

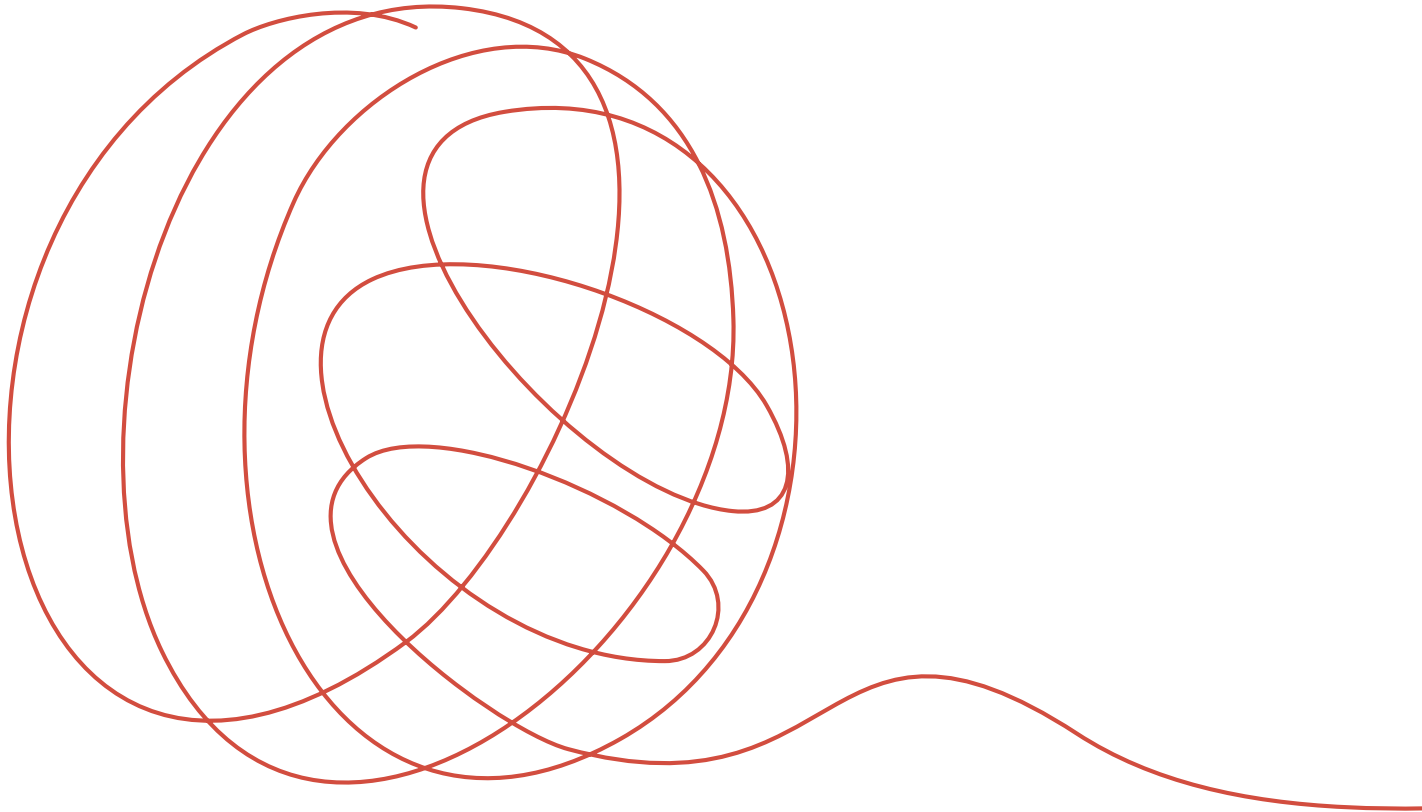
# *The history of* **ETEN**

European Teacher Education Network



*Internationalisation in Higher Education*

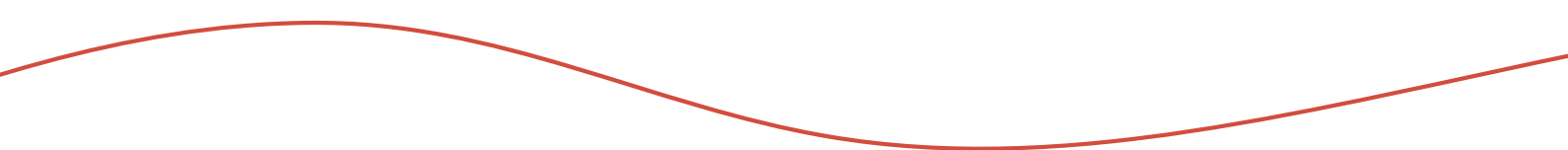
*The history of*  
**ET3N**



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*Who ordered the spaghetti?*

*(The unsolved ETEN mystery)*



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- First ETEN meeting: University College Copenhagen- KP (Denmark) September 2001



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- Member of the Board from 2012 till 2018, Co-chair from 2015 till 2018
- First ETEN conference: UAS Leiden (The Netherlands) February 2006



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- Last ETEN Conference: Hogeschool Rotterdam (The Netherlands) 2018





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*Introduction*

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# ETEN: An in-depth international cooperation

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Mats Johnsson, current President of the board of ETEN  
Göran Levin, former President of the board of ETEN

It is with great honor I write this introduction for the 'The history of ETEN' book.

For many students as well as for teacher trainers ETEN has played a major role. The intentions and the mission from the very start of the network are still there and are more than ever vital and sparkling with a.o. the modern platform Etenjournal.com, that also hosts the 'Journal of ETEN'. With a collection of almost all peer reviewed articles produced within ETEN through the years we are facing the 21st century with confidence.



*Mats Johnsson*

For me, as a teacher trainer at Malmö University and the current president of the board of ETEN, it is great to have the opportunity to give back to this important network that means so much to many of us.

Looking in the rear mirror it is great to read the words and reflections from a former president of ETEN, Göran Levin. Göran was not only one of my colleagues at the Teacher Education in Malmö but also a highly respected Head of Education for many years.

With these words I hand over to you, Göran.

Just before midsummer 1990 - a big weekend in Sweden - a woman came into my office at the teacher training in Malmö. She was from Thames Polytechnic in Greenwich and represented the teacher education there. She had the task of asking us at the Teacher Education college in Malmö to participate in a new network for teacher education. I contacted the head of teacher training in Greenwich and he informed me about a meeting in Groningen, the Netherlands, which was to take place in early September 1990.



*Göran Levin*

It suited me well, because I was already going to accompany my son to France where he would attend a high school for a year and I would attend a concert in Ghent, Belgium.

In Groningen, I met the representatives of the teacher training programs of Greenwich and Groningen and we discussed the start of a new network. The focus was on teacher education for Primary School and aimed to create collaboration for common development and student exchange. ERASMUS was then quite new and exciting. Some teacher training colleges in Norway and Denmark were also asked to participate.

Later that autumn, a constituent meeting was held in Groningen with participants from all the teacher educations concerned and the network was named the European Teacher Education Network - ETEN, jokingly close to the pronunciation of the famous English school. The head of teacher education in Groningen, the late Bert van der Tuuk, was appointed as the first chair of the board.

The most important people from the beginning, however, were the Exchange Coordinators, the ECOs, mostly teacher trainers with a big interest in internationalisation. They had close contacts and here the concrete student exchange and ideas for the more in-depth development projects were also developed by them. A system for staff exchange was also gradually added here. Through their close cooperation, they got to know each other in depth and some became friends for life.

The international exchange was already a matter of course in the academic world. But it was something new for teacher education. Traditionally, teacher education is a national matter, based on local history and context. Other perspectives were now added and I was surprised by how we experienced similar problems and had many common points of departure around what we regarded as valuable and important development. You also got a perspective on your own, which could be useful.

For the student teachers, it meant great opportunities to get out into the world. The larger the network grew, the more places of interest emerged. But the feeling of home was also strong; some of the student teachers had family or other ties, which made a semester's stay abroad difficult. Sometimes it was also London that was more attractive than the study object 'Teacher education and school in an international perspective'.

ETEN meant something new and broadened the perspective for both teacher trainers and student teachers and triggered more international cooperation that triggered adding more value to the educations outside the national arena.

# 1

*The timeline of the  
European Teacher  
Education Network*

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# How ETEN was formed in 1988 and how it has developed to its current impressive network with more than sixty institutions from all over the world

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Helle Schousboe

## The founding members

ETEN originally grew from a link between universities from Groningen, Viborg, Gothenburg, Malmo and Greenwich and was very much the brainchild of Bert van der Tuuk from Groningen, The Netherlands, who wanted to internationalise his teacher education department. Working through existing contacts and aiming to make it English speaking he looked to Britain and Scandinavia for partners and using personal contacts with other heads of department from Viborg Seminariet, Denmark, Malmo and Goteborg in Sweden, and Greenwich, England. Thus were established two defining features of ETEN, namely the use of personal contacts and English as the language to be used. The network might have been called GiN2 after the founding institution but soon adopted 'ETEN' (European Teacher Education Network) which was more European and better sounding for EU support.

The first major short term student exchange programme started in 1990, and Erasmus exchanges were also developed.

Founding members of the network:

MEMBER INSTITUTION	BOARD MEMBER	EXCHANGE COORDINATOR (ECO)
Hanze University of Applied Sciences, Groningen	Bert van der Tuuk	Roel Heinstra
University of Gothenburg	P.O. Bentley	Monica Bjoresson
Malmö University	Göran Levin	Anita Petersson
University College Viborg	Leif Aero	Inger Bentson
Greenwich University, London	Mike Williams	Doug Springate



*Groningen, The Netherlands 1990*

## The development of the membership

The network grew over the years. Members added and members dropped.

1991	9 members +4 new members	Silkeborg, Oslo, Telemark (Norway), Liverpool
1993	18 members +9 new members	Højvang (Copenhagen), Jelling (Denmark), Bergen, Kristiansand, Stord, Reading, Worcester, The Hague, Edinburgh



*Greenwich, London 1993*



*Højvangseminariet, Copenhagen 1994*

1995	18 members +1 new member -1 withdrawal	+ Ribe -Edinburgh
1998	29 members +11 new members -2 withdrawals	+Newcastle Northumbria, Drenthe (NL), Oulu (Finland), Ramon Llull (Spain) , Katho (Belgium), Ball State, Georgia State, IUP, Arizona, Texas (USA) and Israel -Telemark, Reading



*Newcastle, 1999*

2000	35 members +7 new members -1 withdrawal	+Macedonia, ESE Viena, Leiden, Zeeland, Rotterdam (NL), Ballerup, Sydhavn (DK) -Kristiansand (No)
2003	37 members +3 new members -1 withdrawals	+Arnhem/Nijmegen, Iselinge (NL), Holstebro (DK) -Raman Llull



*Forth Worth, Texas 2004*

2005	46 members +9 new members	Alaska, Lithuania, Porto, Minho, Coimbra, Utrecht, Leuven, Føroya, Blågaard
2006	51 members +5 new members	Ege, Limburg, Mondragon, Helsinki, Mindelo



*Leiden, 2006*

2007	53 members +4 new members -2 withdrawals	+ Linköping, Lisboa, Zürich, Belfast - Israel, Viborg
2008	56 members +3 new members	+ Group T Leuven, Ankara, Amsterdam
2009	59 members +4 new members -1 withdrawal	+ Malta, Azerbaijan, Antwerpen, Dublin - Belfast



*Izmir, 2009*

2010	59 members +1 new member	+ Howest West Flanders (Højvang and Ballerup merged)
2011	62 members +3 new members	+ Australien, China, Trinity Valley
2012	63 members +2 new members -1 withdrawal	+ Leipzig, Taiwan - Minho



*Gothenburg, 2011*

2013	64 members +1 new member	+ Setúbal
2014	60+ members +6 new members -1 withdrawal	+ Rotterdam, Karel de Grote, Basken Cyprus, VIC - Worcester
2015	60+ members +4 new members -2 withdrawals	+ Marnix Utrecht, Erlangen-Nürnberg, Hogeschool inHolland, Cergy-Pontoise - Leipzig, Sydhavn



*Leipzig, 2014*

2017	60+ members +3 new members	+ Wien, Masaryk, Coventry
2018	60+ members +1 new member	+ UC Absalon, Vordingborg
2019	60+ members +4 new members	+ Canada, Israel, Latvia, Dalarna
2020	60+ members +3 new members	+ Kristianstad, Trollhattan, Breda

The number of ETEN members was always uncertain due to the fact that some members did not appoint an ECO after the former ECO left and others did not pay the membership fee for some years despite many reminders.

## Members of the Board

In 1991 the Heads of the founding institutions formed a Board. Board members were elected for two years and each year two or three of the Board members were to be elected or replaced.

In the beginning board members had to be the dean of their institution. In 1997 there was a change in the structure so that one of the board members should be elected from the Exchange Coordinators (ECOs) as 'Chair ECO'. The following years all board members were elected from ECOs.

The role of the 'Chair ECO' was to organise student and staff exchange agreements in 'bilateral meetings'. This role was not needed after 2001 when the internet made it easy to do exchange agreements by emails between the ECOs and bilateral meetings were no longer needed as part of the ECO meetings.

### Board members from 1991 to 2021

1991 Bert van der Tuuk, Rijkshogeschool Groningen (Chair)  
Astrid Holen, Barnevernsakademiet, Oslo  
Per Olof Bentley, Göteborg Universitet, Gothenburg  
Mike Williams, Thames Polytechnic, London  
Leif Ærø, Viborgseminariet, Viborg

1993 Frans Beekenkamp, Haagse Hogeschool, The Hague (Chair)  
Astrid Holen, Barnevernsakademiet, Oslo  
Per Olof Bentley, Göteborg Universitet, Gothenburg  
Myra McCulloch, University of Reading, Reading  
Peter Mikkelsen, Højvangseminariet, Copenhagen

1994 Frans Beekenkamp, Haagse Hogeschool, The Hague (Chair)  
Bjørn Monstad, Høgskolen i Agder, Kristiansand  
Peter Snape, Liverpool Institute of Higher Education, Liverpool  
Göran Levin, Lärarhögskolan, Malmö  
Carl-Jørgen Bindslev, Højvangseminariet, Copenhagen

- 1997    Göran Levin, Lärarhögskolan, Malmö (Chair)  
         Bjørn Monstad, Høgskolen i Agder, Kristiansand  
         Carl-Jørgen Bindslev, Højvangseminariet, Copenhagen  
         Doug Springate, Greenwich University, London  
         Anita Peterson, Lärarhögskolan, Malmö
- 1998    Carl-Jørgen Bindslev, Højvangseminariet, Copenhagen (Chair)  
         Magnar Sannes, Høgskolen i Agder, Kristiansand  
         Christine Taylor, University of Northumbria  
         Doug Springate, University of Greenwich  
         Roel Heinstra, Hanzehogeschool Groningen (Chair ECO)
- 2000    Carl-Jørgen Bindslev, Højvangseminariet, Copenhagen (Chair)  
         Christine Taylor, University of Northumbria  
         Jay Thompson, Ball State University, Indiana  
         Kristiina Kumpulainen, Oulu University  
         Roel Heinstra, Hanzehogeschool Groningen (Chair ECO)
- 2001    Carl-Jørgen Bindslev, Højvangseminariet, Copenhagen (Chair)  
         Jay Thompson, Ball State University, Indiana  
         Kristiina Kumpulainen, Oulu University  
         Jean Clarkson, Liverpool Institute of Higher Education, Liverpool  
         Roel Heinstra, Hanzehogeschool Groningen (Chair ECO)



- 2004 Carl-Jörgen Bindslev, Højvangseminariet, Copenhagen (Chair)  
Jay Thompson, Ball State University, Indiana  
Kristiina Kumpulainen, Oulu University  
Jean Clarkson, Liverpool Institute of Higher Education, Liverpool  
Astrid Van Schoonacker-de Groot, University of Applied Sciences, Leiden



- 2005 Carl-Jörgen Bindslev, Højvangseminariet, Copenhagen (Chair)  
Jay Thompson, Ball State University, Indiana  
Jean Clarkson, Liverpool Institute of Higher Education, Liverpool  
Astrid Van Schoonacker-de Groot, University of Applied Sciences, Leiden  
José Portela, Viana do Castelo, Viana

- 2006 José Portela, Viana do Castelo, Viana (Chair)  
Jay Thompson, Ball State University, Indiana  
Astrid Van Schoonacker-de Groot, University of Applied Sciences, Leiden  
Alice Hindsgavl, Silkeborg Lærerseminarium, Silkeborg  
Danny Wyffels, KATO, Kortrijk



2007 José Portela, Viana do Castelo, Viana (Chair)  
Astrid Van Schoonacker-de Groot, University of Applied Sciences, Leiden  
Alice Hindsgavl, Silkeborg Lærerseminarium, Silkeborg  
Danny Wyffels, KATO, Kortrijk  
George Bieger, IUP, Pennsylvania



2012 José Portela, Viana do Castelo, Viana (Chair)  
Danny Wyffels, KATO, Kortrijk  
George Bieger, IUP, Pennsylvania  
Annette Bruun, University College UCC, Copenhagen  
Kari Kumpulainen, Oulu University, Oulu

2013 José Portela, Viana do Castelo, Viana (Chair)  
Danny Wyffels, KATO, Kortrijk  
Annette Bruun, University College UCC, Copenhagen  
Kari Kumpulainen, Oulu University, Oulu  
Maria Svensson, University of Gothenburg



- 2015 José Portela, Viana do Castelo, Viana (Chair)  
Annette Bruun, University College UCC, Copenhagen  
Maria Svensson, University of Gothenburg  
Danny Wyffels, KATO, Kortrijk  
Joe Beckford, Aleutian Regions School District, Alaska



- 2016 Annette Bruun, University College UCC, Copenhagen (Co-Chair)  
Maria Svensson, University of Gothenburg (Co-Chair)  
Karine Hindrix, Leuven University, Leuven  
Joe Beckford, Aleutian Regions School District, Alaska  
Anatoli Rakhkochkine, Leipzig University



- 2018 Astrid de Keizer, University of Applied Sciences, Leiden  
Maria Svensson, University of Gothenburg (President)  
Karine Hindrix, Leuven University, Leuven  
Marylin Tolbert, TCU, Texas  
Yan David Vargas, Masaryk University, Brno

- 2019 Mats Johnson, Malmö University (President)  
Karine Hindrix, LLU, Leuven  
Marylin Tolbert, TCU, Texas  
Astrid de Keizer, University of Applied Sciences, Leiden  
Yan David Vargas, Masaryk University
- 2020 Mats Johnson, Malmö University (President)  
Karine Hindrix, LLU, Leuven  
Astrid de Keizer, University of Applied Sciences, Leiden  
Yan David Vargas, Masaryk University  
Marylin Tolbert, TCU, Texas
- 2021 Mats Johnson, Malmö University (President)  
Karine Hindrix, LLU, Leuven  
Astrid de Keizer, University of Applied Sciences, Leiden  
Yan David Vargas, Masaryk University  
Mikkel Høgsbro, KP, Copenhagen (former UCC)

### Timeline ECO/TIG meetings and conferences

Every year a member institution organises the ETEN conference. Prior to the conference the board, the ECOs and the TIG leaders meet. The conference itself starts with a keynote speaker and a welcome reception. The meetings of the Thematic Interested Groups (TIGs) are scheduled for the next two days of the conference. More than two hundred teacher educators, managers and administrators of member and non-member institutions participate in the conferences.

Also prior to the conference many of the organising member institutions offered their students, own lecturers and conference participants an 'international week'. Lecturers from other member institutions of ETEN were invited to offer classes, workshops or lectures on the theme of the conference during this week. In this way, a great programme was always created in which students and lecturers could share knowledge and experiences and in which the students and lecturers of the organising

institute got involved in the conference. An advantage of this set-up is that the lecturers can apply for an Erasmus grant for their travel costs and accommodation.

Apart from the ETEN annual conference, there are also member institutions that organise an 'International Week' every year partly with Erasmus funding. For example, HZ UAS (The Netherlands), Northumbria University (UK), KPH Vienna/Krems (Austria) and NHL Stenden UAS (The Netherlands) organise an 'international week' every year.

In addition to the annual conference, the board, the ECOs and the TIG leaders meet in September. During this 'September meeting', matters such as the functioning of the network, the organisation of conferences, international courses, student exchange, etc. are on the agenda.


