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1. Introduction

“I think it [the study program] was a fantastic opportunity to get to know people from around Europe and to collaborate with them [...]” (Ben, 32).

This quote was taken from an interview with a student as part of this research. It stresses the significance of this program with regard to international collaboration. The study program marks the focal point of this research and is embedded in the context of the proPIC project. This Erasmus+ funded project seeks to generate a framework for a study program which aims to promote “Professionalism, Innovation and Transnational Collaboration” (proPIC Europa n.d.) for future language teachers as well as teacher educators. Involved in the project are five European universities.

The quote at the beginning of this introduction leads to the core objective of this research, mainly trying to answer the question of what a study program that fosters international collaboration among future language teachers can look like. In addition to that, three sub-questions were established that seek to explore what elements the study program was made up of and to what extent these elements foster international collaboration. The last sub-question then strives to find out how international collaboration could affect the participants' continuing professional development (CPD).

CPD is understood in the following as a life-long learning process in which, in this case, teachers engage in critical reflection and examination of their practice and renew and extend their knowledge and skills. What is essential for this research and is acknowledged by Richards and Farrell (2005, 12) and other authors is “the crucial role collaborating with others can play in a teacher's development”. As Diaz-Maggioli (2003, n.p.) highlights, “[p]rofessional development is [...] an evolving process of professional self-disclosure, reflection, and growth that yields the best results [...] in communities of practice”. This quote brings forward another important term for the underlying study. Following E.Wenger-Trayner and Wenger-Trayner (2015, n.p.) communities of practice are understood in the following as a means of providing CPD, in which a group of people with a shared interest come together to collaboratively learn how to improve while they interact. Collaboration in the context of teacher development is therefore seen as any systematic investigation into teaching which is performed in collaboration with others involved in the field of teaching. It is argued that such collaboration of future language teachers within a community of practice can also take place on an international level (cf. Johnston 2009, 242).

The main findings of this research paper have revealed what a study program that fosters international collaboration among pre-service language teachers can look like. Such a

program can include workshops, the active engagement with projects, interviews and discussions with experts, school visits, social events and communication devices and digital tools. Crucial, however, is the participants' active role in activities. In order to foster international collaboration, a program can provide opportunities and time for any form of exchange among its participants, bring people together and organize activities in which students collaboratively work on a task. Furthermore, collaborative reflections and group discussions with experts in the field of teaching can be ways in which such collaboration can be fostered. The findings have further revealed that possible ways in which international collaboration could affect the participants' CPD are that a collaborative culture can evolve in which professional knowledge can be expanded, new cultural knowledge can be developed, and also that participants are found to be active producers of knowledge in the process of collaborating. Such collaboration can further enable professional sharing with peers, can lead to receiving feedback from peers and foster reflection processes.

This research paper comprises three main sections each consisting of several chapters. Following the introduction, the philosophical worldview that is proposed in this study is disclosed. The first main unit then discusses relevant literature and research for this study, exploring CPD for language teachers and explaining the notion of communities of practice as way of performing international collaboration. It is rounded out in that previous research is illustrated supporting the assumption that international collaboration can be part of pre-service language teachers' CPD. The second main section focuses on the methodology that forms the basis of this research. The chapters within this unit deal with the research context, which is the proPIC project and the research questions of the study. What follows within the methodology section is the research design, which marks one of the core elements of this paper. It deals with several issues crucial for qualitative research studies such as the basic characteristics of and rationales for qualitative research and case study research. Furthermore, the purpose of the study, selection strategies and the role of the researcher mark essential features of this unit. Afterwards, the data collection methods and data analysis procedures are explained in detail. The second unit concludes with the validity strategies selected for this research. What follows in the third main section is the description and analysis of the data. The thesis is ended with a discussion that focuses on the key findings from the data and discusses them in the light of the related literature and previous research and it is followed by concluding remarks and an outlook.

2. Philosophical worldview

As Maxwell (2013, 42) emphasizes, information on the researcher's philosophical position is inevitable and helps explain and justify why a certain research approach and design was chosen. Furthermore, the philosophical worldview held by a researcher influences and shapes the practice of research and guides the researcher and reader in what insights the particular orientation might provide for a study. Each position holds different ideas about reality and how one can gain knowledge of it. Therefore, researchers must be clear about their assumptions held regarding these aspects (cf. Creswell 2014, 6; Maxwell 2013, 42; Walsham 1995, 75).

The philosophical worldview proposed in this study follows a constructivist-interpretivist orientation. As Creswell (2014, 6) states, this perspective is typically seen as an approach to qualitative research. Following this, it is assumed that one's understanding of this world is one's construction of it, based on one's historical, social and cultural background. Therefore, research is typically conducted in the specific context in which people live and work. Furthermore, the belief is held that the generation of meaning is a social process, implying that one's meaning is formed by interacting with others (cf. Creswell 2014, 6–7; Maxwell 2013, 43).

Characteristic of this philosophical worldview is also the interactive and participatory role of the researcher in the study and that one must recognize that their personal background and experiences shape their interpretations and beliefs. In addition, the process of qualitative research is highly inductive. Therefore, meaning is preferably generated from the data collected and theory and patterns of meaning are then developed inductively. Following Creswell (2014, 6), the researcher's intent is to make sense of and interpret the understandings the participants have about the world and rely as much as possible on their view of the aspect studied. For that reason, interview questions, for instance, are rather broad and general and open-ended. This approach is justified in that the participants can then share their views and construct their meaning of a situation. From this constructivist-interpretivist perspective, multiple realities and meanings exist which depend on and are co-created by the researcher, and are therefore subjective. These multiple meanings lead the researcher to search for the complexity of views and to capture their interpreted reality of the case (cf. Harrison et al. 2017; Creswell 2014, 6–7).

Regarding the nature of reality, researchers following an interpretivist-constructivist worldview typically do not believe that one reality exists independently of individuals' perceptions and their constructions of it. Following Stake's (1995) approach, three realities

exist. From this stance, there is an independent or external reality that does exist. This implies that the world is not entirely illusory. However, the other two forms of reality are seen as dependent on and formed by individuals and are based on their experiences. Therefore, each person has their own version of this experiential reality, which means that multiple realities exist, aside from the independent external reality. Stake (1995, 101) highlights that it is therefore not the aim of research to discover the independent reality, but rather to construct a clearer reality of the experiential reality (cf. Stake 1995, 100–02).

In a last step, Creswell (2014, 6) suggests to briefly mention how this philosophical perspective shaped the approach of the study. To start with, the role of the researcher in this study is affected and justified by this perspective. This includes being a full participant in the project and interacting with the other students. However, the researcher's personal experiences and background with regard to the research are disclosed and it is acknowledged that these shape the interpretations. In addition, the choices of the data collection and data analysis methods are formed by this orientation. Data is collected in the field, in the natural setting, new meanings are generated in collaboration and interaction with the participants and the data is analyzed inductively. The choice of the particular interview method for instance implies asking open-ended questions, allowing the participants to share their thoughts and views.

To conclude, one must raise awareness that any theories or conclusions drawn from a study following this perspective must be regarded as a "simplified and incomplete attempt to grasp something about a complex reality" (Maxwell 2013, 43) and that no construction of meaning can claim absolute truth.

3. Literature review

The following chapter seeks to build a logical framework for the research in that it reviews related literature and previous research and locates this research within a context of related studies (cf. Marshall and Rossman 2011, 77).

3.1. CPD of language teachers

There are several terms related to Continuing Professional Development (CPD) that are found in the relevant literature, such as teacher development, lifelong learning, professional development or in-service education and training. The terms often have overlapping meanings, are defined differently by different authors and are therefore not clearly distinguishable from each other (cf. Bolam and McMahon 2004, 33). This research adopts the following definition proposed by Day (1999, 4):

Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives.

This definition comprises many aspects that are important for CPD and that characterize professional development. They will therefore be depicted in the following:

- While Day states that teachers learn naturally over the course of their career, he also highlights that “learning from experience alone will ultimately limit development” (Day 1999, 2). Therefore, the importance of planned activities that are intended to contribute to teachers’ professional development are crucial (cf. Johnston 2009, 242).
- Professional development is furthermore seen as a long-term process and teachers should be committed to lifelong learning (cf. Day 1999, 2).
- Teachers are conceived of as reflective practitioners. It is assumed that teachers enter their profession with a certain knowledge base and develop and acquire new knowledge and new experiences based on their prior knowledge (cf. Villegas-Reimers 2003, 14; cf. Day 1999, 2).
- The concept of CPD that lies behind this definition further highlights the importance of the active role of teachers in their growth and development. It is assumed that learning is a constructivist process, during which teachers reshape their own knowledge, beliefs and practices. In this, teachers are active learners and they actively engage in their own professional development (cf. Villegas-Reimers 2003, 13; Day 1999, 2).

- Another characteristic that is especially important for this research is that professional development is conceived as a collaborative process. It is purported that one's professional development is most effective when there are meaningful interactions with others (cf. Villegas-Reimers 2003, 14).
- Professional development can look different. Therefore, various models and procedures of CPD exist (cf. Villegas-Reimers 2003, 15).

As Day (1999, 7) states, teaching takes place in a rapidly changing, increasingly complex and uncertain world. As a result, teachers are confronted with various challenges and changes on different levels, such as social or technological ones. Growing inequalities and deepening social differences can be found in schools and teachers have to deal with new technologies in the context of digitalization, for example. Therefore, teachers need to adapt to the constantly changing demands, among others, to prepare their students for the participation in an even faster developing society.

