, 'Educators' view on diversity and the role of study abroad', illustrates how in-service teachers approach and respond to diversity in their schools and how a short-term SA could influence their response. This study focusses on other forms of diversity than solely the intercultural aspect, the main focus in Studies 1–3. Figure 2 illustrates how the conceptual model covers the four empirical studies.
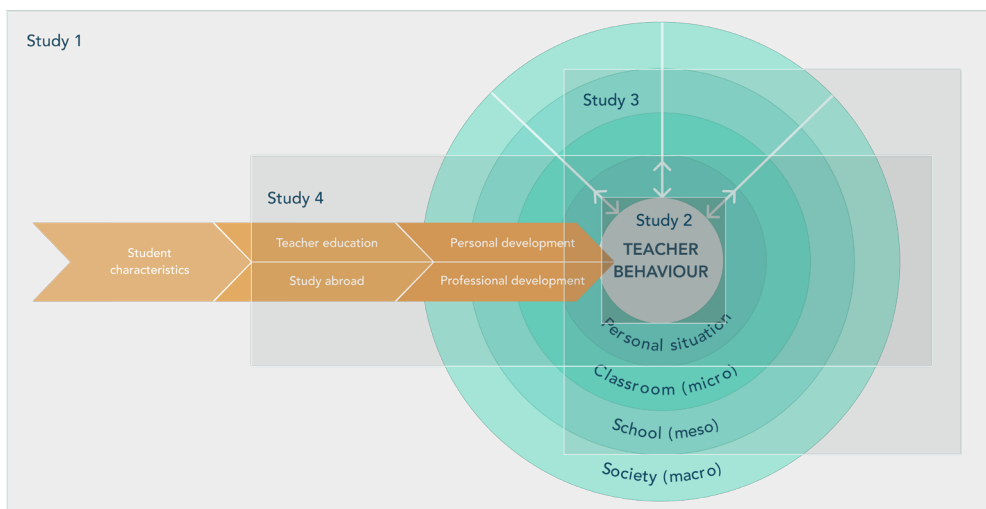

Figure 2: Conceptual model including empirical studies

1.6 Method

1.6.1 Design, samples, data collection, and analysis
This study was designed as a mixed-methods research. The data used to answer the research questions of this dissertation came from various samples.

Chapter 2 presents the first empirical study and is based on interview data from a convenience sample consisting of 17 teachers (15 female and 2 male) of 17 primary schools located in various parts of the Netherlands. The data were gathered through a semi-structured interview to explore perceived outcomes of study abroad. The sample of teachers had at least one SA experience between 1978 and 2014. We analysed the interview data using analysis software NVivo pro, and these results ultimately informed the design of the three subsequent studies.

The second data set was collected through a cross-sectional survey among Dutch primary school teachers with and without study abroad and was aimed to answer the research questions as described in Chapters 3 and 4. The data were collected in 2019 through the software Qualtrics and analysed through IBM SPSS Statistics. The final sample consisted of 155 Dutch primary school teachers, of whom 41 indicated they had SA experience.

We derived the third data set from semi-structured interviews conducted before and after an SA experience. The sample consisted of 12 educators (11 female and 1 male) entailing 4 primary school principals, 1 secondary school principal, 4 primary school teachers, and 3 secondary school teachers. We used NVivo Pro to analyse this data set.

We informed the participants of all samples about the aims and procedure of the research in writing before data collection took place. We shared information with them about the voluntary nature of the study and the anonymity of the research data, after which we asked all respondents to sign a consent form. In addition, each research phase was individually approved by the Ethics committee of the Teacher Education department of the University of Groningen.

1.6.2 Research context: study abroad for pre-service and in-service educators

We note three aspects about the research context that should be considered when interpreting the research findings.

First, SA can take various forms (Engle & Engle, 2003), and this dissertation studied SA in the form of credit mobility for the first three empirical studies (Chapters 2–4). Credit mobility seeks to lead to credits for the participating students which are awarded by the home institution. This type of SA could be categorised as levels two (short-term SA) and three (cross-cultural contact programme) within Engle and Engle's (2003) categorisation. The sample of the last study (Chapter 5) followed a one-week intensive SA programme and is thus considered a level one (study

tour) programme. The different research samples thus experienced various designs of mobility. Although a comparison of the specific contents of the followed SA experiences plus its related outcomes is beyond the scope of this research, we acknowledge that the programme variation could have influenced the variety in perceived SA learning outcomes.

