

25.5.2026

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Title

Innovation and internationalization in university-based schools and faculties of education / Mark S. Johnson ...

Publication year

2018

Source/Footnote

In: The Future Agenda for Internationalization in Higher Education : next Generation Insights into Research, Policy, and Practice / ed. by Douglas Proctor and Laura E. Rumbley. - London [u.a.] : Routledge, 2018. - S. 38 - 47

Inventory number

47332

Keywords

Internationalität ; Auslandsbeziehungen ; Ausland : USA : Auslandsbeziehungen ; Ausland : USA : Hochschulwesen allgemein

Abstract

University-based schools and faculties of education have been struggling with increased demands for high-quality teacher education and policy-relevant research while at the same time, in many cases, receiving reduced state funding to pursue such goals. This has prompted efforts to sustain the historical core mission of pre-service teacher education and in-service professional development, while at the same time pursuing “innovation” in the form of revenue-generating certificate and advanced degree programs; experimenting with digital and hybrid learning technologies; and pursuing external funding and international partnerships. It is likely that many institutions in the United States, perhaps especially public universities, may fall behind in this increasingly competitive global policy environment. (HRK / Abstract übernommen)

25.5.2026

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