From a policy perspective, CPD is crucial in order to improve the teaching and learning quality. Schools, as well as teachers, have to face new challenges due to changes in curriculum or their students' needs. In addition, the profession needs to respond to new educational paradigms and trends (cf. Richards and Farrell 2005, 7–9). Against the background that studies have found that teachers are one of the most influential factors on students' learning, the importance of CPD as the key to the goal to promote good learning increases (cf. Borg 2015, 7). From a personal perspective, CPD is inevitable in order to provide teachers with the means to deal with the above-mentioned increasing demands, "while maintaining their individual capacity to take control of their own learning and to transform their educational practice" (cf. Hayes 2014, 6). What Richards and Farrell (2005, vii) further mention, particularly for second and foreign language teachers, is that the field of language teaching is also subject to rapid changes. The knowledge base of teaching constantly changes, and teachers are expected to keep up to date with developments and changes in the field, and review, renew and evaluate their knowledge and teaching skills on a regular basis. Hence, teachers should be given the chance to update their professional knowledge and skills and, generally speaking, have opportunities for professional development.

As studies have found, teachers that are more professionally skilled and personally satisfied can lead to the improvement of teaching and learning in school and can have a positive effect on students' learning (cf. Hayes 2014, 9; Villegas-Reimers 2003, 21). In addition, teachers will only be able to fulfill their educational purposes if they are well prepared and able to continue maintaining and improving their contributions to their profession in life-long

learning (cf. Day 1999, 2). CPD is seen as the cornerstone of the professionalism and quality of teachers. All aspects that were mentioned above provide some of the rationales why providing teachers with opportunities for professional development are crucial and necessary. Although it is not always specifically mentioned, the focus of CPD in this chapter lies on the professional development of language teachers in comparison to teachers from other fields. However, many of the aspects that are described do apply to other teachers as well.

3.1.1. Different types and models of CPD

While the definition by Day (1999, 4) defines CPD in a general manner, the following definition includes concrete means of professional development in order to be effective and recognizes that it can be obtained in many ways:

Effective professional development is on-going, includes training, practice and feedback, and provides adequate time and follow-up support. Successful programmes involve teachers in learning activities that are similar to ones they will use with their students and encourage the development of teachers' learning communities. There is growing interest in developing schools as learning organisations, and in ways for teachers to share their expertise and experience more systematically (OECD 2009, 49) .

Following Burns and Richards (2009, 3), there is a wide variety of procedures through which teachers can engage in a critical and reflective review of their own practices. Several models have been developed in order to support and promote teachers' professional development. However, they are classified differently by various authors. One way is illustrated in the following table that was developed by Kennedy (2005, 248):

Model of CPD	Purpose of model
The training model The award-bearing model The deficit model The cascade model	Transmission
The standards-based model The coaching/mentoring model The community of practice model	Transitional
The action research model The transformative model	Transformative

Figure 1 Spectrum of CPD models (Kennedy 2005, 248)

In this table the models of CPD are placed on a scale according to their purpose. The models range from the purpose of providing a means of transmission to the purpose of facilitating transformative practice. As illustrated on the right side of the table, there is an increasing capacity for teacher autonomy when moving from the top to the bottom (cf. Kennedy 2005, 247-248). Villegas-Reimers (2003, 70), on the other hand, organizes a variety of models of CPD as can be seen in the following table:

Organizational partnership models	Small group or individual models
Professional-development schools	Supervision: traditional and clinical
Other university-school partnerships	Students' performance assessment
Other inter-institutional collaborations	Workshops, seminars, courses, etc.
Schools' networks	Case-based study
Teachers' networks	Self-directed development
Distance education	Co-operative or collegial development
	Observation of excellent practice
	Teachers' participation in new roles
	Skills-development model
	Reflective models
	Project-based models
	Portfolios
	Action research
	Use of teachers' narratives
	Generational or cascade model
	Coaching/mentoring

Figure 2 Models of CPD (Villegas-Reimers 2003, 70)

Here, the models are classified into two sections. The one on the left comprises models that require and imply certain organizational or institutional partnerships in order to be effective. The models on the right, on the other hand, can be performed on a smaller scale for instance in a classroom. However, many of them represent techniques, tools or activities of professional development, such as portfolios or the use of teachers' narratives, rather than models. Some of those techniques are part of other models, for example those listed on the left. The table below that was framed by Richards and Farrell (2005, 14) classifies activities for language teachers' CPD in the different ways they can be carried out. They can either be performed at the individual level, or they involve working with a colleague or in groups, or they are "a response to an institutional directive" (Richards and Farrell 2005, 14).

Individual	One-to-one	Group-based	Institutional
• Self-monitoring	• Peer coaching	• Case studies	• Workshops
• Journal writing	• Peer observation	• Action research	• Action research
• Critical incidents	• Critical friendships	• Journal writing	• Teacher support groups
• Teaching portfolios	• Action research	• Teacher support groups	
• Action research	• Critical incidents		
	• Team teaching		

Figure 3 Activities for CPD (Richards and Farrell 2005, 14)

All the models, procedures or activities illustrated in the tables above are classified according to different features. They can further be more or less structured, formal or rather informal, comprise traditional or rather visionary forms of CPD and differ to the extent which teachers are actively involved in their professional development. Although the authors use different terms, some of the models or activities are similar, overlap or are a type of another. However, the tables show the variety of forms through which professional development can be supported and performed.

The focus of this study lies on collaborative, group-based teacher development and here on what Richards and Farrell (2005, 14) refer to as teacher support groups, Villegas-Reimers (2003, 70) terms teacher networks and Kennedy (2005, 248) calls communities of practice. The first two terms can be seen as forms or examples of the model of communities of practice. The following chapter will deal with the idea of communities of practice, trying to illustrate that international collaboration can be seen as communities of practice.

3.2. International collaboration as communities of practice

To start with, the terms international and collaboration need to be defined the way they are understood in this research. Collaboration is understood following the Oxford Advanced Learner's Dictionary in which it is defined as "the act of working with another person or group of people to create or produce [something]" (Hornby and Turnbull 2011, 287). In addition, Day (1999, 186) states that collaboration can involve joint decision-making and "requires time, careful negotiation, trust and effective communication". Collaboration is therefore seen as a term opposed to individually working on something. Different than the term cooperation, collaborative learning comprises a certain balance of power, mutual influence and a certain equality of participants (cf. Day 1999, 186). Collaboration can come in many shapes on different levels with different people. The term international, however, highlights that the focus of collaboration in this sense is on an international level. The

adjective international is opposed to national, meaning that people from two or more countries are involved in the collaborative process (cf. Metcalf and Alderton 2003, 423).

As with the term CPD, there are several terms that are related to that of communities of practice or are a form of it. Examples from the literature are professional learning communities (cf. Lee 2011, 36), teacher networks (cf. Villegas-Reimers 2003, 82) or transient multilingual communities (cf. Mortensen 2017). Central to the notion of communities of practice that was especially shaped by Wenger (2004) is a social theory of learning. This theory recognizes that learning happens as a consequence of this community, rather than as a result of planned learning activities. Consequently, learning takes place in a social context and emerges through the mutual engagement in an endeavor within such a community. Therefore, learning is not regarded as translating knowledge or theories into practice, but rather as constructing new knowledge through the interaction in specific social contexts (cf. Wenger 2004, 4). Communities of practice are understood as “an aggregate of people who come together around mutual engagement in an endeavor” (Eckert and McConnell-Ginet 1992, 464). They are further defined simultaneously by their members and by the practice in which the participants engage. From this definition, two characteristics of learning in communities of practice emerge. For one, the mutual engagement of participants in a collaboratively negotiated project. And also that this engagement is based on a shared repertoire of the participants’ resources, for instance linguistic ones, shared social norms or concepts (cf. Mortensen 2017, 273; Kennedy 2005, 244; Wenger 2004, 5).

What is further highlighted by E. Wenger-Trayner and Wenger-Trayner (2015, n.p.) is that communities of practice are “groups of people who share a concern or passion for something they do and learn how to do it better as they interact regularly”. From this second definition another important feature comes to the fore, namely the domain of interest the participants should have in common. In addition, three crucial characteristics emerge that, in combination, constitute a community of practice (cf. Wenger-Trayner and Wenger-Trayner 2015, n.p.):

- The domain: A community of practice has “an identity defined by a shared domain of interest” (Wenger-Trayner and Wenger-Trayner 2015, n.p.). Being a member of that community therefore implies a certain commitment to the domain and a shared competence. These features distinguish the members of the community from others.
- The community: The interactions among the participants of a community of practice are essential and constitute the community. Typical are joint activities, discussions and sharing information. Furthermore, such a community is defined by a helping

environment and by relationships among the members that allows them to learn from each other.

- The practice: “Members of a community of practice are practitioners” (Wenger-Trayner and Wenger-Trayner 2015, n.p.) which distinguishes them from people that merely share the same interest. This means that throughout interaction the participants develop a shared practice, meaning a shared repertoire of resources such as shared tools, ways of addressing problems or shared experiences.

Learning in communities of practice can also take place through the engagement in specific types of activities. Activities in which teachers with common interests can share their experiences, ask questions, make suggestions and collaborate to develop new knowledge and skills can be seen as opportunities or ways to engage in communities of practice (cf. Burns and Richards 2009, 4; Lee 2011, 38)

One of the values is that through the interaction of an individual with his or her prior knowledge with several individuals through practice can be seen as a powerful and meaningful site for the development of new knowledge (cf. Kennedy 2005, 244). In other words, communities of practice can “act as powerful sites of transformation, where the sum total of individual knowledge and experience is enhanced significantly through collective endeavor” (Kennedy 2005, 245).