Hanzehogeschool	Groningen	The Netherlands	April 1990
Gothenburg University	Gothenburg	Sweden	April 1991
Viborg-seminariet	Viborg	Denmark	May 1992
Greenwich University	London	England	May 1993
Højvangseminariet	Copenhagen	Denmark	January 1994
Høgskolen i Oslo	Oslo	Norway	May 1994
Malmo University	Malmo	Sweden	September 1994
Moray House	Edinburgh	Scotland	February 1995
Haagse Hogeschool	The Hague	The Netherlands	May 1995
Høgskolen Stord/Haugesund	Stord	Norway	September 1995
University of Worcester	Worcester	England	January 1996
Højvangseminariet	Copenhagen	Denmark	May 1996
Hanzehogeschool	Groningen	The Netherlands	January 1997
Malmo University	Malmo	Sweden	May 1997

Silkeborg Seminarium	Silkeborg	Denmark	October 1997
Liverpool Hope University	Liverpool	England	May 1998
Ball State University	Indiana	USA	October 1998
University of Oulu	Oulo	Finland	May 1999
Northumbria University	Newcastle	England	October 1999
Høgskolen i Bergen	Bergen	Norway	May 2000
Ramon Llull University	Barcelona	Spain	October 2000
KATHO	Bruge	Belgium	February 2001
Højvangseminariet	Copenhagen	Denmark	September 2001
Greenwich University	London	England	February 2002
IUP	Pensylvania	USA	September 2002
Hanzehogeschool	Groningen	The Netherlands	February 2003
Göteborg University	Gothenburg	Sweden	September 2003
ESE Viana do Castelo	Viana do Castelo	Portugal	February 2004
TCU	Fort Worth	USA	September 2004
Faculty of Pedagogy Bitola	Bitola	Macedonia	Feb 2005
Høgskolen Stord/Haugesund	Stord	Norway	September 2005
UAS Leiden	Leiden	The Netherlands	February 2006
Silkeborg Seminarium	Silkeborg	Denmark	September 2006
ESE Porto	Porto	Portugal	April 2007
Malmo University	Malmo	Sweden	September 2007
Liverpool Hope University	Liverpool	England	April 2008
Georgia State University	Atlanta	USA	September 2008

Ege University	Izmir	Turkey	April 2009
KHLeuven	Leuven	Belgium	September 2009
University of Helsinki	Helsinki	Finland	April 2010
Ball State University	Indiana	USA	September 2010
Amsterdam University	Amsterdam	The Netherlands	April 2011
Gothenburg University	Gothenburg	Sweden	September 2011
ESE Coimbra	Coimbra	Portugal	April 2012
TCU	Fort Worth	USA	September 2012
KHLim	Hasselt	Belgium	April 2013
Haagse Hogeschool	The Hague	The Netherlands	September 2013
Leipzig University	Leipzig	Germany	April 2014
Ege University	Izmir	Turkey	September 2014
UCC (Højvangseminariet)	Copenhagen	Denmark	April 2015
Mondragon University	Mondragon	Spain	September 2015
ESEC Setubal	Setubal	Portugal	April 2016
Northumbria University	Newcastle	England	September 2016
Gothenburg University	Gothenburg	Sweden	April 2017
Artesis Plantijn/Karel de Grote	Antwerp	Belgium	September 2017
Hogeschool Rotterdam	Rotterdam	The Netherlands	April 2018
Ball State University	Indiana	USA	September 2018
Universitat de Vic	Barcelona	Spain	April 2019
Hogeschool Zürich	Zürich	Switzerland	September 2019
Online meeting/conference			April 2021

# 2

*“The colleagues  
who attended an  
ET&N-conference  
had different lights  
in their eyes while  
teaching”*



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# An interview with former chairman **Carl-Jørgen Bindslev**

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Astrid van Schoonacker-de Groot

'Of course I want to participate in an interview about ETEN!' was his response to my request. Carl-Jørgen Bindslev, a former Chair of the Board at a time when board members were too modest to call themselves President of the Board.



*Carl-Jørgen Bindslev*

## The beginning

His first meeting with ETEN was in Copenhagen in 1994, at his own Højvangseminariet where he was the Dean. Associate Professor Astrid Sødring Jensen had been contacted by her colleague from Viborgseminariet in Denmark, Inger Bentsen, who had asked if she thought that the management of Højvangseminariet would be interested in becoming part of this European teacher and pedagogue education network. Carl-Jørgen and his colleague, Research and Development manager Peter Mikkelsen, were certainly interested. The result was that ETEN - as a friendly gesture - held a meeting for its Exchange Co-ordinators (ECO's) at Højvangseminariet in Copenhagen, which Carl-Jørgen and Peter appropriately could attend.



Seventeen ECOs participated. Here Carl-Jørgen met the ETEN Family for the first time and thus some of the people who over the years were to become good colleagues and friends. Among others were Marit Spurkland from Barnevernsakademiet (Oslo, Norway), Doug Springate from the University of Greenwich (London, UK), Inger Bentsen from Viborgseminariet (Viborg, Denmark), Henning Lawaetz Hansen from Silkeborg Seminarium (Silkeborg, Denmark), Derek Murphy from Kristiansand Lærerhøjskole (Kristiansand, Norway), Anita Petersson from Lärarhögskolan i Malmö (Malmö, Sweden), Geoff Taylor, from the Liverpool Institute of Higher Education (Liverpool, UK), Peter Huntingdon from Worcester College (Worcester, UK), Gerard de Kruif from the Haagse Hogeschool (The Hague, the Netherlands) and Roel Heinstra from Hanzehogeschool (Groningen, the Netherlands).

## A new chairman

In 1997 Göran Levin announced that ,due to business at Lärerhøgskolan in Malmö, Sweden, which was in the process of merging to become Malmö University, he wanted to step down from his position as chairman. Carl-Jørgen ran and was elected. It was the start of nine very exciting, educational and experience-saturated years. Carl-Jørgen experienced up close how the training of teachers and educators was managed at all ETEN member universities. He sucked up impressions and became very aware of how much we can learn from each other and how different learning cultures can enrich each other. At the same time, education in the countries where the ETEN members are located are very different but with lots of common features.

‘It was amazing to experience how easy it was for lecturers from the ETEN universities to communicate. It was striking, but not surprising, how values, professionalism, curiosity and desire to exchange and share experiences complemented each other. It was not difficult to bring teachers from different countries together with a very positive return. Many contacts were established, which resulted in professional relationships and personal friendships.

I had the same experience as chairman. At the game of chance, I was given a task that I did not know I wanted. As a young person, I had thought that it must be insanely exciting to get a job where you could get in touch with the big world, travel into it and meet interesting people as part of what you had been trained for, and that you were engaged in. Suddenly I had the job and life I had only dared to dream of.

And I do not know how many universities I have visited and how many meetings – academic and organisational – I have attended. They all helped to develop and shape me.’

## New secretary in 2000

With Carl-Jørgen as chairman in Copenhagen, it was not practical to have a secretariat in Kristiansand, so in 2000 his colleague, Helle Schousboe from Højvangseminariet - later University College Copenhagen, became the new head of the secretariat of ETEN. Over the years, she became a legend in ETEN. She carried out a colossal job of managing ETEN's expansion, all meetings and events, travel, minutes, finances, and not least cooperation with the EU on grants from SOCRATES 2 and in Scandinavia with NORDPLUS. She continued as secretary after Carl-Jørgen resigned as Chairman in 2006 at the ECO meeting in Leiden in the Netherlands and she was part of the co-ordination of the complicated work of making ETEN a legal entity, which she could only finish in 2019. She has been an invaluable prerequisite for ETEN to become what it is today with more than sixty member universities worldwide.



*Helle Schousboe, Head of the Secretariat of ETEN (2000-2019)*

## The board work

Carl-Jørgen was wildly busy in those years. Sometimes it was too much and he was lucky that he had a management at Højvangseminariet and some employees who could do a lot themselves. When he left ETEN in 2006, it was not least because his management more or less clearly stated that his international activities were important and exciting, but maybe he should get his priorities in order and be the leader they, to a greater extent, needed in a time of comprehensive educational change.

## ETEN's organisation; ECOs and Board

Carl-Jørgen sees ETEN as a network for professional collaboration and exchange of students. In his time, an Exchange Co-ordinator (ECO) from each university was chosen to handle the exchange activities. At the same time, the ECOs were a group that was ETEN's Governing Body. It was here that the Board, the Chairman and Vice Chair were elected. The ECOs met twice a year to agree on the exchange of students. It took place both in plenary and during the so-called bilaterals where ECOs met in pairs or maybe a little more and circulated for some hours to agree on what was necessary for how students could study for a semester at the other university or be an intern with a base at the collaborating ETEN affiliated university. In addition, and just as importantly, the ECOs have repeatedly discussed how ETEN, as a network, should be organised to properly fulfill its purpose.

Jay Thomson from Ball State University (USA) joined Carl-Jørgen at the Board in 2000, which then consisted of Roel Heinstra from Hanzehogeschool (Groningen), Kristiina Kumpulainen from OULO University (Finland) and Christine Taylor from Northumbria University in Newcastle upon Tyne (UK).

In 2001, Jean Clarkson from Liverpool Hope University was elected in place of Christine Taylor, and in 2004 Roel Heinstra chose to retire. On that occasion, Astrid Van Schoonacker-de Groot from the University of Applied Sciences Leiden (the Netherlands) joined the board. At the ECO meeting in 2005 in Bitola, Macedonia, Jose Henrique Portela from Polytechnic Institute of Viana do Castelo (Portugal) was elected and Jean Clarkson resigned.

At the ECO meeting 2006 at the University of Applied Sciences Leiden (the Netherlands) Kristiina Kumpulainen and Carl-Jørgen resigned.

### Board meeting Oxford

In November 2004, one of the board meetings was held in Oxford, where Jay Thomson had once been a visiting professor. It took place at Harris Manchester College part of The University of Oxford.

Carl-Jørgen: 'It was a brilliant experience in a very traditional but extremely inspiring environment and with great hospitality from everyone. The board meeting was held over a few days, but the board members also experienced the university's everyday life, with tutorials, communal dining, church attendance and conversations with some of the teachers. It was interesting to experience how to mix auditorium presentations and independent work with reading and preparation of written assignments and individual guidance once a week. Very disciplined. Jay guided us professionally through Oxford and we really felt as if we had just entered the centre of the British academic world. It smelled of English university in the best way imaginable.'



*ETEN board meeting Oxford, 2004*

## A big challenge for a chairman

A big challenge for Carl-Jørgen was to guide the growing network to a new model of organisation in which research and development had a place.

Carl-Jørgen: 'At a very dramatic meeting in 1999 at Northumbria University in Newcastle upon Tyne, after long intense and sometimes loud discussions, where not least Gerard de Kruif from The Hague University College played a decisive role, we managed to carve a model together. ETEN was to house a number of Thematic Interest Groups (TIGs). We had to interrupt the meeting several times to gather the threads. I remember sitting and writing a letter of intent and new bylaws most of the night, while Helle Schousboe repeatedly came in and asked me to stop and participate a little in the cozy get-together, which was also very important for the network to function and live. I finished, joined the social gathering for a bit, and in the following years we developed and refined the TIG model. It became a key element in the research and development part of ETEN. This meant that now colleagues from member universities could regularly meet for an exciting and meaningful Annual Conference. One could meet in a TIG and pick up on professional and didactic experiences from the last time, without first having to spend time getting to know each other. Of course, new faces were added, and others disappeared, but a healthy balance between continuity and renewal had been achieved in ETEN's Research and Development activities. And even better: between the conferences, many of the conference participants had contact both professionally and on a more personal level. They visited each other, saw each other's everyday life, they wrote together and were in telephone contact. A real network was created not only for name but also for benefit.'

## Proud

When asked what Carl-Jørgen is most proud of as the output of ETEN, he immediately mentioned the website and JETEN both in connection with the dissemination.

'In 2004 a group of ETEN members, among others Kristiina Kumpulainen, Jay Thompson and Doug Springate shaped the idea of publishing the best of the many contributions the members presented to each other at the annual conferences. It took some time to get the format designed, but in 2006 came the first issue of the Journal of the European Teacher Education Network, JETEN.

It is now fifteen years ago and JETEN is living in the best of times. Every year ETEN disseminates for free the work of its members and others who were present at the Thematic Interest Group Conferences in a peer-reviewed academic journal. JETEN is a free online publication of scholarship by international teacher educators. JETEN was first published by the University of Greenwich (UK), followed by the University of Helsinki (Finland) and the Polytechnic Institute of Viana do Castelo (Portugal).

JETEN has now its own website with an overview of all the TIGs that have worked over the years, and at the same time it is a goldmine of articles through the years with knowledge and presentation of development work, experiments and experiences from ETEN universities.'

## European and World citizenship

When asked to what extent ETEN contributes to European and world citizenship, Carl-Jørgen answers that the teacher educators who are involved in ETEN and regularly attending the annual conference are able to bring the European and world perspective into their teaching. They are an example of a European and world citizen for their own students. That is very valuable. 'I saw a different light in the eyes of the teacher educators at Højvangseminariet. They were inspired after the ETEN conferences and meetings and felt more part of the world and Europe and that was reflected in their teaching and in working with their students.'

## Fondest memory

Carl-Jørgen says he has many fond memories of his time in ETEN. One of them is when he came from a conference and had a stopover at Schiphol, the airport of Amsterdam. It was the end of April and below him he saw the colourful splendour of the many bulb fields in bloom around the airport. Another was set in Texas.

Carl-Jørgen: 'In September 2004, the ECO/TIG-leader meeting was hosted by Dale Young of TCU in Fort Worth, Texas. Again, it was a very well-organised meeting with fine facilities and, incidentally, a wonderful experience programme alongside the concentrated meetings. I remember a hay ride with subsequent line-dance. Part of the meeting activity took place at the upscale Hotel Texas, where I had been accommodated in a formidable corner suite on the 8th floor with, as I saw it, views of most of Texas. Also, in this series of meetings, at one point I needed some alone-time and retired to my suite 850.

I had noticed that there were some photos hanging on the wall outside my suite, but had not paid any attention to it. I gave myself time for that this afternoon. And here's the story: Approximately 12 hours before President John F. Kennedy was shot on November 22, 1963, he and his wife Jackie, were getting ready for bed at the Texas Hotel in downtown Fort Worth. "Suite Eight-Fifty... It'll Be Famous," ran a headline in the Fort Worth Press.

In honor of the president's visit, a small group of local art collectors had assembled sixteen original pieces, by the likes of Picasso and Monet, and staged an installation inside the suite's three rooms. Of course, the paintings and sculptures were overshadowed the next day by iconography of an altogether different kind: the president's blue Lincoln convertible, Jackie's blood-stained pink suit, Lyndon Johnson raising his right hand aboard Air Force One — images that have been reprinted and recirculated countless times. They were photos from the morning of November 22, when the president and his wife had breakfast at the hotel with local celebrities and he gave a short speech on the stairs outside the hotel and then left waving to all the citizens who had gathered.

It was just before my legs trembled beneath me. It was here, in 'my' suite, that the presidential couple spent the night before the Dallas assassination. Why spend a night in Fort Worth, when you are going to Dallas? That, I asked myself. One of the hotel staff who passed by in the hallway explained that rather than having to get up early and fly the long trip from Washington DC to Dallas on the morning of November 22, 1963, the presidential couple had chosen to fly to Fort Worth on the afternoon of November 21 to have a quiet evening in Fort Worth and then in the morning fly the ten minutes to Dallas where everyone thought they had come from Washington DC.

It was with great reverence that I spent the following nights in this iconic suite, however, without the sixteen, original works of art. A significant part of world history and the unimaginable tragedy enveloped me, and ETEN stepped into the background a little bit at that moment.'

### Advice for ETEN

'I should say 'Keep up the good work'. Besides this I think ETEN could finance new activities like doing research and development in certain areas that can be brought up by the TIGs. ETEN should also expand. Perhaps ETEN can also establish a foundation that can support institutions that don't have money for travelling and hotels. In that way ETEN can expand and have more balance between Western European countries, USA and countries from East Europe and Africa. Maybe expanding the network makes it harder to run ETEN but it would be a good idea to have as many members as possible because that gives ETEN a kind of power. I hope one day ETEN will be an organisation which governments will listen to. Then ETEN could get involved in more formal development of education. The education political discussions go from one side to another and you know, politicians are politicians, they mainly don't know what they are talking about. Sometimes I think why don't you listen to people who know what to do. It's important that ETEN can be part of these discussions. Don't change for the sake of change, but take experiences from the past and knowledge from all over the world with you.'

## Part of ETEN

What has ETEN meant for Carl-Jørgen on a personal level?

'By a chance coincidence in 1994 and by Astrid Sødning's and Peter Mikkelsen's insistence that international cooperation was a necessary part of a modern educational institution's work and subsequently Helle Schousboe's tireless organisational efforts, I became part of ETEN. I felt and feel very privileged to have had all the opportunities that ETEN gave birth to.

ETEN is to learn and to develop yourself and your practice in a demanding and rewarding community. Throughout the years, I tried to absorb new impressions and try to pass on my own experiences and ideas and convey the educational science views that I myself brought with me and that ETEN fostered over the years.

It was about how our students could best acquire the knowledge and skills needed to become a good teacher or educator. How could one create the best learning processes, light candles in the eyes of the students, make them passionate about teaching and pedagogical work?

Could the teachers in the United States have something that we in Europe could learn something from and vice versa? Was the organisation of education at one ETEN university perhaps something we should see if we could involve in educational thinking in other universities? What was the interaction between theory and practice? How to manage internship schemes at ETEN's various universities.

There was every opportunity to get wiser to what I myself was passionate about. I do not know if I became wiser but, at least, I became more knowledgeable and gained insight into educational thinking and practice in large parts of the world. Maybe getting closer to what "best practice" could be.

I also experienced how I was gripped by a certain humility. I was used to me and us in Denmark, performing education in the very best way it could be done. But I

learned how much other universities in the world were able to, and how much we had to learn. It was so inspiring to experience it in real. Lesson learned: you can teach in many different ways with very good results. Some ways are tradition- and culture-bound, but still arouse reflection when you put them in relation to what you yourself are used to.

Being different, even though we seem similar to each other, was expressed at the conference in 2004 at the Polytechnic Institute of Viana do Castelo (Portugal). It was a fantastic conference, arranged with great passion and cordiality but also with a certain indulgence in terms of timing and precision. I was perhaps a little stressed and it irritated me a little that the programme was always behind and that no one really took responsibility for the timing as I, with my Scandinavian background, thought it should be done. The evening, the closing conference dinner and party was to take place at a restaurant just outside Viana do Castelo, we were to be transported by bus. It turned out that there were too few buses, so they had to shuttle between the hotels we were staying at to the restaurant. I waited to make sure everyone came along. When an hour had passed after dinner was due to begin and the last of us had not yet left, I asked José Portela, who was in charge of the programme, if he could do something that could speed up the process. I thought to myself, I made an effort to say it nicely, but Kristiina Kumpulainen subsequently suggested that I had probably seemed a little brusque. However, that did not knock José out of style. He looked indulgently at me, smiled broadly, took me by both shoulders and said, "Carl, this is Portugal... relax."

And then he gave me a hug. And he was right. Why all the hurry? We'll reach the dinner a little late, so what. It was an unforgettable, wonderful evening in the open air with food from the beautiful Portuguese cuisine, live music and a single sad Fado to go home with because the next morning we had to split up to all corners of the world and it was at some point, as always, a little sad. But we knew we were going to see each other again and that we would be in touch until then.

I became part of ETEN. But just as important: ETEN became a part of me. ETEN has shaped me and still does as for instance the experience in Viana do Castelo did, dampening my impatience and strengthening my tolerance for accepting that there are other fully-fledged ways to act than those I instinctively let myself be led by.

I often think of ETEN and use my many experiences from there both in my work and in my personal everyday life. And I am a little bit proud and at the same time humbled that in my CV it says that I was Chairman of ETEN.'

# 3

*'Myths and Fairytales',  
'Urban Education'  
and  
'Arts Education'*



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# The story about the connection between Thematic Interest Groups, International Student Courses, Short Term Programmes and Collaborative Online International Learning Projects; **all examples of ETEN-collaboration**

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Annette Bruun, George Bieger, Mikkel Høgsbro and Jorinde Jonker

During one of the Exchange Co-ordinators (ECO) meetings in the early 1990s, Carl-Jørgen Bindslev, Chair of the Board of ETEN at that time, and some other participants decided that the network should be organised in a different way in order to focus on the content of what social educator and teacher training institutions were teaching and what their intentions were to be. Long discussions took place in Newcastle in 1999 and it was during those meetings that the basic format for the Thematic Interest Groups (TIGs) was settled.

Over the next several years, various issues were discussed, including the format for TIGS, the creation of new TIGs, the elimination of TIGs, for which there was little interest, and the identification of issues which were a best fit for a TIG from an educational perspective.

### A Short History of the ETEN Urban Education TIG

One of the first TIGs to be formed was Urban Education. The basis for this TIG emerged from ideas about teacher training that had been developed at The Hague University of Applied Sciences, the Netherlands. The fundamental idea that characterised the vision at that time was that a teacher training college, wherever it was located, must have a relationship with the physical surroundings of the college and the target population for which one is educating.

Almost at the same time, in the early 1990s, several teachers were involved in education in schools in the inner city of The Hague. Especially Dutch language trainers and teachers of Dutch as a second language who were also involved in the in-service training of Turkish language teachers. One of these teachers was also an advocate for an educational focus on what is going on in inner cities regarding the education of migrant children in inner-city schools. At some point during the early 1990s Gerard de Kruif, of the Hague University of Applied Sciences, joined him and his group with the focus of preparing teachers to work in inner cities.

By the middle 1990s, the general format of TIGs within ETEN had been settled, with the next task being to identify which issues TIGs would consider to be of importance and who would take the lead to introduce the Urban Education TIG. Gerard de Kruif (HHS) was selected as the Urban Education TIG leader.

At around the same time, in the United States, Larry Vold of Indiana University of Pennsylvania (IUP, USA) initiated a course in which students were brought to inner-city Philadelphia, where they lived, taught, and learned in schools serving mostly minority ethnicity pupils living in poverty. When IUP joined ETEN in 1997, Larry Vold and his colleague, George Bieger, found a home in the Urban Education TIG.

The Urban Education TIG continued to develop through the ETEN conferences in London and Barcelona. London was especially important with regard to the focus of the TIG, since Doug Springate (Greenwich University, London, UK) had described clear ideas about the key issues for the various TIGs.

Around 2002, George Bieger (IUP) agreed to serve as the Urban Education TIG-leader. The aim of the Urban Education TIG was summarised, as shown below, in the 'ETEN CATALOGUE OF COURSES' in 2002.

**"ETEN TIG Urban Education:**

Urban Education refers to a wide range of issues related to living and working in an urban setting. More specifically: to issues referring to the education of children in inner cities. Many children have opportunities while living in such settings, while many others don't. These days a key item in Urban Education is the position of ethnic minority children in education, the support they would like to have, and the support teachers can/must give. At the same time it is important – being a good teacher – to describe which capacities are important for a good teacher working in an inner city environment.

