

## Teaching Experience and Teacher-Training Needs of Young Political Scientists In European Union<sup>1</sup>

*Eszter Simon( with Gabriela Pleschová, Comenius University)*

### ***Abstract***

In spite of evidence in Anglo-Saxon countries that teacher-training enhances the valuation of the teaching experience and boosts self-confidence in the classroom, teaching is often relegated to secondary position in the academic world. Yet, teacher training may not only improve the efficiency of scholars in teaching-related matters and, thus, help scholars free more time for research, but would also make them more efficient in communicating knowledge to their students. Our main contribution is to extend the discussion of graduate-level teacher training beyond the Anglo-Saxon world. On the basis of an online survey conducted in the spring and summer of 2007 in all EU member states, we examine the state of teacher training in these countries. We find that teacher training is only available for Political Science PhD students in a minority of cases. Where training is available, it is usually not part of the curriculum. Many PhD students would welcome professional teacher training. Future career plans and status (PhD student vs. young professional) positively influence desire for teacher training. Gender is less relevant, but gives way to interesting findings such as males are more in need of emotional support in the teaching process.

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