An example of a teachers’ network that is described as a community of practice is illustrated by Villegas-Reimers (2003, 82). There, 18 teachers from 14 different schools came together to improve their teaching. They performed activities such as group reflections and emphasized activities that are necessary for teaching, such as planning, enacting and reflecting on one’s teaching. This network was made up of a group of professionals that have different expertise and bring different backgrounds, knowledge and skills with them to the community. In another example the author reports from a cross-national network of teachers. While there are national networks in each of the participating countries, teachers have come together to “share experiences, learning opportunities and work activities” (Villegas-Reimers 2003, 82) in a cross-national network. These two examples show that there are different ways of performing communities of practice. However, Burns and Richards (2009, 4) highlight that programs that focus on second language teacher learning should set focus on “context involving communities of learners engaged in social practices and the collaborative construction of meanings” (Burns and Richards 2009, 4).

As shown in the second example above and stated by several authors such as Day (1999, 175), communities of practice can also be realized on an international level. In this, teachers from different linguistic and sociocultural backgrounds come together and collaborate in a

community of practice. In such a case, the idea of transient multilingual communities comes to the fore. As Mortensen (2017, 277) states, communities in which there is a need for the participants to use a lingua franca can be an indication that it is a matter of a transient multilingual community. Therefore, the idea behind this type of community will be depicted in the following.

Mortensen and Hazel (2017, 255) define transient multilingual communities as “social configurations where people from diverse sociocultural and linguistic backgrounds come together [...] for a limited period of time around a shared activity”. The main features of those communities are that they are emergent in the process of becoming, that they are especially heterogenous when the participants have different mother tongues and that participants usually work on some shared activity which often marks the reason for the development of such community (cf. Mortensen 2017, 274). It is important to highlight that communities of practice can be transient multilingual communities and vice versa. The main difference of this type of community compared to the previously described communities of practice lies in the assumption that participants of a community of practice have a shared repertoire of resources, including linguistic ones, and shared social norms. In transient multilingual communities, however, norms have to be developed on the spot and the norm center has to be explored through an ongoing negotiation between the group members based on their resources and sociocultural backgrounds (cf. Mortensen 2017, 274). Similar to the idea of the study program within the proPIC project, some transient multilingual communities are organized around loosely defined shared activities. In this case, students from different linguistic and sociocultural backgrounds taking part in a study program which involves collaboration with fellow students in various activities can be viewed as forming a transient multilingual community. However, these communities must be recognized as smaller social units that are embedded in a larger institutional configuration and are “formed around specific and time-delimited projects” (Mortensen 2017, 274).

It is argued that the study program within the proPIC project has features of communities of practice as well as of transient multilingual communities. What becomes obvious when looking at the different definitions and characteristics proposed by different authors is that these terms are not entirely distinguishable but rather overlap. Following Mortensen and Hazel’s (2017, 255) definition of transient multilingual communities, the study program central to this research also lasted for a limited period of time and was a one-time event. In this respect the notion of communities of practice by Wenger-Trayner and Wenger-Trayner (2015, n.p.) differs in that it is intended to take place on a regular basis. What also supports the similarities between the study program and the notion of transient multilingual communities is that the program is intended to bring participants from different sociocultural

and linguistic backgrounds together in order to collaborate around shared activities. This heterogeneity led to the need to use a lingua franca during the study week. Yet, it can be said that the participants did have some shared repertoires since all spoke English and all are studying to become future language teachers and have experiences in the field of education, either practical or theoretical ones. It is therefore argued that the participants did have a shared domain of interest, mainly that of becoming future language teachers.

Both the notion of communities of practice as well as transient multilingual communities show what learning in collaboration with others, in particular international collaboration, in a community can look like. The following chapter seeks to bring the idea of CPD for language teachers and international collaboration together, highlighting the importance of international collaboration as part of future language teachers' CPD.

3.3. International collaboration as part of (future) language teachers' CPD

As Burns and Richards (2009, 4) and Bolam and McMahon (2004, 55) state, teacher learning has undergone a great shift from the traditional perspective in which the teacher was viewed as an autonomous professional and in which learning was a highly individual and isolated process, to the "concept of the school as a learning community in which the teacher works collectively as a member of a wider group of staff in a joint effort to improve the quality of learning" (Bolam and McMahon 2004, 55). The new image of teacher learning therefore involves learning in a context and evolves through the interaction, collaboration and participation of teachers in that context. Hence, the need for a culture of collaboration in schools is inevitable. The nature of teacher learning in this context is viewed as "a form of socialization into the professional thinking and practices of a community of practice" (Burns and Richards 2009, 2).

Collaboration in the context of teacher development is understood following Johnston (2009, 242), as "any sustained and systematic investigation into teaching and learning in which a teacher voluntarily collaborates with others involved in the teaching process, and in which professional development is a prime purpose". As stated by Hastie et al. (2010, 9) collaboration on an international level, however, is "an imperative for tomorrow's educators". The values that underly the concept of collaboratively working on one's professional development are that collaboration is regarded as the "wellspring of teacher professional development" (Johnston 2009, 241). According to Johnston (2009, 241) this concept is especially common in language teaching contexts. To start with, the view is held that teacher learning is a fundamentally social process that has its best effects, when performed in collaboration with others. Based on that assumption it is believed that by collaborating with other professionals, teachers can better understand their own experiences, beliefs and

opinions. In addition, Richards and Farrell (2005, 12) mention that collaborative learning enhances individual learning and teaching practice and can improve educational outcomes.

Another reason for working on one's professional development in collaboration with others lies in the statement that "[p]rofessional development is [...] an evolving process of professional self-disclosure, reflection, and growth that yields the best results when sustained over time in communities of practice" (Diaz-Maggioli 2003, n.p.). Richards and Farrell (2005, 12) also highlight the crucial role of collaboration in teachers' professional development. As shown in the tables of the different models of CPD, communities of practice are rated as a model of CPD. Or, in other words, communities of practice can be understood as a means of providing CPD (cf. Hayes 2014, 11). Other goals of collaboratively learning in communities of practice are that it encourages more interaction among teachers, provides opportunities for sharing skills and experiences and gives teachers the chance to find solutions to common problems (cf. Richards and Farrell 2005, 12).

Teacher collaboration can be performed in various forms. However, the teacher should lie at the heart of the professional development. Teachers can either collaborate with colleagues, meaning other, in this case, future language teachers, with university-based researchers or with others that are involved in teaching and learning. The latter stakeholder for instance could mean bringing people to the community of practice that are experts in a certain field (cf. Johnston 2009, 242–43; OECD 2009, 49; Villegas-Reimers 2003, 81). As Johnston (2009, 242) states, relationships among peers are the most balanced ones in terms of power and it is said that the shared professional understandings pre-service teachers of languages have can be beneficial in the collaboration in that they point them towards certain common concerns and interests. As illustrated in the example of the cross-national teachers' network, this collaboration among peers is not restricted to a national level but can extend across borders.

According to Richards and Farrell (2005, 12), programs that foster collaborative learning among teachers should provide opportunities for teachers to learn and work together through participating in group-oriented activities. These activities should comprise shared goals and shared responsibilities among the teachers and involve joint problem-solving. In addition to that, Borg (2015, 6) stresses how important it is that programs that seek to contribute to the teachers' professional development should value the teachers' experiences and prior knowledge, foster collaboration among its participants, should include topics that have a relevance to the needs of the participants and should allow exploration of and reflection on practices and beliefs. Within all activities, a key feature is that

participants should be provided with time and opportunities to learn from and with one another (cf. Day 1999, 20). What is further highlighted by several authors is the active engagement of teachers in the generation of knowledge and in their professional development (cf. Borg 2015, 6; Day 1999, 2; Lee 2011, 30). Diaz-Maggioli (2003, n.p.) also mentions that the opportunities for teachers to participate and collaborate actively in activities can lead to the development of ownership over the learning process and of the teachers' own professional development.

An example from previous research by Karavas and Papadopoulou (2014) shows what a program can look like in which teachers collaborate in a community of practice. Although their research is based on an online platform for communities of practice for English teachers in Greece, this example shows several meaningful features for this research study. Activities or elements of the program for example were the work on individual as well as group tasks, reading activities and input sessions in which the teachers were provided with resources or tutorials. Furthermore, reflective activities, such as keeping reflective journals, following the objective for teachers to make new connections between theory and their professional experiences were a crucial part of the community of practice. Some of the initiators' goals were to help establish and encourage fruitful discussions among the members, develop a helping environment as well as foster the sharing of ideas, an open feedback culture and the active and thoughtful involvement of all teachers (cf. Karavas and Papadopoulou 2014, 192–93). Some of the facilities that were useful in order to perform the goals and elements were that the platform had a conversation space for discussions and a shared workspace for synchronous electronic collaboration, discussions or meetings. In addition, the members were able to create smaller sub-groups within the community in order to collaborate or work on projects. Also, the facilitators of the project could create topics in order to encourage discussions and conversations among the members. Furthermore, all participants were encouraged to write and upload blogs which again encouraged the teachers to share knowledge and information and fostered collaboration. The authors report that the community helped teachers to build relationships and networks with others and to engage in conversations and motivated and encouraged them to share ideas and work-related knowledge. In addition, the community encouraged and promoted communication and collaboration among its participants and gave the teachers the opportunity to develop and test new methods and tools and learn more about the profession of teaching (cf. Karavas and Papadopoulou 2014, 194).