Each year this thematic interest group would like to focus on one specific theme within the wider range of possibilities. The group decides which theme will be prepared for the next year and in the 'Call for Papers' the theme will be described.

A characteristic of this working group is that we emphasise the exchange of ideas and of 'what is going on' very much. It is for this reason that the number of papers presented is limited to about 3. Contact person is George Bieger (IUP)."

During the middle 1990s, and continuing well into the 21st century, the Hague University of Applied Sciences developed an international course which focused on urban education. Beyond this university, a significant contributor to the development of the course was Francia Kinchington from Greenwich University who was very influential with respect to the course content. Initially, ERASMUS students joined this programme, coming from ETEN partners in Kristiansand, Greenwich, Copenhagen, and Göteborg. Astrid Soedring from the Hoejvangseminariet, Copenhagen was very much involved in the beginning of the course and sent many students from many different countries throughout the world. By around 2000, Rotterdam University of Applied Sciences joined the international course with their international students. Also, in 2000, the first American students joined the course.

Meanwhile, during the ETEN conferences, there were discussions about the role of the courses. Courses under ETEN were developed to meet the ERASMUS requirements for the exchange of students. Although staff exchange was not a requirement from Brussels, it was seen as a way of promoting internationalisation in participating institutions. The Urban Education course at the Hague University of Applied Sciences considered it important to include international staff as part of the Urban Education course. This included staff from several European countries as well as from the United States (Ball State University and Indiana University of Pennsylvania) and Canada.

Similarly, the IUP Urban Education Seminar invited students and staff from ETEN partners to join the course in Philadelphia. Over the years, there were regular participants, including both students and staff, from Mondragon University (Spain), RUAS in Rotterdam, and HUAS in The Hague.

Urban Education TIG meetings, at the annual ETEN conferences, have grown and thrived. Attendance at the TIG meetings has ranged from twelve to twenty participants from many different countries, including Israel, Denmark, Norway, Sweden, Belgium, Portugal, the Netherlands, Turkey, and the United States. The number of papers presented at a conference varies between six to eight, with many of the papers being published in the ETEN journal. These papers addressed many of the issues identified in the vision statement for the TIG.

Examples of the topics explored in the TIG conferences include:

- Multicultural/Intercultural competences and teacher qualification;
- A case for using non-verbal assessment to identify gifted minority students;
- Internationalisation in a teacher education programme;
- An examination of activities designed to mediate prospective teachers' awareness and understanding of diversity;
- What's wrong with minorities? An analytical critique of contemporary usages;
- American urban education and Chinese rural education: Comparisons and contrasts;
- Motivations for choosing a teaching career and deciding whether or not to teach in urban settings.

Each meeting of the TIG includes a visit to an urban school in the host city. These school visits, instituted by Rosa Rodrigues in 2012, provide an authentic context for the discussions that occur in the rest of the meeting.

Finally, participation in the Urban Education TIG led to several externally funded projects that have enhanced internationalisation of students and staff. Projects included participants from Europe (Malmö University, and 'Hogeschool van Arnhem en Nijmegen') and the United States (IUP, Georgia State University, and Texas Christian University-TCU). These projects provided funding for students and staff to participate in international exchanges, with funding coming jointly from the European Commission on Education and the U.S. Department of Education.

In 2012, Rosa Rodrigues (RUAS) and Christine Thomas (Georgia State University) became TIG co-leaders. Then, a few years later, Fran Huckaby (TCU) joined Rosa Rodrigues as co-leader of the TIG. Sissel Tove Olsen (Oslo and Akershus University

College, Norway) replaced Fran in 2016, and, in 2019 Nora Daoud, from HUAS, joined Rosa as co-leader.

The mission of the Urban Education TIG today is similar to what was envisaged by the organisers nearly 30 years ago as can be seen in the current vision statement.

“Urban Education refers to a wide range of issues related to living and working in urban settings. More specifically, it refers to issues concerning the education of children in inner cities from kindergarten to university. Heterogeneous cultures, ethnicities, ways of life, beliefs, and values characterise many urban communities. While these attributes offer people many opportunities, they also present challenges to communities, families, children, and educators. Current important issues in Urban Education include: the education of children whose ethnicity differs from the dominant society, the education of children living in poverty, the education of children who are not speakers of the dominant language in the society, how to encourage and support parental involvement, and the shortage of teachers in urban settings. Students in urban systems may need different types of support to assure their learning.”

In summary, the history of the ETEN Urban Education TIG is marked by nearly thirty years of growth and action in preparing teachers and social educators to address the issues faced by children and families in inner cities.

## Myths and Fairytales through the ETEN history

Since the ETEN conference in Greenwich in 2002, where the TIG organisation was introduced for the first time, the Myths and Fairytales TIG has been one of the larger TIGs in the ETEN family. This TIG has always had a solid core of eight to twelve loyal participants from all over Europe who have welcomed new participants every year with great warmth and welcoming arms. The spirit of these TIGs has always evolved around having fun and actively participating in the workshops.

The main reason for the large group of lecturers must be, that presentations in the TIG have had a clear and outspoken focus on the sharing of good and excellent teaching practice through practical workshops and a variety of exercises within the aesthetic and arts-based activities like drama, drawing, music, acting, small scale film productions.

Another reason for the numerous workshops every year is that the TIG members have always been eager to do workshops at the TIG to an extent that sometimes the programme for the TIG has been almost too compact. Some participants have even tried out new didactical formats in the safe space of the conference as a rehearsal for their teaching at home.

Most of the ETEN conference hosts have introduced an educational theme for each conference. At the Myths and Fairytale TIG, a secluded theme has been introduced on top of this theme making the workshop hold a relevant focus. The themes over the years for the TIGs have been: Violence & Cruelty, Figure of Fool, Heroes, Female Characters, Creativity and Enjoyment, Trickster Figure, Tales and Stories from the Sea, Multi-culture, Animals, Beginnings, Love & Sexuality, Wishes, Fate & Destiny, People on the Move (during the refugee wave in Europe in 2015), Forces of Nature (the outspoken of the climate changes), Cruel Kings (after Trump's presidential election), Diseases (Covid-regime).

Henning Kopart from UCC, University College Copenhagen, KP, was the founder and hard-working TIG-leader from 2002 till his retirement in 2015. Henning did a fantastic job consolidating the TIG within ETEN and making it possible for the TIG members ('The Tiggies', as we call ourselves) to feel a multicultural bond to each other.

In 2015 Mikkel Høgsbro from UCC, University College Copenhagen, KP became the new TIG-leader after having been a steady participant since 2002.

In 2017 the name of the TIG was changed to Creative Storytelling in Education since the TIG members realised, that the thematic focus of the TIG had gradually changed into a new direction.

In 2019 Ola Henricsson from University of Gothenburg accepted the role to be the first co-TIG leader of the Creative Storytelling TIG.

The TIG is still going strong even though we have said goodbye to a handful of some of the most central and now retired Tiggies over the last couple of years.

### The international course Myths and Fairytales

A few years before the first ETEN conference with the introduction of the TIG organisation, colleagues from Oslo Met (Norway) and University College Copenhagen (Denmark) started the joint international course 'Myths and Fairytales' for students. This quickly became one of the most successful and consistent international courses within ETEN.

Henning 'The Storyteller' Kopart in Denmark and Marit 'The Troll' Spurkland from Norway built up a course which took place in Copenhagen for six weeks and in Oslo for six to twelve weeks. Henning Kopart and Marit Spurkland were course co-ordinators during the most successful times of the course. The possibility of being exchange students in two different countries attracted students over the years from countries like the Netherlands, Norway, Sweden, Finland, Hungary, Lithuania, England, Ireland, Germany, Slovenia, Italy, Greece, Spain, Belgium, Portugal, Israel, USA, Nicaragua, Ghana, The Philippines, Vietnam, South Korea, China, Japan – etc.



The foundation of the curricular of the course part in Copenhagen was a practical arts-based project: The Puppet Play. The students were divided into groups and each group created their own fairytale puppet play on the basis of lectures within psychology, literature, culture, play, citizenship, inclusion, puppet making, drama, theatre, music, Nordic pedagogics. The puppet plays have been shown to 100 children from local kindergartens and schools in a giant theatre festival day at the university. By working aesthetically and by creating a puppet play the students co-created knowledge and competences within the creative subjects to a higher extent by letting the curricular live in creative products.



*Performing a puppet play in the International Course 'Myths and Fairytales'*

In Copenhagen the accommodation of the students is a separate chapter. The students lived on campus in campers or accommodation containers. The students lived, shopped, cooked, shared meals, partied, fell in love and studied in the same place thus developing a really strong group feeling in their small rooms – but in the large rooms of the campus.



All their experiences with accommodation problems like lack of power, lack of heating, often cold showers, alarms going off in the middle of the night may have given them an even stronger bond. When they left for Oslo after six weeks tears were in their eyes. 'We are going to miss our camper', they said.

One year the group of students even kept pets – four small aquarium fish named after the Danish lecturers were given to one of the lecturers. The four fish were all potty trained, they claimed.

Unfortunately, due to new Erasmus rules, the joint course had to close in 2016 and the course continued separately in both countries. The course in Copenhagen was renamed 'Creative Storytelling'. The reason for the title change was that the growing awareness of the course content had gradually shifted the focus from a very specific angle of myths and fairy tales in education to a broader focus on the creative and didactic qualities and possibilities of storytelling in education in general. And from there, since creative, experimental and arts based teaching and Playful Learning lately have been dominating the pedagogical terms in the didactical everyday life, and since citizenship is a central educational theme as well, the course now holds the title: Playful Learning and Citizenship.

## The first students of the Myths and Fairytales course in 1996 – the interview

Anja Hansen and Marlene Esmann both followed the very first international course Myths and Fairytales course back 1996. The course ran for six weeks in Copenhagen and six weeks in Oslo – and it changed their professional focus instantly.

*'Suddenly we both found out, that there was more to being a pedagogue than we thought,' they both stated.*

*'I knew from the start, that I wanted to be really good at telling fairytales and stories to children,' Anja said. 'This was something that I enjoyed, and thought was so much fun. I wanted to practise storytelling every evening in the youth hostel in Oslo.'*



*Marlene: 'Suddenly everything in my studies made sense. I found out that being specialised in a certain area of the profession gave me an enormous energy.'*

*Anja and Marlene remember the time where they visited a kindergarten in Oslo. The pedagogues were hanging from the ceiling playing fairytale puppet theatre for the children. They were both amazed and inspired and decided at that point, that they wanted to be playful storytelling role models for children and pedagogue students.*

*Anja: 'Working with fairytales and storytelling with a pedagogical focus offers the children tools and competences to meet and master their life with confidence.'*

*Marlene: 'When working in the kindergarten with storytelling and fairytales you automatically create an inclusive atmosphere and a strong community amongst the children. You develop caring children with high citizenship competences.'*

*Anja and Marlene both agree that they have a mutual mission. 'We want the children to be imaginative and creative – and we want to educate future pedagogues and teachers to be imaginative and creative too.'*

*Ever since they finished studying, they have been giving workshops in Copenhagen each year to the exchange students of the Myths and Fairytales course. Two days of laughter and playful, crazy, improvised storytelling workshops – both in the regular classroom and in the woods outside Copenhagen – with a clear focus on the simplicity of storytelling in everyday practice. Every year the duo is given top evaluations from the students. 'I can really use their tricks and exercises in my future profession,' the students always state.*

*Anja and Marlene: 'If we feel we get our message through to the students about training and developing the muscles of creativity, laughter and imagination of the children – then we know we have succeeded in facilitating what we came for.'*

*Today, Anja and Marlene are both administrative leaders of a kindergarten, so there isn't too much time left to tell crazy stories with the kids. 'But when it happens, we get such a kick out of it,' says Anja. 'We didn't know each other when we took the course in 1996, but we soon became aware of our common destiny of myths and fairy tales.'*

## To be an exchange student in an ETEN course – a once in a lifetime experience

Every year most of the ETEN members send students abroad, and receive students in exchange courses from ETEN partners. Student exchange is a key to the ETEN collaboration by taking care of each other's students and follow up on the study exchange during our meetings and conferences.

In the year 2012 a young man and student, Tjeerd Dijkstra, from the University of Applied Sciences Leiden (UAS Leiden), decided to join the course Myths and Fairytales in Education, a joint course in collaboration with Denmark – University college UCC and University College Oslo. He got an Erasmus scholarship and traveled to Copenhagen.

For Tjeerd it has been a great experience to be an exchange student; being abroad for almost half a year, all alone but also together with international students from all over Europe, making new friends from countries you have never visited, like Israel and exploring English as a second language.

At University College UCC in Denmark the international students lived not in a regular dormitory but on the lawn surrounding the college in small wooden wagons; two students in each wagon. The students could use the whole of the college building; the art and music room, the library, the gym, the kitchen, bathrooms – plenty of rooms from 5 PM to 8 AM. The students had lots of fun. It was like a small Christinia, the 'freetown' in Copenhagen.

In the interview Tjeerd tells that it was like a fairytale itself to stay together like that, having time to create the tall puppets, play games, listen to music and enjoy time with new international friends.

**"It was a very creative course in which I went through a personal creative development. We learned how to tell a story, without using too many words and we went to the forest. All in all we spent a lot of time in nature close to the school, found inspiration there and learned how to make our own fairytales."**

The aspect of nature has had a strong impression on Tjeerd. In the western part of the Netherlands there is less nature, but even today the experience from 2012 inspires Tjeerd when he is teaching:

**"We are developing new ways to get back to nature, to be inspired by nature in education."**

Working with the big puppets and the puppet play, during day and night, together with the fellow students was like a long flow in which they forgot time and place. Tjeerd still has the puppet. It stays in his office at UAS Leiden and it is like a personal friend for him. At the UAS Leiden Tjeerd now is a lecturer in Film Education and Media Literacy. Tjeerd tells that creating your personal puppet is a way to reflect on your own identity. His puppet appeared to have two faces, the face of a monster, an

insecure young person, uncertain on how to act and behave, and on the other side the face of a handsome prince, a nice character. It was a great personal experience to work with the puppet play and to understand the magic of the Myths and Fairytales course through this creative process.

After the first part of the course in Denmark-Skovlunde, the whole group took the boat to Oslo, Norway; a sailing trip of fifteen hours. At the University College of Oslo, now Oslo-MET, new perspectives on Myths and Fairytales were presented, but still nature was an important part of the course.

During the course Tjeerd learned how to play Schubert on the piano from a fellow student from Spain. He also got to know a new educational environment. In Denmark and Norway teachers and lecturers seem to have a freer way of talking to students, more relaxed, more horizontal. Even today Tjeerd tries to meet his own student



*Students of the course 'Myths and Fairytales' preparing the puppet play*



*Performing a puppet play in the International Course 'Myths and Fairytales'*

teachers in a more open dialogue in the classroom, inspired by the experience at the course Myths and Fairy Tales.

Being an exchange student gives the opportunity to make friends for life. Tjeerd is still in contact with his fellow students from the course. After he participated in the course he has visited fellow students in Israel and Belgium, and they visited him, and for sure he will see them again after Covid19. To live together abroad with a group of young people, working with the magic of Fairy Tales is an extraordinary experience, that creates strong relations.

### **'Art and Culture'; an example of a 'short term exchange program'**

In addition to 'International courses' that emerged from TIGs, in which ETEN member institutions exchanged their students, a number of 'Short term programmes' have

taken place in which ETEN member institutions also exchanged their students and lecturers. The 'short term exchange programme' is a great alternative for students who don't want to go abroad for a longer period of time, but who do want to gain international experience.

The short term programme 'Art and Culture' originated at the lunch table in Denmark, during the ETEN conference of 2015. This was before members of the Art TIG became intrigued by the idea of a project in Portugal, as the country is very beautiful, rich in culture and relatively unknown, so far away in the south of Europe.

Colleagues of Howest University College of West Flanders (Belgium), KP (Denmark) (University College Copenhagen at the time), Instituto Politécnico de Setúbal (IPS) (Portugal) and Thomas More Hogeschool (TMH) were sitting together and outlined the first frame to get this project started. During the next months nine online Skype meetings, with many technical problems, followed and the project was born.

The aim was to bring lecturers and students from different countries and art disciplines together and use the Portuguese culture as a starting point, growing towards a mixture of all cultures, making use of artistic and cultural ingredients of the northern countries.

Wonderful workshops evolved that often mingled different art disciplines and lectures from different countries. A great achievement was that everyone could count on the creative ability of the lecturers that were involved, even if workshops and the days weren't planned from hour to hour.

Each institute that was involved in the project could bring ten students. During the project the students presented their countries educational system and there was always a school visit.

The first time took off with Line Mareel (Howest), Jose Godinho and Fililp Fialho (IPS), Marianne Mortensen and Eva Rose Rechnagel (KP) and Jorinde Jonker (TMH). During this first edition students built bridges from newspaper, danced traditional Portuguese dances, sang Cante Alentejano and visited a beautiful concert of Sylvie Ornelas, made small scenes around the cork trees, designed tiles and tasted several

Portuguese dishes. Students of four countries were meeting each other and working together.

At first the plan would be to travel each year to another partner of the project, but since Portugal was so great, the project took place three times at Setubal. Over the years the programme developed and the lectures used more and more of the beautiful outdoor environment. Setubal has much to offer, not only because the city centre is very pretty and very Portuguese, but also the nearby beach is useful. We made land art there. During the years a small group of the same lecturers participated every year, some got involved later, Rik de Mare (Howest), Carlos Barreto Xavier (IPS), Mitte Wagner (KP) and Melanie van Tienen (intern of TMH).

The last time the project finally travelled to Rotterdam. We had a wonderful week in a completely different country. It was a very urban version, we drew the city, did dance, spoken word and DJ-ing workshops at de Hiphop House and visited the architecture museum (NAI), but kept some of our initial art assignments that connected the students with each other. One of the students who participated the first time said it was such a good and fun time in Portugal. It is a dear memory for her.

The power of this kind of 'short terms' is that in a short period students and lecturers from different countries can connect. Art and culture is a great base to connect and appreciate each other. Because it easily gets personal and there is always a certain vulnerability. Once students got to know their European fellow students very well, it is quite likely they will remember them in a positive way.

### TIGs over the years

At the moment of writing there are eleven Thematic Interest Groups (TIGs). Every year the ETEN conference is organised on the basis of the meetings of these TIGs. This means that the Exchange Co-ordinators (ECOs) of the member institutions can request their home institute lecturers to participate in a TIG that matches their interest in the subject they teach.

During the TIG meetings, the participants can give a presentation, share experiences, question each other, discuss with each other or inform each other about 'best

practices’ from their professional practice as a teacher educator. The TIG leader receives proposals from participants in advance and on that basis makes a programme for Friday and Saturday mornings, the days on which the TIG meetings take place during the conference.

NAME OF TIG	TIG-LEADER(S)	
Arts Education	Michel Hogenes	HUAS, The Netherlands
Creative Storytelling	Mikkel Høgsbro Ola Henricsson	UCC, Copenhagen, Denmark University of Gothenburg, Sweden
Identity & Diversity	Astrid de Keizer	UAS Leiden, The Netherlands
Internationalisation	Ben Bartels Karen Hudson	HAN, The Netherlands Northumbria University, UK
Language Education	Anna Vallbona Karmen Johansson	University of Vic, Spain University of Gothenburg, Sweden
Mathematics Education	Emma Mamede Jacqueline Sijbrandij-Blok	University of Minho, Portugal UAS Leiden, The Netherlands
Movement/Play/Health/ Outdoor	Anne Bahrenscheer	UCC Copenhagen, Denmark
Reflection/Thinking	Klaus Kofoed-Heller Tane Bikuña	UCC, Copenhagen, Denmark Mondragon University, Spain
Science & Technology in the Digital Era	Maria Svensson Ann Emonds Txema Egaña	University of Gothenburg, Sweden UC Leuven, Belgium Mondragon University, Spain
Special Educational Needs	Uffe Lund	UCC Copenhagen, Denmark
Urban Education	Rosa Rodrigues Nora Daoud	RUAS, The Netherlands HUAS, The Netherlands

*Current TIGs at the moment of writing*

The TIG 'Language Education' is originated from the TIG 'Internationalisation'. This TIG has always attracted many different types of participants. Administrators, managers but also language teachers who, in the absence of their own TIG, joined this TIG.

For years the TIG Internationalisation was the TIG with the most participants. Sub-TIGs were created to match the different interests of the participants. One of these sub-TIGs was 'Language Education', which has been an independent TIG for six years now, because there was sufficient interest in this important subject.

The TIG 'Identity and Diversity' originated from the TIG 'Democracy'. After the retirement of former TIG leader Sidsel Hadler-Olsen, from the University College of Bergen, one of the ETEN members at that time, Astrid de Keizer, from the University of Applied Sciences Leiden, became the new TIG leader. She wanted to widen the perspective of the TIG so participants could also focus on culture and religion. At the ETEN conference in Porto in 2007 Astrid brainstormed with colleagues from several ETEN member institutions. It was decided that the TIG should get the new name 'Democracy, Culture and Religion'.

In the years that followed, there was a regular group of participants who took part in the TIG every year and that was supplemented by participants from all over the world with different cultural backgrounds.

A few years ago the participants decided to change the name of the TIG to 'Identity and Diversity' as it became clear that the need to exchange within these themes had grown.

In addition to new TIGs being added, TIGs have also disappeared. For example, there was a TIG 'Recruitment and Retention' for some years. At the time the TIG was set up, there was a teacher shortage in a number of countries and a teacher surplus in some other countries. In this TIG, the participants, led by Dale Young (TCU, USA) and Astrid van Schoonacker-de Groot (UAS Leiden, The Netherlands), thought about how ETEN members could help each other to solve these problems in their own country. This has resulted in, among other things, an exchange of P.E. teachers between the

Netherlands and England. This TIG ceased to exist when the problems in the countries were largely resolved.