Second, all participants of this research were in-service educators. We asked respondents to Studies 1–3 to reflect on the SA that took place during their TE programme. They thus conducted the SA as pre-service teachers, while they reflected on the experience as in-service teachers. In contrast, study 4 focusses on an SA programme for in-service teachers after which the reflection took place rather soon after the experience.

Third, since the beginning of this century, research on SA has mostly focussed on the tertiary education domain and the related short-term learning outcomes, leading to various suggestions for effective international experiences for pre-service teachers. In contrast, this dissertation focusses on the short- and longer-term learning outcomes of SA as part of a TE programme specifically, as perceived by in-service teachers of the pre-tertiary education domain.

1.7 Thesis outline

This dissertation provides insights into the perceived effects of SA on professional teacher behaviour. It consists of six chapters, including this general introduction, four empirical studies aimed to address the main research question, and a concluding chapter that includes a discussion of some of the research findings. Chapters 2–5 present the four empirical articles, which are all published or submitted for publication at time of writing.

Chapter 2 presents the study 'Long-term impact of SA on teacher behaviour' by investigating the question 'What is the perceived long-term impact of study abroad during a TE programme on professional behaviour after graduation?' We begin by explaining how pupil populations in primary schools become more diverse and how teachers need to prepare differently for their profession than in the past with respect to ITCs. We also noticed in literature that SA could be beneficial for developing dimensions of ITC. Having concluded in the literature review that SA might be relevant for the teacher profession, this empirical study explores long-term learning outcomes of SA during a TE programme, as perceived by in-service teachers. It also illustrates how they use SA learning outcomes in their practices.

Chapter 3, 'Dimensions of Intercultural Teaching Competence', explores which behaviour dimensions are part of ITC and which of these dimensions could be measured in our sample. It addresses the following questions: "Which dimensions of ITC do Dutch primary school teachers report?' and 'Are there differences between teachers with and without SA experience in the extent to which they apply dimensions of ITC?'.

Having established an understanding in Chapter 3 of the dimensions of ITC, the study 'Influential factors of ITC' as presented in Chapter 4 moves on to identify the relationship between ITC and school- and classroom-level characteristics. We investigate various school-level characteristics (e.g., location, level of diversity) and classroom-level characteristics (e.g., career stage, international experience, pedagogies) as possible dependent variables for ITC dimensions as identified in Chapter 3. The study examines the following research question: 'To what extent does a relationship exist between school- and classroom-level characteristics and ITC in terms of openness, classroom management, enriched lesson design, social initiative, and storytelling?'.

The fourth empirical study, 'Educators' views on diversity and the role of study abroad', presented in Chapter 5, explores views on and approaches to diversity on a broader range than solely the intercultural aspect of diversity. It also investigates relevant dimensions of teaching in diverse settings by examining the following research questions: 'Which sources of diversity are recognised by teachers and school principals? 'How do they approach these sources of diversity?' and 'Is there a change in which sources of diversity teachers and school principals recognise and how they approach them after an SA in South-Africa?'.

The concluding chapter discusses some current issues regarding SA in TE and illustrates how the gathered research data of the empirical studies relate to the existing models and theories regarding intercultural teaching and SA. Table 1 summarises the design information of the empirical studies.

Table 1: Overview of four empirical studies

Chapter	Topic	Research questions	Context	Sample	Dataset nr.	Data	Data analysis software
2	Perceived long-term impact of study abroad on teacher behaviour	'What is the perceived long-term impact of study abroad during a Teacher Education programme on professional behaviour after graduation?'	Primary school teachers the Netherlands	17 teachers	1	Interview	NVivo Pro
3	Dimensions of intercultural teaching competence	'Which dimensions of ITC do Dutch primary school teachers report?' 'Are there differences between teachers with and without SA experience in the extent to which they apply dimensions of ITC?'	Primary school teachers the Netherlands	155 teachers	2	Survey	IBMS Statistics
4	Influential factors of intercultural teaching competence	To what extent does a relationship exist between school- and classroom-level characteristics and ITC in terms of openness, classroom management, enriched lesson design, social initiative, and storytelling?	Primary school teachers the Netherlands				
5	Educators' view on diversity and the role of SA	Which sources of diversity are recognised by teachers and school principals in Dutch primary and secondary schools? How do they approach these sources of diversity? Is there a change in which sources of diversity teachers and school principals recognise and how they approach them after an SA in South-Africa?	Primary and secondary school teachers and principals the Netherlands	12 educators	3	Interview	NVivo Pro