The literature review has depicted the notion of continuing professional development of language teachers and has revealed that international collaboration can be seen as a form of communities of practice or transient multilingual communities. Based on the findings that

CPD is most effective when performed in collaboration, also international collaboration, with others, the argument is put forward that international collaboration can be part of future language teachers' professional development. Findings from previous research have shown what a program in which teachers collaborate with peers in communities of practice can look like. The following research seeks to find out what a study program that fosters international collaboration among pre-service language teachers can look like. This is done by the reconstruction and description of a particular case, which will be dealt with in the following chapters.

4. Methodology

4.1. Research context

As Higgitt et al. (2008, 132) state, there are several EU programs, one of which is the Erasmus program for higher education that promotes several transnational projects. These are meant to encourage transnational collaboration and boost the mobility of students in Europe. In addition, such programs offer the potential for network development. One of these projects funded under the Erasmus+ program is proPIC forming the context of the underlying study. In order to understand the context of the research it is therefore necessary to get an idea of this project. Hence, this chapter seeks to describe it in detail.

4.1.1. Outline and content of the project

proPIC Europa is an Erasmus+ project, which was initiated by the University of Education Karlsruhe in Germany. Since the project is funded by the European Commission their website provides general information about it (European Commission 2016). The project runs from September 2017 to September 2020. It is a cooperation between five European universities from four different countries. Involved are the University of Barcelona, Spain, the University of Borås, Sweden, Newcastle University, from the UK and the University of Kiel, from Germany. The idea behind proPIC is to promote “professionalism, innovation and transnational collaboration in foreign and second language learning and teaching” (European Commission 2016) for prospective teachers as well as for teacher educators. Its aim and main intention is to develop and test a framework for an internationally adaptable study program that fosters the participants’ individual professional development and is determined by the integration and orientation towards research-orientation, the use of mobile technologies and international collaboration (cf. proPIC Europa n.d.).

The nature of the study program is highly research-oriented. In the context of CPD in foreign language learning and teaching, participants are confronted with various problem-oriented questions and tasks and by looking into the subject areas get the chance to link theory with their personal experiences. In addition, the participants are asked to develop research projects on their own or in collaboration with other students. The research process, the progress and the experiences made are constantly documented, reflected and shared, among others using ePortfolios. Support is given to the students during the group sessions or online meetings by the teacher educators. Mobile technologies are also important features of the project and are used as tools. Their creative and multifaceted use in both learning and teaching is promoted throughout the project. The participants are encouraged to try out various innovative technologies and make use of those tools for their personal CPD. The last key component of the project is the aspect of transnational or international

collaboration. It is argued, that especially in a global world, it is important for prospective language teachers to be creative, flexible and innovative, on their way to becoming professionals. These features can be achieved and fostered by gaining experiences abroad and by collaborating and exchanging with other international prospective teachers and thereby building “intercultural and transnational networks” (European Commission 2016). Transnational collaboration is enhanced within the project, in particular during a short study week abroad. Subsequently, the aim of the proPIC project is to develop a study program that can be integrated into different European curricula (cf. European Commission 2016; proPIC Europa n.d.).

COURSE I			COURSE II		
Module I.A	Module I.B	Module I.C	Study week	Module II.A	Module II.B
<p>course introduction</p> <p>get in touch with the students from the other partner institutions (slack, flipgrid)</p>	<p>input</p> <p>theoretical framework (CPD, good-practice examples)</p> <p>research project</p> <p>develop research question</p>	<p>do at least 4 interactive tutorials</p> <p>develop your research design</p> <p>get individual online coachings</p>	<p>visit a partner university</p> <p>collaborate in transnational groups</p> <p>visit a local school</p>	<p>finalise your research project and create your creative outputs</p> <p>get individual coaching</p>	<p>present your results and creative outputs</p> <p>final discussion</p>
f-2-f / online	f-2-f / online	online	short stay abroad (5 days)	online	f-2-f
constant reflection through e-portfolios					

Figure 4 Outline of the proPIC program (proPIC Europa n.d.)

The image gives an overview of the course outline. The study program consists of two courses which comprise five modules. It runs through two semesters including a study week in between the two. It is intended that twelve future teachers per institution participate in one cohort at their home university. During the course meetings the project and its participants are introduced, input is given on topics such as CPD and students are encouraged to come up with ideas for their research projects. Apart from the face to face meetings, one element of the course is interactive tutorials that students are asked to work on. The topics dealt with for instance are the use of mobile technologies for CPD, such as ePortfolios or video production and other methods for research-oriented learning and teaching. In addition, each student can benefit from individual help from the teacher educators, concerning their research projects in the form of online-coaching sessions. Furthermore, all participants are asked to produce an ePortfolio throughout the courses as a means of promoting reflective thinking and CPD (cf. proPIC Europa n.d.).

In groups of three, the participants have the chance to go abroad for a week to take part in the study week at a partner university. The ideal case is that each university has twelve international students, coming from four different partner institutions that take part in the study week. The idea is that the prospective teachers have the chance to visit local schools, learn more about the particular national school system and exchange with local teachers. Central to the idea of the study week is that the students have the opportunity to get together and collaborate with other international students, for instance in discussing their research projects (cf. European Commission 2016).

Following the study week there are two further elements. First, every prospective teacher is asked to finish their research project, again with the support of the teacher educators from their university. Secondly, in a final group session, students present the outcome of their research projects.

4.1.2. First cohort

During the three years of the project, three courses will run. The course that is explicitly relevant for this research was the first cohort ranging from April 2018 to November 2018. The number of participants was below what was initially expected and intended. The realization of each course was different in every partner institution depending on their curricula. Since having taken part in the course in Karlsruhe, its outline will be focused on and taken to get an impression of how the course was realized at one of the universities. The first course in the summer semester of 2018 began with two, two-day meetings in which eighteen students took part. The first took place on 19th and 20th April 2018. Apart from being introduced to the concept of CPD, including different models, their purposes and tools for one's own professional development, the sessions also dealt with the idea of reflective teachers as the core element of CPD. They not only presented different reflective tools, but the participants also operated with them throughout the sessions. In addition, the prospective teachers started working on their own research projects by formulating possible research questions and individually collecting ideas for topics on which to do this work. The second two-day meeting took place on 8th and 9th June 2018. The sessions comprised topics such as the notion of practitioner research and the idea of using research to develop professionally both of which were dealt with in different social constellations, using various mobile technologies. In between the two meetings the students continuously worked on the interactive tutorials and were asked to reflect by writing ePortfolios.

The study week which was conducted at the university of Kiel will be briefly outlined, since again having taken part in it both as a researcher as well as a participant. It is important to get an idea of this particular study week, as it forms the context in which the observations

were conducted. The elements of the other study weeks will be dealt with later in this thesis. In total, four prospective teachers took part in the study week in Kiel, three of which were from the University of Barcelona. During the five days several activities such as two school visits, a conference, several consultations, discussions and interviews with experts, a workshop on video production and a canoe trip formed the study week. Students prepared for the activities in advance and reflected on them afterwards in a shared document. The final product of the study week was a short documentary that was produced by the group.

On 9th November 2018, the last meeting took place in Karlsruhe. Six students attended the meeting and exchanged their experiences made during the study weeks and gave feedback. Further, they reflected on their perception of CPD and possible changes to it after their study week experiences. Another core element was that the students introduced their ideas of their research projects to the others and received support from the teacher educators. However, the research projects were not completed at the time of this last session and therefore, the final products could not be presented to the group.

This chapter has described the general outline and the first cohort of the proPIC project which forms the context of this research. In this context and based on the previously presented related literature, research questions were phrased that guided this study. These will be stated in the following.

4.2. Research questions

One important task in doing research is to design research questions that will “direct the looking and the thinking enough and not too much” (Stake 1995, 15). What Stake emphasizes here is that the questions need to be broad and yet focused on the central phenomenon of interest. Another function of research questions is to specifically explain what a study is intended to learn or understand. In addition, the questions serve the researcher in that they give guidance on how to conduct the research and focus the study (cf. Maxwell 2013, 75).

The overall aim of the underlying study is to answer the following main research question:

- What can a study program that fosters international collaboration among future language teachers look like?

The research question asks for an exploration of the central phenomenon, i.e. of a study program. For this, the proPIC project was regarded as comprising such a study program that meets the conditions of fostering international collaboration among future language teachers. Therefore, in order to answer the question, a case within this project was reconstructed and described with the focus on international collaboration. Beyond this, the

question allows for and implies the development of categories, analyzing how such a study program can look.

Following Creswell (2014, 140), the main research question needs to be related to the specific qualitative strategy of inquiry selected for a study. This is necessary due to the need of a research design to allow full investigation of a particular research question (cf. Hancock and Algozzine 2006, 31). Although the case under study is not explicitly mentioned in the research question, it does imply the need to gain an in-depth understanding of a particular case. Characteristic of a case study approach, the case was chosen primarily, and the questions were then framed in terms of that particular case. However, the question was kept in general terms rather than including the case explicitly.