### New ways to collaborate between ETEN partners

The idea about Collaborative Online International Learning (COIL) in the frame of 'Internationalisation@home' had already been a topic in the TIG Internationalisation for several years, even before Covid19.

The situation with Covid19 was an extra reason to have online interactions between students from different ETEN partners. Online collaboration offers all students the opportunity to study in an international context with international peers abroad.

In 2021 more and more ETEN partners have participated in a COIL project. The online ETEN Journal (<https://etenjournal.com>) proved to be a good platform to exchange information on the COIL Projects and to find COIL partners.

Coventry University College and University College Copenhagen already had a COIL project on Children's Literature in 2019. It involved students from the Early Childhood/Pre-school Teacher Education studies from both university colleges, all in all 56 students participated.

The idea was to analyse, compare and discuss together the use of children's literature in early childhood education. Below is the outline of the project to give an impression of the organisation and the contents.

#### A. Asynchronous

- Together with the lecturer, the students chose three Danish/English children books. The students read the books, and argued why these books are representative for Danish/English children literature.
- The students created a vlog, with a presentation of the Danish/English Kindergarten and their profession as social educator or pre-school teacher.
- Each university sent an academic text on the pedagogical tradition.

#### B. Synchronous (first interaction)

- The students met their peer group, they presented their profession and the professional field through the vlog and asked each other questions. Finally they presented the 2X3 books.

#### C. Asynchronous

- The students read one of the children's books from the partner university, in smaller groups. They made an analysis and planned a pedagogical activity with children that they could present for the partner university students.
- The students read an academic text from the partner university about pedagogical activities.

#### D. Synchronous (second interaction)

- The students presented their analysis and activities for their partner group and discussed why and how they will use literature with children in a professional setting.
- Some of the interesting discussions had a focus on questions like:
- Can social realism be enrolled in children's literature? Must the main character be a role model? And why is literature important in early childhood?
- The aim of the project was to share and critically reflect on children's stories from England and Denmark. To engage in dialogic learning and discuss literacy and numeracy development in children (0-5 years). Meeting another educational tradition online, raised new knowledge and reflections.

#### E. Asynchronous

- Each partner university had an evaluation with the students.

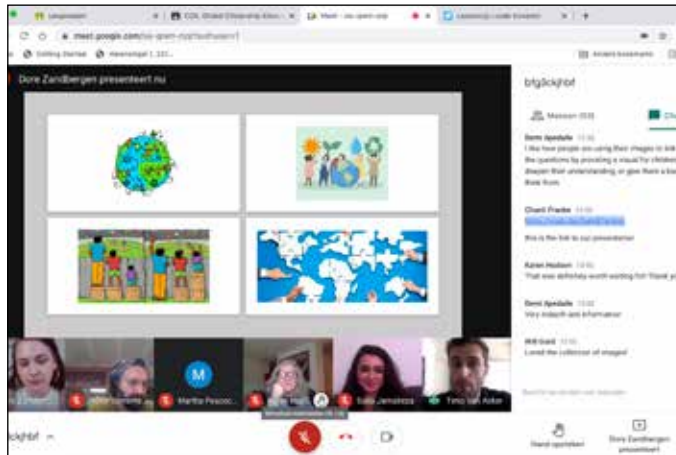


*A Zoom meeting about COIL with representatives of ETEN-member institutions during the COVID-19 crisis*

In 2021 colleagues from Karel de Grote University College (Antwerp, Belgium), Northumbria University (Newcastle, UK) and University of Applied Sciences Leiden (The Netherlands) carried out a COIL project together with 55 student teachers from these universities. The central theme was 'Global Citizenship in Primary Education'.

In a first joint online meeting, the theme was introduced, a lecture was given on the advantages and disadvantages of globalisation, the students were given time to get to know their team members better and the assignment that the students would perform in teams was explained.

After this meeting, the students met online in their own team to work on the assignment. In between there was the opportunity to meet the teachers online to ask questions about the assignment. In the last joint online meeting, the student teams presented their findings in different ways.



*Students presenting in Google Classroom their findings in the COIL project 'Global Citizenship in Primary Education'*

The evaluation of the lecturers involved showed that they had found it very valuable, instructive and fun to develop education together. The evaluation of the students showed that the exchange about each other's professional preparation was particularly positive, and most students also indicated that after the project they considered themselves capable of providing global citizenship education at their future school. However, the students thought the project was too short and they would have liked more time to work together in their team and that they would have liked it even more if they could have seen their teammates in 'real life'.

Due to COVID-19, online collaboration has quickly become an important part of an internationalised curriculum of various ETEN members. Students have gained an international learning experience without leaving their own student room.

The challenge is to improve the design, the learning outcomes, the assessment and reflection, the logistics and the communication. This will determine the success of COIL practices as a learning experience. But besides all this it was especially a wonderful opportunity to work together with ETEN colleagues, despite Covid19.

# 4

*How ET&N-members  
deal with calamity*

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# 'People were actually very creative in finding ways to get home and some even hitch-hiked with truck drivers!'

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Astrid de Keizer, George Bieger, Jean Clarkson, Cecilia Nihlén, Joe Beckford, Mart Ottenheim and Astrid van Schoonacker-de Groot

If we mention 9/11, or Helsinki everybody in the ETEN family knows where it's about. Memories, emotions and all the stories connected to these historical moments will pop up. Within a few years, or probably even more early the word Corona will be added to this 'calamity list'.

These worldwide situations that had a huge impact in so many different ways, are connected to ETEN because of the dates of these disasters. The drama of 9/11 happened in 2001, in the same week when there was the ECO /TIG-leader meeting at Højvang, Copenhagen, Denmark. The eruption of the Eyjafjallajökull volcano on Iceland was in April 2010 during the Annual Conference in Helsinki, Finland.

When compiling the publication 'The History of ETEN', we quickly agreed that the stories surrounding these calamities should not be missing. These situations with all that came with it, is also a part of ETEN. These stories prove that those who inadvertently came into contact with these calamities in the context of ETEN are flexible in every situation, can organise well, work together, take care of each other and always find a way to arrange transport home. In addition, we also got to know each other in a different situation and we learned how and why people act the way they act and need what they need. In a way, we gained more insight into what it

is like for our students that we exchange internationally to get into an unexpected situation and what they can learn from it.

After sending out emails, text messages and every other possible digital contact there is we received several stories from (former) ETEN members about the impact of the calamities. Larry Vold and George Bieger from IUP, Indiana Pennsylvania shared their story about 9/11 and Joe Beckford from Aleutian Region School District, Jean Clarkson from Liverpool Hope University, Mart Ottenheim from the University of Applied Sciences Leiden, Cecilia Nihlén from the University of Gothenburg and Astrid van Schoonacker-de Groot from the University of Applied Sciences Leiden shared their story about the adventures surrounding the infamous ash cloud caused by that volcano with that impossible name that no one can remember.

### The 9/11 story by George Bieger

Larry Vold and I, along with our wives, travelled to Copenhagen for the 2001 ETEN Conference, which was held north of Copenhagen in Snekersten. We had planned to leave for home in the US on Monday, September 10. However, we extended our stay one day.

Our flight left Copenhagen on Tuesday morning and the flight was normal until soon after passing over Greenland. The captain announced that we would be making an unscheduled landing in Goose Bay, Labrador, in north eastern Canada. Everyone was thinking there was an emergency with the airplane but the captain assured us that the airplane was fine. The reason for the unscheduled stop was that 'All airspace in north America is closed due to an issue of state security in the United States.' I will never forget those words.

After an hour or so, at around 11:00 am local time, we landed at Goose Bay. Goose Bay is a village of a few thousand people in the middle of nowhere. The airfield is a training location for NATO forces to practise aviation manoeuvres over the Canadian wilderness, instead of the busy airspace of western Europe. Because it was autumn, and the weather would soon be wintry, all NATO personnel had left for the year, so the airbase was a huge empty facility then.

After landing, we still had no further information but we noticed that there were a few dozen other airliners from Air Canada, Lufthansa, Air France, etcetera, so we realised something big was happening but still we had no information.

After a while, the captain announced that we would leave the plane by bus and would be remaining in Goose Bay, at least overnight. After another 30-45 minutes, a bus arrived with seats for about 35-40 people. The bus left with a load and after 45 minutes, returned for another load. Since we were toward the back of the plane it was about four hours before we were able to leave, still wondering what was going on.

On the bus, a Canadian Air Force officer asked us what we knew, and we responded 'NOTHING!'. He then said that the United States had been attacked, that two airplanes had flown into the World Trade Center towers, in New York City, and the towers had collapsed. He said a third plane had hit the Pentagon, and a fourth had crashed in western Pennsylvania near Pittsburgh. This last one got our serious attention because we live in western Pennsylvania near Pittsburgh.

The bus took us to a quickly put together customs and immigration centre and we were given snacks and a chance to meet with counsellors. After a while, we were taken to a large indoor athletic facility where sleeping cots were laid out. There were about 250 passengers on our plane and we were all in the same huge space. We were given kits with soap, toothbrush and toothpaste, a towel, etcetera. We were told we would be taken to dinner in 45 minutes.

We were taken by bus to the Non-Commissioned Officers Club where we were able to phone family and where we got a meal. The people of Goose Bay had made big pans of pasta, lasagne, hamburgers and we had a 'home-made' meal. They had several large screen TVs set up so we could watch the news. We phoned home and spoke to our sons, then 20 and 11 years old. The next day we were taken to a small shop on the base where we could buy fresh underwear and socks. I bought a baseball cap which is still a treasured possession.

Several thousand strangers were dumped into tiny Goose Bay unannounced. Those kind and wonderful people fed and cared for us for three more days. We will never forget their kindness, hospitality, and generosity.

We remained in Goose Bay until Friday, when we flew to Toronto. From there we took a train to Buffalo, New York and then rented a car to go home.

### Ash cloud in Finland/Helsinki by Jean Clarkson

It was at first an exciting event watching the volcano erupting in Iceland on TV in safety of the Hilton in Finland. The ice was beginning to melt and the sun was shining and we were meeting our friends and colleagues for the ETEN conference. Gradually through the grapevine we realised that all flights were cancelled and that we were having difficulty getting home to other parts of Europe and the US.

We got together in groups thinking of different way of finding out how to get to parts of the globe. In my case to England. These were serious workshop groups as we found ways to get home. As any inventive European group, a solution was found and organised.

The first part was an overnight ferry from Helsinki to Stockholm. I shared a cabin with three wonderful friends, Doug Springate from the University of Greenwich, London, Gerard de Kruif from The Hague University of Applied Sciences and Roel Heinstra from Hanze University of Applied Sciences Groningen, The Netherlands. I had the top bunk! The ferry put on an excellent cabaret of drag artists in two performance the second beginning at midnight a little more daring than the performance at 8.00 pm.

When we reached Stockholm, miraculously a coach was organised and we made our way through Sweden, Denmark, Germany, ending in Brussels, Belgium for me where I stayed overnight in a hotel before getting the Euro star train to London. Each person peeled off at a different location along the route.

Eventually I found my way through London to a friend's flat where I was collected by my husband who was surprised at the very warm welcome he had when I saw him.

It was an adventure that took me three days and two nights. It was an exciting time and somehow reminded me of the travelling we did as teenagers when we were hitchhiking across Europe with very little planning. It was European co-operation at its very best.

The drag cabaret too was good!

### Helsinki by Joe Beckford

Helsinki was an interesting experience! I remember the two Astrids rolling up to the ferry in tractor trailer trucks. I held out in Helsinki for another two days. Then I hopped on a ferry which I thought was going to Rostock, Germany but was really scheduled for Travemunde, Germany. I made friends with some truck drivers and got one from The Netherlands to drop me off at Schiphol airport for the nominal gratuity of 200 euros. From Schiphol I called then Continental Airlines to get me home. I had the fledgling TIG, Ethics and Professionalism, and spent a good deal of my time writing a paper for presentation, a few of the scheduled presenters were able to make it due to the Icelandic eruption. However, I did have time to go with Danny, et al, to Finlandia Hall to hear the Count Basey orchestra. Don't know if we stopped by St. Urhu's bar, but I've celebrated St. Urhu's Day ever since. Anyone want to join me?



*Consultation in the lobby of the Hilton hotel in Helsinki: How do we get home now that there is no flying?*

## Helsinki by Mart Ottenheim

The earth underneath the Eyjafjallajökull volcano in Iceland was rumbling and tremoring for some time in April 2010 and culminated in an enormous ash cloud over the North hemisphere when it erupted. The suspended ash in the severe atmosphere hindered air traffic from the 15 to 23 of April. Coincidentally, over 150 ETEN members had just gathered for the annual ETEN conference in Helsinki. All air traffic in and around Europe was cancelled and almost all the participants were trapped in Helsinki. Most of Friday, people were more interested in planning their escape than in their TIG sessions. Some got seats on trains from Tallin in Estonia, all the way through Poland and Germany to Belgium. Others acquired fancy seats on international trucks, taking the Ferry from Kiel to Travemünde. Others took the bus.

On Friday afternoon we held a meeting chaired by Tamara van Heel, and discussed the option of a bus trip from Stockholm to Schiphol airport in The Netherlands. With enough people interested it would be a viable option. A friend of one of the Swedish participants, Cecilia Nihlen, the ECO of Gothenburg, owned a bus company and would be able to take us. At the end of the day we had more than enough ETEN members to ride on this epic bus ride. Several members of a parallel conference also joined the party.

Monday evening we left Helsinki by Ferry to Stockholm. The accommodation was satisfying and we arrived in the morning in Stockholm where we transferred to the bus for an unparalleled bus trip of 18 hours to Schiphol. These 18 hours were well spent sitting next to George Bieger from IUP. We joked, talked, joked and had some more fun. It was great. In the evening we stopped somewhere in Denmark for dinner. Someone knew someone else, who organised this good buffet dinner. Back in the bus we drove for another 8 hours through the night. When we arrived at Schiphol airport after 2 days of travel, air traffic slowly got from the ground and restrictions were lifted the following day. I do remember the conference vaguely, I presented about teaching with living animals and we visited a science centre. But I will not forget this epic journey from Helsinki to Amsterdam.

## Memory from ETEN conference in Helsinki 2010 by Cecilia Nihlén

No one had ever heard of the volcano Eyjafjallosjökull in Iceland before we flew to Helsinki for the ETEN conference in April 2010, but it became world famous very quickly. We even learned how to pronounce the difficult Icelandic name! The volcano erupted during our first day of conference and we followed the news every day. We realised that it was going to be difficult to get home on Sunday after the conference since the volcano ash clouds had put a stop to all air traffic in Europe. All flights were cancelled! At first it was kind of fun to have an extra day for sightseeing and shopping, but we realised that we were stuck in Helsinki and nobody knew for how long! Most of us were socialising in the hotel lobby and sometimes you could see people rushing out of the hotel with their suitcases. They had found a way to get home! People were actually very creative in finding ways to get home and some even hitch-hiked with truck drivers!

Maria, Ann-Marie and I are from Sweden and we realised that we could take the ferry from Helsinki to Stockholm and then the train from Stockholm to Gothenburg. Our friends from ETEN could of course take trains to the rest of Europe, but then I got the GREAT idea. Every year my sister and I arrange a ski trip from Sweden to Italy and we go by coach. I called the coach company in Gothenburg and asked how much they would charge for a trip from Stockholm to the Netherlands. We then had a meeting in the hotel and explained that everybody had to pay about 75 Euros in cash for the trip. Since there were many other Europeans stuck at the hotel they filled up all the spaces on the coach and the ETEN spirit impressed everybody!

So we all took the ferry to Stockholm and when we arrived the coach was waiting for us. Danes got off the coach in Copenhagen and Dutch, Belgian and Brits continued on the non-stop coach ride to Amsterdam. Everybody just wanted to get home! We all had adventures to tell after the volcano ash cloud changed travel plans for millions of people!

Maria and I thought we could deposit the money we had collected in a Finnish bank and transfer it to the coach company, but it turned out to be more difficult than that. Not even a trip to a Western Union Office in Helsinki helped! They thought we were

laundering money. So we had to bring all the cash on the ferry and guarded it with our lives! When we came to Gothenburg my sister met us at the train station and we drove straight to the coach company to deposit the money. What a relief!

### Three ladies and a lot of men on a boat by Astrid van Schoonacker-de Groot

My colleagues Astrid de Keizer and Anneke Perdaems and me are quite the same as it comes to patience; we can't sit still. That's why we left the Hilton Hotel together with Pieter Borremans from Karel de Grote University college after we heard that there would be no planes flying for the next few days. We had the idea that we would go back by boat and so we took a metro to the ports. Once in the harbour we found out that the boats that were there were not transporting people, only trucks.



*Pieter Borremans, our 'partner in crime', in the metro to the ports of Helsinki*

Slightly disappointed, but not yet taken aback, we were waiting for Astrid who went to the bathroom. After quite a while, she enthusiastically approached us. At the toilets she had run into an acquaintance from the Netherlands who owned a transport company. He had offered to register us as co-drivers so that we could board the boat the next day in one of his trucks that would take us to Travemunde, Germany. Two trucks were already in the vicinity of Helsinki and the third was to arrive in the morning the next day. We agreed with him that the two drivers who were already in the area were very welcome at the Hilton Hotel, so that they would not have to sleep in their truck for one night.

At the beginning of the evening our drivers arrived at the Hilton. Astrid and I would share a room so that these drivers would have a room too. After we took them out to dinner they wanted to go straight to their room and only came out to show us their Hilton bathrobe and slippers.

The next morning it was time; the truck drivers were waiting in front of the Hilton with their trucks and, very gallantly, took our bags. Dale Young from TCU, Pieter Borremans and Kirsja Oudshoorn from the TIG 'Myths and Fairytales' stood on the steps in front of the hotel to wave us goodbye. There we went on an adventure.



In the harbour we had to wait in a parking lot until our trucks were allowed onto the boat. Astrid's driver decided to give her driving lessons on the truck. Fortunately, it was a very large parking lot, everyone got off safely.



*'Our' trucks*



*Astrid de Keizer driving her truck*

My driver was from Belgium and had Italian ancestors. He was small in size and because of this he was called 'Kabouter plop' by the other drivers. He told me that he had been on the road with his truck in Europe for months without having any days off. He told me about his plan. With the money he had earned in recent years, he had bought a house in Thailand. He had calculated that he would have to drive the truck for another ten years and that he would then be able to live permanently in Thailand. A nice goal, but when I looked around in the cab of his truck I was overcome by a feeling of loneliness. That feeling was taken away once we got on the boat. The drivers had parked their trucks somewhere on one of the decks, sometimes within four inches of the other trucks, and gathered in the restaurant.



*'The blue can' (dangerously delicious)*

Our drivers took us to the 'Dutch/Belgian' table. The drivers who were already seated at this table became slightly restless and made jokes. They were obviously not used to the presence of women. Our drivers felt lord and master because we belonged to them. This ensured that the three of us immediately made clear agreements

about the layout of the cabins. The three of us would sleep in one cabin. After some grumbling, our drivers agreed.

In retrospect, this was a very good move. For after this the alcohol began to flow freely. We did not have to pay a single 'blue can' ourselves. It was fun and in the conversations with the drivers it turned out that they did not have an easy job.

One driver told us about his divorce and that he had to continue to practise this profession in order to pay the alimony. With his level of education, there was no other job that could earn him this salary. He was very sorry that he could hardly see his children grow up. Not long after that conversation we heard that another driver had jumped aboard. This was dismissed by the drivers as 'that this happened often' and they did not let this ruin their evening.

The moment the drivers had consumed a considerable amount of alcohol, we thought it wise to retire to our cabin. On the way back to our cabin, we ran into many other drunk drivers and resolved that once we were in the cabin, we would lock the door and not get out until the next morning.

We soon made it cozy in our cabin. Anneke had a playlist with 'guilty pleasures' on her laptop, so the three of us soon roared along with the song 'Ich bin wie du' by Marianne Rosenberg. By morning we fell asleep.



*Our cozy cabin with the 'guilty pleasure playlist' of Anneke*

The next day we were allowed to sit in the restaurant to do some work.  
The drivers were sleeping off their days in their cabins.



Our dean had emailed us that we could stay overnight in Travemunde and he gave us 'cart blanche' regarding the hotel. In the meantime, my husband, Robert-Jan van Schoonacker, had booked the most expensive hotel for us in Travemunde and had driven to his parents to borrow the large Volvo. He was on his way to Travemunde when we were still sailing on the open sea.

After we arrived in Travemunde, we thanked our truck drivers and said goodbye.



We soon saw Robert-Jan who took us to the hotel where we shared our stories of our adventure and had a few nice nightcaps and a good night's sleep. The next day a delicious champagne breakfast buffet was waiting for us.



After all this pampering, the four of us got into the Volvo. We were all home that afternoon.



It was great to experience this adventure together with my beloved colleagues Anneke and Astrid. When I drive on the highway in my car and trucks pass by, I often think back to the stories of the truck drivers on the boat that night. They have a beautiful and liberal profession, but they also make enormous sacrifices when it comes to love and relationships. It makes me aware of the fact that we have a wonderful profession as teacher educators who are also involved in the most beautiful network of teacher educators in the world!

