

are full time lecturers (senior lecturers, professors...) and 196 are part time lecturers (associate professors, research fellows...). 199 have the PhD Degree.

In the Faculty of Education, highly qualified academic staff (minimum post-doc level) teaches in the different degrees and courses. Our lecturers and professors belong to one of the eight departments of the Faculty, organised by knowledge and research areas:

- Didactics and Scholar Organisation, see <http://www.um.es/web/didactica-organizacion-escolar/>
- Didactics of Experimental Sciences, see <http://www.um.es/web/didactica-experimental/>
- Didactics of Literature and Language (Spanish, English and French), see <http://www.um.es/web/didactlenguas/>
- Didactics of Mathematical and Social Sciences, see <http://www.um.es/web/didactica-matematicas/>
- Artistic, Musical and Dynamic Expression, see <http://www.um.es/web/expresion-plastica/>
- Development and Educational Psychology, see <http://www.um.es/web/psico-evolutiva/>
- Research Methods and Education Diagnostic, see <http://www.um.es/web/dep mide/>
- Education Theory and History, see <http://www.um.es/web/teoria-historia-educacion/>

In terms of language skills and teaching experience of the teaching staff in English, it is highlighted that the Faculty of Education has sufficient number of lecturers with a good command of the English language who are capable of delivering their lectures in English and of promoting outgoing students mobility as well as supporting incoming students and researchers. In fact, there is an area of research and specialization in the didactics of foreign language (English and French).

In order to find out about other internationalisation and research activities conducted by the faculty academic staff, an on-line survey was designed, which enquired about publications, membership of international committees, collaboration stays with international researchers, and participation in international conferences and research seminars. The results are shown below.

Funded international research projects (last 5 years)	Foreign researchers participating in the projects	International innovation projects (last 5 years)	International research stays in the last 5 years.	International conferences (last 5 years)	Doctorate theses with European Mention (last 5 years)
45	171	8	39	402	4

In this regard, it passed a questionnaire to the principal investigators of the research groups. The mean score for level of internationalisation valuation was $M=3.01$; $SD=1.04$.

The results of students' satisfaction are shown in Annex 5.4, see <http://www.um.es/web/educacion/contenido/calidad/sgc/evidencias/informes/2015-16/satisfaccion>

The analysis of mean scores indicates that student satisfaction with the teaching and learning process is high.

Concluding analysis

The Plan for Internationalization and Interculturality of the Faculty of Education has many strengths. These are the main ones:

- a) It is our own scheme. Our model has been developed by and for the members of this community after making a diagnosis of its necessities and a deep consideration of them. We believe that the Plan can improve the teaching, the research and the management of this faculty. Although the Dean Team has been the promoter of this Plan, the Commission for International Relations and the Faculty Council have given ideas, debated and participated pro-actively in this initiative as if it were of their own.



b) This plan did not start from zero, but from our own previous achievements. What we try to do is taking advantage of our strengths in teaching and research: training in internationalization and interculturality, teaching internships programmes, collaboration agreements, collaboration with external research groups, international mobility programmes, institutional relations with other organizations... and from those we are improving.

c) It is a plan open to society. It is not socially isolated, but answers the demands of our local context and the requests from both international and national institutions.

d) This plan has clear and concrete objectives. As specified in this document, there are justified, contextualized, particular objectives; in the other hand, our commitment is easily verifiable, reliable and connected to a particular period of time.

e) The structuration of the different programmes and its coordination (unipersonal and college) allows not only to visualize clearly the achievements of this community, but also provides a joint responsibility to many members of our Faculty in order to develop the Plan.

f) The monitoring and supervision of the Plan will give us information in real time about its evolution and the fulfilment of improvement plans that may be established in case of unexpected problems. The role of the Commission of Quality is fundamental in this aspect, as it is the role of any other commission involved with our Programmes.

To sum up we would want to express our excitement about this plan. And we think this is also a strength, as it involves all of the members of the Faculty of Education. It is a plan of and for everyone in this Faculty.

4. References

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Self-Report Committee: Vice Deans Faculty of Education: Dra. Carmen Ferrándiz García and Dra. Amanda Ayala de la Peña; Academic Staff: Dra. Cecilia Ruiz Esteban; International Relations Officers: Dña. Isabel Ruiz Serrano; International Phd Student: Dña. Jennifer Rose Mesa Jacobo; Web Coordinator: Dr. Jesualdo Tomás Fernández Breis.