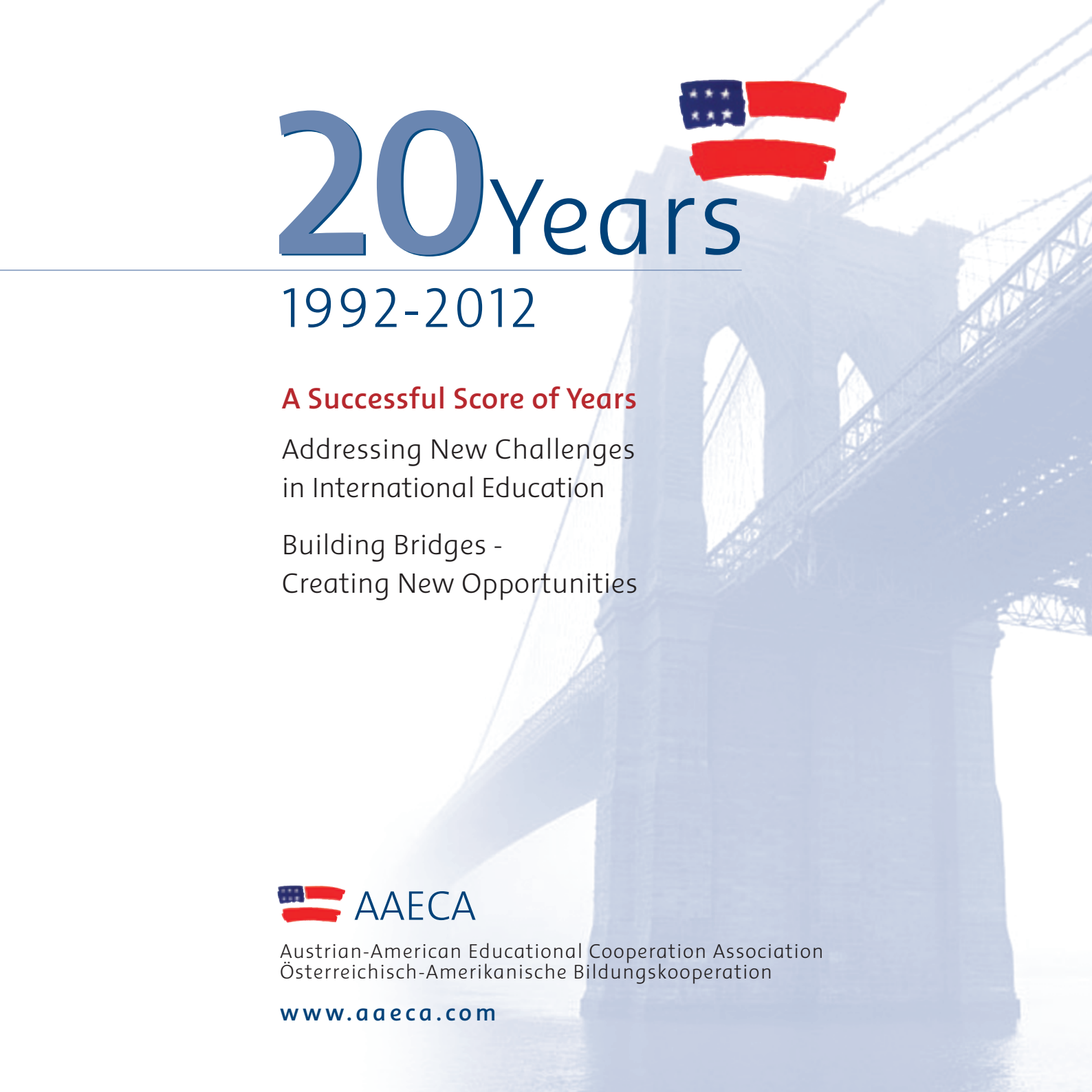

20 Years

1992-2012

A Successful Score of Years

Addressing New Challenges
in International Education

Building Bridges -
Creating New Opportunities

AAECA

Austrian-American Educational Cooperation Association
Österreichisch-Amerikanische Bildungskooperation

www.aaeca.com

Impressum:
Medieninhaber und Herausgeber:
Austrian-American Educational Cooperation Association,
1040 Wien, Mayerhofgasse 6/43, Telefon/Fax: 512 66 88 und 408 78 12
E-Mail: office@aaeca.com; christine.steibel@aaeca.com
Homepage: www.aaeca.com
Redaktion: AAECA
Grafik:Mag. Walter Wick, Druck: Remaprint - Wien, Fotos: AAECA

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Aims

Verbindungen stärken

Österreichisch - Amerikanische Bildungskooperation

Unsere Ziele

Ziel dieses gemeinnützigen Vereins, der auf Anregung des Bundesministeriums für Bildung, Wissenschaften und Kultur 1992 gegründet wurde, ist ein breit gefächertes Spektrum österreichisch - amerikanischer Zusammenarbeit auf dem Gebiet des Erziehungswesens, mit besonderem Schwerpunkt auf Lehrerfortbildung, Lehrplanerstellung, auf den Erfahrungsaustausch bezüglich zweisprachigem bzw. multikulturellem, sowie auch auf berufsbildendem Unterricht.

Speziell den Lehrern sollen Fortbildungsmaßnahmen zur Verfügung gestellt werden, die einerseits ihre berufliche Existenz sichern und andererseits auch bei Bedarf das Umsteigen in verwandte Berufsfelder ermöglichen.

Die Tätigkeit des Vereins ist gemeinnützig und nicht auf Gewinn orientiert.

Auch auf dem Gebiet der Schulverwaltung sind weitere Formen der Zusammenarbeit geplant. Beide Seiten unterstützen einander, indem sie Kontakte im Bereich des Schulwesens herstellen und innovative Entwicklungen, wie z.B. Sprachunterricht und Schulpartnerschaften unterstützen und fördern.

Stregthening ties

Austrian-American Educational Cooperation Association

The aims

The foundation of the AAECA was initiated by the Austrian Ministry of Education, Science and Culture in 1992. The aim of this non-profit association, is the development of a spectrum of Austrian-American cooperation in the area of education with special emphasis on inservice teachers' training and language programs, curriculum development and exchange of experiences with bilingual and multicultural as well as vocational education.

These opportunities for development are especially offered to teachers to either support their professional career or to create the possibility for them to change into profession-related fields.

Further cooperative programs are being planned for representatives of school and education authorities. Both sides support each other by initiating contacts within the area of education and supporting innovative developments, for instance in modern foreign language learning and school partnerships.

AAECA Vorsitzende ab 1992

Hans Matzenauer – Walter Heuritsch – Klaus Satzke – Kurt Nekula – Franz Schimek

Greetings



The Austrian Ministry for Education, the Arts and Culture is committed to promote international education for pupils at all grades of schooling. There are many reasons that I believe international education is important. International Education offers global views and perspectives that enhance the education of our pupils. All of them benefit from an education that incorporates global concepts regardless of their choice of major or future career goals. In short, international education helps us to see outside of our own lives and realize that many perspectives and talents create a more interesting world. Our mission is to educate and prepare all our pupils to perform actively in a global society and economy. In order to be sucessful it is essential to achieve advanced skills in communication in general and in the international language English in particular.

The cooperation with US institutions plays a prominent role in that respect. The Austrian-American Educational Cooperation Association has taken up this challenge for twenty years now and I am impressed to see how the projects carried out have promoted the cross-border exchange of knowledge, the increase of communciation skills and the professional development of educators. The programs reach a very diverse audience including pupils, students, student teachers, teachers, professors and repesentatives from school authorities. Thus the AAECA initiatives have made valuable contributions towards a successful development of our educational system.

On this special occasion, I wish to take this opportunity to thank the entire AAECA team for their continuous commitment and to assure that we value your support and encouragement very much.

Dr. Claudia Schmied

Austrian Minister for Education, the Arts and Culture



The foundation of the Austrian American Foundation after the fall of the iron curtain was a courageous and pioneering venture in the days of an emerging new world. The founders of the AAECA were inspired by the conviction that this emerging New World required new ways of education, broader than in the past and truly international in the best sense of the word. It was the mission of a few dedicated idealists who pursued this ideal with perseverance and ulimately succeeded in their efforts.

The AAECA has now been in existence for 20 years and during these two decades thousands of students and teachers have benefited from the cross-border programs. They are designed to give participants the knowledge, skills and attitudes they need to be competent in international interactions.

More than 300 Austrian teachers have gained an American degree in teaching English. This Master's program has been a great step forward in raising the standard of English language competence of our pupils by introducing English as a working language in class. More than 500 teachers have taught and some of them are still teaching at US schools.

Study visits, seminars and academies have contributed a lot to the ongoing exchange of experience between US and Austrian institutions.

In that way, the participants of this so successful cooperation have given and received insight not only in the education system but also in the culture, achievements, practices and views of the partner's country.

On the occasion of the 20th anniversary I would like to express my gratitude to all those, who have dedicated and still dedicate their enthusiasm, commitment and their energy to all those so successful and highly appreciated projects. I wish the AAECA continued success in the years to come.

Kurt Nekula, M.A.

Director General of the Austrian Ministry for Education, Arts and Culture



Barbara Weitgruber

The Austrian Federal Ministry of Science and Research has been a partner in a wide range of activities in international higher education and research encouraged and facilitated by AAECA over the past 20 years. While the cooperation started with a focus in the field of education, it soon expanded to higher education. This development was supported by the Austrian Federal Ministry in charge of higher education, science and research in a number of ways.

In order to support bilateral contacts to elaborate bilateral cooperation projects a number of visits of Austrian senior university teachers and researchers was financed. The establishment of contacts and cooperation projects between junior staff was also supported. In the framework of the so-called "Junior Visiting Professorship Program" young staff members from Austrian universities did not only teach at the City College of the City University of New York, but they also worked on their own research projects and of course they had the opportunity to lay the basis for longer-lasting cooperation activities.

Besides, international junior scientists´ conferences were held alternately in New York and in Vienna. These conferences – co-organized by the Vienna University of Technology and the City University of New York - brought together young researchers from Austria, but also from neighboring countries and the United States of America. This form of cooperation did not only provide an interesting academic and professional, but also an enriching intercultural and personal experience for all the participants.

Apart from many bi- and multi-lateral university cooperation agreements, concrete projects and students and staff mobility, the mutual recognition of higher education degrees was a priority of our joint efforts over the past 20 years. In this respect, a Memorandum of Agreement was signed between the City University of New York and Austrian Universities as well as between the City University of New York and Austrian Universities of Applied Sciences in order to facilitate admission processes. In these memoranda the higher education institutions agreed to recognize - in principle - the equivalency of baccalaureate, master´s and doctoral degrees awarded by their respective institutions in the liberal arts, business studies, the sciences and engineering.

The 20th anniversary of the Austrian American Educational Cooperation Association is a good opportunity to thank everyone having been involved in these activities over the past 20 years and especially the AAECA for its long lasting and outstanding commitment to transatlantic cooperation and its contribution to a better understanding between the people of the United States of America and the Republic of Austria.



Barbara Weitgruber

Director General for Scientific Research and International Relations
Austrian Federal Ministry of Science and Research

Introduction



Prof. Dr.h.c. Hans Matzenauer

There are encounters in life that lead to spontaneous reactions. So it was when Alfred Posamentier visited me at the Vienna Board of Education. He was a Fulbright professor at the University of Vienna at the time in 1990. As Vienna was the city of his parents and ancestral home, he was interested in the Austrian school system. He seemed quite interested in the school initiatives that we were developing at the time. The issues we were addressing had amazing similarities to those that consumed the New York City educational community. Some of his questions struck a chord with me: issues such as the integration of children of immigrant families, the breakdown of social barriers, supporting children with special needs, the current development of educational goals, improving teacher education, language programs for English as a working language including vocational training, enhancing humanities subjects, as well as a new approach to school administration in light of increasing school autonomy. To his great astonishment, at that time, was the unresolved situation of the Austrian middle grades.

My interest in an international cooperation program was generated by mymembership in several of international educational organisations, my political activities in the Austrian Parliament, and the Viennese school system. I was further motivated by the notion that many current and future problems in our society could be solved effectively from more a global viewpoint.

Our initial effort was through a visit to New York City – accompanied by Anton Dobart, Walter Heuritsch – to meet with leaders of the City University of New York and the New York City public school system. This led to the establishment of the Austrian-American Educational Cooperation Association in 1992. Soon thereafter a solid relationship developed with the superintendents of New York City high schools, which evolved to a reliable and committed partnership, enabling the implementation of our "Professional Teacher Development Project" and as always it was Alfred Posamentier, who was the tireless problem solver and supporter of many Austrian teachers who spent numerous years teaching in New York City high schools. These teachers were able to enrich their language competence, and to broaden their didactic skills. Returning teachers were able to use their enriched English language competence in Austrian “Bilingual Schools.”

The development and continuation of the "Master's degree program for Austrian teachers," which began in partnership with the City College of New York and is currently under the auspices of Mercy College, New York is largely dependent on good personal relationships. For the first time Austrian teachers, who had completed their professional training at a pedagogical academy had the opportunity to earn a master's degree from a bona fide American institution of higher education. Further fruitful efforts with the New York City educational community were initiated: Anton Dobart shepherded a successful su-

perintendent "Shadowing Program" which allowed the Austrian Landesschulinspektors to experience their counterparts at work in New York City, a highly motivating program presented by Walter Heuritsch called Uebungsfirmen, which was first adopted in New York City in about 75 high schools (called Virtual Enterprises) is now being conducted in about 500 high schools throughout the United States and has developed a genuine connection with Mercy College to provide participants with a direct path to higher education.

Through the unique cooperation of governmental agencies, universities, school systems, and individual schools it was possible to mount some innovative programs such as “Austrian Junior Visiting Professors,” enabling participants to teach and do research in New York City, and the establishment of some international professional conferences.

In the same way, with the help of our friend Peter Pabisch, a successful partnership was established with the University of New Mexico in Albuquerque. Projects such as the already-recognized “Stars Assistant Program” and, for the first time, we conducted an international Summer Academy for Austrian school teachers.

The list of supporters of the many international activities that the Austrian-American Educational Cooperation Association was honored to develop is too long to provide here. However, we are very grateful to all the Austrian education ministers who served during the past twenty years, and the university administrators, and school officials who facilitated our programs. We should also mention that the goodwill that the hundreds of Austrian teachers provided during their years in New York City is to be commended. It must also be said that when we launched the professional development program for Austrian teachers in New York City, the coverage of the start of this event on the front page of The New York Times on July 11 1998, provided Austria some long-overdue favorable international coverage.

