Taken into account that conservation of Polylepis forests and the biodiversity it sustains is critical, this project aims to contribute in the conservation of Polylepis forests and the improvement of people’s life quality by rising consciousness on the environmental and health advantages of reducing the use of Polylepis trees as firewood. This project foresees the reduction of firewood consumption by using an ecological stove. It has been established that ecological stoves such as Rocket or Lorena are appropriate to save fuel consumption and reduce soot and smoke. It is also the cheapest ecological stove to install. Thirty Rocket stoves have been planned to be installed in the communities mentioned earlier and a systematized educational campaign with the communities (as adult as children) is also included in the plan, as an essential requirement for the success of the project.

• The PEERS concept: a New Approach to Internationalization in Teacher Education

Jean-Luc Gilles (University of Teacher Education, State of Vaud, Lausanne, Suisse) jean-luc.gilles@hepl.ch, Chantal Tièche Christinat (University of Teacher Education, State of Vaud, Lausanne, Suisse) chantal.tieche@hepl.ch

Today’s Higher Education is facing the challenge of a Global World, an interconnected multifaceted reality. The Universities of Teacher Education have to respond to the need to create a process of integrating an international and cultural dimension into the teaching, research and service functions of the institution itself. Developing an international and intercultural comprehensive frame is an extension of the academic horizon and it is an improvement of the quality, and international academic standards. PEERS is based on a student exchange project commonly defined by a group of students being part of the University of Teacher Education of State of Vaud (HEP Vaud), in association with a group of students from a Partner Institution. Each team will be coached by one faculty member from each Institution involved in the project. Faculty may also carry out joint research works or establish a common interest ground to develop future research with the partner Institution. Through this communication we wish to explain the PEERS concept and the benefits it offers in comparison with other internationalization programs in teacher education. We will present the results of a questionnaire based on the quality approach paradigm and suggest some avenues for future PEERS developments.

• A PEERS Project involving the HEP Vaud and Lesley University: teaching Urban Ecology

François Gingins (University of Teacher Education, State of Vaud, Lausanne, CH) francois.gingins@hepl.ch, Philippe Hertig (University of Teacher Education, State of Vaud, Lausanne, CH) philippe.hertig@hepl.ch, David Morimoto (Lesley University, Boston, USA) morimoto@lesley.edu, Céline Tauxe (University of Teacher Education, State of Vaud, Lausanne, CH) Celine.Tauxe@etu.hepl.ch, Marie-Hélène Weissen (University of Teacher Education, State of Vaud, Lausanne, CH) Marie-Helene.Weissen@etu.hepl.ch, Katherine Rogers (Lesley University, Boston, USA) krogers4@lesley.edu, Haley Barber (Lesley University, Boston, USA) hbarber@lesley.edu, Haley Puckhaber (Lesley University, Boston, USA) hpuckhab@lesley.edu

This PEERS Project involving the HEP Vaud and Lesley University is dedicated to the theme Urban Ecology on David Morimoto’s initiative. The participating students have very different profiles: the three American are studying Early Childhood Education and Environmental Studies or English Literature at Bachelor level, when the two Swiss have got Master degrees in Geography or Biology and are involved in initial training as teachers for Senior High School. This initial training includes practical training, which means that the Swiss students have to teach Geography or Biology to Senior High School students. This situation lead therefore to design the project as follows: the two Swiss students develop a teaching unit (about 10 lessons) dedicated to Urban Ecology and focused on the topic of Ecodistricts. This teaching unit involves 1) an introductive lesson focused on the problematization of the issue Urban Ecology, 2) a course about ground principles of sustainable development, urban ecology, and ecodistricts, 3) field work around the location of the high schools, 4) simulation of the possible improvement of these areas to ecodistricts, 5) comparison with existing ecodistricts and 6) synthesis (and assessment). Collaboration with the three American students takes place in the discussion of the different parts of the teaching unit, the possibility of adaptations to younger pupils and the conception of a teacher’s guide to the teaching unit.

• Pre-service Teachers in International Teams: Intercultural Competence and Teaching Diverse Learners

Sveva Grigioni (University of Teacher Education, State of Vaud, Lausanne, CH) sveva.grigioni-baur@hepl.ch, Shannon Morago (Humboldt State University, Arcata CA, USA) Shannon.Morago@humboldt.edu, Ann Diver-Stamnes (School of Education, Humboldt State University, Arcata CA, USA) Ann.Diver-Stamnes@humboldt.edu

Student Team Projects in Social Networks (PEERS) is an international collaboration consisting of teams of university faculty and students. A team involving members from the University of Teacher Education, State of Vaud (HEP) and Humboldt State University (HSU), focused on the development of intercultural competence of pre-service teachers. Pre-service teachers from HSU and HEP formed a Lesson Study team and created aligned science lessons, modified to use effective methods for meeting the needs of marginalized high school students.