As Creswell (2014, 141) emphasizes, research questions often evolve and change throughout the research process. This was also the case within this study. The initial research questions formulated for this study evolved far beyond the scope of this research and its purpose. Furthermore, it contained aspects that are difficult to define and to measure. The focus from those initial attempts to the eventual questions shifted in that the focal point now lies on the study program, rather than what international collaboration can look like in order to become beneficial for the participants' CPD. It is argued that the question is answerable and feasible because it asks for possible features of a study program that performs the mentioned aspects. It does not imply to present elements of what such a program should or must look like. The feasibility is also justified in that the research question brings into focus what aspects are of interest and in doing so bounds the case. Furthermore, the question does not indicate the aim to generalize to other programs, but allows an in-depth study of a single case and the development of a description of the particular case.

In addition to the central question, three sub-questions were established in order to specify and define the main research question and narrow the focus of the study:

- What are the elements within this program?
- To what extent do these elements foster international collaboration?
- How could international collaboration affect the participants' CPD?

The first sub-question seeks to define the study program and its elements more precisely, mainly with the focus on international collaboration. With the second sub-question a link between the study program and its elements, and international collaboration was established. The last question is intended to create a connection between the concepts of international collaboration and CPD. The first two questions focus on the study program while the focus shifts in the last sub-question. Here, the core interest still lies on international collaboration, but moves another component, namely the participants and their CPD, into

the focus. Because it is difficult to measure professional development and would at least need a longitudinal study and certain variables to define the term, this would go beyond the scope of this study. Yet, it was regarded as interesting to find out how the interview partners perceived and evaluated possible effects of international collaboration on their CPD.

4.3 Research design

The research design for this study was developed following Marshall and Rossman (2011, 89). It includes eight major topics that are addressed, starting with the qualitative genre, the overall strategy and rationales for its use and continues with the purpose of the study and the site and participant selection strategies. What follows are the description of the data collection methods, including the aspect of gaining access to the field and disclosing the researcher's role, as well as introducing the participants of the study. In the end, the data analysis procedures and validity strategies are depicted. Similar to this research design, Stake (1995, 54) further highlights the importance for case study research designs to define and bound the case under study. Therefore, this marks another component in the chapter that follows.

4.3.1. Qualitative genre and overall strategy

In order to answer the research questions stated in the previous chapter a qualitative single-case study was designed. The following chapter seeks to detail the methodology of this study, firstly by depicting the basic characteristics and intents of qualitative research and secondly, by defining and justifying case-study research as a specific type of qualitative design, chosen for this study.

The research questions, the personal interest and the context of the research lead to the need and desire to gain an in-depth understanding of students' individual experiences and observe parts of the course in the field, at the site where participants experienced the issue under study, in this case, the study week. These aspects contributed to the decision to use a qualitative approach for the study. In order to understand the decision of choosing to do qualitative research, in contrast to quantitative research, its basic characteristics need to be mentioned.

To start with, the natural setting in which qualitative research is conducted is a major feature. As Creswell (2014, 185) states, qualitative researchers tend to collect data in the field, in order to gather up-close information, by talking to participants directly, having face-to-face interactions and "seeing them behave and act within their context" (Creswell 2014, 185). This was regarded as one of the most crucial reasons in choosing to do qualitative research. The personal interest of communicating and collaborating with international students and gaining insight into different experiences made during the project also led to that decision.

Talking to people about their experiences and perceptions highlights the importance that participants' meanings about the problem under study are essential and mark the focus of the study (cf. Creswell 2014, 186)

Another aspect that constitutes qualitative research is that the researcher is regarded as the key instrument of the research, mainly collecting data and gathering information themselves, and usually not relying on instruments developed by other researchers. The inquirer therefore seeks to make firsthand observations of activities in the setting under study and may personally engage in these as a participant observer. In this study this issue was facilitated through the fact that the researcher was a participant of the project and therefore had access to the case from a particular perspective. This leads to another feature of qualitative research, in that qualitative researchers have to reflect on their role in the study, their personal background and experiences that might shape their interpretations and the direction of the study (cf. Creswell 2014, 185; Patton 2002, 4).

Developing a complex and holistic picture of the issue under study, and therefore relying on various sources of data, and reporting multiple perspectives are further characteristics of qualitative research. It was considered that the underlying case enabled the collection of multiple forms of data, such as interviews, observations and documents. When analyzing these data, the aspect of inductive and deductive data analysis becomes important. This interplay is characteristic of qualitative research and is realized within the underlying case study research through the strategy of qualitative content analysis (cf. Creswell 2014, 185–86).

4.3.2. Case study research

As mentioned before, a qualitative single-case study was designed for this research. At this point it is necessary to define this approach, depict its strengths and limitations and explain, what led to the decision to design a single-case study.

To start with, it needs to be said that there is no clear and single definition of what case study research is and what the approach specific design should comprise. Depending on the philosophical orientation of the research and the discipline, different understandings of and approaches to case studies as well as different designs emerge. The main differences lie in the degree to which objectivity and generalizability are strived for and the position of the approaches along a quantitative-qualitative continuum that is represented by their philosophical worldviews. These variations influence the implementation of case study research, which makes it crucial to consider one's worldview when conducting it (cf. Harrison et al. 2017).

Common characteristics of case study research

Despite variation in the approaches, there are several characteristics common to all of them. For one, case study research is seen as a form of qualitative inquiry that is most suitable for a “comprehensive, holistic and in-depth investigation of a complex issue” (Harrison et al. 2017). The case under study may for instance be a phenomenon, organization, program or individual that is studied within its context in a real-world setting. The actual case and its context are here not always sharply distinguishable. Nevertheless, cases need to be bounded by time and activity. Although the reason for doing case study research can have different purposes, the essential one is the researcher’s motivation to obtain an understanding of a complex phenomenon. In all approaches to case study research, research questions that answer how-,why- and frequently what-questions need to be formulated (cf. Harrison et al. 2017; Yin 2014, 11–16; Creswell 2014, 14).

A further characteristic of case study research is that it usually relies on and encourages the collection of multiple sources of evidence, in the underlying study being interviews, as well as observations and written documents. In order to get a more valuable understanding of the case, the data gained through these different methods needs to “converge in a triangulating fashion” (Yin 2014, 17). The advantage of this strategy is that it allows testing of different methods with different strengths and limitations all of which support similar conclusion and thereby determine the consistency of findings and increase the validity of a study (cf. Maxwell 2013, 102; Yin 2014, 241; Stake 1995, 8).

In doing case study research it is further essential for the researcher to work in the field. In this connection, he or she seeks to explore and understand the issue from the participants’ perspectives and interacts with them in their natural setting. Harrison et al. (2017) emphasize that this interaction between the researcher and the participants is necessary in order to generate data and marks an outstanding role of the researcher in the field. Additionally, the researcher’s perceptions and interpretations are an integral part of the research and are approved. In order to deal with this subjectivity, the researcher needs to take a reflexive stance within the study. Among other methods, this can be realized by writing memos throughout the research process (cf. Harrison et al. 2017).

A constructivist-interpretivist perspective of case study research

The approach to case study research by Stake (1995) is derived from educational research and is highly determined by the motivation to discover meaning and understanding of experiences in context. For Stake, case study research is “the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances” (Stake 1995, xi). The main feature and focus of case study research are the case itself. A case is interesting and worth studying for both its uniqueness as well as its

commonality. To give an example, the case in the underlying study can be seen as unique since it is embedded within a newly initiated project and is bounded to the time of the first cohort. Yet, other Erasmus programs among students from different countries exist and might have similar structures. However, it is not claimed that this case is a strong representation of others.

Case studies can further be distinguished as consisting of one or multiple cases. A single-case study was designed for the purpose of this research. This means that the primary focus of the study lies on one case. Following Stake's classification of different case study research designs, the answer to the question why the focus lies on that case is that it is an intrinsically interesting case. That means that the case is of interest in its own right. In this approach to research, the purpose is to learn about that one particular case, rather than learning about other cases while studying it, or drawing general conclusions from it. (cf. Stake 1995, 3).

In addition to the researcher's role common to all approaches, the underlying philosophical orientation for this study highlights the degree of participation of the researcher in the field. Stake (1995, 99) emphasizes that the researcher is interactive and participates in the study. This is justified by the assumption that it is essential to experience the activity of the case as it occurs in its context, in order to understand the case. Beyond that, the researcher is viewed as a partner of the participants being studied, with whom he or she discovers and generates knowledge. The researcher's role in producing this knowledge and interpreting it is crucial and central from a constructivist worldview. It can be said that the researcher can be viewed as the "agent of new interpretation, new knowledge, but also new illusion" (Stake 1995, 99).

Single-case studies, compared to other research designs, are not a strong base for the generalization of a population of cases. Therefore, findings of single-case studies do not permit generalization per se, or in other words, are not generalizable in the classical sense. The guiding research question for this study implies that a description and reconstruction of a study program is the main focus. In addition, the study seeks to establish categories out of the data that comprise elements of the program that foster international collaboration and might influence the participants' CPD. Therefore, the study's main concern is with describing and reconstructing this case. Following a constructivist orientation encourages providing readers with "good raw material for their own generalizing" (Stake 1995, 102). This includes writing thick and rich descriptions and justifies writing narrative descriptions. Yet, as Hellström, Nolan, and Lundh (2005, 19) highlight, it can be argued that findings of a single-case study can be related to, transferred to and recontextualized to other similar contexts. In order to add credibility to a case study research, it is inevitable to report the

process of the study and how the researcher attains certain findings (cf. Walsham 1995, 79; Stake 1995, 85).