All our heartfelt thanks to those who have through their efforts enabled us to reach goals that were the envy of other countries. We must also thank the many professionals who gave off their time and effort on a pro bono basis to help build a bridge that spans the ocean to connect peoples in a mutually beneficial fashion for the enhancement of future generations.



Prof. Dr.h.c. Hans Matzenauer
President of the AAECA

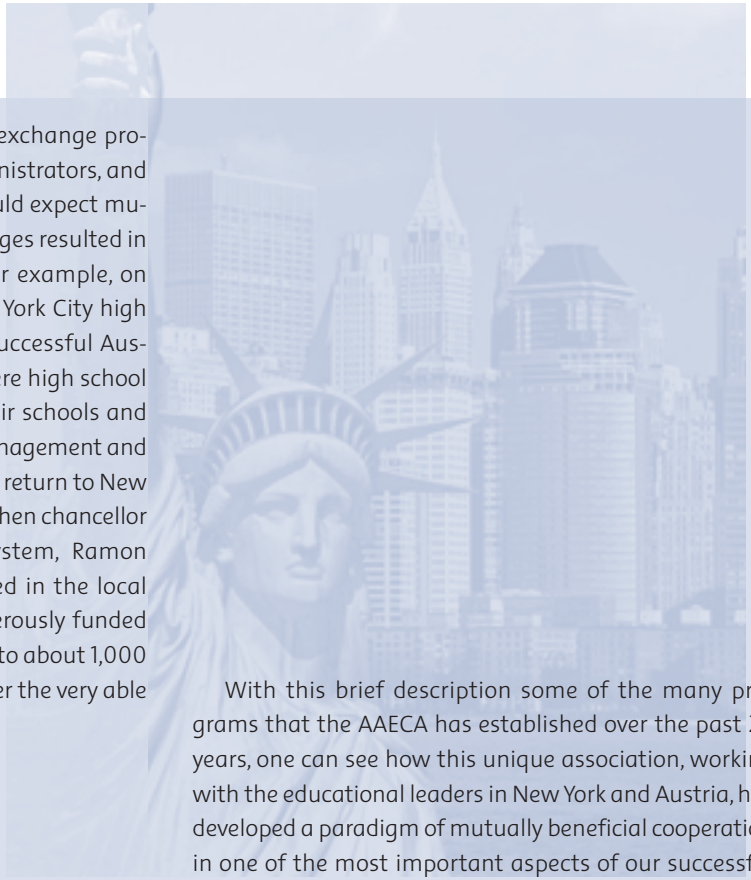


Prof. Dr. Alfred Posamentier

When, in 1990, as a Fulbright professor at the University of Vienna, I first met the head of the Vienna public school system (Stadtschulrat für Wien) Professor Hans Matzenauer, I immediately noticed a favorable spark in his demeanor when the topic of the United States came up – and more specifically when New York was mentioned. One might say that this was the germination of the establishment of a cooperative venture between Austria and the United States. Shortly after the first visit to New York in 1992 by Prof. Matzenauer and his two colleagues, Dr. Anton Dobart and DI Walther Heuritsch, a successful petition to the Ministry of Education was developed and the Austrian-American Educational Cooperation Association (AAECA) was established.

Now some twenty years later, we can look back over the vast achievements of the AAECA and the many mutually beneficial programs that the association has initiated during these past two decades. Perhaps the program that made world-wide news – including front page coverage in the New York Times (July 11, 1998) was the initiation of one of the first of later many programs that sent European teachers in critical subjects to teaching positions in the New York City public schools. This was actually conceived during a casual meeting I had with the then Minister of Education Elisabeth Gehrer, when she commented on the surplus of mathematics and science teachers in Austria. I immediately felt that this could complement the then severe shortage of such teachers in New York. With much preparation, the program finally got launched and conducted successfully for the next ten years by the AAECA. More than 500 Austrian teachers had their careers enriched by this unusual experience. Through the initial support from the Siemens Corporation and later the Austrian Ministry of Education, the AAECA was very helpful in conducting the Annual International Mathematics Education Conference in Vienna. Early on these conferences were instrumental in linking academics from the former "East Bloc" countries with their counterparts in the West, and have led to many cooperative ventures. These conferences also brought some of the leading mathematicians – including a Nobel Laureate – to speak to teachers and teacher trainers. It provided a genuine trans-Atlantic exchange among professionals in mathematics education.

The AAECA has also provided Austrian mathematics and English teachers the opportunity to earn an American master's degree taught by American professors in Vienna, Innsbruck and Feldkirch. This gave participating teachers a unique credential to enhance their professional development. However, unexpectedly, this program also enriched the American professors who taught these many courses over the past 18 years. One of these professors, Dr. Sondra Perl, a distinguished Professor at Lehman College (CUNY) even wrote a book on her exciting experience in the program. The book is entitled "On Austrian Soil" (SUNY Press, 2005).



The AAECA facilitated and hosted many exchange programs for students, teachers, school administrators, and university leaders. These were, as one would expect mutually beneficial. Yet many of these exchanges resulted in some signification program transfers. For example, on one of their ten visits to Vienna, the New York City high school superintendents were shown as successful Austrian program called "Practice Firms," where high school students simulated a real business in their schools and thereby learned all aspects of business, management and entrepreneurship. Immediately upon their return to New York, the superintendents proposed to the then chancellor of the New York City public school system, Ramon Cortines that such a program be initiated in the local schools. He immediately agreed and generously funded a program that today has been expanded to about 1,000 schools throughout the United States under the very able leadership of Iris Blanc.

With this brief description some of the many programs that the AAECA has established over the past 20 years, one can see how this unique association, working with the educational leaders in New York and Austria, has developed a paradigm of mutually beneficial cooperation in one of the most important aspects of our successful society –education.



Prof. Dr. Alfred Posamentier
Dean of the School of Education
Mercy College, New York



Dr. Anton Dobart

When the project began in the 1990s in an interesting, politically exciting era, it benefited us that openness was the order of the day at all levels. After the fall of the Iron Curtain, the break-up of the political blocks which had been dominant since the end of the war opened up a multitude of opportunities and challenges, not only for European countries. The winds of change could also be clearly felt in Austria. In international terms, after the Second World War Austria was strongly (and at times exclusively) oriented towards the West due to the Iron Curtain, and particularly towards Germany. In the nineties, however, the geopolitical transformation which occurred offered Austrian society new possibilities and chances in terms of its economy, society and politics. In addition to this there was the preparation work for accession to the EU, which took place in 1995.

This demanded adjustments to a new situation at all levels. It was a particular opportunity for the education system, and was accompanied by the hope of being able to get rid of antiquated elements. Building up international networks to exchange views and experiences and to initiate cooperation in the education sector was therefore necessary to break free of entrenched positions and to think in new directions. The invitation to a study visit to New York in 1992 thus came at exactly the right time. A very successful and long-lasting cooperation was initiated by Prof. Dr. Alfred Posamentier with the Austrian Ministry of Education and the Vienna Board of Education, which has continued until today and consists of a wide-ranging and continuous sharing of experience. Prof. Dr. Posamentier subsequently continued to be a driving force together with the dream team of the New York High School Superintendents. The first study trip to New York was not only about getting to know the New York school system with its special features and idiosyncrasies, but also about initiating contacts and partnerships. A long-lasting cooperation developed which dealt with a wide range of focuses in the field of High School (general and vocational education), and which – on the New York side – was sustained for twenty years by the commitment of the High School Superintendents. We are very grateful for that. In this process, a community developed whose continuous contacts formed the basis for this success story. The group of Superintendents came to Austria once a year to study the Austrian education system and developments in Europe. To conclude this study trip there was a two-day exchange of experiences with European school inspectors on questions related to the quality of schools, the status of testing and school autonomy, and the consequences of these issues for principals and the school inspection service. This cooperation has been extended by the deployment of Austrian teachers in New York. This project was initiated in High Schools and was later expanded to Middle Schools and Special Schools. A number of these teachers are still working in New York now. Early on, new forms of communication

such as video conferences and exchanges of experience in small groups were tested. An example of this was the shadowing programme for Austrian School Inspectors, in which 3-4 school inspectors spent a week in New York and each of them were able to accompany a Superintendent for several days during his or her work. An exchange programme for principals was also initiated. Later on, teacher training colleges were incorporated into the programme. Master's programmes are still continuing in Vienna and Innsbruck. On the Austrian side, a stable platform was created with the Austrian-American Educational Cooperation Association, which organised the various programmes and projects and is also responsible for the current programme. The programme for teachers and the Master's course are particularly worth mentioning. These two activities were sponsored for a number of years by Bank Austria.

Another important area are the conferences on mathematics teaching methods which take place every two years at the Vienna University of Technology. Additional themes covered by the exchange were intercultural learning, multilingualism and forms of integration with children with migrant backgrounds in New York, and also in Austria. In this long-lasting cooperation programme, it was possible to study a large number of projects which were operating in the New York schools system – one of the most important in the USA – and compare them with Austrian experiences. This broadened our horizon and helped us to obtain a more open perspective on the existing challenges and possible solutions. In an increasingly globalised world, an exchange of experiences of this kind is indispensable. It is a question of sharing and learning in order to able to progress towards more pupil-friendly schools. Over the years a community developed and an atmosphere of trust and openness grew. This social basis was the guarantee for success. The participants on both sides were interested and open, and in this way many enriching personal encounters were possible. It was an important contribution to the task of adapting the Austrian education system to the various challenges it faces, and to have answers ready for the impending problems. It is not easy to find answers to the globalisation process and its effects on the education system, and to be fit for an extensive integration process into the global knowledge and education area. This and other cooperation programmes have created a solid basis and brought us open patterns of action and strategies which were previously lacking in Austria. It is to be hoped and wished that this process endures and that – alongside the many other bilateral and multilateral cooperation programmes which characterise the Austrian education system – this strand will live on and continue to flourish. The Austrian-American Educational Cooperation Association continues to be a guarantee for success in this regard.



Dr. Anton Dobart
Director General
Federal Ministry for Education, Arts and Culture



Dr. Kimberly R. Cline



Mercy College is proud to partner with the Austrian-American Educational Cooperation Association and congratulates the Association on its 20th anniversary. For the past two years, we have been honored to seamlessly continue the New York connection after over a decade that the City College of New York has been working with the Association.

We are pleased to offer the Master of Science degree for English teachers in Austria and are excited about the success that the innovation we have introduced, mainly online instruction, has afforded students.

Mercy College is driven by the mission of student success, and continues to be recognized for its high-quality affordable private (non-for-profit) education, enabling competitive and motivated students the ability to achieve their academic and professional goals. The College's more the 90 undergraduate and graduate programs within five schools offers students a dynamic learning community led by distinguished faculty.

Our location in the metro-New York area provides a diverse, well-rounded college experience for all of our students.

We look forward to having the AAECA help coordinate many future activities, and look forward to collaborating with Austrian institutions of higher education.

Kimberly R. Cline

Dr. Kimberly R. Cline
President
Mercy College, New York



Prof. Dr. Richard Howell

When first ventured into the desert landscapes of New Mexico, he must have been intrigued by the possibilities of working with a flagship research university in a multilingual, multicultural state – one of the most unique that exists in the United States. Our first meeting in the College of Education at the University of New Mexico was a true "meeting of the minds," an exploration of possibilities between the extraordinarily diverse settings of Austria and New Mexico and yet, similar in some very important ways.

The emerging relationship between the College of Education at the University of New Mexico and the Austrian American Educational Cooperation Association (AAECA) began as all important and sustainable relationships do – with mutual trust that our goals were the same, the highest quality educational experience possible for our teachers and students.

The progress of our relationship is breathtaking. We have just concluded the second summer of teacher professional development wherein three faculty members at UNM have engaged in an intensive week-long teacher professional development experience in Laaben, Austria. In addition, two of our best student teachers have just concluded a month-long experience in Vienna schools. The students have reported that this was easily the most important educational experience that they have had in their lives, and one that they will never forget.

None of this would have been possible without the support and intensity of purpose of the AAECA, and I can honestly say that it is an honor to work with such dedicated educators. In my recent whirlwind visit to Vienna, I was exposed to one of the most positive educational experiences of my life – and I have worked extensively in Spain for over 20 years, so European educational systems are no stranger to me. It was a pleasant surprise to experience the quality environment that characterizes the Austrian educational system – clearly one of the best in the world. And it is an honor to be able to foresee a mutual future with Austrian educators.

We look forward to mutual exchanges of teachers,



Franz Schimek, Richard Howell und Star Assistants (v.l.n.r.)

administrators and students between our two countries.

In the coming years, we will continue to expand our relationship with Austrian educators with the support of the AAECA. In addition, we would hope that Austrian teachers and students will be able to come to the University of New Mexico and the Albuquerque Public Schools to experience our educational systems and learn more about American education in the unique situation that is New Mexico. We believe that there is much to learn and share between our two countries and that together we can advance the education of our children and teachers.



Richard Howell und Franz Schimek (v.l.n.r.)

Richard Howell

Prof. Dr. Richard Howell, Dean
College of Education, University of New Mexico

Facts and Figures

AAECA 1990 bis 2012



Die AAECA Initiatoren Sektionschef Dr. Anton Dobart, Präsident Dr. Hans Matzenauer und Sektionschef Dipl. Ing. Walter Heuritsch, 1992



Wien 1994: Bundesmin
Univ.Prof. Dr. Alfred S. P
zeichen für Verdienste

1990

Angeregt durch das Interesse am Wiener Schulsystem und die damalige Diskussion um die Bildungsreform in Österreich bewirbt sich der New Yorker Universitätsprofessor Dr. Alfred S. Posamentier im Rahmen der Fulbright-Stiftung als Gastprofessor an der Universität Wien. Diese Tätigkeit führt ihn auch in den Stadtschulrat für Wien und zum damaligen Amtsführenden Präsidenten Prof. Hans Matzenauer. Gemeinsame Interessen werden rasch festgestellt und neue Formen in der Lehrerfortbildung erarbeitet. Eine Kooperation entsteht und wird nach dem Gegenbesuch 1992 in New York intensiviert.

1992

Es wird die Gründung eines eigenen gemeinnützigen Vereines bzw. einer bilateralen Kooperation offiziell in die Wege geleitet: die AUSTRIAN-AMERICAN EDUCATIONAL COOPERATON ASSOCIATION. In der Folge wird der erste Internationale Mathematikkongress als Partner mit der Firma Siemens in Wien durchgeführt. Unerwartet viele TeilnehmerInnen bestätigen das große Interesse an dem Plan der jährlichen Durchführung. Der Austausch von UniversitätsprofessorInnen startet.