5

*ETEN Publications*

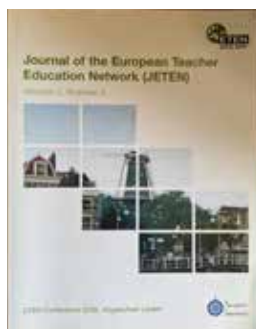
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# From 'Conference Proceedings' to 'ETEN publications' to 'Occasional Papers' to JETEN

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Helle Schousboe

In addition to exchanging students, ETEN also looked for a way to share knowledge within the network. The way to do this was to exchange written articles. In the period from 2001 to 2007 Doug Springate and Neil Hall from member institution University of Greenwich, London, collected all the articles submitted from the conferences, edited them and printed them at their University of Greenwich. They also distributed these 'Conference Proceedings', in hard copy at the time, to each ETEN member institution by post. They did the same with the 'ETEN publications'. The difference between the 'Conference Proceedings' on one hand and the 'ETEN publications' and 'The Occasional Papers' on the other was that a panel of referees was involved in the last two.



In 2004 at the September meeting in Fort Worth the name 'Occasional Papers' changed to 'Journal of ETEN' (JETEN) based on a suggestion made by José Portela from Instituto Politécnico de Viana do Castelo, Portugal. It took some time to get the final format designed, but in 2006 the first issue of JETEN was published.

Guidelines of how to write conference papers were made for the authors to follow to homogenise the papers and ease the editing for publications. The TIG-leaders distributed the guidelines and collected the papers appropriated for publication, acting as pre-reviewers.

Jay Thompson, from Ball State University, and Kristiina Kumpulainen, from University of Oulu, formed the editorial board and ECOs and TIG-leaders were invited to act as reviewers for the ETEN publications.

In 2008 the University of Helsinki took over the responsibility from Greenwich for the production of the ETEN publications and the all the articles were peer-reviewed. The editorial board was:

Kristiina Kumpulainen and Auli Toom	(University of Helsinki)
José Portela	(Polytechnic Institute of Viana do Castelo)
George Bieger	(Indiana University of Pennsylvania)
Henning Kopart	(University College of Copenhagen)



In 2012, the Polytechnic Institute of Viana do Castelo started to manage the publication of JETEN. The editorial board was:

José Portela and Isabel Vale	(Polytechnic Institute of Viana do Castelo)
George Bieger	(Indiana University of Pennsylvania)
Francyne Huckaby	(Indiana University of Pennsylvania)
Peggy Gallagher	(Georgia State University)
Maria Svensson	(University of Gothenburg)

José Portela worked enthusiastically to develop a website that could accommodate an online version of JETEN that would be always available for anyone and that would save the money that was spent on printing and postage costs. It took some time to select and install a suitable free platform and to learn how to operate a platform like that. It eventually became the Open Journal Systems (OJS) of the Public Knowledge Project (PKP).

In 2013 the first online edition was finally available. The decision to use an open system for publication was due to a rationale that states that the scientific findings, outcomes or results obtained by researchers supported by state budgets, or by money from tax payers, should be free and open to all.

All JETEN issues had an ISBN number attributed and all the articles were double-blinded peer reviewed by, at least, three international reviewers with a PhD in the appropriate field. There was continuous encouragement for involvement of member institutions, particularly to the ones where publication is essential for academic progression and a determinant for government funding.

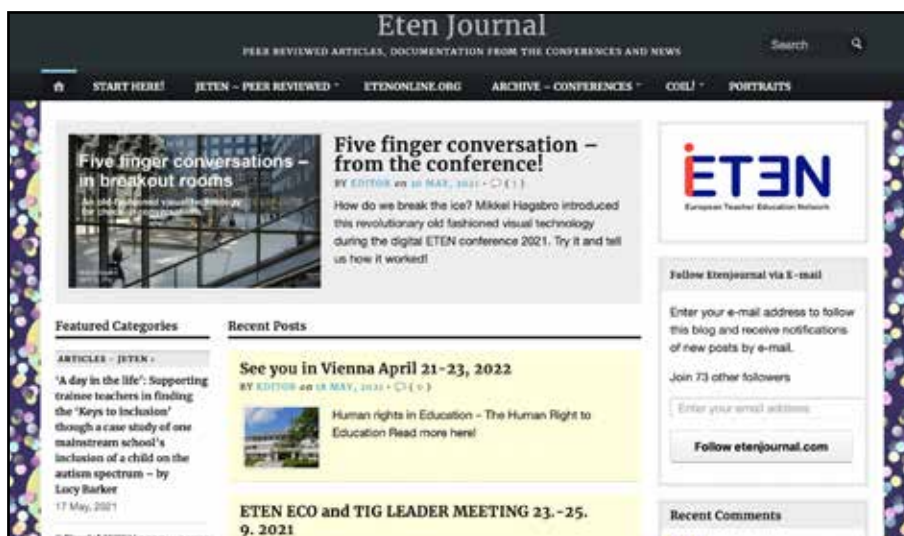
In 2016 JETEN was approved by the Directory of Open Access Journals (DOAJ), an online community that indexes and provides access to high quality, open access, peer-reviewed journals.

In 2019, José Portela, already retired since 2014, stopped working for JETEN after a period of fifteen years in which he created the JETEN website and made a significant contribution to make JETEN a credible publication.



*José Portela*

In 2020, the new board of ETEN decided to use WordPress as the platform for JETEN. Mats Olsson from Malmö University has facilitated the transition and maintains the new website for JETEN. (<https://etenjournal.com>)





6

*Testimonials of  
ETEN Icons*

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# A network that has existed for so long **naturally also produces icons**

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Astrid van Schoonacker-de Groot

*Colleagues who have taken on important tasks that make the network successful today, colleagues who have been a connecting factor, colleagues who have always inspired and colleagues who were clearly the driving force at the parties; without these icons no ETEN. For this chapter, stories have been retrieved from some of these icons.*

*Doug Springate  
(a.k.a. The Duke of Sidcup)*

Greenwich University,  
London, UK

"I think that my first ETEN meeting was in Viborg, Denmark, in 1992, though I attended everything prior. My last meeting was in Helsinki, in 2010. I was invited as a special guest to give a paper on 'The history of ETEN' and to make the after dinner speech.



*Doug Springate*

ETEN has brought my university opportunities and challenges to think about educational structures and practices that we all take for granted. On a personal level ETEN brought me ideas, opportunities, travel and friends.

I still have all the objects I got as a present at the ETEN meetings somewhere and I use the practical ones. Memories are more precious than anything given to me. About the chocolates that members from all over Europe brought with them to the meetings; I like the one in my local supermarket, dark chocolate with fruit and nuts the most.

Whenever I came to an ETEN meeting, I always had a few stories for the inevitable 'Duke of Sidcup' for the after dinner speech in my suitcase.

My most memorable memory of ETEN is the setting up of the short term, bed for bed exchange, which was I think the only such exchange for primary education students in the country. It meant every one of our second years could go somewhere for one week or, if travel was impossible, then be involved in the hosting week. Every time I meet a former student this is their abiding memory. I also loved the five Comenius projects I helped write and taught on, which again touched so many teachers across Europe.

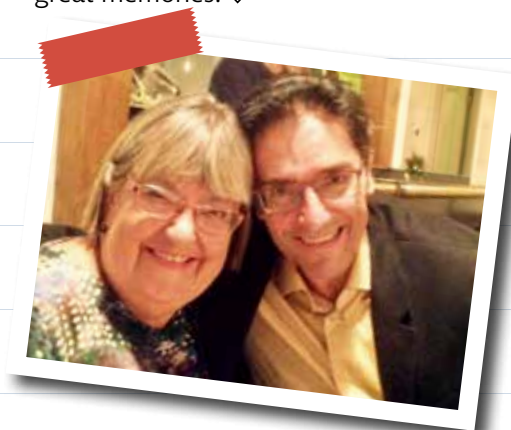
The ETEN story everyone should know is 'Why was Inger Bentsen late?' An evening of stories, songs, pantomime, and non-stop laughter at the first meeting at Hojvang, Denmark, in May 1996. The conference in Oslo, Norway, May 1994, had each institution doing an after dinner piece for entertainment. Brilliant. Such things are great for team building.

Although ETEN is now so large it's important to try to retain the positivity, creativity, energy and humour that we, as a smaller group of early pioneers, had. As when a group of openminded people meet together away from their usual setting so much can be achieved and nothing is impossible. Looking back I am immensely proud of what ETEN has established as it continues to touch the lives of thousands of students, teachers, and researchers."

## *Cecilia Nihlén*

University of Gothenburg, Sweden

"I was actually in Greenwich, UK, when ETEN was founded! My first ECO meeting was in Malmö in September 2007. ETEN has brought my university and our students lots of joy! But also international perspectives on teacher education, personal experiences and contacts around the world. On a personal level ETEN has brought me wonderful friendships and great memories! ♥



*Cecilia Nihlén and Ángel Raluy*

From the objects I got from the organising members of the ETEN meetings and conferences, I still use are the red umbrella from Artesis Plantijn University College, Antwerp, a purple bag from Texas Christian University (TCU) and a cork shoulder bag from Escola Superior de Educação de Setúbal, Portugal. My favorite is a t-shirt from TCU! Purple, of course!

Which chocolate brought by Belgium, Dutch or Swiss members I think is the most delicious? The Belgium chocolates, of course!

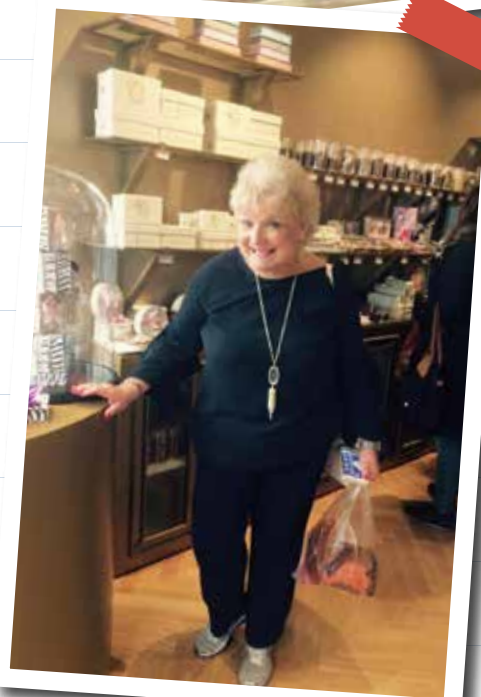
The item that always was in my suitcase when I came to an ETEN meeting were the brochures about the courses offered at the university of Gothenburg.

My most memorable ETEN memory? There are so many to choose from! Great parties and wonderful food! I loved the Mexican restaurant in Fort Worth, Texas (September 2004) and I have an outstanding memory of the Chocolate Tour in Antwerp (September 2017)!

In September 2010, when we all got stuck in the Hilton Hotel in Helsinki because there was no air traffic anymore due to from the ashes of a volcano that had erupted in Iceland, I arranged the coach from Stockholm to Amsterdam.

My advice for everyone who is still involved in ETEN: Take the opportunity to go on staff exchange and get to know colleagues in other countries."

*Note from the editor: Cecilia was also at the cradle of the TIG 'Language Education', which originated from the TIG 'Internationalisation'.*



Rosa Rodrigues, Annette Bruun and Marilyn Tolbert at the Chocolate tour in Antwerp

## *José Henrique C. Portela*

Instituto Politécnico de Viana do  
Castelo, Portugal



*Cecilia Nihlén, Helle Schousboe, Astrid van Schoonacker-de Groot and José Portela at the university of Gothenburg*

"My first ETEN conference was in May 2000 in Bergen, Norway and my last was in April 2015 in Copenhagen, Denmark. ETEN has brought the possibility for our professors, researchers and student-teachers immediate access to a larger and diverse group of colleagues with whom they could share ideas, collaborate on projects and teach students in a different country. It

was no surprise that relationships and friendship ties developed with colleagues of the same profession, which after all these years still exist. After my first participation, I sent information about ETEN to several Teacher Education Colleges in Portugal. The result of that was four or five ETEN conference or meetings in Portugal.

It's not easy to express what ETEN has brought me on a personal level, but probably a deeper understanding of the professional life of teachers and educational systems that made us wonder 'How do they do it', 'How can I transfer that idea, practice or organisation to my country?' Personally it was the awareness (and a confirmation) that educators are all good people no matter where they come from, and without them life, like we know it today, would be impossible.

The objects I got from the organising members of the ETEN meetings and conferences I still use are bags, notebooks and a pen. The most precious object is the Bodum coffee maker.

Which chocolate I think is the most delicious of the ones ETEN members brought to the meetings? Definitely the Belgium ones. And the item I always brought to ETEN meetings and conferences was my laptop.

The story everyone involved in ETEN should know is the following one. After a Board meeting in Florence, Italy, on January 2013, George Bieger and I had a departure flight around 5:30am ...We had rented a car to go to Florence airport. The morning was too dark, foggy and we had less than 20 metres visibility, and there was nobody to ask for directions on the streets. (We trusted too much on gadgets). Dear friends, what can I say? After being in that foggy Sunday, lost in Firenze streets, with the GPS broken on our way to the airport, George driving, and me trying to see where to go. Which way, which way... I don't know. Nobody to ask on those deserted streets. But I still don't understand how, we finally got to the airport. I ran to a parking booth asking for our car rental parking. No, no, he said, the parking is one kilometre away. So let's go back. George took off, wheels were burning the road "VRRUUMMMM" looking for the parking, and ... no, no, oho, too late, we entered a highway to Rome. The time was running out for the check-in and we were lost. Then we saw a way out. Let's go back. After turning twice at a roundabout George said "I don't know where to go" ... Oh, fuck, I said. We are going to miss the flight. Then I started to have mixed feelings, the fear of missing something combined with the pleasure of an odd situation or (adventure ...)... George

kept going and finally there were lights in front of us. We arrived... 'No, shit, that's IKEA... Let's go back'. George confidently crossed the highway to the other side and there, we found it, there was the parking... I ran to look for the office... I knocked at the door. Only silence ... George turned the car around and disappeared in the fog. I shouted 'George, George'— Nothing. 'Man I am alone here'. I ran to a bus (the airport bus). The driver said 'I will wait, we are close to the airport'. Suddenly I saw George coming out from the back of the parking, dragging his bags and my bags and shouting ... - 'José, José. OK, OK, the bus is still here. Let's run to the bus. Wow, we made it! Bus driver, I said, can you speed up, we are late.' He smiled and said 'Don't worry, my name is Ferrari' And he rushed up the bus, and we arrived just in time. So, what can I say, how can I lose such company. Yes George, I will run again, with you!



*The board: Maria Svenson, José Portela, Kari Kumpulainen and Annette Bruun*



*The board: Danny Wyffels, José Portela and Helle Schousboe*

Things about ETEN I want to share with the readers of 'The history of ETEN' is that I'm very proud of the recognition of the Journal of ETEN (JETEN) as a research journal. Besides that I truly believe that ETEN allowed me to make friends for life. And there were so many stories, moments, experiences, conversations around the table and at conferences and meetings that the best is to maintain our confidence in science and to look forward hoping that the next conference is going to be in-person, and I would like to be there as well.

P.S. Love to y'all!"

*Note from the editor: José was the chair of the board of ETEN from 2006 until 2015 and he realised the digitisation of the publication of the conference papers, in other words, he is the father of the journal of ETEN (JETEN).*

## *Friederike Hoch*

Zurich University of Teacher Education, Switzerland

"My first ETEN meeting was the annual conference of 2006 in Leiden, the Netherlands. Together with my team I organised the September meeting of 2019. Now that we are living in times of corona, I am glad we were able to do that back then.



*Amy Klipp and Friederike Hoch in Copenhagen*

ETEN has brought us a great network of partner universities which we collaborate with at many different levels in mobility activities and international projects. The network meetings and conferences have helped to establish excellent professional relations and trust between our institutions on the basis of wonderful personal relations and friendship. Our students have benefitted from this for extremely valuable and beneficial

exchanges for the development of their international, intercultural, professional, linguistic and personal competences.

On a personal level ETEN has brought me an insight into many other institutions, education systems and different perspectives on things in other places as well as great friendships with so many nice and interesting colleagues in Europe and around the world! ETEN has made me feel even more like a European and world citizen!

I have received so many nice gifts from ETEN and from organising members which I still use a lot; umbrellas, pens, cups etcetera, but the ones I use most are the presents which I have received from the board at the September meeting in Zurich in 2019; the beautiful scarf from the Vermeer Centrum Delft and the watch earrings; a hint to my Swiss time-keeping competences?

I always have chocolate in my suitcase when I come to an ETEN meeting. The Swiss chocolate is, of course, the best, but please keep bringing me your chocolate from your countries - I love it!

My most memorable memory of ETEN is swimming in the lake of Zurich with a group of ETEN colleagues and enjoying the

nice evening at the Au castle during the meeting in Zurich in September 2019.



*The lovely night at the Au castle, Zurich*

An ETEN story that I will not soon forget is about the annual conference of 2010 in Helsinki, Finland. I was eight months pregnant with a HUGE belly. My husband had tried to prevent me from travelling to Helsinki but I had told him: don't worry, it's only a short three hour flight... and then the Eyjafjallajökull volcano in Iceland broke out and we were all stuck in Helsinki and - instead of talking about education - everyone tried to find a Finnish name for my baby... I finally managed to get a ferry to Sweden, stayed there for two days at a friend's house and then travelled down to Switzerland by train. So my trip back took me several days and a long train ride during which I was luckily always offered a seat... In this moment of crisis I have experienced a lot of friendship, openness

and solidarity among us ETEN colleagues, among all of those people stuck everywhere trying to get home and a lot of humour. All of a sudden, all the people in the trains started to talk to each other.

Finally, I would like to share the memory of my first ETEN Conference in Leiden: I was so impressed by the welcoming warmth, friendliness and openness of all the ETEN colleagues I couldn't remember the names of. I really felt like a member of the ETEN family right from the start!"

### *The ETEN bell*

Originally from Austria, introduced in Liverpool in 2008



*The ETEN bell in Esbjerg, Denmark*

"The son of former board member Jean Clarkson took me as a present for his mother from Austria to Liverpool in England. I could not have imagined then that I would travel much of the world for ETEN. In April 2008 Jean organised the ETEN annual conference at Liverpool Hope University. Her voice was not loud enough to silence all the participants and

well, who can do that better than me? My sound is clean and clear. I suspect that is why the idea arose to pass me on to the organisers of the next annual meeting, Derya and Hülya Sahin and Hülya Yilmaz of the Ege University. I was so excited. Liverpool was fun, and Jean and her husband, Doug, were really nice, but I would go to Turkey! To which other simple Austrian cowbell does such a thing happen? And there was more to come, for a tradition was born and ETEN lands somewhere else every year for the annual conference!

My year in Izmir, Turkey was like a dream. After that year I shined again at the ETEN annual conference that took place at the beautiful coast, at a town called Kusadasi. After this conference I was taken by three fresh young people from the University of Helsinki, where the next annual conference was to take place. In that year I felt at home with the cold and snow in Finland, but I had a lot of trouble with Finnish. I stayed a little longer than planned in Helsinki, because Jos Beelen, a former ECO of the University of Applied Sciences Amsterdam and organiser of the next annual conference, had to stay a little longer, just like all other ETEN people, because no planes took off due to an eruption of a volcano in Iceland. Hilarious!

I had an exciting year in Amsterdam and lived in an apartment overlooking the river 'IJ'. I was a pity that I had to leave, but I was also very curious about Coimbra in Portugal. I managed to listen to a lot of Fado music there (wonderful!) before I left for Hasselt in Belgium. There I was spoiled for a year by Anita Boesmans and her husband. After that conference in Hasselt, Belgium, Jürgen Ronthaler took me to Leipzig, Germany, the city of Johann Sebastian Bach!! That made my clapper beat harder. I had a marvelous year with Jürgen and Anatoli Rakhkotchkin who at that time still was working at Leipzig University.

But as always, there was another nice person who took me to a new city. This time it was the ECO Annette Bruun who took me to Copenhagen. I have never been outside so much in my life. Annette took me hiking, canoeing and sailing and it didn't matter if the weather was nice or bad. And really, I loved it. I was able to continue this the following year in Setúbal, Portugal. In the year that I was well cared for there by Cristina Gomes da Silva, the ocean was close by and there was also a lovely walk.

It was Maria Svensson, former member of the board, former ECO and current TIG-leader, who took my up North again,

to Gothenburg in Sweden. Back to a winter with snow and cold that I'm used to. I really enjoyed that but I also thought it was nice to be back in the Netherlands, this time in Rotterdam. There were no fewer than four lovely angels who took care of me. Former ECO Els Fonville, TIG-leader Rosa Rodrigues, current ECO Mieke Hilster-Verhart and co-ECO Janneke Verloop. What more could a bell want? Well, a real angel! Angel Raly, the ECO from the University of Vic, took me to Spain where I spent a very nice year in the mountains before I shined for the last time at the conference.

## Tom Noble

University of Northumbria,  
Newcastle upon Tyne, UK



*F.l.t.r.: Anneke Perdaems, Geoff Mitchell, Tom Noble and Astrid van Schoonacker-de Groot*

At that time I didn't know it was my last time I shined, because I was taken by the energetic ECO Birgitte Lund to Esbjerg in Denmark. There I would do my work again in April 2020 at the annual conference, but Corona got in the way. I have been staying with Birgitte for two years now and don't get me wrong, I love it with her, but I really want to travel again. Especially now that it is said that I might be taken to Vienna. Vienna!! The capital of my homeland!! I would love to spend a year there with ECO Thomas Schrei and have my clapper sound at the ETEN annual conference in April 2022 ...

I keep hoping and until then I am going to enjoy all my beautiful ETEN memories together with Birgitte."

"My first ETEN meeting was the annual conference of 2003 in Groningen, the Netherlands and the last one was in the Netherlands too; in Rotterdam in 2018. In those fifteen years colleagues became very good friends. And were it not for ETEN, my colleague Geoff and I would not have been invited to speak at the University of Arkansas and get to visit Elvis Presley's house 'Graceland'.