Regarding the question of what led to the decision to design a case study over other qualitative research strategies can be answered by looking at various aspects. Most important was the intrinsic motivation for a pre-selected and given case that was bounded by time and activity and allowed for an in-depth analysis. In addition, my role as a researcher and full participant of this project, led to an involvement and interaction, typically found in case study research. Also, the case supports the strategy of collecting detailed information using different data collection procedures in order to gain an in-depth understanding. The data collection methods do not differ from other strategies such as ethnography, they are even borrowed from it. However, the intention of the study is the aspect in which it differs from other approaches. Here, the intention is to contribute to the readers understanding of a phenomenon, by studying a case in detail (cf. Creswell 2014, 14).

4.3.3. Purpose of the study

The purpose of this single-case study research is to explore what a study program that fosters international collaboration among future language teachers can look like. Therefore, a bounded case within the proPIC project is described and reconstructed with regard to international collaboration. In this way, the study seeks to develop categories in order to answer the research questions. Since the context of this research is the first cohort of the proPIC project it was considered meaningful to do research within the project. As a result, this study seeks to provide an in-depth description and reconstruction of this first course with the focus on international collaboration. The findings of this research could be valuable with regard to possible improvement of the study program for future cohorts. However, the case study does not seek to identify cause and effect relationships or expect causal explanations. The purpose rather lies in searching for understanding of the case, while emphasizing and taking its uniqueness into account. Rather than aiming to generalize to other cases, the interest of this study therefore lies in the case, coming to know the particularity of it

4.3.4. Defining and bounding the case

As mentioned before, case studies can focus on various units of analysis, for instance a phenomenon, an institution, a person, a program or an organization. Since a case study needs to stay within feasible limits and, furthermore, it must be determined which statements want to be made at the end of the study, it is important in a research design to define and bound the case under study. In addition, this leads the research design into

identifying the data that needs to be collected, in order to draw conclusions about the case under study (cf. Yin 2014, 31; Patton 2002, 228; Creswell 2014, 14).

One crucial aim of research questions is that they help to identify what aspects of a case will be studied. Based on the questions developed for this study, the main focus of this research lies on a study program that meets the conditions of fostering international collaboration among future language teachers. It is argued, that the proPIC project can be selected for the context of the case, because, on the one hand, a study program claiming to foster international collaboration among its participants is developed and tested and, on the other hand, future language teachers as the target group are addressed.

As stated earlier in this thesis, proPIC comprises various topics. Yet, as the research questions imply, the case is bounded to the aspect of international collaboration. Even though there are more people involved in the project, the case merely focuses on the students who have the common goal of becoming language teachers at the end of their studies. Furthermore, the focus lies on the first cohort of the project, which lasted from April to November 2018. Here, since the main focus of the study lies on international collaboration, it is stated that this aspect was mainly realized among students during the study week. Therefore, this event will mark the main unit of analysis.

As Patton (2002, 228) states, doing a case study of a program means “doing more than aggregating data from individuals to get overall program results”. Although individuals serve as crucial units of data collection, since they are the main focus in the study program, it is indispensable to involve further qualitative methods such as observations and descriptions that focus directly on the program. In this case, the study week in Kiel was observed and agendas of the study programs were analyzed.

4.3.5. Site and participant selection

As Maxwell (2013, 96) states, decisions about where to conduct research and whom to include in it are an essential part of the methodology section of a study. Qualitative research is typically characterized by purposeful sampling strategies. The emphasis in qualitative methods is to gain an in-depth understanding of a case. This leads to the underlying principle of all purposeful sampling strategies, which is to select information-rich cases strategically and, as the name indicates, purposefully. This implies that cases are deliberately selected from which the researcher can learn about issues that are of central importance to the purpose of the research, its goals and the research questions and are therefore worthy of in-depth study (cf. Patton 2002, 46).

The site selection for the observation was the study week at the University of Kiel. The purpose was to deliberately choose a typical case for the five study weeks taking place at

the same time in different locations. It is argued that the study week in Kiel can be regarded as a typical case sample because a common idea of the structure of the study week existed among the teacher educators and central topics were to be dealt with. This decision can also be justified because it is argued that this site is not “in any major way atypical, extreme, deviant, or intensely unusual” (Patton 2002, 236). Selecting merely one site for the observation, on the one hand, can again be justified by its typicality and, on the other hand, due to organizational matters, since all study weeks took place at the same time and made it impossible to make observations at more than one institution.

Selecting interview partners was a process with a number of decisions and selection strategies that had to be made. First it must be said that all participants of the course that went abroad for the study week can generally be regarded as good informants for this research since they all made experiences that can be meaningful in order to answer the research questions. Yet, with regard to the time frame of this study and in order to seek an in-depth understanding of the participants’ experiences, rather than seeking breadth, a small number of possible interview partners had to be selected purposefully.

The overall goal of the participant selection was to yield insight and an in-depth understanding of the students’ experiences made during the course and especially during the study weeks, with the focus on the aspect of international collaboration. Since the participants came from five different universities and spent the study week in different institutions another goal was to capture the heterogeneity of the participants coming from different institutional backgrounds and sites and experiencing international collaboration differently during the study weeks. To achieve this, first of all, a list of all participants and the institutions where they spent the study week was requested. Secondly, a “maximized sample variation” (Patton 2002, 235) was established by creating a matrix in which each possible interview partner was as diverse as possible, with regard to their home university and the location of the study week they went to. This was implemented, by listing the five institutions where students came from on the one side and the five universities where they went to on the other. Due to the smaller number of participants than initially expected, some combinations of students and study weeks were not possible.

In the third step, in case there were still participants to choose from, the possible students were selected by using a purposeful random sampling strategy. This was seen as the best way to reduce bias and add credibility to the selection. However, the awareness was present that this did not imply the achievement of representativeness or even empirical generalization (cf. Patton 2002, 235).

It was hoped for that the strategies for selecting possible interview partners would be especially useful, because as Patton (2002, 235) states, any common patterns that emerge from great variation can be regarded as meaningful and valuable, because they capture the core experiences and the participants' most important, shared dimensions of the phenomenon and in this case of their individual study week experience which are of special interest. Further, it is argued that through the diversity of participants and study week experiences a high-quality and detailed description of each case can be made. In addition, shared patterns that cut across the participants' experiences and perceptions derive their significance from having emerged out of heterogeneity and are therefore highly valuable for the study in order to answer the research questions (cf. Patton 2002, 235).

The sample size was regarded appropriate for the aim of the study and the time and resources available. Thus, the number of interview partners was deemed as valuable in order to get an in-depth understanding of experiences, as the participants were considered information-rich cases.

4.3.6. Gaining access

According to Creswell (2014, 188), a methodology section needs to contain information on the steps taken to gain access to a setting and to participants and to secure permissions to study the participants or situation. This may be gained by seeking the approval of so called "gatekeepers" (Creswell 2014, 188; Marshall and Rossman 2011, 114) that provide access to the site and allow the research to be done. Besides, a researcher needs to be aware that he or she is part of the social world under study and cannot avoid either influencing this or being influenced by it. Therefore, one needs to address sensitive ethical issues that may arise. These issues need to be especially considered when studying a sensitive topic or vulnerable populations. In addition, some kinds of relationships with those being studied are necessary to allow the ethically collection of the information needed in order to answer the research questions of the study. In this context researchers must respect potential power imbalances between the data collector and the participants (cf. Maxwell 2013, 90; Creswell 2014, 92–98). The relation of the researcher and the participants will be discussed in the chapter in which the role of the researcher is disclosed. In the end, it is important to consider an exit from the setting and the interviews (cf. Marshall and Rossman 2011, 129).

Although gaining access to a setting is an important aspect when conducting research, it is argued that it does not play such an important role in this context. For one, it can be said that I gained access to the field through my lecturer, who offered me the opportunity to participate in the first cohort of the proPIC project and let me do research within the project

for my thesis. This enrollment in the program as a participant marks my primary procedure in gaining access to the field.

Furthermore, it is claimed that various aspects important for the procedure of gaining entry are not as significant for this research compared to others. This claim is justified because the research does not contain sensitive ethical topics, the data gathering hardly involves the invasion of personal privacy of participants due to the short amount of time spent in the field and the short contact with the participants. Therefore, and due to the restricted time of the study week, it was also not regarded as essential to prepare an exit from the case. However, the aspect of gaining access to participants and considering important ethical issues was given thought within the study and several aspects shall be mentioned in the following.

Before the study week, the teacher educator in Kiel was informed about the role of the researcher, the research and the planned observations and was asked for permission to do so. At the beginning of the study week the purpose of this study and the role of the researcher were disclosed to the participants. It was agreed on with the other students that everyone in the room would be allowed to use pictures from the study week, quote others, if necessary, using their names, and publish this information. Furthermore, while observing the collaboration of students during the study week, the attempt was made to disrupt the site as little as possible.

The before-mentioned possible interview partners were each contacted by means of Slack, which is an online platform that was used throughout the course. The messages sent to the students contained information about the researcher, the purpose of the study, the approximate length of the interview and a possible date to conduct the interview. It turned out that most students did not check their messages on Slack on a regular basis, after the study week was over. Therefore, merely one out of four students that were contacted replied via the platform and agreed to do the interview. As a result, the students' email addresses were asked for in order to contact them. This decision was efficient, since the other two interview partners agreed that way. Unfortunately, the last potential interviewee did not reply to any of the messages. Therefore, other possible interview partners from that combination of home institution and study week university were contacted. However, neither of them replied. Since quite some time had passed since the study week, the potential findings of the last interview were regarded as biased and possibly fragmentary, since the focus of the interview was on the student's experiences made during that week. This aspect, and the short amount of remaining time for this study lead to the decision to focus the analysis on the three conducted interviews.