1993

Zum ersten Mal wird das „Summer-Program“ durchgeführt – eine Gruppe von fast 60 LehrerInnen reist für drei Wochen nach New York. Die Kontakte zu den Universitäten werden ausgebaut. Unterstützung findet der weitere Ausbau der Kooperation auch beim damaligen Unterrichtsminister Dr. Rudolf Scholten, der gemeinsam mit Prof. Hans Matzenauer im November das City College of New York (CCNY) besucht. Die Zeit der Schul-, Schüler- und LehrerInnenaustauschprogramme beginnt, „Patenschaften“ zwischen Schulen und Universitäten entstehen. Der Besuch der „Superintendents“ in Österreich wird neben den Austrian-American-Days in Wien und New York zum jährlichen Fixpunkt.



nister Dr. Scholten überreicht
Posamentier das „Große Ehren-
um die Republik“



Dr. Rudolf Scholten, Bundesministerin Elisabeth Gehrer, Prof. Hans Matzenauer, Graduation, 1996 Wien



Videokonferenz 1998 in Wien, Start des PTD-Programmes

1994

Das MA-Programm für Englisch und Mathematik startet unter großem Interesse in der Lehrerschaft in Wien und Feldkirch. Seither haben 125 LehrerInnen ihren „Master of Arts“ absolviert. Österreichische LehrerInnen studieren immer öfter an der New Yorker City University. Der richtige Zeitpunkt ist erreicht für eine neue Initiative, die alle Landesschulräte mittragen wollen: „Bilingual Education“ und die Aktion „Übungsfirmen“ für die berufsbildenden Schulen.

Bundesminister Dr. Rudolf Scholten überreicht Univ.-Prof. Dr. Alfred Posamentier das „Große Ehrenzeichen für Verdienste um die Republik Österreich“.

1995

Erste Videokonferenzen zwischen den offiziellen Einrichtungen in Wien und New York finden statt – wir rücken näher zusammen. Der Ausbau der AAECA ist unaufhaltsam. Die gestarteten Projekte verlaufen erfolgreich und werden zu jährlichen Schwerpunkten, so z.B. 1996 der fünfte „ Internationale Mathematikkongress“, das vierte „Summerprogram“, etc.

Neu dazu kommt „Teaching around the Globe“. Die gegenseitigen Besuchsprogramme festigen die Kooperation in vielerlei Hinsicht. Bereiche wie Multikulturalität, bilingualer Unterricht, Integration und gehobene Leistungsstandards werden eben am besten „hautnah“ in New York vermittelt. Der Austausch von Lehrmitteln und die Abhaltung von Workshops boomt.



AAECA Welcome-Empfang für CCNY-Vertreter





Verleihung des „Grossen Ehrenkreuzes für Wissenschaft und Kunst, 1. Klasse“ an Dr. Joyce Coppin, 2002 Wien. V.l.n.r.: Prof. Hans Matzenauer, Bundesministerin Elisabeth Gehrer, Dr. Joyce Coppin, Dr. Anton Dobart

1998

S.O.S.-Ruf aus New York: „Wir haben zu wenige LehrerInnen!“ – wir in Österreich dagegen in manchen Fächerkombinationen zu wenige offene Stellen für nachrückende JunglehrerInnen. Das „Professional Teacher Development -Program“ soll Abhilfe schaffen. Österreichweit melden sich viele LehrerInnen, die sich für den Unterricht an New Yorker High Schools interessieren. Die Umsetzung läuft dermaßen erfolgreich, dass es sogar der „New York-Times“ einen Bericht auf der Titelseite wert ist. Der verstärkte Ausbau des „Professional Teacher Development Programs“ ist damit bestätigt.

1999

In einem Memorandum, vereinbart zwischen dem Austrian-Federal Ministry of Education and Cultural Affairs, dem New York State Education Department und der City University of New York wird festgehalten: Die Lehramtszeugnisse der Pädagogischen Akademien (Pflichtschullehrer) werden als Bachelor Degree anerkannt. Ebenso wie die Abschlüsse „Magister“ und „Diplomingenieur“ als „Master of Arts“-Degree.

2001

Das „Professional Teacher Development Program“ soll auf die angrenzenden Nachbarländer (Bayern, Slowakei, Slowenien, Südtirol, Ungarn, Tschechische Republik) ausgeweitet werden. Die AAECA übernimmt die Koordination.
Veitere Schulkontakte und Schulpartnerschaften entstehen. Videoschaltungen ermöglichen, unterstützen und fördern diese Kontakte. Austria – Australia, kein New Yorker Schüler wird mehr Austria mit Australien verwechseln. Und bei Österreich und Wien werden sie künftig nicht nur an Mozartkugeln und Sängerknaben denken, sondern auch an die neu gewonnenen Freunde, die die gleichen Interessen haben. Umgekehrt wissen unsere SchülerInnen bestens



Diskussion am Stephansplatz (James Watt, Alfred Posamentier, Hans Matzenauer)



Internationalisierung im Bereich Bildung und Forschung, Wien 2004

Bescheid über Skyscraper, die amerikanische Pop- und Filmkultur und vieles mehr. Grundlage für all das ist das Interesse am internationalen Erfahrungsaustausch.

In einer gemeinsamen Festveranstaltung mit Vertretern des New Yorker Department of Education und des Österreichischen Bildungsministeriums wird Bilanz über 10 Jahre Bildungs-Zusammenarbeit gezogen. Gemeinsam wird festgestellt, dass die Besonderheit dieser bilateralen Zusammenarbeit zwischen Österreich und New York einerseits in der Langfristigkeit und andererseits in der Vielfalt der Projekte liegt. Bei dieser Festveranstaltung wird Dr. Joyce Coppin für ihre Verdienste im Rahmen dieser Bildungs-Zusammenarbeit mit dem „Grossen Ehrenkreuz für Wissenschaft und Kunst, 1. Klasse“ ausgezeichnet.

2003

Die Zusammenarbeit in universitären Bereichen wird ausgebaut. Der Präsident des City Colleges, Dr. Gregory H. Williams und weitere sechs Dekane der C.U.N.Y kommen nach Wien, um gemeinsam mit den Vertretern des Bundesministeriums und der AAECA die Voraussetzungen dafür zu prüfen. Bereits beim gemeinsamen Gegenbesuch von Bundesministerin Gehrer und Prof. Hans Matzenauer wird der Vertragsentwurf für den Beginn im Jänner 2004 vorgelegt.

2004

Das „Junior Visiting Professorship Program“ startet. In dessen Verlauf bis 2007 werden unter anderen Univ.-Prof. Dr. Thomas Bauer/Uni Wien, Dekan Univ.-Prof. Dr. Johannes Fröhlich/TU-Wien, Univ.-Prof. Dr. Rainer Köppl/Uni-Wien, Univ.-Prof. Dr. Christian Kühn, Dr. Gerhard Deutsch/Uni-Linz, Dr. Susanne Kogler/Uni-Graz, Dr. Dieter Reicher/Uni-Graz, Dr. Jürgen Zanghellini am City College der City University of New York tätig. Durch persönliche Kontakte mit der Universität in Albuquerque entstehen Verhandlungen über



Chancellor Dr. Goldstein befürwortet die gegenseitige Anerkennung von Abschlüssen





C.C.N.Y Commencement 2007 - Hans Matzenauer wird mit den Doctor of Human Letters ausgezeichnet

ein Joint Degree-Abkommen mit der Karl Franzens-Universität in Graz.

2005

C.U.N.Y - Chancellor Dr. Matthew Goldstein kommt nach Wien, um hier gemeinsam mit Vertretern österreichischer Universitäten und Fachhochschulen ein erweitertes Abkommen zu unterzeichnen, das die gegenseitige Anerkennung von Abschlüssen regelt („Mutual Recognition of University Degrees“).

Chancellor Dr. Goldstein wird geehrt und mit dem „Österreichischen Ehrenkreuz für Wissenschaft und Kunst, 1. Klasse“ ausgezeichnet.

2006

Fortgesetzt werden die Austauschprogramme in schulischen und universitären Bereichen, das Junior „Visiting Professorship Program“, das „Master of Arts-Program“, das „Professional Teacher Development“-Program („Teaching in New York City“), die Organisation von Schulpartnerschaften und Wettbewerben und von Treffen der Vertreter der Schulbehörden beider Staaten.

Für ihre Verdienste bei der Umsetzung dieser Programme erhalten Präsident Dr. Gregory H. Williams und Dr. Zeeev Dagan Ehrenzeichen der Republik Österreich.

2007

Die erfolgreiche Zusammenarbeit findet weitere Anerkennung durch die Auszeichnung von Prof. Hans Matzenauer. Im Rahmen des Commencement 2007 wird ihm das Ehrendoktorat des City Colleges der City University of New York verliehen.

Neue Vorschläge in der projektbezogenen Arbeit liegen vor und werden auf deren Umsetzung geprüft. Die Karl Franzens-Universität in Graz startet nach zweijähriger Vorbereitungsphase mit ihrem Joint Degree-Programm „English and American Studies for the Alps Adriatic Region“



PTD Teacher Markus Kerschischnig and his Spanish class in Philadelphia



Dean Prof. Dr. Posamentier und President Dr. Kimberley Cline



AAECA Vorstand, 1.4.2011

2009

SC Kurt Nekula, MA wird zum Vorsitzenden der AAECA gewählt.

Die Tourismusschulen MODUL der Wiener Wirtschaftskammer schließen einen Kooperationsvertrag mit dem NewYork City College of Technology.

Das PTD Programm wird auf Philadelphia ausgeweitet.

2010

Auf Initiative von Univ.Prof. Dr. Peter Pabisch wird die erste Austrian-American Summer School mit Professorinnen der University of New Mexico veranstaltet. Unter der Devise „English Only" wird ein intensives Fortbildungsseminar für Englischlehrer/innen angeboten.

Univ. Prof. Dr. Posamentier wird zum Dekan der School of Education am Mercy College bestellt. Dadurch wurde der Kooperationsbereich auf eine weitere Universität ausgeweitet.

Gemeinsam mit dem Mercy College wurde ein „Master of Science in Teaching English" Lehrgang eingerichtet, der sowohl in Innsbruck als auch in Wien durchgeführt wird.

2011

HR Mag. Dr. Fanz Schimek wird zum neuen Vorsitzenden der AAECA bestellt. Im Herbst 2011 besucht er Mercy College in New York und die University of New Mexico und präsentiert europäische Kompetenzmodelle. Mit dem Studiendekan der Kath. Universität Eichstätt-Ingolstadt wird gemeinsam mit dem Mercy College eine Studienanerkennungsvereinbarung getroffen.

2012

Das Masterprogramm, das gemeinsam mit dem Mercy College organisiert wird, findet erstmals ausschließlich auf Online-Basis statt.

Mit der University of New Mexico wird ein Kooperationsabkommen geschlossen.

Das neue Programm „STARS ASSISTANT" wird erstmals an Schulen im 23. Wiener Gemeindebezirk pilotiert.

Die erfolgreiche Austrian American Summer School wird als Veranstaltung der Pädagogischen Hochschule Wien durchgeführt und zu einer Austrian American Educational Summer Academy erweitert.

Projects
Internationally Competent

The Austrian-American Educational Cooperation Association - a successful model for promoting global education

Internationalisation of education is one of the central values of the Austrian-American Educational Cooperation Association. It is the mission of the AAECA to help program participants develop a world view, see and analyze issues from various perspectives, understand the broad range of human experience, and celebrate the diversity of the human spirit. International education is already, in many ways, integrated into the fabric of this Association. It serves as a "bridge" between countries and cultures. International Education creates cross-cultural understanding when people work together on a project, meet each other, conduct research, or study for a class together. Their different languages, customs, traditions, political relationships and religious beliefs are bridged through educational endeavors. International Education is an avenue through which other entities in our world might not otherwise have the same positive impact.

International Education programs offer global views and perspectives that enhance national education systems in pursuit of an on-line degree, or those who have the opportunity to explore cultures and languages through education experienced abroad or presented by representatives of cross-border partners. In the global workforce, international education prepares educators to work and live with greater success and purpose. In short, international education helps us see outside of the world we live in and realize that many perspectives, talents and hues create a more interesting world.


Mag. Dr. Franz Schimek

International cooperation programs successfully carried out by the Austrian-American Educational Cooperation over the past twenty years prove how this mission could be realized in a variety of activities.

Education without borders - communication without language barriers - meeting without prejudices

Cooperative programs initiated and implemented by the AAECA support the people involved to acquire competencies which enable them to meet challenges in their professional and personal lives. The following areas of personal development are involved:

Knowledge

When being involved in a crossborder collaborative process, participants need a set of process-oriented practical and technical skills to consolidate their "know-how".

Mindset and Attitudes

International cooperation requires an open mindset and positive attitudes.

Interpersonal skills

In order to be successful, people must acquire certain

interpersonal skills which can be mobilized in international scenarios.

In order to support the personal development of the people involved in this cooperative process, the AAECA has launched and carried out a number of cooperative programs which help to develop the following competences:

Communicative Competence

Social Competence

Strategic Competence

Knowledge Competence

Intercultural Competence

It is not simply about acquiring knowledge and skills, but rather establishing the acquisition of knowledge in the right context as well as the applicability and use of the knowledge within an international context. Future citizens of the European Union and the United States should have a high level of practice-oriented knowledge management in the five targeted competence areas of expertise. It is therefore particularly important to expand, to those involved, the possibility of international programs suited to their experience, knowledge and skill range.

During the programs, participants at the AAECA gain that inside knowledge and those skills as well as how to collaborate with partners across borders in a communicative and constructive way, such as:

Strengthen the language skills in areas of professional interest

Identify international barriers that result in verbal and nonverbal communication

Identify the different usage of language in cross-border scenarios

Ensure continued communication taking into account the specific factors of an international context (time, place, persons involved).

Acquire skills to use modern information technology appropriately

In addition to the knowledge and skill acquisition, it is mainly social and intercultural skills that are taught in the AAECA programs. Participants acquire the knowledge of how to actively participate in trans-Atlantic cooperation. They will learn to implement projects which are characterized by plurality and diversity. Common vision and commitments are developed and implemented. They learn the operations and systems to understand and interpret the partner country. Thus, intercultural awareness provides the knowledge and skills that are needed to understand cultural sensitivities and "between the lines" messages to avoid misunderstandings and hence to develop strong relationships in the international arena. The participants enrolled in programs within the AAECA learn the specific forms of cultural awareness in the partner

country in order to make comparisons and thereby detect differences and similarities between their countries.