ETEN also brought a deeper understanding of the international perspective in education and it brought some wonderful colleagues who have travelled to Northumbria to teach our students in our international week.

The most precious object I received from ETEN or from the organising member during a meeting or conference is a tile. Possibly from Groningen. I still put my coffee on it. My favorite chocolate is Belgian Banana chocolate - brought to Newcastle for me by an ETEN colleague and the Dutch Tony's Chocolonely brought to me in Newcastle by another ETEN colleague.

My most memorable memory of ETEN is having managed to avoid taking part in any kind of improvised drama for all of my teaching career I finally succumbed in the Myths and Legends TIG. My irrational fear was overcome thanks to the amazing TIG members.

Possibly the first (and only) time I shared a hotel room with my colleague from Northumbria was for a ETEN conference. I heard him rattling around the bedroom at some unearthly hour of the morning. As I could hear the dawn chorus I asked him why he was getting up so early. 'Getting up? No, dear boy. I'm just coming to bed! Those Norwegians can certainly drink'. I never shared with him again.

ETEN is like going back to being a University student for three days every year. New friends who become lifelong friends, great fun and lots of learning."

## *Alice Hindsgavl Buhrmann*

Via University College, Silkeborg, Denmark



*F.l.t.r.: Joe Beckford, Liza Lee, Alice Hindsgavl Buhrman and José Portela*

"My first ETEN meeting was in October 1997 in Silkeborg, 'a home game' and my last ETEN meeting was the conference in 2018 in Rotterdam, The Netherlands. ETEN brought my university, students and staff so many opportunities. Many students have had the experience of their lives and now have friends and contacts around the world. On a personal level ETEN brought me friends for life and a shared belief in the importance of education and co-operation.

Which chocolate I think is the most delicious? The Swiss chocolate - because you can always count on Friederike to bring them! ☺

When I came to ETEN meetings I always had my camera with me and a drink for the predinner meeting with friends.

We now feel very much at home in Taiwan and have got many new friends. All because of ETEN!

My most memorable memory of ETEN is when Astrid de Keizer and Anette Bruun jumped into the pool in Fort Worth fully clothed at the initiation of a new member. I will never forget that.

ETEN can lead to unexpected opportunities: Meeting the ECO from Chaoyang University of Technology (CYUT), Taiwan, Liza Lee, in Amsterdam in 2011 meant a new friendship. In 2013 Liza flew with us from Denmark to the meeting in Delft. We visited CYUT several times during the years to come to arrange student exchange and internships. At the Setubal meeting in 2016 my husband Claus met the president of CYUT, Tao-Ming Cheng, and they became friends. The summer of 2018 Claus received an invitation for a professorship at CYUT's new department of aviation. Tao-Ming Cheng and two colleagues from CYUT came to visit us in Denmark and to fly with Claus in September 2018 and in 2019 we came to CYUT to teach for a semester. In 2020 we came back for another semester. And in 2021... it looks like another semester. An absolutely wonderful and unexpected change to get to know another culture.



*Claus and Alice hiking with friends in Taiwan*

My hope for ETEN is that you can retain the personal and informal nature of the network. Family is a big word but I think old ETENers know what I mean. It's much more than a business matter when you trust the friend at the other end of an email and when you send out students for study exchanges or internships.

*Note from the editor: Alice was a member of the board of ETEN 2006 until 2012. As an English teacher she always provided excellent minutes of the meetings and, as she herself indicated, she and Claus always provided very nice predinner drinks and snacks.*

## Beth Ashforth

University of Northumbria,  
Newcastle upon Tyne, UK



*Beth with her ETEN men Txema Egaña, Mats Johnsson, Mart Ottenheim and Mikkel Hoegsbro*

"My first ETEN meeting was at Ball State University in Muncie, USA. That was in October 1998. My last one was twenty years later, in 2018 in Rotterdam, The Netherlands.

ETEN has brought my university and students so much! The University is in the north east of England and many students live locally and can be quite insular. Having such a range of incoming students from Europe and the USA has brought such different perspectives and possibilities into their learning and our teaching. Our home students have definitely benefitted from

experiencing the different, sometimes very different, approaches to education and children. It has made us all question what is the 'norm' in our country and made us more open to change. The opportunities for some of our students to take part in Erasmus exchanges has had a huge impact on them personally, professionally and academically. It was very gratifying to see how much they drew on these experiences in their practice and studies. Our International Weeks, when members of ETEN came to do workshops with our students had huge impacts on the students and on our staff. I also know that the ETEN participants gained hugely from these weeks as they were able to meet new colleagues and join in workshops.

I feel these were the highlights of our academic year and these weeks became bigger and more diverse over the years, something I feel very proud of.

On a personal level I feel I have grown enormously through all of my interactions with ETEN. I have been able to analyse and question my teaching and developed it in the light of the wide experiences and opportunities provided by being a member of ETEN. It has also enabled me to be part of three important Comenius projects and some smaller projects with students, all with other ETEN members. These have encouraged me to develop my

practice and understanding, which was then passed on to our students through my teaching and tutoring.

The item I always had in my suitcase when I came to ETEN meetings were my hair straighteners.

In the category 'objects you received from ETEN or from the organising member during a meeting or conference: I love the tiles, which some universities gave us, originating in Groningen, I think. They are proudly displayed in our house. The bags are also very useful and I still have a huge collection of pens with the various logos. One very precious object is the handmade bowl from Macedonia, it is in use daily and reminds me of a beautiful country but also its difficult past.

I have SO MANY wonderful memories but, for those of you who remember Doug Springate, his post dinner speeches on the Saturday evenings of conferences were always looked forward to with great anticipation. He brought his rather irreverent but hugely topical, clever humour to each occasion and had us all 'in stitches'. And then there was the dancing and singing!!



*Beth with Kari-Jorunn Lunde at the ETEN annual conference in Coimbra, 2012*

What applies to the ETEN memories also applies to the ETEN stories. Again, quite difficult to choose one. I do remember meeting Jose Portela at his first conference in Bergen, May, 2000. A wonderful afternoon was organised on Floyen, one of the city mountains in Bergen. There were many exciting outdoor activities arranged for us all to take part in. Jose and I were in the same team and had to paddle across the lake in a canoe. No sooner were we in the middle of the lake - it started to pour with rain. I mean, really pour and it turned very cold. As his teeth chattered and he turned blue, we valiantly made our way to shore. I think he may have wondered what on earth he was doing there. Everyone else was making their way back to the hotel but I and a couple of others stayed behind

Which chocolate I think is the most delicious? Oh, that's a difficult question, but I think I will have to go with Belgium (just).

to help clear the equipment. Being from the north east of England, it wasn't so bad for me. Eventually the sun broke through and we had a memorable time using the canoes to get everything back to the vans. A very Scandinavian experience!

Finally I would just love to thank all ETEN members, past and present, for enriching my life so much. I have met some extraordinary people and cherish the memories and friendships and everything they have brought into my life. I do miss being part of ETEN now but feel extremely lucky and privileged to have been part of it all. And to be considered an ETEN icon is the icing on the cake!"

## *George Bieger*

Indiana University of Pennsylvania  
(IUP), USA



*Karen and George Bieger*

"My first ETEN meeting was at Ball State University in Muncie, USA. That was in October 1998 and my last one was in Vic, Spain in 2019.

ETEN has brought opportunities for our students to study abroad and learn of other cultures, and the opportunity to welcome students from other countries whose presence enriched our students and staff. On a personal level ETEN brought me Incredible friendships with people from many other countries. Many of these friendships have developed into life-long relationships.

I always had cigars to share with friends in my suitcase when I came to ETEN meetings.

And about the chocolate: I like the Belgian chocolate, but I REALLY like the Dutch licorice, 'drop', it's the best in the world!

My most memorable memory of ETEN are the social events: Saturday closing dinner and party. The people! My first contact with ETEN was the September 1998 meeting at Ball State. On Saturday night, we had a nice meal and learned American square-dancing. At around 10:30, one of the ETEN leaders (I think it was Kjell from Bergen, Norway) took the microphone and asked people to form a circle and hold hands. Then we all sang Auld Lang Syne. After singing, everyone hugged each other. I remember thinking, what kind of organisation is this? It was more like a family reunion. I now realise that it WAS a family reunion. We often refer to the ETEN family and it is true.



*September meeting 2014 in Izmir, Turkey*

My ETEN story is about Helle Schousboe, former ETEN secretary, and me. We both have children of about the same age. When her daughter and my son were both around 14 or 15 years old, Helle and I were talking about our children. After some discussion, and several glasses of wine, we decided to take the idea of the ETEN family to a higher level by announcing that her daughter and my son were engaged to be married. Never mind that we had not mentioned this to our kids, who had never met or even seen a photo of each other. In each of the following years, we would re-announce their engagement at each ETEN meeting or conference. At one meeting, at my university in Pennsylvania, we had a social gathering and my son met Helle for the first time and she introduced herself as his future mother-in-law. Helle showed him a photo of her daughter and he exclaimed, "Wow -- she is gorgeous!" They have never met, but we still hold out hope that the ETEN family might someday unite them.

I retired five years ago and still stay in contact with many of the dear friends I met through ETEN. We had planned to go to Esbjerg for the conference and hope to reunite with friends and colleagues at future ETEN conferences.

*Note from the editor: George was a member of the board of ETEN from 2007 until 2013.*

## Liza Lee

Chaoyang University of Technology,  
Taichung, Taiwan



*Liza Lee with Mats Johnsson, colleagues and students at a board meeting in Taiwan*

"My first ETEN meeting was in Coïmbra, in April 2012. Until now ETEN has brought CUT and its students a broader global vision and more international exchanges. What ETEN brings to me personally is international communication on official business, but more importantly, it forms an emotional bonding beyond work. It gives me a global sense of belonging as if it is my second home overseas.

When I come to ETEN meetings the flags of Chaoyang and Taiwan are always in my suitcase. Which chocolate I think is the most delicious? OMG! Too hard to answer... Love all of them!

What impressed me the most about ETEN was when I applied for membership on behalf of Chaoyang in April 2012. There were a lot of 'the most' in that journey to Coïmbra:

### 1. The longest ETEN journey:

Due to heavy rain in Hong Kong, I was stuck at the airport for four hours. I was delayed for one night. The next day I flew from Hong Kong to the UK, and I was stuck in London for another night. I flew to Lisbon and then Coïmbra. It was already two days late.

### 2. The most airport delays:

All transit airports: Hong Kong and London were delayed.

### 3. The record for the most extended separation from a suitcase:

The suitcase stayed in different airports for five days and did not arrive until the night before leaving.

So many of 'the most', it also formed 'the most' unforgettable memory for me. The original imperfection turned out to be the perfect memory of 'the most'.



*Liza Lee flying Claus Burhrmann's plane*

## *Ben Bartels*

HAN University of Applied Sciences,  
Arnhem/Nijmegen, The Netherlands



*Ben Bartels, Tom Noble and Geoff Mitchell at the ETEN annual conference in Rotterdam, 2018*

"My first ETEN meeting was in 2001 in Copenhagen and the last physical one was a long time ago; in Zürich in September 2019; damned COVID.

Over the years ETEN has brought HAN University of Applied Sciences new reliable partnerships and project partners, staff mobility, short term and long term student exchanges and a platform for examples of good practices. On a personal level ETEN has widen my horizons and all meetings provided me with new insights and knowledge which are an added value for my profession as director of international relations. All knowledge, information and relations which I have gained at ETEN meetings and conferences

is an enrichment for my personal and professional development. All these experiences make me more reflective, engaged and accountable and responsible for global issues. For teaching international students this reference framework in my point of view is essential.

Which chocolate I think is the most delicious? No doubt, the Belgian chocolate although the Swiss are the best in promoting theirs by bringing lots of it to all of our meetings.

Which item I always had in my suitcase when I came to an ETEN meeting? That's private, and now you become curious. 😊



*Liza Lee and Ben Bartels at Ball State University, September meeting 2018*

There are ETEN memories which had huge impacts like in 2001 after the September meeting in Copenhagen when our US colleagues, due to the attacks at 9/11,

ended up in Goose Bay and the story of how they managed to sneak out after a week. Or 2010. When we were all stuck in Helsinki after the ETEN conference thanks to the ash clouds of Eyjafjallajökull. And how creative we were in getting home, although most with a delay of four or five days or even more. But probably the most memorable moments which we shared all in the past as ETEN members were the performances of Dale Young (Elvis, Sinatra, Charlie Chaplin) and Doug Springate (as representative of her Majesty the Queen). So fantastic, real tearjerkers, I miss them. And there are many other memories. But I have to admit most of them happened late at night. These are often too delicate for sharing and especially in times of strict General Data Protections Regulation laws we need to be careful. 😊

*Note from the editor: Ben became the TIG-leader of the TIG 'Internationalisation' in 2007 and replaced Jane Williams. He is still leading this big group every year at the conferences.*

## Jean Clarkson

Liverpool Hope University, Liverpool, UK



Jean Clarkson

"My first ETEN meeting was approximately in 1996 and my last one was the conference I organized in 2008 in Liverpool. ETEN has brought many of our students the opportunity to spend time in a different educational setting. On their return, some students made changes in the university nursery where wellingtons and outdoor coats were bought to enable children to go out to play in the rain and splash in the puddles. Ideas from overseas were regularly observed in school experience.

On a personal level it widened my view of education and gave me opportunities to discuss and debate with other professionals, who eventually became friends. I was always glad to see friends, who I met every year, sometimes twice a

year and arrange the conference. It was a special time when I became a board member and I worked with professionals who I am still in touch with. I see photos of their grown up families and love that association.

I still have many objects I received from ETEN or from organising members still at home. To name a few: I have a wonderful orange umbrella from Oulu, a backpack from Norway, a beautiful paperweight from Northumbria.

Which chocolate I think is the most delicious? Belgian or maybe Swiss or maybe Dutch; I can't choose (diplomatic forever!)

The items that I always had in my suitcase when I came to ETEN meetings were my computer, to take the minutes of the board, sensible shoes for walking, a camera and my best evening wear for the wonderful Saturday night dinner dances.

I have so many memorable memories of ETEN; workshops in the rain in Norway, visiting Amish villages in Indiana, the musical 'Hair' in Copenhagen which celebrated youth culture and the time the Beatle band called the 'Blue Meanies' struck up 'A Hard Day's Night' in Liverpool at the dinner on Saturday night and every single person in the room got up to dance. They played 'With a Little Help from



*Carl-Jørgen Bindslev, Jay Thompson, Jean Clarkson, Astrid van Schoonacker-de Groot and Helle Schousboe, board meeting Florida*

My Friends' which I requested to thank everyone in the room. I shed a tear.

The ETEN story in which I was involved that everyone should know is when we hit a crisis in Helsinki and the Volcanic ash stopped all flights home, everyone worked together to get people home. It was such co-operation and all those intelligent minds solved the problem. It is a lesson to learn of the strength of European and America ability to find solutions to problems.

International co-operation that enables young people to experience different lifestyles and educational systems is so valuable. When asked years later what they remember about their time at University all students say 'international experience in overseas settings'. Many students gained confidence and have thrived in their professional life. So satisfying.

Never let it go!"

## *Gerard de Kruif*

The Hague University of Applied Sciences, The Netherlands



*Gerard de Kruif*

"My first ETEN meeting was in 1992. Back then it was not expected that (future) teachers would look further than their own borders. In our view it was and still is a benefit when a (future) teacher has developed a wider perspective than only their own town, city, country. Experiences abroad are very important for their personal and professional development. Meeting different European cultures, norms and habits means that students will more easily understand what it is, for example, to be a migrant in a country and how hard it is to become accepted. Many students of The Hague University of Applied Sciences were and are supposed to meet children, fellow students and people from abroad, whether they are immigrants or expats. As a training

institution becoming and being a member of ETEN was and is the opportunity to meet these goals. But it is not only these goals, it is also the development of an international mindset; for example an attitude of asking questions, looking at problems from a different perspective which are part of such a mindset.

It is also the participation with ETEN colleagues in European projects which was an opportunity to learn to know how people from other European institutions solved education problems. And as projects lasted for several years we had the opportunity to have reflections, discussions and developed shared solutions for a longer time.

Furthermore 'The Hague' had the opportunity to develop an international course in Urban Education, an area in which they were already experienced. This international course made it possible to invite international (ETEN) staff to join into that course. Several staff members from Europe and the US joined for several days to a week in this three month ERASMUS course. Though it was not only ETEN students joining but also from other European and non-European countries that joined, which made this course really international and powerful.

During these years I met a lot of European and American ETEN colleagues. I know that I more and more I embedded ETEN experiences in my lessons. Being a member of ETEN made me more curious, more curious about how things were working in different countries, but also questions of 'why' and trying to understand made me more curious about countries and people and their history. Meeting ETEN colleagues at home and teaching abroad, made me over many years more modest in my opinions, but also more convinced of others. I have to admit that such an attitude is also part of the teacher's role which becomes part of your personality, I think.

The object I received from ETEN that I still have is the yellow sailing cap. I think it was at the end of the ETEN meeting in Stord. Over the past years I really used the cap, several times!!

The most 'precious' is : 'Learn yourself Scouse' from Liverpool. It is only a year ago that I finished all my learning to express myself in Scouse. *(Note from the editor: Scouse is the dialect of English that is spoken in Liverpool and the county Merseyside.)*

My most memorable memory of ETEN was our trip from Helsinki to Oulu, where the front of the aircraft had nothing to do with the back!

The ETEN story in which I was involved that everyone should know is when we had our meeting in Newcastle. Beth Ashforth organised a kind of theatre play based on Shakespeare, Macbeth, I believe, in which I played some 'walking woods'. Years and years later we still had fun about that.

It is a miracle that ETEN is still existing after some 30 years. There must be something that ETEN has been protected against all tornadoes, typhoons, storms and is still going strong. It is up to the new generations to ensure ETEN adapts to find out or MAYBE better to leave that and just get involved in what ETEN is doing."



*The 'southwester' that all participants of the September meeting 2005 in Stord got as a present.*

## *Jay C. Thompson Jr.*

Ball State University, Muncie,  
Indiana, USA



*Jay C. Thompson Jr.*

My first ETEN meeting was during the 1994-1995 academic year during one of the three years I was teaching and doing research at Oxford University, Oxford, England. During this academic year, January through March of 1995, I was asked to teach a class at the University of Worcester, Worcester, England, U.K. prior to returning for my Spring term assignment at Oxford. My good friend and colleague Brian Clarke at the University of Worcester asked me to attend an ETEN meeting during my time with him at Worcester. My work with Brian resulted in close life-long friendships professionally and personally. During the initial meeting I attended in Edinburgh, Scotland, I

realised that ETEN was a different type of Network; the people were dedicated to helping students and one another; it was not a typical conference experience. They welcomed a stranger and made me feel at home. I perceived it was more like a family relationship that provided care, support, in-depth discussion, and action that created valuable exchange opportunities for faculty and students. I was hooked; thereby I returned again and again! My final ETEN meeting was in 2006 while working in Germany during the 2005-2006 academic year, I also taught a graduate class in Portugal in 2006. I retired from Ball State University in July 2006 and focused my time and energy upon consulting work.

ETEN opened numerous exchange opportunities for faculty and students from my University in a variety of content areas. During my time in ETEN, this relationship enabled at least 26 faculty members from my University to attend ETEN meetings, present research papers at ETEN conferences, publish cooperative research with colleagues from ETEN institutions, and serve as visiting professors at several ETEN affiliated colleges and universities. At Ball State University we eagerly hosted multiple faculty and students from a myriad of ETEN institutions during my tenure.

ETEN created an amazing and unique opportunity for faculty and students that resulted in growth and understanding; my University was extremely fortunate to develop and maintain this ETEN connection during my career.

graciously provided; each gave their time and resources to accommodate and facilitate our meetings which made them memorable for me.

On a personal level ETEN enabled the development of both personal and professional friendships that remain. The understanding and growth that colleagues from different cultures and backgrounds have provided through sharing and discussion at ETEN have resulted in new insight, appreciation, respect, and awareness regarding different cultures and traditions. Subsequently as a result we understand at a deeper level that we are more alike than different, and that our colleagues add immense value to our existence and the lives of those we interact with daily.

My favorite chocolate was the one that was stimulating my taste buds! It was always a special treat, very thoughtful, and considerate of an ETEN member who brought special treats from their respective countries to share with ETEN colleagues. The pride in sharing part of an experience from one's culture made such sharing powerful for those of us fortunate to be recipients of these gifts of kindness. This warm heartedness helped build a strong sense of family within ETEN, a characteristic that made the ETEN experience so valuable and unique.

The gift items provided for guests at ETEN meetings were practical and functional; examples included the following: umbrella, backpack, notebook, briefcase, Delft tiles, apron, etc. Without exception these items bring back wonderful memories about the hosts and the institutions that were so welcoming for our meetings. The most precious memories for me are the kindnesses and hospitality the hosts and the institutions we visited so

When traveling to ETEN I always carried a laptop and a notebook in my suitcase as these were needed tools for work to be accomplished. I also always had invitations for ETEN faculty and staff members to visit my University to teach, conduct research, and discuss pedagogy with colleagues. Arranging student exchange visits were a priority and talking with colleagues about such arrangements was always enjoyable. The experiences available for students through this Network was always gratifying to plan and arrange.