After agreeing to be interviewed, the participants were sent interview consent forms that informed them briefly about the research project and provided information that needed to be approved in order to conduct the interview. The form contained information regarding the recording and transcription of the interview, its storage, addressing terms of confidentiality and anonymity, the approval that the interviewee is taking part voluntarily, does not have to take part and may stop the interview at any time. The participants were further encouraged to contact me in case of questions or if clarification was needed. At the beginning of the interview these issues were repeated briefly, and the interviewees were also informed that their thoughts and opinions are central to the interview. In all ways of communicating with participants gratitude was expressed, knowing that even a short interview disrupts their daily lives.

4.3.7. Role as a researcher

In qualitative research, in general, the role of the researcher is of importance since he or she cannot be seen as merely neutral in the field, but rather operates as an instrument in the data collection procedure (cf. Flick 2014, 143; Maxwell 2013, 91). Further, since the researcher is involved in an intensive experience with participants, this introduces “a range of strategic, ethical and personal issues into the qualitative research process” (Creswell 2014, 187). Therefore, one needs to explicitly and reflexively identify his or her biases, values, experiences and personal background. This aspect is especially important when holding a social constructivist-interpretivist worldview to the study since those experiences and one’s background shape the interpretation (cf. Creswell 2014, 8; Walsham 1995, 77).

My personal opinion, based on my family background and my experiences made so far, is that international collaboration and exchange between people of various cultural backgrounds is indispensable, beneficial and fundamental, living in a global world. This positive attitude towards internationalization, leads to an open and positive mindset regarding a project like proPIC that claims to foster international collaboration among students. Since taking part in the course and doing research within the project, it needs to be addressed how these prior experiences and my values may potentially shape my approach to the research and my interpretations. Certainly, the selection of the research questions for the study was influenced by this personal interest and by the expectation to collaborate with international students during the course. As Creswell (2014, 188) highlights, researchers then might have the tendency to actively look for evidence that supports their position. This might be the case with regard to the questions selected for the interviews, the aspects that were focused on during the observation, or with the analysis of the data. Although my interpretations are central to the research and it is not intended or

claimed that the collection and analysis of data will not involve my own subjectivity, my perspective towards the research must be mentioned.

Being both a participant of the project and a researcher within the project is another important issue that needs to be addressed regarding various aspects. Having made my own experiences during the course, including the study week, I as a researcher have a specific perspective on the study and bring a different understanding to the study than an outsider. With regard to the observations during the study week this role of a full participant is special. It is important to mention that the purpose of this study was disclosed to the participants on the first day of the study week and my role as a researcher was revealed. Yet, due to the small number of participants in the study week in Kiel the role of the participant predominated compared to the role of the observer. Therefore, it is argued that my role as a researcher did not affect the participants' behavior as that of an outside observer might have. I identified myself as an involved researcher in the field and was viewed by others as one of them. As Walsham (1995, 77) states, being a participant observer involves the researcher being a member of the group. This in turn highlights the balance of power between me and the others and is regarded as meaningful in order to get an inside view of the project. This identification of "the degree of participantness" (Marshall and Rossman 2011, 113) reveals a degree of sensitivity with which I might collect, view, analyze and report data. Among other things, my role as a full participant may have affected the focus of the research questions, the focus and perception of the study week, the questions and topics selected for the interview and the conversations in general.

Besides, having made my own experiences during the course and being a participant leads to a connection I have with the participants of the study. Even though I did not know them in advance, we had several things in common. For instance, being future language teachers, having participated in the project voluntarily and therefore, making similar experiences and being interested in and open for such a program in which international collaboration is one of the focuses. These commonalities connect me and the other students and further highlight the balance of power between us that might be useful in order to gain insight into their experiences and opinions.

Since this research was conducted with participants coming from three different institutions and three different countries, many differ from me as a researcher linguistically. Although the lingua franca within the project was English, it is only a small amount of participants' mother tongue and also, not all students taking part in the project study English at university. This linguistic aspect needs to be especially considered in the analysis of the interviews, because language can be a hurdle for the researcher and participants for expressing

themselves. However, the different linguistic backgrounds do not raise an issue of imbalance of power between the researcher and the participants in the study since English is not my mother tongue either.

Another aspect in which I differ from the participants in the study is the cultural background I come from. Therefore, there might be differences between me and the participants for instance with regard to expectations towards the project, attitudes concerning international collaboration, biases regarding other countries or cultures and perceptions. However, all participating institutions are in Western Europe and it is argued that the cultural differences are not the determining factor for these discrepancies. It is assumed that it is rather the students' family backgrounds, personality and personal experiences that are crucial. Yet, these differences and the distance they might cause between me and the participants needs to be taken into account.

According to Stake (1995, 99), one role that needs to be mentioned, in particular in case study research, is that of the case researcher as interpreter. He highlights the significance of this role central to a constructivist-interpretivist orientation. Here, a researcher is seen as "the agent of new interpretations [and] new knowledge" (Stake 1995, 99).

4.3.8. Participants in the study

The interviews for this study were conducted with three students that shall briefly be introduced at this point, as well as the participants of the study week in Kiel where the observations were conducted. Common to all participants is that they are studying at universities in Europe to become language teachers and that they took part in the first cohort of the proPIC project.

The first interview was conducted with a female student from the University of Karlsruhe who spent the study week at the University of Newcastle. She is in a bachelor's program with the aim of becoming a primary teacher, teaching English as a foreign language. The second interview partner was a male student from Newcastle who spent the study week at the University of Karlsruhe. He is doing an undergraduate degree in French and Geography and is planning on teaching afterwards. The third interview was with a male student from the University of Barcelona who spent the study week at the University of Borås. He is doing his master's degree in order to become a teacher of Spanish as a foreign language.

Besides me, there were three other students participating in the study week at the University of Kiel. All three of them came from the University of Barcelona. The two female and one male student are in a master's program in order to become teachers of Spanish as a foreign language. Their aim is to teach adults once they are finished.

4.3.9. Data collection methods

This case study consists of three different kinds of qualitative data. The main data collection method being interviews and observations as well as documents. Data was collected from September 2018 to January 2019. The following chapter seeks to demonstrate and define each of the specific approaches and furthermore, provides rationales for their use.

4.3.9.1 Interviews

For the underlying study a problem-centered interview (PCI) was regarded as the most suitable method with regard to the research design, the purpose and aim of this research. Its strengths lie in its open character that is essential to get an understanding of the subjects' perspective, a trust relationship that is needed as a basis for achieving this and the comparability of the interviews due to the partially standardized approach, which is facilitated through the guidelines. Crucial for the selection of the PCI as the data collection method for this study was its dialogic character, which was achieved through the conversation strategies specific to this type of interview. This collaboration and interaction of interviewee and interviewer is intended in the case study research designed for this research, in order to discover and generate knowledge. In addition, characteristic of this type of interview is its aim to merge the two dominating and sometimes seen as opposite approaches to interviews, mainly being directed by theory and being open-minded. This combination leads to an interplay of inductive and deductive thinking which can be achieved through specific communication strategies (cf. Witzel 2000). These and the basic ideas behind the PCI will be discussed in detail in this chapter.

According to Witzel (2000), who shaped this type of interview, the PCI is characterized by three basic principles which are its orientation towards a problem, an object and the process. As the name indicates, this interview approach is highly determined by its orientation towards concrete socially relevant problems. These problems are analyzed objectively by the researcher in advance. During the interview this previously gained knowledge can serve the interviewer to understand the interviewees' explanations and continue the problem-centered questioning. The second principle highlights methodical flexibility with regard to the specific objects being studied, rather than adopting existing instruments. As an example, depending on the interviewee's ability to reflect and express themselves, different conversation techniques, such as recurrent questioning or narration may be applied flexibly. The last principle, the process orientation, is maintained during the course of the research as well as the interview itself. Provided that the communication process focuses on the reconstruction of orientations, a trust relationship is more likely to establish in which the interview partner may respond with trust, opens up and is encouraged to reflect. While the interviewee unfolds his or her experiences or opinions about the

problem, new findings may emerge in cooperation with the interviewer, who makes use of certain communication strategies throughout the conversation (cf. Witzel 2000; Mayriang 2002, 68).

The general procedure of a PCI includes several steps and different instruments that will be described in the following. To start with, as mentioned before, the problem that is central to the study is formulated and analyzed. From this, key issues of interest are chosen for the interviewing guidelines, which are a crucial part of the PCI. These guidelines include the topics for the conversation and lead questions that might be pre-formulated as well as alternative formulations and follow-up questions. The guidelines aim at providing a framework for the conversation and serve as a supportive device for the researcher during the interview. In the next step it is intended to do a pilot testing, in which the guidelines are tested and if necessary, modified. At the beginning of the interview, Witzel (2000, n.p..) suggests including a short questionnaire in order to collect demographic information about the interviewee. This approach implies tape recording the conversation and subsequently writing a postscript. This last step in the procedure of the PCI includes writing down an outline of the topics that were discussed in the interview, comments on noteworthy situational and nonverbal aspects and ideas for the interpretation that come to the researcher's mind (cf. Mayriang 2002, 71; Witzel 2000).