This includes the following aspects:

Knowledge of the language and culture of the partner-specific country or region, such as history, geography, politics, economics

Background information on specific ways of thinking and behavior patterns

Certain awareness of existing beliefs, such as religious beliefs and social conventions

Knowledge of job-specific content

The key lies in the crossing of one's own work and living environment - in other words, the willingness to acquire a limitless set of skills. There is a willingness to change things, to accept new and different tasks to solve and consider other solutions and possibilities. This means going beyond boundaries, to share experiences with others while developing their own personality and character traits. In the development of a cosmopolitan citizen, it is all about the insight for the building of a positive mind set and attitudes towards others. This positive attitude contributes significantly to the understanding of the needs of partners across the Atlantic. When both partners have this positive mind set then there can be cross-border partnerships. It is crucial that the equivalence of communication between partners is accepted and passed on to that effect as well as there being open and respectful communication. This requires a constructive and honest effort to put together challenges and cooperative projects with partners across the Atlantic. For inter-cultural contact you have to be a good listener. In this context, the adequacy of verbal response (requiring good listening) is not stressed enough. Technical know-how and technical preparation of a person is of little use if the complexity of the international meeting is not fully understood. As mentioned earlier, successful communication in cross-border context requires the recognition of the interlocutor as an equal partner, based on mutual respect.

Consequences and challenges

The AAECA has responded to these challenges for 20 years now and has put measures in place in order to convey and reinforce those skills. These skills fall within a cross-border context of particular importance, and constitute the basis for joint projects:

1. Supporting language development

Cross-border action presupposes that as a minimum standard, the corresponding partners, i.e European citizens, must have the necessary language skills. It involves the teaching of English as the lingua franca, giving it a special position. In this sense, it gives reason to the long-standing efforts of the AAECA. Teachers and students are offered a variety of language training courses. This ranges

from courses in the United States to summer schools with American professors in Austria.

2. Supporting professional development

Through close cooperation with U.S. partner universities, Austrian teachers are given the opportunity to obtain an American degree. Nearly 300 teachers have taken up this offer. Many of them have acquired the know-how contributing to the development of our education system.

3. Continuous exchange of experience and knowledge transfer

Through a variety of study visits, joint conferences, and exchange programs a continuous exchange of know-how has been made possible. The above findings have contributed to the sustained development of education systems in the partner regions.

4. Opening of new professional job opportunities

Professional - albeit limited - involvement in the partner country provides authentic professional competence. The AAECA together with other educational institutions have organized temporary job placements for students and young scientists along with employment opportunities for teachers in the partner country.

5. Educational cooperation - strategic actions with transatlantic discourse

Cross-border activity is supported by the implementation cross-border projects. The AAECA sees itself as an initiator and promoter of educational cooperation between institutions at different levels of education.

Review and Outlook

Two great personalities in the field of education, namly President Prof. Dr. Hans Matzenauer in Austria and Dean Prof. Dr. Alfred Posamentier in the United States had a shared vision. It was namely to deepen the cooperation between the two countries through a variety of measures to be implemented via AAECA initiatives.

Through tireless efforts and making important contacts, a cooperation network has been created that was instrumental to the positive development of educational projects within the partner countries. The following fact sheets and exemplary reports may provide insights to inspire participation in the programs and the expansion of cooperation.

Mag. Dr. Franz Schimek
Executive Director of the AAECA
Inspector of European Schools
Head of the Federal Coordination Centre for
International Initiatives in Education

Supporting Professional Development

Master Programs

Setting Aims - Zielsetzung des Programms

Wenngleich es nun aufgrund des Bologna Prozesses ein breites Feld von Anbietern gibt, die mit einem „Bachelor“ und „Master of Arts“ Grad locken, so ist das auf Initiative von Alfred Posamentier entstandene Master of Arts Program, das erste universitäre Fortbildungsmodul für LehrerInnen auf österreichischem Boden, das einen Master of Arts Grad anbietet und eines der wenigen das in Englisch von „native speakern“ unterrichtet wird.



Graduation 2007. Innsbrucker in NY

Das City College of New York erkennt den Abschluss der Pädagogischen Akademie als Bachelor an.

Das ermöglicht österreichischen PädagogInnen das reibungslose Studium in einem vom Bildungsministerium geförderten universitären Programm.

Dadurch soll die akademische Mobilität und damit der Ideenaustausch über den Atlantik hinweg gefördert werden.

Die Zusammenarbeit mit dem City College of New York gründet sich auf augenfällige Gemeinsamkeiten, die New York mit Österreich verbinden.

The ongoing Bologna process has broadened the field of universities that offer Master of Arts and Bachelor degrees. Nevertheless, the Master of Arts Program, initiated by Alfred Posamentier, is the first module of advanced education created for teachers in Austria and one of the few taught in English by American native speakers. The City College of New York City recognizes the Austrian pedagogical academy teacher degree as the equivalent of a U.S. bachelor's degree. This enables Austrian educators to obtain a university degree program supported by the Austrian Ministry of Education and the Austrian Board of Education and enhances academic mobility and the exchange of ideas across the Atlantic. In addition, the cooperation with The City College of New York (CCNY), which is based on common grounds, link Austria and New York.

Wenn Lehrerinnen Lernende werden

Meinungen zum MA Programm

„Ein guter Lehrer sein zu wollen ist das eine, erfolgreich zu unterrichten das andere, und wie schön wäre es gewesen, wenn ich vom MA-Programm schon ...zig Jahre früher hätte profitieren können?

Norbert Zajicek Graduation 2006



Prof. Edward Quinn mit MA Graduierenden 2002

„Mich hat am meisten fasziniert, dass ich ein anderes Schulsystem von innen kennen lernen durfte. Es erweitert den Horizont und das Wissen ungemein durch einen Blick aus einer anderen Perspektive. Außerdem sind die Kontakte nach Amerika auch noch nach langer Zeit nicht abgebrochen und daher eine große Bereicherung für mich.

Verena Chavanne Graduation. 2002

„Dieses Studium war für mich die Chance, eine zusätzliche, international anerkannte Qualifikation trotz meiner sehr zeitaufwändigen beruflichen Tätigkeit zu erlangen, Neben der inhaltlichen, fachdidaktischen und methodischen Ausbildung konnten wir auch unsere fremdsprachlichen Kompetenzen wesentlich verbessern und viele wertvolle Erfahrungen sammeln

Kurt Nekula Graduation 1996

„The Master of Arts Program has turned my teaching philosophy upside-down. When moving my chair from behind the teacher's desk, closer to my students I became a learner and one of them. They became partners and we founded the "Learners'- Club", which turned out to be very fruitful for all "Members".

Paul Mair Graduation2007

Master of Science in Teaching English

at Mercy College, New York

in Austria

This programme offers a thorough understanding of the principles and practice of Teaching English as a foreign language at a level appropriate to graduates who already have a sound professional training. The program is taught by experienced staff of the School of Education within MERCY COLLEGE. It has been reviewed and approved by Middle States Accreditation to be offered overseas.

This MSc programme in Teaching English offers both practical and theoretical work across the main areas of language teaching, such as pronunciation, grammar, discourse, the four skills, and classroom management. MSc students have the opportunity for more in-depth study of topics such as second language acquisition and the use of English across the curriculum.



Courses in Program

- Teaching English as a Second Language
- Linguistics and Language Development
- Learning Technology Across the English Language Arts Curriculum
- Teaching Writing and the Writing Process
- Literacy Instruction and Adolescent Literature, Grades 5-12
- Modern English Structure and Grammar
- Methods and Materials in Teaching English through the Content Areas PreK-12
- Reading and Writing in the Content Areas
- Introduction to Research
- Topics in Education: Thesis

On Austrian Terrains:

Mercy College Master of Science in Teaching English Candidates



Ass.Prof. Dr.
Bahar Otcu-Grillman
Mercy College, New York



Ass.Prof. Dr. Erica Newhouse
Mercy College, New York

In this article, Dr. Erica Newhouse and Dr. Bahar Otcu-Grillman of Mercy College summarize their experience working with Austrian students earning a Master of Science in Teaching English degree. The partnership with the AAECA and Mercy College brought them to Innsbruck and Vienna as the college's full-time professors, where they taught four core courses in Literacy and TESOL methodology. The students were asked, anonymously, to reflect upon their experiences. Their comments are included in this article. The responses to the classes were positive. One student wrote, "In general, for both courses, I want to say that they've opened new perspectives; before the courses I wasn't aware how important/useful/profitable teaching through content areas can be, how it can increase progress!"

All the courses had an important emphasis: the best way to teach English is using it as a tool to teach a new subject. The students attended four courses which were taught in two two-week sessions. Dr. Newhouse taught EDUC 573 Learning Technology across the English Language Arts Curriculum and EDUC 629 Modern English Structure and the Teaching of English as a Second Language. In these courses, the students learned about the opportunities available to them in teaching grammar in the content areas and how this method would enhance student learning. Similarly, the students learned about the technology available to support instruction, how to evaluate technologies, and how to incorporate them into the curriculum to better meet the needs of 21st Century Students.

Dr. Otcu-Grillman taught EDUC 505 Teaching English as a Second Language and EDUC 636 Methods and Materials of Teaching English as a Second Language through the Content Areas PreK-12. In these two methodology courses, Austrian students were introduced to various English teaching methods such as content-based instruction (CBI, aka CLIL in Europe), i.e. teaching English through the content areas such as math, science, technology and social studies. One student wrote of these courses, "I am interested and excited to try some of the methods we learned about."

In Dr. Newhouse's grammar course, the students explored ways that they could teach the vocabulary of the content area by breaking words into smaller pieces (morphemes), and then worked up to breaking apart sentences based on the functions of the words in the sentence. The students taught mini-lessons connecting what they learned to teaching. A student reflected, "Teaching grammar is very important in Austria and the presented mini lesson broadened my horizons."

For the technology course, the Master's candidates examined the digital lives and needs of 21st century students. Before the course, many of the students did not feel comfortable with computers or technology. The students were involved in a number of hands-on activities to alleviate their anxiety. One student wrote, "I was very nervous concerning everything with multimedia teaching methods or computers. I got a lot of information that helped me modify my opinions."



Prof. Dr. Erica Newhouse and students, Vienna 2012

The culminating project for Dr. Newhouse's courses was the creation of a digital story. The material learned in the teaching of grammar was integrated into the final digital stories. In other words, the Master's candidates had a first-hand experience of integrating their language skill (grammar) to content (technology) in all the stages of producing their Digital Stories, such as writing their scripts and preparing visual representations. The digital stories were creative, artful, and thoughtful. The digital story was an extremely popular assignment and many students plan to incorporate it into their teaching.

While Dr. Newhouse focused on grammar and technology, Dr. Otcu-Grillman's courses prepared the Master's candidates to teaching English via the content-areas of math, science, social studies, and arts. In the beginning, the course participants were hesitant and concerned about their ability to teach English via these content-areas, because it had been years since they had studied these topics themselves. For instance, even the idea of teaching math in order to teach English was daunting for the candidates.

Another area of concern was creating a SIOP (Sheltered Instruction Observation Protocol) lesson plan and a content-area curriculum unit to teach English. These are the basic types of lesson plans used in the schools in the US in content-based English teaching. By analyzing different examples, getting familiar with the SIOP language, and doing exercises in each content-area, all candidates produced brilliant assignments by the end of the course. They felt confident in using this new lesson plan



format and teaching methodology as well as in their knowledge regarding the contents such as math and science. “The presentations of the various methods were very helpful to apply in the SIOP lesson plan activities. The awareness of being able to apply so many different kinds of materials in your English lessons is really great. The assessment possibilities were also great!”



Prof. Dr. Bahar Otcu-Grillmann and students, Innsbruck 2012

Because content-integrated language learning (CLIL, akacontent-based instruction, sheltered instruction in the US) is a relatively new approach to teaching English in Europe, the Master’s candidates were in general very interested and enthusiastic to learn in all of our lessons. They stated that they were eager to use these methods in their classrooms as long as their institutions let them. “I found content-based instruction is an effective and comprehensive approach to teach math, science etc. to ESL and EFL students by not only teacher per se, but also helping them to learn how to learn.”

Another added that there are “various activities which I will definitely use in my lessons. I learned a lot about how to integrate content into language teaching, and vice-versa, how to focus more on language in content-based lessons.”

These courses were a great success for the Master’s students, for the professors, and for the institutions involved.

Ass.Prof. Dr. Bahar Otcu-Grillman
Ass.Prof. Dr. Erica Newhouse
Mercy College, New York

Professional Teacher Development

Das Professional Teacher Program 1998 - 2009

„Low On Teachers, New York Scours Austria!“



Mag. Michael Schedl
Koordinator des Professional Teacher Program ab 2008

Schlagzeilen wie diese auf der Titelseite der New York Times sorgten im Sommer 1998 für Aufregung in New York Citys Schulsystem mit seinen 1.1 Millionen Student/innen und 85,000 Lehrer/innen. In den großen Metropolen der USA gab es schon seit Jahren einen wachsenden Mangel an qualifizierten Lehrkräften, vor allem in den naturwissenschaftlichen Fächern. New York war 1998 einer der ersten Bundesstaaten der USA der diesem Lehrermangel erfolgreich mit einem internationalen Rekrutierungsprogramm begegnete. Dass Österreich das erste Partnerland in diesem Vorhaben sein sollte, war kein Zufall. Zwischen Bildungsexperten aus New York City und Österreich gab es auf das Betreiben der AAECA hin schon seit den frühen 90er Jahren einen regen Ideenaustausch der auch von gegenseitigen Besuchen geprägt war, wie der Besuch der New Yorker Superintendents (Schulinspektoren) 1993 auf Einladung der AAECA in Österreich. Da es in Österreich zu dieser Zeit selbst in den naturwissenschaftlichen Fächern einen Lehrerüberschuss gab, lag die Idee auf der Hand, hier auch einen Ausgleich zwischen den beiden Partnerländern zu schaffen. Gleichzeitig konnte man österreichischen Lehrkräften durch einen Aufenthalt in einem englischsprachigen Land die Möglichkeit bieten, sich bilingual weiterzubilden und den pädagogischen Horizont zu erweitern. Und das österreichische Schulsystem sollte dabei von den heimkehrenden Lehrer/innen beim geplanten Aufbau eines bilingualen Unterrichtes profitieren. Durch diese Win-Win Situation war das Professional Teacher Development Programm geboren und wurde vom österreichischen Unterrichtsministerium finanziell unterstützt. Treibende Kraft hinter diesem Lehrerprogramm war - wie bei vielen Initiativen, wenn es um die Arbeitssprache Englisch und Lehrerfortbildung geht, die AAECA. Unterstützt vom Österreichischen Unterrichtsministerium, der New Yorker Schulbehörde und vertraglich abgesichert konnte das



PTD – teacher Thomas Hasler and his class in New York City

Professional Teacher Development Program starten. So kamen im Sommer 1998 über 20 Lehrer/innen aus Österreich am Flughafen JFK gemeinsam an und wurden vom Andrang der Presse bei der Ankunft nahezu überwältigt.