It is difficult to pick one memorable event or meeting from ETEN as there were memorable experiences from every Board meeting and conference. Categories of memories that would be high on my list:	Tour memory: The port cellars in Porto (at least I am one who can remember this tour with a smile!);
Patriotic memory: attending National Day in Norway (Seventeenth May) during an ETEN meeting;	Celebrity memory: "Elvis Presley" appearing at an Exchange Co-ordinator meeting
Sad memory: Barcelona when Helle was pick-pocketed with expense money for the conference and banquet;	Alcohol memory: the brewery at Bruges for our conference banquet;
Emotional memory: listening to Fado (Portuguese blues) in Lisboa;	Conference banquets: every host provided memorable meals and entertainment with the evening often concluding with music, dancing, and conversation that often lasted early into the morning. Always a highlight.
Musical memory: organ concert in a medieval church in Groningen; and children choirs performing for attendees during several conferences;	Holiday memory: The Danish Christmas dinner – a wonderful experience that will always be in my memory.
Cold memory: meeting in Macedonia where temperature was minus 31 degrees Celsius;	The memory I value the most: The people of ETEN - The Board leadership and Board members; the Exchange Co-ordinators and colleagues from member institutions. The dedicated visionary leadership provided by Carl-Jorgen (CJ) Bindslev and Jose Portela, both Chairs of the Board, resulted in successes for the Network and valued interpersonal relationships that defined the mission and purpose of ETEN. We owe each a big, big thank you for the time, effort, and guidance each so willingly provided!
Never-ending day memory: Oulu when the newspaper could be read without lights at 1 AM;	
Museum memory: we enjoyed every museum our hosts recommended as they provided history, culture, and understanding that made every country unique and memorable;	

I had the pleasure to serve nine years on the ETEN Board of Directors, including seven as an officer, and in this process work with outstanding educational leaders and Board members. During this time I hosted an Exchange Co-ordinators meeting at Ball State University, and hosted two Board meetings - one at my condominium home in Florida, and one at my College in Oxford University co-hosted by my College Principal, The Rev. Dr. Ralph Waller. It was very important for me host these meetings as it was a way to share my appreciation for all that ETEN did for me and my University through the years. The thing I found impressive and amazing was the co-operation, attention to task, and willingness of individuals to initiate and complete tasks for the Board. As mentioned earlier the Board Chairmen I served with were exceptional, dedicated leaders; additionally the Administrative Secretariat for ETEN, Helle, was always well prepared and provided consistency and strong direction for the Board. ETEN was continuously fortunate to have robust leaders focused upon and dedicated to our mission. It was an honor to serve with truly amazing colleagues!

Thank you to the Exchange Co-ordinators and their respective institutions for the support and encouragement you provided to students and faculty members from my University that visited your respective institutions. The relationships that developed have resulted in many achievements including collaboration in teaching, research, publications, and grants that benefitted international experiences for our students and faculty. Valerie and I will always be indebted for the kindnesses and opportunities provided; we thank you from the bottom of our hearts!!!



*The hay ride, September meeting 2004 at TCU, Fort Worth, Texas*

## *Luc Dall'Armellina*

INSPE Versailles – CY Cergy-Paris  
University, France



*Luc at the boat on Lake Zurich, September meeting 2018*

I got to know the ETEN network through my colleague Pascale Boissonnet, who was ECO before me. She invited me to ETEN Setubal in 2016 in Portugal where we proposed together a multilingual creative writing workshop. During this conference I met Kerttuli Saajoranta and Samira Jamouchi in Setubal, we began to think about new workshops we could make together. It was the starting point of our common arts workshops: Rotterdam in 2018, The Netherlands, Vic in 2019 in Spain. After that, a so-called coronavirus burst into our lives. My last ETEN conference was in April 2021. Online, but with a workshop we gave again together in the TIG arts.

Mobility in my institution is very constrained by the organisation of French studies but even more so by the fact that our students are teaching resources for our academy, the largest in the country, which lacks teachers. This is a subject on which we are working hard in the international relations office but with a very limited margin of autonomy.

Our students are few who have been able to benefit from outgoing mobility, but they greatly appreciate receiving students from all over the world each year, as we can welcome both teachers and students. ETEN has brought a lot to us, as teachers, through the experience shared during the TIGs, conferences, workshops, and meetings.

Personally, ETEN was for me a real discovery, that of a network, of course, but even more so of a spirit, a way of doing things together, in co-operation, listening, with attention and humour too. This mixture of seriousness and playfulness has reinforced my taste and passion for international co-operation and has given it a dimension, a depth. I wish my current and future colleagues to know and participate in the dynamics of this wonderful network.

I think that the most fundamental contribution of ETEN is a very serious and at the same time very free relationship to play. In this sense, it is a very creative application of the concept of 'play/game' developed by Donald Winnicott. Indeed, this relationship to play, based on the creativity of each of us, is a quality more than object or item, it structures us, carries us, commits us, both personally and professionally.

It's too hard to quote just one memorable memory of ETEN. It is a myriad of sensations that come to me, as through a kaleidoscope. It is perhaps centrally the warmth of the encounters, first with the teams hosting the conferences, Setubal, Gothenburg, Rotterdam, Vic, with moments of intensity, with a few people, depending on the year, but always a renewed pleasure to see again those who have become friends.

For Winnicott, this successful relationship of the experience of play, pleasure and rules, conditions for the child the possibility of access to his/her 'cultural experience'. This is a major issue. But I believe that this remains true, beyond childhood, in our adult lives. This is a discussion I would like to have with Helle Marie Skovbjerg after her stimulating lecture "Playful Learning in Higher education - a need for new concepts" at the ETEN annual online conference of 2021.

The ECO-TIG meetings which are very specific, like in Zurich in 2019 or Indianapolis in 2018 in which we enter more into the functioning of the network, its politics, its democracy, in the sense of 'How do we do it together?' or 'Where do we want to go?' or 'What do we want to build?' and of course 'How do we organise ourselves for that?'

I have a moving memory of the conference dinner in Vic where several of us sang a 'Happy Birthday' song for one of us, each in their own language. There were all the accents of our diversity, with a beautiful sincerity.

Which chocolate I think is the most delicious? It's a question that will be debated, or fought over: My favorites are the Swiss chocolates, but it's a personal story: I grew up in Haute-Savoie (Alps), near Geneva. But I still try all kinds of chocolate. I don't recommend the Russian one.

Another moment, as if suspended out of time, was the joyful collective swim in Zurich Lake in September (thanks to Friederike and all her great team), still

warm from the summer, diving from this little wooden house on stilts.



*Swimming in Lake Zurich, September meeting 2018*

I really enjoyed creating the new ETEN logo. I drew the first version in Indianapolis, during this ECO-TIG meeting. We realised that the « E » in Eten stood for « European », while we have members all over the world. The idea came up to add the "I" of "International" dimension without removing "European" of our history. Afterwards, there were many tests, versions and exchanges, until the final version was voted in Zurich.

Finally, I liked it a lot our exchanges, practices and sharing with all the colleagues of the TIG Arts, Marjo, Anna, Erica, Ellen, ... led by the federative and attentive Michel. And then, all those magical moments, « on » and « off » with Krista, Edwin, Kerttuli and Samira,

especially during our arts workshops for and with the students from Rotterdam and Vic. Vous allez me manquer! (*I will miss you!*)

My participation in ETEN was too short (2016-2021) but so stimulating. I have met a wonderful and diverse community. I have learned a lot from you all.

I will simply say to new members or to those who would like to become members, go ahead, come as you are (I came with my broken English), bring your dynamism, your projects, share them, you are sure to come back every year renewed, recharged, and connected in a thousand ways, open and creative.

The story you have read is a tiny part of the story of ETEN, each one of us is worth by itself and for itself, but we are only fully realised when we are connected to all the others. This is what ETEN is doing, in the hope of new energies. Yours?"

## *Sigurd Rimmelzwaan*

The Hague University of Applied Sciences, The Netherlands  
Secretary of ETEN



*Sigurd Rimmelzwaan with Els van Wezel at Lake Zurich, September meeting 2018*

"I have been representing the Faculty of Primary Teacher Education of The Hague University of Applied Sciences for about twenty years. After my retirement in September 2018, I was asked to be the new Secretary of ETEN. Helle Schousboe's successor.



*Sigurd Rimmelzwaan in Gothenburg, September meeting 2011*

The first time I joined an ETEN meeting was in the USA; Indiana University Pennsylvania in 2002. Fortunately there is no last meeting yet. During the conference in Rotterdam 2018 my role as ECO ended and that of Secretary started.

Over the years, our faculty became more and more internationally oriented. We received an increasing amount of foreign students and it became possible for more and more of our students to do part of their studies abroad. ETEN played a crucial role in this, most of our partners were ETEN members.

Without ETEN our students would not have had the same opportunities. The contacts within ETEN were always so tight, things could be arranged quickly and you knew what to expect, also that the students who went abroad were always in good hands.

My interest in "abroad" was there from an early age. We have relatives abroad, which always resulted in many nice visits back and forth.

My wife and I started home-swapping when our children were very young and it has taken us to the most diverse places in the world. The nice thing about house exchange is that you get the feeling that you are living abroad for a while, not

being a tourist. We often interacted with the local neighbours and relatives of the people we swapped with. Our children had foreign neighbouring children as playmates.

I have two daughters and they both have foreign husbands. The oldest has an Italian man and the youngest an Irish / English. The youngest daughter lives with her husband and two children (trilingual) in France.

In short; we often had the idea to get a good taste of what it was like to live in that country. It was very reflective, especially to discover that everything can be done in a different way and that some things elsewhere were sometimes better, nicer and tastier. Conversely, it also sometimes resulted in a (re) appreciation of what we have at home in the Netherlands.

Which chocolate I like the most? That's a difficult question. I was always happy with every chocolate and they were usually above the average quality. Incidentally, during ETEN meetings the chocolates more often came from Switzerland and Belgium. The Dutch are sometimes just a little less attentive.

This international orientation also landed me in the job as an international co-ordinator. This work suited me so well and resulted in a lot of job satisfaction. The importance of a more international orientation, for your personal life ,but also for the professional practice of your profession as a teacher in front of the classroom. All these years I have done my utmost to give this experience to as many students as possible.

ETEN has brought me personally so much. All the ETEN friends and ETEN related contacts, the conversations, the education and non-education related discussions made me more or less cosmopolitan during my lifetime.



*Sigurd in Newcastle, September meeting 2016*

Really, I cherish all the ETEN memories.  
There are too many ...

I was often impressed by the efforts that  
organisers of meetings and conferences  
put in to make it successful.

Because of ETEN I ended up in so many  
beautiful places. The kindest people, the  
food and drinks ...

In many countries the best is not even  
good enough for your guests.

I think that is a good attitude and it would  
be positive if we could also apply to that  
principle a little more for, for example,  
guests / new migrants in our countries.

*Dale Young*

Texas Christian University (TCU),  
Fort Worth, Texas, USA



*Dale at the Texan ranch the ECO's and TIG  
leaders visited at the September meeting of 2004*

"My first ETEN meeting was in  
Copenhagen, Denmark in September 2001  
and my last one was in Delft in September  
2013.

ETEN has brought TCU new ideas,  
self-confidence, and a better  
understanding of education everywhere.  
On a personal level ETEN has brought  
me knowledge about local culture of

ETEN members and their colleges and universities and many lasting friendships. Being retired now, I still value friendships that I have as a result of ETEN.

While teaching, the differences and sameness of cultures were added to my lesson plans and in workshops with teachers.

Which chocolate I like the most? All of them! Please send me some now. 😊

When I came to ETEN meetings I always had purple shirts and sweaters in my suitcase and also some TCU, Fort Worth and Texas gifts.



*Dale's office at TCU, 2004*

I have so many memorable memories of ETEN:

1. Being stranded in Finland.
2. Visiting Portugal, Macedonia and Turkey.
3. Experiencing the TIG 'Myths and Fairytales'.
4. Getting ETEN board members to follow "Robert's Rules of Order" where we actually had votes on important issues.
5. My first ELVIS impersonator event in Stord, Norway.
6. Hosting ETEN September meetings, two times in Fort Worth.
7. The Saturday night final dinners.
8. Lasting friendships.

The ETEN story in which I was involved and that everyone should know is the successful student exchange. In my twelve years with ETEN, over 400 TCU students were able to student teach in Europe and over 188 international students spent a semester with us at TCU."

'I am immensely proud of what ETEN has established as it continues to touch the lives of thousands of students, teachers, and researchers.' (Doug Springate)

'I truly believe that ETEN allowed me to make friends for life.' (José Henrique C. Portela)

'On a personal level ETEN has brought me wonderful friendships and great memories!' (Cecilia Nihlén)


'I really felt like a member of the ETEN family right from the start!' (Friederike Hoch)

'My most memorable memory of ETEN are the social events.' (George Biegen)

'It's much more than a business matter when you trust the friend at the other end of an email and when you send out students for study exchanges or internships.' (Alice Hindsgavl Buhrmann)

'And to be considered an ETEN icon is the icing on the cake!' (Beth Ashforth)

'So many of 'the most', it also formed 'the most' unforgettable memory for me.' (Liza Lee)



*'There are many other memories, but I have to admit most of them happened late at night.'*

*(Ben Bartels)*

*'Many students gained confidence and have thrived in their professional life. So satisfying.'* (Jean Clarkson)

*'It is a miracle that ETEN is still existing after some 30 years.'*

*(Gerard de Kruif)*

*'The relationships that developed have resulted in many achievements including collaboration in teaching, research, publications, and grants that benefitted international experiences for our students and faculty.'* (Jay C. Thompson Jr.)

*'I think that the most fundamental contribution of ETEN is a very serious and at the same time very free relationship to play.'* (Luc Dall'Armellina)

*'In my twelve years with ETEN, over 400 TCU students were able to student teach in Europe and over 188 international students spent a semester with us at TCU.'* (Dale Young)

*'Because of ETEN I ended up in so many beautiful places. The kindest people, the food and drinks ...'*

*(Sigurd Rimmelzwaan)*





*The ET&N annual  
conference 2006:  
Save one fish*

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# A special conference in a turbulent time with an opening with impact

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Astrid van Schoonacker-de Groot

The conference of 2006 was a special conference in many ways. It was the first conference involving more than two hundred participants. Besides that, the conference took place in turbulent times; five years after 9/11. Europe was in a period when polarisation was rampant and Islamophobia was still growing. This was the reason for the organising committee, which consisted of lecturers and students from the Faculty of Education of the University of Applied Sciences Leiden, to align the theme of the conference with the spirit of the times. The committee wanted the participants, all teacher educators, to start thinking about what contribution they could make to train future teachers so that they would be able to make their students become citizens who respect everyone in society regardless of what background or religion someone has.

During the preparation period, students had made two impressive short videos. One with fierce images of what the polarisation had led to and one with images of children from different cultural backgrounds who play, learn and have fun together. These videos would be shown before and after the keynote provided by a well-known Dutch author, Nelleke Noordervliet. So far so good.

On Thursday morning the 16th of February 2006, the ECO-TIG leader meeting was already in full swing, the Executive Board of the University of Applied Sciences had a meeting with the head of the university's facilitation service. They had already received the programme for the opening of the conference three weeks earlier but

it was only that morning that they saw that participants from Denmark and Saudi Arabia would be present at the opening. Keeping in mind the threats to the Danish cartoonist five months earlier and the arrest three months earlier in front of the university of an Islamic student of the university, who turned out to have prepared a terrorist attack, the executive board decided to cancel the opening . They did not want to take responsibility for what could possibly happen. According to them, the risk was too great.

This decision caused slight panic among the organising committee. What to do? Everything was already prepared for the opening in the large hall of the conference centre where the opening would take place in a few hours.

The solution came from ETEN's chairman of the board, Carl-Jørgen Bindslev. After hearing about the decision of the Executive Board, he remained calm and said that the organising committee could let the executive board know that ETEN would take full responsibility should anything happen. It was amazing how quickly the Executive Board reversed the decision to cancel the opening...

The opening with the short videos and the keynote "Save one fish" had the impact that was hoped for; years later it was still discussed at other ETEN conferences. The lesson learned by the organising committee is that fear is a bad counselor and that ETEN was blessed with a rock in the person of Carl-Jørgen Bindslev.

By popular request the full text of the keynote 'Save one fish' by Nelleke Noordervliet follows here.




## *Save one fish*

A baby is a miracle. The first year of his life a human being – completely dependent upon grown-ups, unable to walk, talk, or take care of himself – is a learning machine. During that first year he learns more than most people do in the rest of their lives. His brain still grows. His cells grow. Whatever he experiences will influence his life, his person, his talents, his emotions. Loving care is the prerequisite for the execution of this enormous capability to learn. Loving care will be the key to his life as a pupil and as a teacher.


When he or she is twenty he is at the zenith of his bodily and mental development: everything is in balance, everything is geared up. For what? For his role in life. For exploring new fields of knowledge. For adding to the vast realm of human knowledge. In physics young students are better than their professors. Young people of twenty odd years are not only geared up for knowledge, they are also geared up for decline. The ability to memorise and learn decreases gradually. But not the ability for teaching. While his abilities to learn diminish, his abilities to teach grow. And he wants to teach, he needs to teach to preserve the knowledge he has gathered as a part of the community he lives in and works for. Teaching is sharing. Learning and teaching are complements. The one is never without the other. Everybody learns, everybody teaches, but some people teach more than others.

Learning and teaching how and what and when? And what about change? And what about values? And identity and ideals? And fear? And insecurity?

Sometimes I watch with apprehension a so-called extreme make-over show on television. A sad, obese teenager with crooked teeth and greasy hair and sub-zero self-esteem is pulled into the limelight for a




crash-diet, a teeth-job, plastic surgery and a few talks with a mental coach, then she is dressed to kill, has her hair done by an artist and clothes by Armani she never could afford by herself and, lo and behold, the happy family with tears in their eyes greet the completely made-over, radiant teenager and they live happily ever after. Or the pretty housewife of forty odd years, with only slightly sagging breasts, a charming, hardly noticeable double chin and lovely knobbly knees is desperately unhappy with her looks while her husband is thumbing girlie-magazines crammed with silicone beauties, and she wants to excite him again, and has herself made over in the image of silicon valley by the plastic surgeon (nomen est omen) and all the other artists, and her husband awakes to her undying beauty, and they cry and kiss and go home to what? My heart aches for all of them. The extreme make-over is the pumpkin-moment in their lives. Soon it is a happy memory, then it quickly turns into a bad memory, and then there is eternal regret. What do you think happened to Cinderella, married to that ghastly prince, living in that cold and moist palace, being waited upon by fools and boring herself to death? The extreme-make-overs never focus on their innate qualities or their real problems. They are just fodder for the viewers temporary enjoyment, fodder for the viewers statistics, for the programme's sponsors. Of course a good hairdresser and good clothes are important, exercise and a healthy diet are absolutely necessary, but first and foremost is the will to become what you are, to know who you are, important is the resistance to sloppiness, indifference and the drudgery of everyday life. Easier said than done. Fashion, trends, the wish to belong, inspire uncertainty and the desire to change, just for the change, because everybody says you should change. Change and be happy. But when Rilke said: Du musst dein Leben ändern, he meant that in a very essential almost ironical sense: to come to terms with one's innermost self and act accordingly.



The same goes for education. Change is not always the answer to problems.

What education is, what it should be, we all know. We want our children to develop their talents, to become responsible citizens, to become considerate and knowledgeable human beings, an asset to our society. We hope they will be happy too, but education cannot make people happy. It creates some of the conditions. Setting imaginative goals is one, realising them is something else.

Good education for everyone is the basis of a stable society. Education in a broad sense does not mean that every child should end up with a high school diploma or a college degree. Heaven forbid. Good education in a broad sense means that we value equally every positive contribution to our society. A good plumber is as important as a urologist. What is the difference? A good plumber is harder to get. A seamstress is as important as a lawyer. I know, a lawyer makes more money. But it is not only money that gives value. Tell that to the seamstress. Yes, exactly, that is what I will tell the seamstress. And the lawyer. And the captain of industry. I know that a captain of industry makes more money being a CEO than I do being a writer. I do not want to change places. I do not envy him his responsibility nor his salary. It is about being equal in other respects. The biggest mistake parents make is wanting their children to become unhappy CEOs, if they could be happy sailors. But what is a society with only chiefs and no Indians. The materialistic make-up of western societies makes it very hard to distinguish between values and money. The law of economics says that every value can be translated into money. I do not think so. That is one of the things we should teach our children and ourselves: to make the distinction between values and money.




One of the problems education had to face in the last fifty years is the decline in status of the profession of the teacher. It is funny to see that nowadays, when knowledge is so all-important, the status of people that teach has dwindled. Even the university professor is not as important as he was fifty years ago, let alone a teacher in primary school. Also here: money mirrors the status but money does not mirror the value.

As in healthcare the reasoning is as follows: you have a calling to become a doctor or a nurse or a teacher, so you are not in it for the money, so we won't let you have it. That is an unbeatable paradox. I consider it of the utmost importance that a government spends enough money on education. The money should not go to advisory boards or supporting institutions, it should go right into the pockets of the teachers, into the teaching of teachers and into teaching on a smaller scale.

But those are details.

A good teacher is as hard to come by as a good plumber. To be a good teacher you need talent and motivation. There are not enough people with talent to teach, so we have to accept the lesser gods as well, as long as their motivation compensates for their lack of talent. In our teaching of teachers we have to develop the talent of the talented and reduce the damage the others can do.

What is important right now in a changing world is to focus on the position of education, the position of the teacher, the parent, the pupil and the government, and the way they work together. As it is nowadays one gets the impression that the different stakeholders work against




each other. They all act in the best interest of education, or so they say, but I am convinced that there is also a lot of ill will, personal vengeance, and hobby-horse riding.

Education is a market. From a supply-market it has become a demand-market. What parents ask, teachers will have to sell. Transmitting knowledge is a product. Parents can be satisfied or not. If the child is not performing according to standard it is not the fault of the child, it is the fault of the teacher who has promised a perfect product. Parents do not hand over to the teachers a part of the parental responsibility, they do not share the blame if things go wrong. Parents sue teachers if they do not deliver. In a way teachers are the enemies of the parents. Violence against teachers is increasing.