„Interstate Competition For Teachers From Abroad“

Durch die gute Betreuung vor und während ihres Aufenthaltes in der Großstadt New York City, war die Integration der österreichischen Lehrer/innen in das doch fremde Schulsystem so erfolgreich, dass das Programm in den kommenden Jahren fortgesetzt und ausgebaut werden konnte. Entscheidend für diesen Erfolg war eine sorgfältige Auswahl der Kandidaten durch New Yorker Recruiters vor allem hinsichtlich der Englischkenntnisse, aber auch die Vorbereitung der rekrutierten Lehrer/innen durch die AAECA. Neben Workshops in Österreich vor der Abreise gab es für alle österreichischen Lehrer/innen von Anfang an auch begleitende Kurse am City College während des Aufenthaltes. Neben den naturwissenschaftlichen Unterrichtsfächern wurden in den darauffolgenden Jahren das Programm auch auf Lehrer/innen aus anderen Lehramtsfächern wie Spanisch, Sonderpädagogik, Turnen und sogar auch Kunsterziehung ausgedehnt. Die Anzahl der Interessenten/innen und der Kandidaten/innen blieb ungebrochen hoch, so dass nach 3 Jahren, Ende des Schuljahres 2000/01 bereits mehr als 100 Lehrer/innen aus Österreich einen ein- oder mehrjährigen Aufenthalt in New York absolviert hatten. Im Jahr 2001 wurde das erfolgreiche Programm nochmals ausgeweitet. Nicht nur, dass durch die Anerkennung der PÄDAK Lehramtsprüfung als Bachelorabschluss durch die New Yorker Schulbehörden das Programm somit auch Hauptschullehrern/innen offen stand, das erfolgreiche österreichische Model sollte auf andere Länder übertragen werden. Die AAECA hat dabei als Partner der New Yorker Schulbehörde eine Schlüsselrolle bei der Rekrutierung und Betreuung von Lehrer/innen aus mitteleuropäischen Ländern gespielt. Auf Grund von bilateralen Abkommen konnten sich seit dem Frühjahr 2001 auch Lehrer/innen aus Tschechien, Slowakei, Ungarn und Bayern im AAECA – Programm bewerben. Daneben begann New York City in diesem Jahr auch Lehrer/innen aus Staaten der Karibik, Kanada und Spanien zu rekrutieren. In diesem Sommer



Bettina Röthlin during a Math-class in NY





PTD – candidate at a typical PTD job- interview situation in Vienna with Dean Alfred Posamentier (far right) as one of the recruiters!

kamen insgesamt ca. 800 internationale Lehrer/innen kamen nach NYC, darunter 40 über das AAECA Programm. Der damalige Chancellor der New Yorker Schulbehörde, Harold O Levy, betonte im selben Jahr in einem Interview mit der New York Times, dass der gute Eindruck den die österreichischen Pädagogen/innen in den letzten drei Jahren hinterlassen hatten, mitunter ein Grund für diese massive Expansion war. Auch andere amerikanische Städte begannen internationale Programme aufzubauen und suchten auch den Kontakt zu Österreich, die AAECA beschränkte die Partnerschaft auf Grund der guten Zusammenarbeit auf NYC und weitete das Programm vorerst nicht aus. Es kam mehr und mehr zu einer inneramerikanischen Konkurrenz um qualifizierte Lehrer/innen weltweit, eine Entwicklung, die auch eigenartige Formen annahm: Rekrutierungs- und Vermittlungsunternehmen entstanden, die sich auf internationale Lehrer/innen spezialisierten, boten den Schulbehörden ihre Dienste an und verlangten für diese Vermittlung oft sehr hohe Gebühren.

„A Day Of Terror!“

Am Beginn des Schuljahres 2001/02 begannen über 80 neue und bereits erfahrene AAECA - Lehrer/innen das neue Schuljahr in New York City, als wenige Tage nach Schulbeginn für alle der große Schock kam. Die Anschläge am 11. September . Vor allem die neuen Lehrer/innen sind mit ganz anderen Sorgen am fünften Schultag in das Schulgebäude gekommen, und alle tauchten mehr oder weniger im Chaos auf. An diesem Vormittag wusste keiner/e der AAECA - Lehrer/innen was draußen vor sich ging. Meldungen überschlugen sich, Flugzeuge über New York, Angst vor weiteren Anschlägen, die U-Bahn stand teilweise still. An die Lehrer/innen in den New Yorker Schulen erging der Auftrag, so ruhig wie möglich den Unterricht weiterzuführen, die Kinder zu beruhigen und geordnet an die Eltern zu übergeben und dabei die Gedanken an die eigene Zukunft vorerst zur Seite zu schieben. Die AAECA-Lehrer/innen leisteten hier Immenses, vor allem jene, deren Schule in unmittelbarer Nähe zum World Trade Center gelegen war. Eine österreichische Lehrerin geriet auf der Flucht mit ihrer Klasse sogar in die Aschewolke der einstürzenden Türme – ein bleibendes

Trauma. Manhattan blieb an diesem Tag ein Chaos, für viele war es ein Problem in die Wohnungen heimzukehren, die ersten Fernsehbilder von den Vorfällen sahen viele erst Stunden später am Abend. Auch die telefonische Kontaktaufnahme in die Heimat, nach Österreich, war oft erst nach Stunden möglich. Ein schwarzer Tag auch für das Programm. Dennoch haben viele der AAECA Lehrer/innen sich schon an diesem Tag bewusst dafür entschieden, den Aufenthalt nicht abzubrechen, durchzuhalten und nur eine kleine Gruppe brach den Aufenthalt ab. Ein Beweis für den Zusammenhalt, die gute Vernetzung und die erfolgreiche Betreuung der AAECA-Lehrer/innen.

„Gaining Insights And Nerves Of Steel"

Das österreichische Lehrerprogramm erlitt durch die Terroranschläge vom September 11th in New York keinen Einbruch. Gerade für das den Anschlägen folgende Schuljahr gab es eine Rekordzahl an Interessenten/innen und Kandidaten/innen in Österreich. Im September 2002 wechselten erneut über 40 neue mitteleuropäische Lehrer/innen über den Atlantik nach New York City und erhöhten die Zahl der anwesenden AAECA-Lehrer/innen im Schuljahr 2002/03 auf den Rekordwert von 106 Personen. Auf diesem hohen Niveau sollte das Programm die folgenden Jahre weiterlaufen, vor allem dank der guten Zusammenarbeit der beteiligten Administratoren. Zwischen den zuständigen Personen für die Betreuung der Lehrer/innen waren über die Jahre freundschaftliche Bande entstanden, die den Ablauf und die Lösung von Problemen erheblich erleichterten. Obwohl der Lehrer/innen-Überschuss in Österreich in den Naturwissenschaften mehr und mehr in einen Lehrermangel in diesen Fächern überging, war das Interesse an einem Aufenthalt in den USA ungebrochen hoch. Das zeigt wie wichtig das Programm war als Weiterbildungsprogramm war und wie viele die Chance zu nutzen wollten, durch einen Auslandsaufenthalt die bilingualen Kompetenzen und den Bildungshorizont zu erweitern. Nicht wenige blieben länger als ein Jahr, fast alle verliebten sich in die



2004 Workshop in Vienna: filling out thousands of forms before taking up the job as a PTD-teacher in NYC.



PTD-teachers during a course at the City College of New York: those classes were especially designed for the needs of our teachers.



PTD-teacher Raluca Gruin and her PhysEd class in New York City

Stadt New York City. Manche verliebten sich und blieben sogar für immer, haben mittlerweile Familie und Kinder und sind dabei US Bürger zu werden.

Financial crisis stops international recruitment programs. Dennoch zogen erste dunkle Wolken über den internationalen Programmen auf. Neben der Rekrutierung von internationalen Lehrer/innen versuchte New York auch über Programme wie das Teaching Fellows Programm, Lehrer aus anderen Berufsgruppen durch Umschulungsangebote zu rekrutieren. Diese ebenfalls erfolgreichen Programme verdrängten mehr und mehr die internationalen Rekrutierungsprogramme. Erfolgreiche Lohnverhandlungen machten auch das Unterrichten wieder finanziell attraktiver, bei den ersten Anzeichen der Wirtschaftskrise strömten mehr und mehr Amerikaner/innen in den Lehrerberuf zurück. Dennoch kam das Ende des AAECA-Programms mit New York im Schuljahr 2007/08 überraschend. Der damalige Leiter der Schulbehörde in New York, Joel Klein, beschloss für die folgende Schuljahre keine neuen „international teachers“ mehr zu rekrutieren, allerdings konnten alle bereits unterrichtenden internationalen Lehrer/innen weiter in New York bleiben und bekamen auch neue Aufenthaltsbewilligungen. Im gleichen Jahr startete man seitens der AAECA mehrere Initiativen für PTD-Programme mit neuen Partnerstädten. Ein Pilotprogramm im Schuljahr 2008/09 mit dem School District of Philadelphia lief dabei sehr erfolgreich mit sechs Lehrer/innen an. Obwohl das Programm gut









anlief und vier Lehrer/innen um ein zweites Jahr verlängerten, kam es auf Grund der Wirtschaftskrise auch in Philadelphia zu einem überraschenden Stopp bei der Neueinstellung von internationalen Lehrer/innen. Weitere Versuche Partnerschaften mit der Stadt Baltimore oder den New York Catholic Schools einzugehen, scheiterten im selben Jahr aus ähnlichen Gründen. Über 300 Lehrern/innen wurde über das AAECA Programm ein Auslandsaufenthalt ermöglicht, über 50 Lehrer/innen sind nach wie vor in den USA. Das Programm hat somit wesentlich zum Austausch von Ideen und Gedanken zwischen den USA und Mitteleuropa im Bildungsbereich beigetragen und hat den bilingualen Unterricht in Österreichs Schulen wesentlich bereichert.

Mag. Michael Schedl
PTD Lehrer von 2001 - 2003
Coordinator Professional Teacher Development Program since 2008

Reflections On The
- Professional Teacher Development Program

From 1998 to 2009 the AAECA successfully administrated the Professional Teacher Development Program. Within this program more than 300 teachers from Austria and the neighboring countries spent one or more years as an AAECA teacher in the school systems of New York City or Philadelphia. This successful program was improving the bilingual skills of those visiting teachers and improving the bilingual education in Austria. This article is one of the stories of the many teachers who had the experience of going abroad: How many people does it take to make a difference?



Great minds and great people have opened windows of opportunities in my life. For example, my professors at Karl Franzes Universitat in Graz, who encouraged me to apply for a teaching position in the New York City public school system through the Austrian-American Educational Cooperation Association. It took my professors many sentences to help me develop a vision of my future, but it just took them one word to frame it, "GO"

With their support, I decided to take the first steps to my 7,000 kilometers journey. My first phone call with Ingrid was shy, but fundamental. Ingrid pushed me hard to build the self-confidence that I needed to succeed in the New World. I never forget her telling me, "Luca you can do it!" Or saying, "This is a life-time opportunity. Just take it."

After I crossed the Atlantic, everything was so different. Unexpected situations filled my days. My first teaching attempts took place on a stage, in the school auditorium. I found it awesome to teach physical education on the stage of a famous school, Jacqueline Kennedy Onassis, on 46th Street, between 5th and 6th Avenues, in Manhattan. It was also the filming location for the movie "Fame!". After introducing an after school recreational program to teach students Ice Skating on Rockefeller Center and Bryant Park, I felt quite famous, too. One of my funniest experiences in JKO high school was teaching the students indoor skiing on a dance floor using improvised, self-made equipment.

Implementing a European Handball program added further muscularity to my American's experience and curriculum. Building the coed teams and tuning my students' skills and knowledge of the game posed an energizing challenge. European Handball became a hit for all my students, which came from a myriad of backgrounds; Hispanics, Afro Americans, Asian and others.

Being an enterprising person, I look for new opportunities to further my skills and reach for new heights. This led me to attend and participate regularly in the NY State

Conferences on Physical Education. As well, I decided to expand my professional horizons by becoming a swimming instructor and a Red Cross certified lifeguard at The Theodore Roosevelt Educational Campus, my new school. The campus houses five different high schools and a middle school each one pursuing different visions and with different focus.

With great enthusiasm and passion, I undertook the "Learn- to- Swim" program. Likewise, I developed the after school program, organized interscholastic competitions, and trained the students to become Red Cross-Certified lifeguards. The most splashtacular event of the school year, which I choreograph, is the end of the year presentation "The Water Show." This entertaining show is a display of acrobatic and gymnastic skills combined with swimming, diving and synchronized swimming elements. The success of The Water Show is best illustrated by what the students say, "I felt like in Las Vegas..., I discovered my talent..., Ms. this was awesome!"

Throughout my teaching career in NYC, I have learned to work with great people from different ethnic backgrounds and talents. I appreciate their help and advice in enhancing my career. I integrated, as part of my teaching strategies, their pedagogical and cultural approaches. For example, I learned Spanish and I teach bilingual swimming classes. I also organize cultural feasts to foster mutual understanding and cultural appreciation. Along this line, I have supported and actively participated in cultural clubs, co-organized the Student Debate Day at the United Nations and several Mother's day events. I help organize field trips to Parks and Recreation centers in the Bronx and Manhattan, where parents, students and teachers participate in community and family building events. The goal of these events is to build strong community spirit.



PTD-teacher Raluca Gruin and her students

Although New York City with its Broadway's shows, museums, music festivals, the subway, etc., have been a fountain of inspiration for me, the engine that has kept me going is my students with their young and sometimes ingenious, funny and great spirits. That is why I dedicated my NY State AHPERD award "Amazing People in Aquatics" to them for enriching my life with their laughs and smiles, and their thirst for knowledge.

I do not regret taking this interesting journey.

Raluca Gruin
PTD Teacher in New York since 2005

Austrian American Summer Academy

“English For Professional Use”

Concept

June 2012 saw the third annual Austrian American Summer Academy - English for Professional Use - take place which was jointly organized by the Austrian-American Cooperation association (AAECA) and the University of New Mexico.

The event took place in Laaben, Lower Austria, and was aimed at English teachers of all school types from all provinces: Primary Schools (VS), Secondary Schools (APS) and High Schools (AHS).

Under the motto "English Only" the seminar offered this unique opportunity to gain insight into local life and institutions as well as into the American education system.

The presentations were grouped into the following themes:

- Insight into American life and culture through short stories and other selected readings (insights into everyday American life and culture by means of short stories and other selected texts)·
- Current Issues and Trends in the American school system with "No child left behind" strategy, "School and family counseling" and others.
- English-as-a-Second Language and Linguistics Methodology (methods of teaching English as a Sec ond Language and Linguistics under strict conditions of "Total English Immersion")

The participants spent an entire week in the group together with the speakers. An important goal was also the reflection of their own teaching methods and the application of the newly gained knowledge in their classroom teaching.

Participants were registered for this event as UNM students and thus had access to the official web portal of the university.

In addition, they received 3 American credits (equivalent to 6 ECTS) from the UNM for the successful completion of this training session.

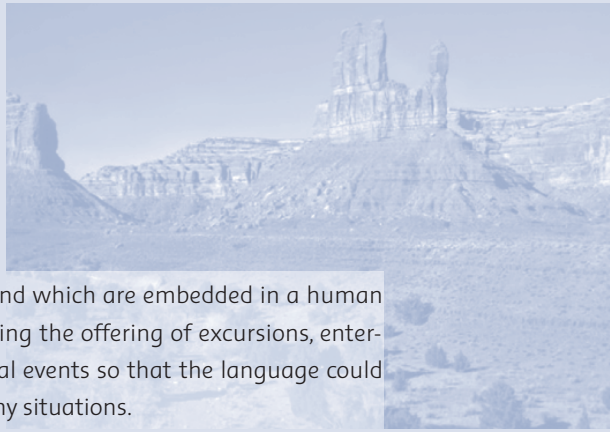
Austrian American Summer Academy



Univ. Prof. Dr. Peter Pabisch

Österr. Lehrer und emiritierter Dekan
der University of New Mexico

How it all began...



In the mid-eighties of the last century the former President of the Viennese Public School System Hermann Schnell, who was also a representative of the Austrian legislative branch in parliament, taught at the German Summer School of New Mexico in Taos Ski Valley for a summer. I had founded this school with my American colleague George F. Peters for the University of New Mexico in 1975, and it was considered a successful total immersion program internationally, with German Only! - that had the unique feature of an interdisciplinary curriculum. Thus the usual restrictions of similar language programs with language and literature courses were expanded to all the disciplines of a liberal arts college and university from the humanities with history, philosophy or the arts, to the natural and social sciences, to economics, a. s. f. It also was to offer teaching methods which encourage learning and which are embedded in a human atmosphere including the offering of excursions, entertainment, and social events so that the language could be practiced in many situations.

Hermann Schnell was so impressed by the experience that he invited me to conduct short seminars on a try-out basis in Vienna, however with English Only. Indeed this happened in the fall of 1985 in the Pedagogical Institute Vienna. Participants, all teachers from Vienna, were so enthused that further four- day seminars of that nature followed in the spring of 1986 in Upper Austria, Burgenland and Styria. The new president, following Hermann Schnell, was Hans Matzenauer, also a member of parliament, whose daughter Winnie had visited our German Summer School for special study reasons as well. He caught fire for our cause immediately, in fact he



Abschluss Summer School 2011

spearheaded it so that he later created an exchange program with the United States and Vienna of large dimensions, for which New Mexico was not ready. Thus, in 1992, he founded the AAECA with the city of New York and created thereby a program of impressive dimensions in duration and participation which signifies the central objective of the AAECA to this day.

Fortunately he remembered the beginnings of our trans-Atlantic contacts and requested me to look into a possible continuation of the shorter programs in line with our beginnings with my university and its authorities. Through Franz Schimek, the versatile and resourceful head of the AAECA and former superintendent of English in Vienna, who has been assisted by the unique program manager Christine Steibel and her reliable staff, I was advised to look into the process of creating this quality program. All this happened in 2005 – and after some hurdles were taken the first official Austrian-American Summer School in Laaben was started in 2010. The following two years saw my colleagues Deborah Rifenbary, Paul Edmonds and Peter White shaping this program further so that now even the title 'school' has been replaced by 'academy', indicating that the AAECA has adopted firmly this venture of higher learning between Vienna and New Mexico, albeit with an emphasis on teaching methods.

I wish this program and the AAECA altogether a long-time continuation of its most fruitful initial educational success, and I am very happy that I could assist to establish this smaller academic venture of the AAECA. Congratulations to all the people involved in the association's achievements in twenty years of meaningful work in international education between Austria and the United States.

Austrian American Summer Academy



Paul Edmunds, Ph.D.
Director, Center for English Language and American Culture, UNM
Adjunct Research Assistant Professor, Dept. of Linguistics

TESOL Methodology and Linguistics at the AAECA Summer Academy in Laaben

From the moment I met this year's participants at the AAECA Summer Academy 2012, I knew I was in for something special. Upon arriving to Laaben on Sunday, June 17, I was greeted by 12 enthusiastic primary and secondary school teachers from around Austria, most of whom taught the English language in public schools. To me, it was instantly apparent that these participants were not attending the Academy under any sort of obligation; They were in Laaben to share their spirit for teaching and immerse themselves in a week-long seminar disseminated entirely in English. In addition to my ESL Methods course, the participants attended a Classic American Short Story seminar taught by Dr. Peter White, and a course covering the United States Education System and School Counseling taught by Dr. Deborah Rifenbary. The immersion experience enjoyed at the Academy was designed not only



Paul Edmunds, Deborah Rifenbary, Peter White (v.l.n.r.)



Summer Academy 2012

to reinforce the participant's already excellent English language skills, but also to give them the opportunity to learn about various aspects of American education and to share their own expertise and life experiences with the entire group. As one participant later commented, "Within our group, it didn't take us days to become friends we did so within few a hours. That was due to the very professional incentives given by our teachers and moderators."

The 2012 Summer Academy marked my second year of teaching in Laaben. The title of my course was again The Interest of Austrians in American Language and Lore (ESL). In this course, I presented an overview of theory related to second language acquisition as well as a historical overview of English language teaching methodologies. The objective was to not only review what have commonly been considered the strongest language teaching methodologies, but also to allow the participants to share which methodologies they have employed in their classrooms. This gave participants an opportunity to voice their opinion on which ones (or combinations thereof) have been the most successful in their own lesson plans and for their particular class learning outcomes. In addition, linguistic phenomena related to the language classroom such as accent, and dialect and their contributions to perceptions of perceived nativeness, intelligibility, and identity, were discussed.

A combination of theory and practice in the ESL Methods class was consistently offered. As a participant reflected, "Dr. Edmunds covered the linguistic field and led us teachers to reflections on methodology. The course was a highly successful and productive symbiosis between theory and practice." After reviewing important English teaching methodologies, the participants were encouraged to choose a fitting theory, or meld a

combination of theories, to create activities that they could use in their own classrooms. These lesson plans were put into practice via classroom presentations between the teachers and their "student audience." At the end of each presentation, the student audience provided feedback and suggestions regarding each lesson plan. It was exciting to see the emotion build in the classroom as participants encountered new ways to teach old subjects, or be introduced to methods or plans that they might not have considered before. As one participant commented, "My impression is that lesson planning couldn't be trained enough. Although teaching for more than 20 years, I could use more stimulation and would like to implement more modern teaching methods of advanced efficiency." All of the lesson plans that were created during the Academy were compiled digitally and shared among participants for future utilization in their own schools.

The participants of the Summer Academy not only worked hard in the classroom but also enjoyed fun activities. Professor White played the fiddle while Professor Rifenbary called square dancing moves, and we all did our best to follow along with the dance steps. We went for walks and visited a monastery. We tried foods and drinks at local restaurants and had many interesting conversations. This is the type of situation that only an immersion experience can create, and everyone took advantage of this chance. After spending seven complete days together, we were all energized to put what we had learned to work and do great things at our respective schools. This is the brilliance of such a program and exemplifies the great collaboration between the AAECA and the University of New Mexico. I am honored to have been part of it.



Closing ceremony Summer Academy 2012

Stars Assistant Program

Austrian - American Student Teacher Exchange



Dipl. Päd. Renate Hanisch
Project Coordinator

Introduction

One of the major goals the AAECA caters for is to initiate and support teacher and student exchange between the US and Austria. The latest project idea in this field is an exchange program for US American student teachers who will be able to complete (a part) of their teaching requirement during a 4 week course in Austria.

To test the general setup of the program and to evaluate the necessary arrangements a pilot scheme was carried out. Two students selected by the UNM spent four weeks in Vienna working in primary and secondary grade classes, assisting the teachers in teaching English as a Foreign Language (EFL).

Program Goals

- **American students work as Native Speaker Teachers (NSpT) in Austrian Primary and Secondary Schools**
- **The students gain experience in working as an assistant teacher in a European country and in teaching English as a Foreign Language (EFL)**
- **This study visit in Austria will be accepted as equivalent to the regular teaching requirement which is part of their B.Ed or M.Ed curriculum.**
- **The pupils at the Austrian schools involved in the program get the opportunity to listen and talk to NSpT's. They gain first hand insight and information about life in the US, people, country, culture and educational system.**
- **Austrian teachers involved have the possibility to co-operate with a NSpT, getting to know different approaches of teaching language and different educational systems.**

General Scope of the Program

Selection and preparation of the teacher students was done by UNM in co-operation with AAECA, as well as quantitative and qualitative definition of require¬ments for their teaching experience in Austria.

Students were received in Vienna by the AAECA which provided basic information and introduction to the Austrian way of life and education system. Students were

then transferred to the site of their host institution using public transport. The host school together with the local town/city administration were responsible for accommo¬dation and social activities.

Students were paired with mentor teachers at their host institution, who guided them throughout their stay in Austria. They did their teaching exercises as laid out in the framework by UNM and followed the visit and social program and as detailed following the actual curriculum of the host school.

Activities were documented by the students in a portfolio, which was reviewed by the mentor teacher. The final report about the study visit and the teaching experience was then graded back home by UNM, using feedback from the student's host institution in Austria.

Feedback and prospect

In Austria the response to the program was unanimously very good. Teachers at the Primary and Secondary Schools who hosted the students were happy to have

a) **native speakers to assist in their English teaching,**
b) **first hand information about the US education system and direct access to US teaching content and methods at similar school levels,**
c) **two very ambitious young student teachers working with their staff for four weeks.**



Assoc. Dean Dr. Deborah Rifenbary, Dean Dr. Richard Howell, Crystal Avalos, Stars Assistant, April Tyuarte, Stars Assistant, Dipl.Päd. Renate Hanisch, AAECA Coordinator

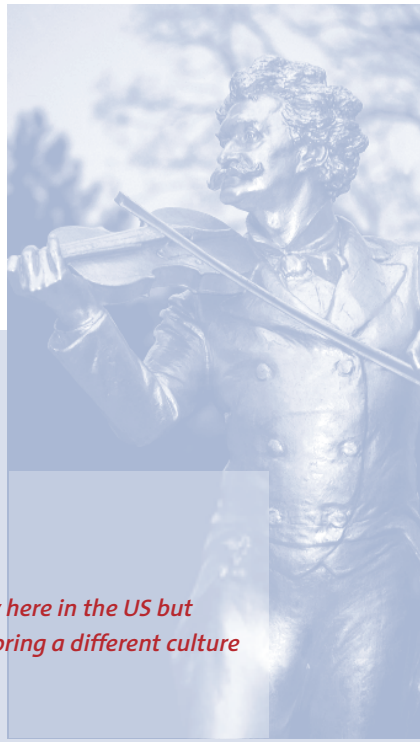
Together with the positive response requests were made for an extension of the program, for more exchange teacher students. These applications came from the same schools which hosted the students this year as well as from schools from other provinces, whose teachers had gathered information about the program or had met the students during their stay in Austria.

After all, the students themselves rated their teaching visit to Austria as "the best experience in their life" and said they were eager to return as soon as possible. The College of Education at UNM has expressed its overall satisfaction with the outcome of the pilot scheme. Further steps have been taken to establish the "Stars Assistant Program" as a regular opportunity for their students to gain international teaching experience. The program definitely will be continued next year on a wider basis.

Stars Assistant Program



Dr. Deborah Rifenbary,
Ass. Dean, College of Education,
University of New Mexico



"Going to Austria would be a dream comes true... I believe it is my calling to teach not only here in the US but around the world. I want to make a difference even if it means one child at a time. By exploring a different culture I will become a better teacher."
Crystal Avalos, Elementary Education Major

"Having the ability to see firsthand how a country other than ours has elected to present the fundamental concepts of education to its children would be invaluable. Just as a parent raises his or her children differently from neighbors and friends, so too does each teacher present a certain style and grace to her students that is different from others. It is my desire to present to the students of Vienna a style that I have honed through my years as both a student and as a student teacher."
April Tyuarte, Elementary Education Major

Such were the reasons articulated by the two students selected to participate in the STARS Assistant student teacher exchange program in its inaugural year. Crystal and April, who are beginning their student teaching experience this fall, spent the month of June in three schools in Vienna. Not only did these students have the opportunity to fulfill their dreams, impact the children of Vienna, be exposed to different styles of teaching and a very different educational system, they had the opportunity to enhance their professional careers as educators, and grow as individuals.

The first few days in Vienna were spent catching up on sleep, sightseeing and seeing the beauty of Vienna as well as the differences in culture. Both students acknowledged experiencing culture shock but their openness, attitudes and respect of the differences reflected their de-



sire to learn and grow from this opportunity. They didn't know "it would be as different as it was"; however, they also expressed an awareness of the simplicity of Viennese life as compared to the US, the importance of family and the emphasis placed on education, especially the opportunities for technical/vocational as well as higher education. "I now know what it feels like to be a student, not knowing a language, being plopped down in the middle of nowhere, having all of these conversations going on and not understanding." "It was a bit scary at first but they did what they needed to in order to get along and were "forced out of their comfort zones." They agreed being flexible, having an open mind, being respectful and accepting were qualities that helped them felt comfortable.