I was an involuntary witness to a conversation between a mother and her twelve year old daughter. The daughter said: The teacher threw me out of class today. Whereupon the mother replied indignantly: What? Tell her I will come to school tomorrow and talk some sense into her. That is the normal reaction nowadays. Some go further and beat some sense into the teacher. The whole system has changed because of the reversing of the responsibility-principle. If the pupils do not reach the standards set by the teachers or the school or the examination board, the school lowers the standards. That system breeds mediocrity and invites stupidity. Parents do not want their children to acquire knowledge, but a certificate. Status, not value.


The need for status, education as a product, a commodity, has changed the attitude of schools and teachers. Instruments, methods, modules, tests, ready-mades are more important than the personal touch of the teacher, they are more important than education as such. Teachers



entrench themselves behind the method, there the teacher is safe. If something goes wrong he is not to blame, it is the method. Behind a successful pupil stands a good teacher. The choice of a subject or a study is almost always inspired by a good teacher. My daughter chose physics, not because her father is a chemical physicist, emphatically not, but because she had a good and enthusiastic teacher. What is a good teacher? A good teacher takes his own subject seriously. He does not overestimate the necessity for pupils to enjoy his teaching. He teaches. Pupils learn. Period. Pleasure in learning and reading: headwords in modern didactics, are in my opinion steps on the slippery road toward pampering pupils.

This is about responsibility.

Prior to my speech we saw the film made by students. Only young people can make films like that. Only young people have this unmixed, pure indignation about all the wrongs in the world. They cry out. This is an outrage! This is not the world we want to live in! It is an accusation. You grown-ups, parents, teachers, governments have given us this impossible and cruel world! What can education do to stop this? Is there a way? We don't see it. No future. I recall my own indignation in the sixties about the war in Vietnam, about segregation in the United States, about the oppressive regimes in Greece and Spain and Portugal, about starvation in the third world, about nuclear tests. I recall the indignation of the next generation in the eighties. And now again young people are angry. They rethink our values. They evaluate the results of our ideals. They criticise the governments. The parents. The teachers. They claim their future. And I welcome that. To open your eyes to the wrongs and the evils and the needs of the world is becoming responsible, is accepting responsibility. Of course there is also a touch of despair there.



What difference can we make? In the world? In our own country? In our own school? In our own life? Will it ever change? No, the world will not get better, but it could get worse if we don't take responsibility for our own environment. Teaching is always teaching in a social and global context.


There is this story about a huge wave that threw an enormous amount of fish, large and small upon the beach. An impossible task to throw them all back. People were staring in disbelief at the disaster. Fish were thrashing about, trying to get back into the sea. Nobody knew what to do. The fish were beyond saving. One boy was walking along the beach picking up a fish and throwing it back into the sea. An older man said: but what are you doing? You cannot save all those fish? The boy picks up a suffocating fish and answers: No, I can't, but this one is very happy that I throw him back.

We cannot save the world, but we can try to make a small part of it better than it was.

Teachers are boys on the beach. Teaching is about saving one fish.

But how?


Do we have to discuss in the classroom the war in Iraq, the treatment of prisoners in Guantanamo Bay, the genocide in Ruanda, child-soldiers in West-Africa, human rights in China, cartoons in Denmark? Do we have to express our political and/or religious convictions? Do we have to be moralists? It is easier to duck away behind our instruments and methods, behind our subject. It is easier to be a technician of education than a pedagogue. We are afraid of the consequences. It will bring



us conflicts with our colleagues, our schoolboard, with the parents. It will bring us arguments, controversies, and so on, as if teaching is not enough of a burden as it is. How can we solve this problem, that all of a sudden has become so urgent. I don't think teachers can close their eyes to the world. I don't think pupils benefit by the neutrality of teachers. They want to know what teachers think. It is not as easy as this sounds. The classroom is a minefield of sensibilities.

Let me take you back to the fifties. Religious controversies were between Catholics and Protestants, with Socialists as the outsiders hated by all Christians. From the seventeenth century on the unofficial state religion of the Dutch was Calvinism. Liberals and Socialists and Catholics started some upheaval in nineteenth century politics. Liberals and Socialists wanted education to be free from religious prejudices. Education was public, religion was private. It was a stormy season in politics. Liberals and Socialists wanted universal suffrage and non-denominational schools; Catholics and Calvinists wanted their own schools and paternalised the common man. The political compromise was universal suffrage and a system that in fact financially and otherwise favoured the denominational schools. So there we had in one street a Catholic, a Protestant and a public school. Children were forbidden to play with each other. There was virtually segregation in the Netherlands. And still in the seventies in a village where I was living the local government built a school: one building with three separate entrances.


Schools had their own system, their own silently, or not so silently, expressed convictions. I was a child of a mixed marriage. My father was a Catholic, my mother more or less Protestant and in her heart a Socialist. When my mother married my father, she had to give in to Rome, became a Catholic for love and promised to raise her children



as Catholics. Her Socialist heart protested. When my sister, six or seven years old became hysterical during a thunderstorm and pressed my mother to bless our house with holy water because the nuns at school had told her that you should protect your home in that way, otherwise lightning would strike and you would die, my mother - cursing under her breath - took the lavatory brush and walked around the house, blessing it. Next day she went to school and warned the nuns never ever to frighten her children with this Catholic, superstitious nonsense.

The books we used at school were completely different from the books used at Protestant schools. First of all we had a different reading method. Not aap-noot-mies but roos-vuur-wim. The Catholics wanted to be different, to express their identity in each and every different detail. For example, the pictures in history books: in Catholic books Luther was depicted as a fat monk, more looking like a godfather of the Italian mafia than as a strict reformer, while the priests all looked like saints. In Protestant literature it was exactly the opposite. It was a remnant of seventeenth century religious fighting. But undeniably we were immersed in those values. On purpose. Because of the establishment of an identity.


During the sixties and seventies all that changed. First there was a period where teachers were very clearly politically engaged. The baby-boom generation became of age, became teachers. For the first time in history television made the world one, made us not only members of our own community, but also members of the world community. In the streets of Amsterdam we protested against the policy of the United States. With a striking immediacy we were witnesses of war. The impact of the mass media was underestimated by governments. We saw with our own eyes what happened in Vietnam. The Gulf War in the nineties



and the Afghanistan and Iraq war made it clear that governments have learnt their lessons. Information was restricted and manipulated. In the sixties, with a new generation coming of age, that wanted to do things differently, that wanted to make a difference, it meant an enormous change in education as well. Authorities were no longer recognised. That resulted in experiments with disastrous outcomes like communes and anti-authoritarian creches. One could not tell pupils and teachers apart. Students protested and set their own rules, made their own curriculum, swept the old professors aside. Old-fashioned knowledge was suspect. We had to clean out the stables. The winds of change blew through the institutions and left us with meetings, discussions, debates. Equality. Left the old professors in despair. That is when we invented 'skills' instead of 'knowledge'. Skills have taken over education. Debate is more important than learning. Expressing yourself is more important than erudition.

Protests of parents and the change that I depicted from a supply to a demand market drove every form of engagement, political discussion out of the classroom, out of school. Playing time was over. The eighties saw the rise of materialism. It was not wise any more to show who you were. The possible rift between the philosophical and political convictions of the parents and those of the teachers made it desirable to back off as teachers from that minefield of values. The times they were a' changing.

Thirty years ago I was a young teacher of language and literature at a school with a very special educational principle, founded by the legendary Kees Boeke. He did not pay his full taxes, for example, because he did not want to sustain the army. He was a man of peace and of pedagogic principles that were similar to those of Maria Montessori. The school became famous because our pacifist queen Juliana sent her children to Kees Boeke. In the early seventies some teachers questioned



some of the rules and organised a protest together with some of the pupils. I am ashamed to say that I took part in that protest, just because it was fashionable to protest, by doing so denying the values and the fine traditions of Boeke's educational system. On the other hand I had to cope with the questions of parents, who wanted results, and spelling and grammar, instead of endless discussions in the classroom. So there I experienced the trap teachers face: the expression of their identity and values in opposition with the school's policy and in opposition with the parents.

The balance has shifted again in a new segregation between so called white schools and so called black schools. Social unity is less important than identity. Solidarity is something you have for your own kind.

May be we have to shift it back.

It is important for a teacher to be able to express himself and his views, for what they are worth: that is to say his views are not the law, they do not have to be shared necessarily by the children. He must make himself seen and valued as a whole human being, with his faults, his convictions, his sensibilities, his open mind. He should encourage the people he works with, and for, to do the same and not to be judgmental. Teachers, parents and pupils will have to look for a common ground, for the values they agree upon. Only then a teacher can be an educator and a pedagogue and will he be able to make a difference in the world.

*Save one fish.*

# 8

*Socialising with  
the ET&N family*

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# ETEN is not a ‘normal network’ but a network in which people feel very welcome

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Astrid van Schoonacker-de Groot

In chapter six some of the ETEN Icons spoke about ‘the ETEN family’. Many new colleagues who participate in an ETEN meeting for the first time had to switch references, because ETEN is not a ‘normal network’ but a network in which people feel very welcome from the start and in which everyone is friendly and open towards each other. This makes it very nice to work together but, also, as Alice Hindsgavl Buhrmann said in her testimonial: “It’s much more than a business matter when you trust the friend at the other end of an email and when you send out students for study exchanges or internships.”

After all the meetings, sharing knowledge, concluding bilateral contracts and setting up projects, it is traditionally during the September meetings and the ETEN annual conferences on Saturday afternoon and Saturday evening it’s time to have a good time together and undertake all kinds of activities.

## The singing

One of the traditions is that all the participants sing at the Saturday night dinner. Carl-Jørgen Bindslev wrote the following about this:

"One of the traditions was that we sang together in our respective languages. That is, we did not always know what we were singing. It might not always be just pretty to listen to, but it was very entertaining. The conference at the Teacher Training College in Bergen, Norway in 2000 was no exception. On that occasion, we had brought from Denmark a much-loved song from a collection of songs about a fictional character, a Swedish man named Svante, who lives in Denmark. The song is called "Svante's happy day" and is about how nice a quite ordinary everyday morning is with breakfast while your girlfriend is in the shower. One of the verses sounds freely translated from Danish, (where the lines rhyme):

*Now Nina is coming out,  
naked, with moist skin,  
kisses me lovingly and walks  
over to fix her hair  
Life is not the worst thing you have  
and in a little while the coffee is ready.*

A copy of the page with the song from a Danish songbook was distributed to everyone. The page is illustrated with small, drawn vignettes, one of which is a naked woman in a bath. I was sitting next to a female colleague from an American university. She did not understand why there should be a drawing of a naked woman in the songbook, but she understood the meaning well and liked it when I translated the lyrics at her request. "But" as she said, "it would not be allowed at my university and not at a school at all." We are a little different in many ways."



*The ETEN songbook of 2016, Newcastle*

As it goes, this tradition has changed little by little over the years, as has the tradition of dress formally for the 'formal' Saturday night dinner. But there is still singing! At the ETEN annual conference of 2019 in Vic, Spain a group of participants started to sing 'Happy Birthday' for a colleague during the Saturday night dinner. Very spontaneously, other colleagues took over. In many languages such as English, German, Turkish, Moroccan, Dutch, Frisian, Flemish, Basque, Spanish, Portuguese, Taiwanese, Lithuanian, French, Swedish, Danish, Norwegian, Finnish, 'happy birthday' was sung, also by the shy colleagues who were proud to sing the song in their mother tongue. The song united everyone and in this connectedness everyone is allowed to be her, or his, self, as it goes in families..

## Saturday afternoon

The ETEN family also makes trips on Saturday afternoons. In recent years, the organisers of the September meetings and the Annual Conferences have put fun and educational activities on the programme that took place at beautiful locations. Often during the Annual Conference there were several options, so it was very difficult to choose one activity. This ensured that the participants ended up in places where they would otherwise not come so quickly and which resulted in unforgettable experiences.

During the **September 2004** meeting in **Fort Worth, Texas**, Dale Young took us to a ranch outside the city where we all went for a hay ride in the afternoon. Then we were treated to a fabulous barbecue with live music on the ranch.





On such an afternoon and evening there is time to get to know new colleagues while enjoying a nice beer and to chat with the other colleagues about each other's families, work, hobbies, the situation in each other's country and what is going on in the world.

With ETEN we also experience all kinds of temperatures. While in Texas we were still in a summer blouse on the hay wagon, five months later we were sitting in the freezing cold at **Lake Ohrid in Macedonia** for **the annual conference of 2005**.





But as our Norwegian colleagues always say, 'there is no such thing as bad weather, there is only such a thing as bad clothing'; **six months later** we were on a boat in **Norway** enjoying the stunning view and enjoying each other's company on our way to a beautiful island where a delicious shrimp meal was waiting.





During the **ETEN annual conference of 2006**, participants had several options for the Saturday afternoon activity. They could choose, very **Dutch**, from a visit to a tulip farm, a bike tour through the old city center of **Leiden** or a boat trip through Leiden. It was still quite cold on that February day, but the good clothes and each other's company kept everyone warm.



In 2008, at the September meeting at **Georgia State University, Atlanta**, we were treated to the 'real American experience'; we attended a baseball game. A visit to MacDonalds after the game could, of course, not be missed.



A Texan ranch, Norwegian fjords, Leiden canals, an American baseball stadium on such a row should of course not be missing an amusement park. In **September 2011** Maria Svensson took us to **Liseberg theme park**.



Many of us won large amounts of chocolate in large packages at a game in Liseberg. The next day was "Do you want a chocolate?" a frequently asked question.

A trip that we all loved as academics was the visit in **April 2012** to the Johannine Library, a Baroque library situated in the heights of the historic centre of the **University of Coimbra**, by the university tower.



Our colleagues Hülya Yilmaz, Firat Sarsar and Derya Sahin made the **September meeting of 2014 in Izmir, Turkey** unforgettable by taking us to the Temple of Artemis in Efeze. It was a sunny and warm Saturday afternoon and luckily we were able to do the first leg of the journey to the temple in a cable car.



Once on top of the mountain, we saw why this temple was counted among the Seven Wonders of the Ancient World. Normally nothing gets us still but here everyone, clearly impressed, walked around in silence to take in these impressive remains.



In **September 2015** Txema Egaña invited us in **Mondragon, Spain**. On Saturday Txema took us to the nearby city San Sebastian.



After visiting the Basque Maritime Museum we went on a lovely boat trip.



Four and a half years later we were back in **Spain**. The **2019** annual conference took place in beautiful **Vic**. The conference was organised by Angel Raly. He arranged for us to visit the beautiful monastery of Sant Pere de Casserres on Saturday afternoon. In this place we found peace and reflection and we could enjoy the beautiful singing of our colleague Marjo Schillings, which sounded fabulous in the chapel of the monastery.



## The formal dinner

After visiting together beautiful and fascinating places on Saturday afternoons, there was still one item on the agenda of every annual conference: The formal dinner, later also known as the closing dinner. Carl-Jørgen Bindslev about this dinner:

“One of the most memorable, recurring features was when Doug Springate of Greenwich University, London briefed on his relationship with the English royal family, especially the Queen, and her problems, which he reverently assisted her and the other royals in solving, or at least suggesting ideas for, how the often extensive problems could be limited! He invoked in all discretion himself to be noble - Doug, Duke of Sitcup.

Sitcup is an area of south-east London first mentioned in papers from 1264. Doug lived in Sitcup. He was completely uncontrollably funny in a very subtle and gifted way. He was not alone. We were also others trying to entertain the ETEN assembly with our anecdotes - with varying degrees of success, and neither of us reached Doug's knees.

It was no wonder that the participants often slept very well on the plane, or how they travelled home to everyday life.”



*Doug Springate with on his left Larry Vold (IUP, USA) and on his right Roel Heinstra (Hanze Hogeschool Groningen, the Netherlands)*

In addition to the performance of the Duke of Sitcup during the dinner, there have also been performances by the one and only Elvis, Charlie Chaplin, Frank Sinatra and sir Paul McCartney. Daly Young from TCU is said to know more about that.



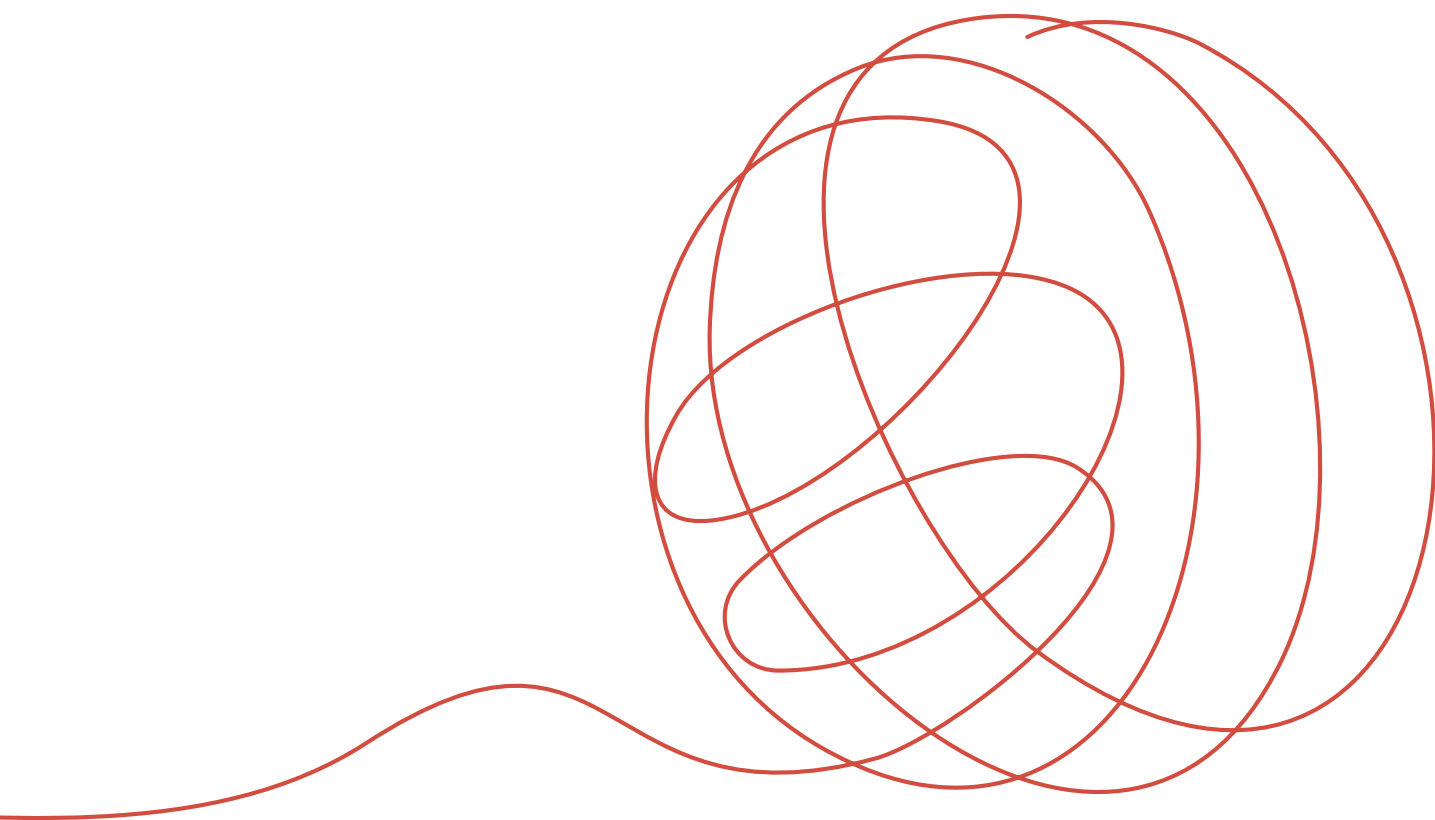
In addition to the singing and performances during dinner, there has also been a tradition over the years that there is also dancing after dessert. Often until the wee hours. Many folk dances from the countries we visited have passed and when a DJ was present, some songs such as 'Proud Mary' by Tina Turner, whose house we saw from the boat on Lake Zurich, became a standard request. And my goodness, how can we all go wild there!

But then the time always came to say goodbye to each other. Sometimes in the hotel, sometimes at the airport. Keeping in mind that one song we had sung together during every closing dinner, that goodbye was less difficult, because 'we will meet again'.



## *We'll meet again (Vera Lynn)*

*We'll meet again  
Don't know where  
Don't know when  
But I know we'll meet again some sunny day  
Keep smiling through  
Just like you always do  
'Till the blue skies drive the dark clouds far away  
So will you please say hello  
To the folks that I know  
Tell them I won't be long  
They'll be happy to know  
That as you saw me go  
I was singing this song  
We'll meet again  
Don't know where  
Don't know when  
But I know we'll meet again some sunny day  
We'll meet again  
Don't know where  
Don't know when  
But I know we'll meet again some sunny day  
Keep smiling through  
Just like you always do  
'Til the blue skies  
Drive the dark clouds far away  
So will you please say hello  
To the folks that I know  
Tell them it won't be long  
They'll be happy to know  
That as you saw me go  
I was singin' this song  
We'll meet again  
Don't know where  
Don't know when  
But I know we'll meet again some sunny day*



# *The history of* **ETEN**

In 1988 the European Teacher Education Network was formed. How did the network go after that? What makes this network of teacher educators so special, who were and are part of this network and what has the network managed to achieve over the years? Many people involved with ETEN provided stories and photos that can be found in this book that together answer these questions. However, one question remains unanswered, because to this day no one knows who ordered the spaghetti...