The student teachers were most impressed with the Austrian students' level of English in both primary and secondary grades as well as the number of hands-on activities in the various classes. The type and length of lessons varied depending on the grade level of the students. Students in the primary grades received one hour of English per week. The various styles of teaching ELL at this level were of great interest and both acknowledged they would adapt them for use in their classrooms in New Mexico. One teacher played the guitar and sang a song, had the students repeat after her, and then had the students sing the song by themselves. Another teacher used flash cards, had the students say the words in German then English and then had the students ask the student teachers to say the word in English and then in German. Another teacher taught them English through sounds, play and practice. In the secondary level, students in the fifth form conducted research on particular country, memorized their presentation, provided pictures and illustrations and gave the entire presentation in English. Another memorable activity was the guided tour of Vienna. The class took the U-Bahn and stopped at various places along the way. The students had to explain where they were or what it was in German and then translate it into English for April and Crystal.

As the UNM College of Education Coordinator, I had the opportunity to observe the student teachers for three days while they were in the schools. They effectively used a wide range of methods that they had learned in their UNM classes and with their creative instincts made learning about New Mexico memorable for the students. They brought picture post cards and used them skillfully in most of their lessons and used them at age appropriate levels. For example in the fifth form, they broke the students up into pairs, had them write sentences using as many adjectives as they could and then read the sentences aloud to the class. The eighth form students engaged in a pottery activity. Again, through the use of postcards Crystal and April explained the different types



of pottery made by Native Americans, the kinds that were specific to each tribe or pueblo, and the materials, colors and symbols used. The students were then given clay and made pots or other artifacts.

The overall perception was that "kids are the same everywhere" and that teaching styles are not that different. The students were encouraged to create ownership of their learning and the teachers they worked with had high expectations which in turn were communicated to the students. Through their experiences in different classrooms, the student teachers learned that "You as a teacher bring your own style and approach in order for students to be engaged...you need to provide that oomph, that excitement".

For both students putting into words the various experiences and feelings they had both in and out of the classroom was difficult. Through student comments and reactions they learned that they had made a difference not only through the lessons they taught but through the rapport and relationships they had built. They taught "all 200 students at the Carlbergergasse" And while it was important for them to teach content they also knew they had left a lasting impression on the students as did they students on them.

The College of Education and the AAECA are committed to continuing this opportunity for students and teachers from both countries and involving more student teachers in the upcoming years. When asked what they would say to students interested in participating in the program, Crystal said, "This is a lifetime opportunity that will change your life in so many ways...I came back refreshed, re-juvenated... Be ready, have an open mind, be flexible...flexible, flexible, have fun and you will have the time of your life in and outside the classroom..." According to April, "It's the best opportunity in the world. Be ready and open to anything, be non-judgmental, prepared to hit the ground running, stay focused and know why you are there."

This was a once in a lifetime experience which "changed their lives forever." They have become "better teachers" because of this experience. What was learned is that this is not about difference but about the human experience and how these student teachers and the Austrian students were impacted by each other. The challenge is to take this program and all that was learned on both sides and continue to create, enhance and develop these positive experiences which will ensure the future includes the next generation of Crystal, April and their Austrian students.

Exchange of Experience and Knowledge Transfer

The Growing Importance of International Education in American Colleges and Universities: A case study at Mercy College, New York

Dr. Sheila Offman Gersh and Dr. Saul Fisher, Mercy College



Dr. Sheila Offman Gersh,
Mercy College, New York



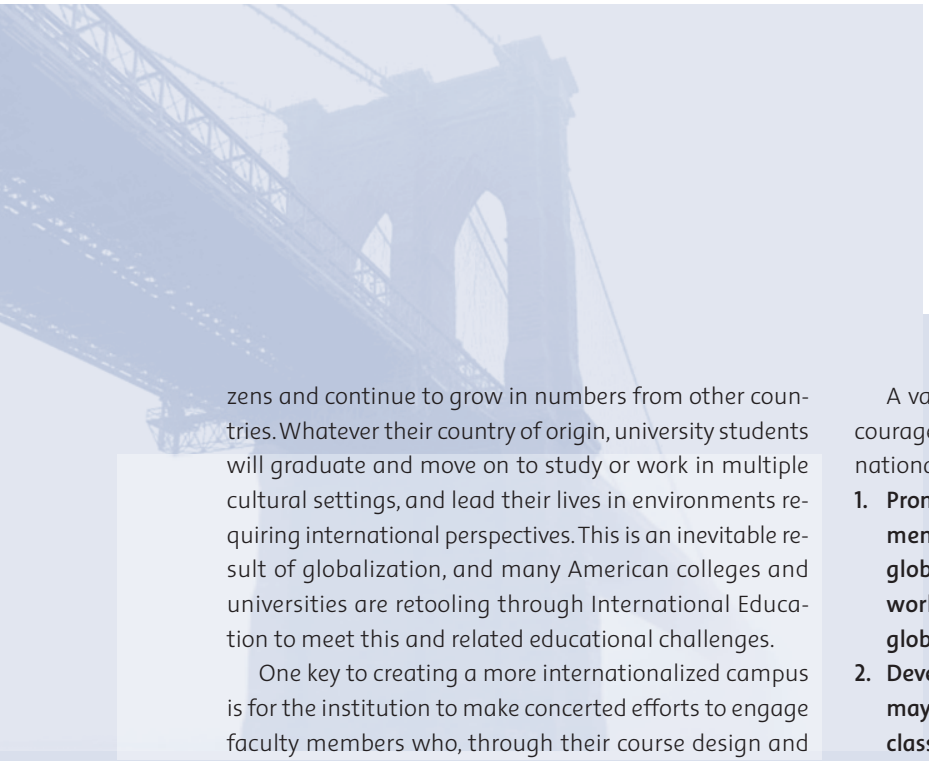
Dr. Saul Fisher,
Mercy College, New York

International Education builds bridges between countries and cultures, by preparing students to be active and engaged participants in an interconnected world – whether they are participating in student exchange programs, traveling to international campuses of their 'home' institutions, or learning to see the world through an international prism at the domestic campus of their own college or university. International Education, by contemporary American lights, refers to a comprehensive approach to tertiary education whereby all aspects of college or university education – pedagogy, curricula, research opportunities, campus activities, and student life – transcend national borders. University students who enjoy the benefits of a true International Education grow as global citizens through a strengthened awareness of culture, language, and the world. In an increasingly interdependent world, International Education is essential to promoting global and cross-cultural knowledge and understanding.

In the emerging American higher education consensus, International Education has *standard* goals, which typically include these intended outcomes for student learning:

1. **Knowledge of other world regions and cultures;**
2. **Familiarity with international and global issues;**
3. **Skills in working effectively in global or cross-cultural environments, and using information from different sources around the world;**
4. **Ability to communicate in multiple languages; and**
5. **Respect and concern for other cultures and peoples.**

A robust commitment to International Education, along with concomitant interests in study abroad, student exchange, and curricular integration of global understanding, are often central features of contemporary strategic planning in American colleges and universities. The underlying motive for such strategic thinking is to position American students in a globalized market – and to position American colleges and universities to compete for today's students, who continue to be mostly US citi-



zens and continue to grow in numbers from other countries. Whatever their country of origin, university students will graduate and move on to study or work in multiple cultural settings, and lead their lives in environments requiring international perspectives. This is an inevitable result of globalization, and many American colleges and universities are retooling through International Education to meet this and related educational challenges.

One key to creating a more internationalized campus is for the institution to make concerted efforts to engage faculty members who, through their course design and research programs, make crucial choices about the extent and character of international elements in their teaching, studies, and service to their institution and community. Through professional development of a 'globally competent' professoriate, American colleges and universities focused on International Education are working to insure that such focus is imparted to the instructional staff, who are then best equipped to internationalize the student's university experience. Many colleges and universities in America with little prior international experience or focus are now exploring ways to support faculty members to develop a full understanding of International Education and so transmit enthusiasm about international understanding to students.

A variety of prominent programs and initiatives encourage faculty members' commitment to further International Education on their campuses, by:

1. **Promoting faculty members' interests in, and engagement with, other countries and cultures, as well as global affairs, through participation in seminars and workshops that relate their disciplinary expertise to global perspectives on that domain.**
2. **Developing networks of international colleagues that may evolve into joint efforts such as technology-linked classes, collaborative research grants, and student projects.**
3. **Integrating international dimensions into academic courses to help students value different cultural or global perspectives on the curricula.**
4. **Advising and hosting international students and scholars, and encouraging their participation in classroom discussion and integration into campus activities.**
5. **Coordinating visits to study abroad sites, and promoting advisement of students about the importance of study abroad experiences.**
6. **Promoting opportunities for students to live or work in another country for an extended period of time through the frameworks of special programs (e.g., Fulbright), special research projects, or grants.**



International education at mercy college

As a greatly diverse institution in metropolitan New York, Mercy College is dedicated to providing a transformational education to many first-generation college students. One of the most significant transformations Mercy students can undergo is to see themselves in a global context and understand their potential roles in shaping and changing the world around them. This is a fundamental step in their education which may lead them to further and deeper explorations, stronger understandings, and greater capacities to draw connections among the significant and global issues they will face in the workplace, their communities, and far beyond. Mercy College's role in globalizing general education is to craft a unifying college experience which infuses students' growing senses of discovery, identity, communication, and synthesis with an awareness of and concern for questions of an international nature, and the global angles on questions of a more local and present character.

Central elements of the Mercy College mission – career preparation, continued learning, and understanding one's role in a changing world – require a sophisticated and broad-ranging grasp of the vast and interconnected world beyond American borders. Such greater knowledge builds focused understanding of foreign lands, languages, and cultures – and how nations work together – and creates value by revealing different ways of thinking, strengthening character and sense of self, and developing awareness of, and empathy for, others.

In developing the Center for Global Engagement and its programs, Mercy has many strengths and resources to rely upon. Student, faculty, and staff diversity are a means of facilitating exploration of world cultures and an object for exploration of a personal and intellectual nature. Mercy's location, with campuses in suburban New York and in New York City, features an enormous international population of residents from overseas, from working class and upper-middle class backgrounds, and representing many different parts of the globe. Further, the College's most recent strategic plan underlines the importance of instilling global competencies by promoting an inclusive academic environment that seeks and celebrates global engagement.

To meet these elements of its institutional mission and prepare students to become responsible, skilled, knowledgeable, and caring global citizens in an increasingly interdependent world, Mercy College (New York, USA) launched the Center for Global Engagement in 2011, with the goals of identifying, developing, and providing transformative and dynamic global learning opportunities for the College's students, faculty, and staff. The Center plays a key role in globalizing the educational environment at Mercy College, through interdisciplinary and experiential global learning opportunities which promote student engagement with, and learning about, cultural perspectives different from their own. The Center is also the focal point of Mercy's engagement with the world, through support for the Bachelor's degree in International Relations and Diplomacy, participation in United Nations events in New York, encouragement and support of study abroad and international students, and promotion of international opportunities for the College's students, faculty, and staff.

To understand the role that the Center for Global Engagement plays in the life of the College, it is helpful to look at the expected benefits and outcomes of the Center as divided by constituency – that is, who is to be engaged, and how.

For students, the Center is expected to create a more stimulating and culturally interesting campus; develop a competitive edge through exposure to the broad world beyond the local region; raise awareness of and involvement in current global issues and themes – such as environment, health, poverty, globalization of music and popular culture, human trafficking, social and criminal justice and law, and border disputes; and develop a forum for interaction with international students and faculty in and out of the classroom.

For faculty members, the Center is expected to increase opportunities for faculty exchanges, research collaborations with international scholars and academicians, and faculty-led study abroad programs; reinforce Mercy College's cultural diversity by providing a place for faculty seminars or workshops related to global special interest courses and topics; and increase support for international programming.

Finally, for Mercy College at the institutional level, the Center is expected to help communicate the world to the College community and help bring the educational progress and accomplishments of the College to the world, through international student enrollment; project collaboration and workforce development with business and community partners regionally and around the globe; special international cultural events and speakers to enrich campus and community life; and engagement of the College community with New York City's robust international resources, including the UN, NGOs, political and business leaders, and cultural centers.

Through the Center for Global Engagement, Mercy College is implementing its International Education focus through these efforts:

- **International Relations and Diplomacy Program. A competitive, engaging, and professionally-oriented undergraduate program was launched in 2011.**
- **United Nations-related activities. Mercy students and faculty enrich their international perspectives and experiences through engagement with public events at the United Nations targeted to colleges and universities and other non-profit organizations and non-governmental organizations (NGOs).**
- **Study Abroad. The Center has worked to increase numbers of Mercy students studying abroad and to integrate study abroad into the campus culture.**
- **Support of International Students. The Center assists with services to overseas students and promotes an inclusive academic environment that seeks and celebrates global diversity and engagement – for example, through a Cultural Ambassador Program.**
- **Fulbright Program and related activities. The Center promotes participation by Mercy College students for Fulbright and similar programs, and assists with international visiting students and faculty on campus.**
- **Curriculum Globalization. The Center seeks to foster development of global citizenship, and to promote a global learning and teaching arena for self-discovery, personal ethnic and cultural reflection, growth, and leadership.**
- **Programming for faculty, students, and the community. The Center seeks to celebrate the rich diversity of Mercy College, and internationalize the Mercy community by raising global awareness and promoting cultural dialogue and exchange through ongoing activities, initiatives, and events highlighting the international imagination as well as pressing global needs.**
- **External Relations. The Center engages local communities in its activities – for example, the College's long-running and beloved International Film Festival – and offers support in collaborative events.**

Through these international initiatives and others still, the Center for Global Engagement fosters a greater appreciation in the Mercy College community of other cultures, languages, and histories around the world. The College's students – themselves from extraordinarily diverse backgrounds – gain transformational experiences with International Education, building a better understanding of their own diversity and preparing to be effective global learners, citizens, and leaders. The Center for Global Engagement strengthens the College's capacity for taking advantage of the rich intercultural character of its community, the expert knowledge of its staff and faculty in international domains, and the international and community connections of a New York institution – in order to cultivate success in the student-as-international-citizen.

Mercy College and the Austrian - American Educational Cooperation Association

As a major step forward in the College's International Education efforts – particularly relative to international cooperation – Mercy College joined in 2011 the Austrian-American



Happy MA-Students 2012

Educational Cooperation Association (originally hosted by The City College of the City University of New York).
As part of this arrangement, an array of seven student exchange agreements with Austrian universities has helped increase interest among Mercy College students for study in Austria. Students from several Austrian universities have come to New York to study at Mercy College for a semester, joining campus activities and sharing their culture with the Mercy community.

A cornerstone of this arrangement is the Mercy College master's program in education, designed for Austrian English teachers and taught in Vienna and Innsbruck, as supported by the Austrian Ministry of Education. Testimonials from Austrian teachers in this program routinely report high levels of satisfaction for the excellent training opportunities to improve language skills, learn useful teaching strategies, and engage as students in the classroom in the traditional American style.

This program represents the first time that Mercy College has delivered a degree program at an overseas location, helping to advance the goal of internationalizing teaching, learning, and the student experience. Mercy College faculty members conduct the courses for the Austrian teachers (either in person or online) and share their expertise with Austrian faculty and students. International engagement of the faculty members has a further impact through the broadened vision they bring to their curricula for Mercy programs back at the College's campuses in New York. Another valuable result of the collaboration is joint research carried out by Austrian and Mercy College professors; a 2012 joint project focuses on inclusion practices in Austria and the U.S.

Sheila Gersh

Dr. Sheila Offman Gersh

Saul Fisher

Dr. Saul Fisher

Leadership training in the United States and for insights other programs internationally

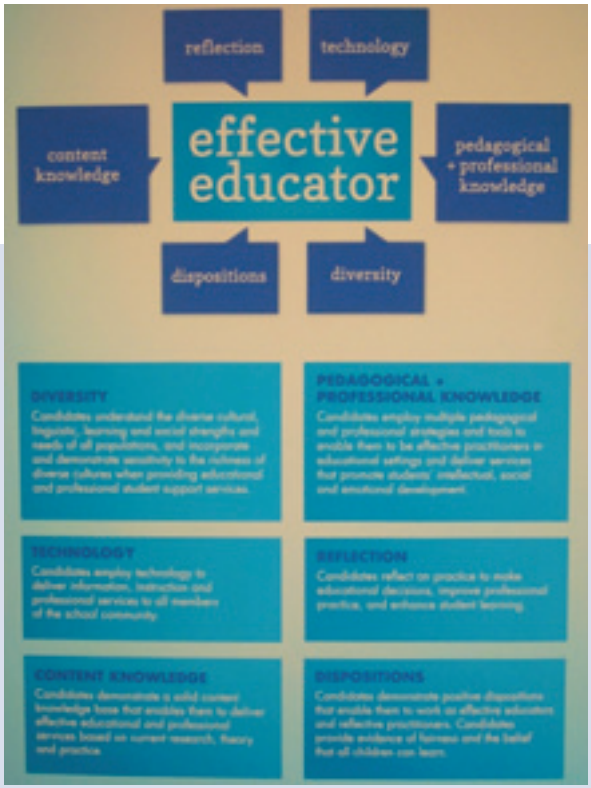


Ass.Prof. Dr. Joyce Coppin,
Ass. Prof. Mercy College,
New York

Many years ago, students who wanted leadership positions in schools simply enrolled in university courses to prepare them to head schools and central offices. A few states or districts had examinations to assess their capabilities, but few if any students had opportunities to have internships in real school settings with practicing school administrators.

The roles of school and district leaders have evolved and changed, particularly since the 1980's and the publication of A Nation at Risk. At that time, schools were led by transactional rather than transformational leaders. School goals supported traditional programs and valued maintenance of the "status quo" in curriculum and instruction, and for the expectations of school leaders. These leaders were trained to maintain the dominant cultures and economic contexts of the first 75 years of the 20th century. "If it ain't broke, don't fix it!"

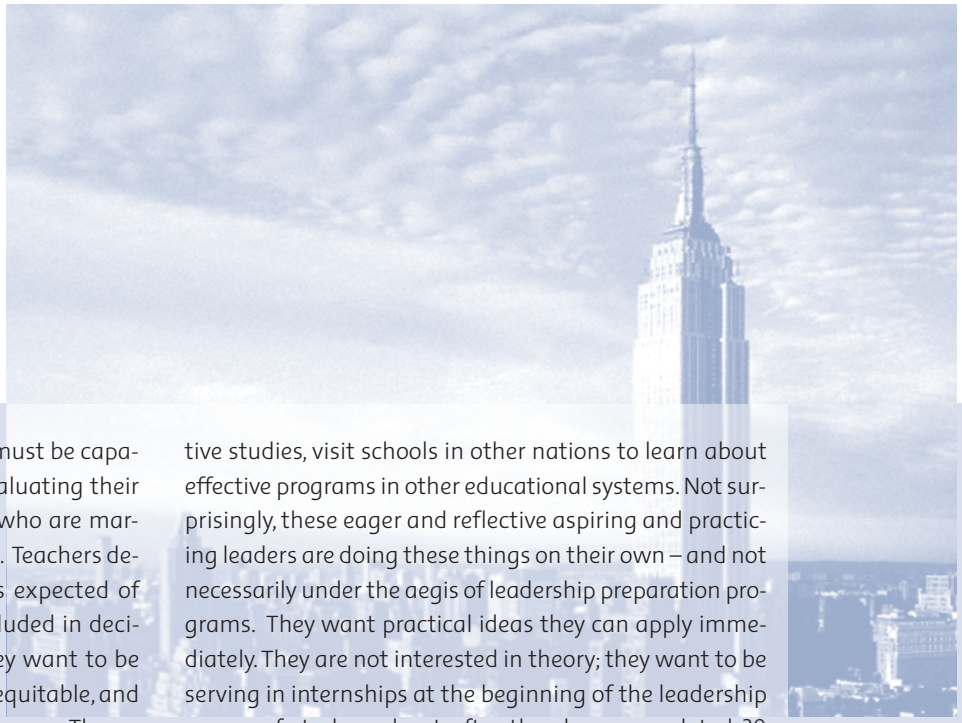
However, educational leadership programs have been impacted by changing political, economic, social, and global issues. Significant concerns were raised widely. Are school leaders being prepared to provide high quality educations for all students, regardless of their cultures, backgrounds, experiences, and disabilities? Will school leaders graduating from university preparation programs today be capable of being instructional leaders, financial managers, human resource managers, respected community leaders and partners, and good communicators to diverse groups and publics? It is too much to expect that any school leader will be able to fulfill all of these roles? Should schools be reorganized to make it feasible for a school leader to accomplish all of these roles in a highly successful and effective manner? Will the public support greater funding for schools in increasingly challenging economic times?



During the later years of the 20th century and the beginning of the 21st century, schools and school leadership programs needed to address the changing needs of the nation and the world. Students in schools were being neglected, "eased out" of challenging programs, and "misdirected" to programs that led neither to tertiary educational programs or careers/jobs that enabled them to live productively and respectfully in society. Groups of students and teachers who could be contributors to society were being written off. Even students who were considered high achievers were often unprepared for the life, times, and responsibilities post – graduation from high schools and colleges.

What changes have taken place to provide more effective school leadership programs? For one thing, curricula have redesigned to align more closely with the tasks and responsibilities that school leaders will be required to conduct. College faculties have been augmented with practicing school leaders to actively prepare aspiring leaders. Coursework is designed to provide practical experiences to candidates through fieldwork in all courses, internships, action research, and projects with parents and community members. Candidates are expected to develop the knowledge, understanding, and ability to provide ongoing professional development to improve the quality of teaching in their schools. They learn that school leaders must have a vision and mission for their schools based upon student achievement, curricula, research, as well as community and student enrollment and demographics. The vision and mission are to be articulated and implemented to focus and direct purposeful teaching and learning; build collaborations among staff, parents and community; and evaluate school success.

But why do school leaders have to know and understand finances, human resources and human capital? Let's face it! A successful leader in today's world – regard-



less of where his or her school is located – must be capable of recruiting and selecting teachers, evaluating their performance, providing support for those who are marginal, and giving them a chance to improve. Teachers demand to know in concrete terms what is expected of them. Teachers, as leaders, want to be included in decision-making and the change process. They want to be ensured that the evaluation process is fair, equitable, and based upon a variety of information and sources. The recent strikes in the United States represent teacher frustration with evaluations that have been determined mainly by student achievement on standardized tests. These feelings are coupled with the diminution of the power of teacher unions and the feeling their voices– nationally and globally – are not heard or respected. They feel they are the scapegoats for economic downturns and deficits.

School leaders in the United States today come from different backgrounds, cultures, and experiences of those prior to 1980's. There are more women, people of color, native speakers of other languages, and individuals with prior careers in fields other than education. They are younger, technologically savvy, globally oriented, and take classes online. They are less likely to make education a lifelong career. Yes, some will consider leadership roles in other countries; they will conduct research, do comparative studies, visit schools in other nations to learn about effective programs in other educational systems. Not surprisingly, these eager and reflective aspiring and practicing leaders are doing these things on their own – and not necessarily under the aegis of leadership preparation programs. They want practical ideas they can apply immediately. They are not interested in theory; they want to be serving in internships at the beginning of the leadership course of study and not after they have completed 30 credits. They want new instructional modalities to prepare them for leadership.

How can these experiences be helpful to other leadership programs in other countries?

We know that candidates must be carefully selected prior to enrollment in leadership programs. They must be problem-solvers, have the ability to collaborate and work with diverse groups of people with different interests and expectations. They must possess good intrapersonal and interpersonal skills. Candidates for leadership must demonstrate the ability to communicate effectively, be self-starters, and have a desire to be lifelong learners. They must believe in the practice of distributive leadership where the contributions and knowledge of other participants in a school are utilized and respected.

Leadership candidates must have mentors who can provide the time, interest, skills, and knowledge to develop





the individuals with whom they are working. The mentors themselves must be trained to work with mentees. The curriculum for aspiring leaders must include business and financial management, organizational strategies, and management of human capital and resources. Leadership programs must prepare their candidates to be resourceful – seeking funding, support, and advocates from many different sources, spheres, and opportunities. They must learn to "network" with other leaders.
Individuals must be capable technologically. They must able to use data and scientifically-based research for improvement of student achievement, instruction, curricula revision, and evaluation.

The leadership candidate must be culturally competent with behaviors and dispositions attuned and developed to work successfully with the distinct, global societies in which we all exist today. School leadership programs must provide its candidates with the skills and creative strategies to close achievement gaps without lowering standards.

Leadership programs must prepare aspiring leaders with knowledge, understanding, and the ability to apply effective strategies to develop school visions, missions, and goals. An expected outcome for pre-service leadership programs must be to produce candidates that can create and sustain a positive school culture that promotes expectations for high academic achievement.
Leaders must be taught how adults learn and grow professionally. School leaders must be able to implement comprehensive professional development that is useful and used, shown to be beneficial, and sought by the teachers in their schools. Teachers must have "input" in the design and facilitation of the professional development.





Programs need to answer affirmatively the following questions: Do our candidates know how to handle conflicts, crises, and power struggles? Can they delegate responsibilities? Can they maintain a positive outlook when matters are not going their way? Are our candidates able to reflect on their actions and understand their own beliefs and values? Do they have the ability to sustain change and improvement in their schools? These are critical questions that leadership programs must take.

Finally, aspiring leaders must have a year-long internship in a school site with a trained, practicing mentor. Specific expectations and tasks should be set for the intern. During this internship, the candidate should be evaluated periodically by college faculty and school supervisor. A determination should be made: Does this candidate have the ability and disposition to lead a school effectively.

John P. Kotter in his book, Leading Change, said:

"The single biggest error in the traditional model is related to its assumptions about the origins of leadership. Stated simply, the historical dominant concepts takes leadership skills as divine gift of birth, a gift granted to a small number of people. . . In particular, the older model is nearly oblivious to the power and potential of lifelong learning."

He goes on to say:

"As the rate of change increases, the willingness and ability to keep developing become central to career success for individuals and to economic success." (I add that educational success as an outcome too.)

He concludes that as individuals

"become unusually competent in advancing organizational transformation," . . . they" learn to be leaders."

Junior Visiting Professorship Program



Von 2004 bis 2010 bemühen sich die AAECA und das City College der City University of New York um die Kooperationen im Hochschulbereich. Ziel des „Junior Visiting Professorship Programs“ ist es, österreichischen Wissenschaftlern mit Lehr- und Forschungserfahrung die Möglichkeit zu eröffnen, am traditionsreichen City College of New York Lehrveranstaltungen zu halten und darüber hinaus interdisziplinäre und transkulturelle Forschungsprojekte zu planen und zu realisieren.



Wien 2005 - Erweiterung der Zusammenarbeit in den Bereichen Bildung und Wissenschaft

Im Vordergrund stand die Idee, österreichischen Universitätsprofessoren bei der Gestaltung ihres Karriereweges neue Perspektiven zu eröffnen, die Zusammenarbeit zwischen den Institutionen zu fördern und Prozesse in Gang zu setzen, die für die universitäre Entwicklung Vorbildcharakter haben. Synergieeffekte, die im Zuge der Internationalisierung der Bildung möglich sind, binden auf diese Art die heimische Forschung in einen globalen Bildungs- und Ausbildungsdiskurs ein, der die Grundlage für Fortschritt und den Erhalt von Wohlstand ist.

Das „Junior Visiting Professorship Program“ blickt über die Grenzen der Disziplinen hinweg. Sowohl Geistes-, Sozial- und Naturwissenschaftern soll der Weg zur internationalen Lehr- und Forschungserfahrung geebnet werden. Bislang sind folgende Projekte in Kooperation mit dem Bundesministerium für Wissenschaft und Forschung und dem City College der City University of New York erarbeitet worden.



Unser herzlichster Dank gilt:



Dem AAECA – Vorstand und dem gesamten Team:

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Vorsitzende-Stv.:	Dekan Univ. Prof. Dr. Alfred POSAMENTIER
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HR Mag: Reinhard GRUDEN

Wir bedauern den Verlust unseres Vorstandsmitgliedes Min. Rat Mag. Ernst Koller und werden ihm ein ehrendes Andenken bewahren.

AAECA Team:
Jennifer Fuhrmann, Edith Hammer, Renate Hanisch, OSRn Ilse Henner, Michael Knoth, Mag. Michael Schedl, Christine Steibel, Cornelia Steiner, Peter Symonds





AAECA

Österreichisch - Amerikanische Bildungskooperation
Austrian - American Educational Cooperation Association

Founded in 1992 by a group of outstanding educators and scholars who dreamed of an association to both share educational and culture assets. We prepare to celebrate twenty years of that dream in motion with you. Join us on November 26, 2012 as we recap history, celebrate the present, and look to the future of the Austrian-American Educational Cooperation Association, home of mutual learning.

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