As mentioned before, the PCI is highly determined by specific communication strategies that are essential to the interview process and constitute its dialogic procedure. To start with, it is important to explain the procedure, assure the interviewee that their thoughts and opinions are central to the conversation and disclose the main objective of the study. For the conversation Witzel (2000) then distinguishes between strategies which generate story-telling and which aim at generating understanding. These can be applied flexibly by the interviewer. The former strategy is the open and inductive part of the interview and should include a pre-formulated introductory question as a means of focusing the conversation on the problem of the study, but at the same time it should be open and broad enough for the interviewee to answer freely. Then, questions aimed at supporting general exploration should be asked based on the interviewee's responses. These serve to unfold the respondent's view of the problem and allow the researcher to delve more deeply into the answers that are of most interest, aiming to receive more details. The last type of questions used to generate story-telling are ad-hoc questions which can either be used if important topics are left out by the interviewee or if topics arise throughout the conversation which had not been thought about in advance, but seem meaningful for the research. The latter communication strategy aims at generating understanding and marks the deductive approach of the PCI. The main strategy here is to undertake specific, rather than general

explorations. Therefore, the interviewer uses the previously, or during the conversation acquired knowledge, for instance from statements made by the interviewee to evolve questions and deepen the understanding. In case of contradictions within the responses or ambiguity, clarifying questions might be meaningful and may further detail the interviewee's views (cf. Witzel 2000; Mayriang 2002, 70).

Data collection procedure

The actual procedure of the PCI differed in what is intended by Witzel, in that it was decided on not to do a short questionnaire at the beginning of the interview. This decision was made because it was not regarded as meaningful for the research to collect demographic information about the participants. Although not explicitly specified by the author where to conduct the interview, it was assumed that a face-to-face conversation is intended (cf. Witzel 2000). Due to spatial circumstances the interviews were conducted online on the Slack platform using a video call. This was regarded as a good compromise, since the conversational characteristic of videoconferencing most closely compares with a face-to-face dialogue (cf. Salmons 2012, 21). Yet, awareness must be raised that this situation may have influenced the outcome of the data collected and therefore the analysis.

In addition to the regular procedure a consent form was sent to the students in advance that needed to be signed in order to conduct the interview. Furthermore, the students were also given the broad topics that were to be discussed throughout the interview. The latter decision was made due to the fact that, by the time the interviews were conducted, the study week had taken place several months earlier. Since that week and the experiences made there were central to the interview, the interviewees were given the chance to recall the events and reflect on the week before joining the interview.

Overall, the interviews were conducted the way it was intended. A guideline was established, tested in a pilot interview and modified afterwards. The guideline then served as a good framework for the conversations. With approval of the interviewee, the interview was recorded using an app on the computer and a postscript was written after every interview. The communication strategies typical of the PCI were mostly implemented. For instance, after thanking the interviewee, stating the purpose of the interview and addressing terms of confidentiality the interview started with a broad introductory question that gave the interviewees the opportunity to talk about their study week experience and disclosed the focus of the interview. In the course of the conversation, questions were posed based on the participant's responses, in order to deepen the understanding and fostering their reflection on the events. Overall, the different communication strategies were applied

flexibly, trying to be as open as possible and yet focusing the interview on the problem under study, letting the participants unfold their opinions and experiences.

4.3.9.2 Participant observation

Because of the fact that case study research should take place in the real-world setting of the case, it lends itself to make observations in the field that are pertinent to the issues under study. For the underlying research a participant observation was therefore established and conducted. This particular type or mode of observation marks the main method in field studies and differs from other forms and hence will be defined, illustrating its strengths and limitations and giving rationales for its selection for this study (cf. Stake 1995, 60).

To start with, one of the overall aims of observations is to increase one's understanding of the case under study by engaging in the natural setting. The reports from observations are furthermore judged by the extent, to which they enable the reader to enter into and understand the situation being described. It is also characteristic of observations that they take place in the field (cf. Stake 1995, 60). In this case, the field was the study week in Kiel. Rather than repeating observations in order to get a representative coverage of the relationships for the particular case, the qualitative approach implies finding moments "to reveal the complexity of the case" (Stake 1995, 63).

Characteristic of participant observations compared to other forms of observations is the extent to which the observer is a participant in the setting being studied. As Patton (2002, 265) states, the degree of engagement in observations can vary from complete immersion in the setting as a full participant, to complete separation from the setting. Ideally one designs and strives for that degree of participation which will yield the most meaningful data about the issue being studied (cf. Patton 2002, 267). As revealed in the chapter dealing with the role of the researcher, I saw myself and was perceived as a full participant which means I was fully immersed in the program experiences as a participant but was also aware of my additional role as a researcher. However, the role of the participant predominated compared to the one of the observer, among others, due to the small number of participants in the study week.

Being a full participant allows the development of an emic perspective of the events in the setting. This means that the researcher does not merely see what is happening, but actually feels what it is like to be part of the setting (cf. Patton 2002, 268). Achieving and developing such an insider's view to a setting is unique in participant observation. However, Patton (2002, 268) highlights one of the challenges this role of the researcher and his or her perspective results in. One needs to consider combining both, participation as well as

observation, in order to gain an understanding of the setting as an insider, while describing the phenomenon to outsiders. Especially the task of keeping a critical outsider perspective and balancing closeness and distance to the issue under study marks one of the main limitations or challenges of participant observation (cf. Flick 2014, 291; Hauser-Schäublin 2008, 42).

However, direct, personal contact with a setting and the participants involved has several advantages. To start with, engaging in the field enables the researcher to establish a better and holistic understanding of the setting and the people. Also, making such firsthand experiences allows a researcher to be open for discovery and inductive in the procedure. Rather than relying merely on secondhand reports through interviews, researchers can arrive at a more comprehensive view of the setting being studied based on their own perceptions. And, in addition to that, making firsthand experiences in the field permits the researcher to draw on personal knowledge during the analysis of the data (cf. Patton 2002, 262–64; Creswell 2014, 191).

Another variation in observational methods beyond the degree of engagement of the researcher is the degree of disclosure regarding the purpose of the observation and the extent to which the participants are being informed that they are being observed. As mentioned in the chapter on my role as a researcher, I fully disclosed the purpose of the research and the intention of the observation. In addition, I asked for permission and asked the other participants if they had any questions regarding my research. In that my role as an observer was secondary to that of a participant, I as a researcher was not seen as intrusive or distracting which is one of the concerns or limitations of this method. In addition, it is argued that the participants did not behave differently despite my presence as a researcher. Therefore, it is claimed that I was able to capture what was really happening even though I disclosed my role (cf. Patton 2002, 269; Beer 2008, 170).

Further noteworthy characteristics of participant observations are that the issues being observed are embedded in social situations and that observations are based on social relationships and interaction between the researcher and the participants being observed. In addition, conducting participant observations can be justified as a method of exploration at the beginning of a study. It can be helpful as a primary step in order to get an understanding and insight of the case under study and modify and specify the research questions more precisely and check their feasibility and relevance (cf. Hauser-Schäublin 2008, 48–50). This explorative character was realized in the underlying study in that the research questions were modified after the observations and the interviews were conducted following the observation, based on the experiences and findings. Although it is

recommended to compare one's perceptions and experiences with those of the people under study, this was not feasible during the study week due to a full schedule (cf. Hauser-Schäublin 2008, 49). However, it is argued that through the interviews with students that followed the study weeks, there was an exchange of experiences that contributed to the overall picture of the study week.

The procedure of this observation starts with the identification of a central question and the focus on a problem. After gaining access to the field and establishing contact with the participants under study, the actual observation phase starts. During the observation, the researcher takes field notes on aspects that seem important with regard to the afore established questions. These are preferably recorded in observation protocols and are complemented outside the research field, or when time allows it (cf. Mayriang 2002, 82). In the underlying study a semi-structured approach was regarded as the best way to capture the most important features for the study. Using prior questions to focus the observation is justified by the limited time available for the observation. The protocol was designed following Creswell (2014, 193). He recommends dividing the protocol in descriptive notes, for instance on the physical setting or activities, as well as reflective notes, such as the researcher's personal thoughts and furthermore, adding important information about the field setting where the observation takes place.

4.9.3.3 Documents

One source of evidence often collected in the process of research are documents. There are various types of documents such as pictures, diary entries, letters, articles and records. They are frequently used in addition to the traditional interviews and observations since they can contain useful information that is missed by the other types of data collection and can be an important component in the overall case. Especially when the case is about a program or organization, documents can be a rich source of information (cf. Patton 2002, 293). Furthermore, documents can be seen as an unobtrusive source of information that can usually be accessed at any time (cf. Yin 2014, 117; Creswell 2014, 190). For the underlying study the agendas of each of the study weeks were collected. In the following, aspects to consider when using documents in a study and rationales for their use in the underlying research shall be stated.

When analyzing documents, researchers must be aware that these do not express the factual reality, but rather a specific version of realities that are constructed for a certain purpose (cf. Flick 2014, 327). Following Flick (2014, 324) one must bear in mind that documents are always developed by someone for a specific purpose and a certain kind of use. This implies that a researcher should consider the question of who created a document

for whom and why. The answer can give information about the background of a document and help rank the quality of it. Another aspect one needs to consider is how the researcher can gain access to the documents. The available documents were each developed by the study week instructors of the institutions, established independently of this research. Their function was to help design and schedule the study weeks and provide a plan for its participants. In the present case the documents were not private, but rather semi-official and they were not published, but handed out to the participants and were available to the other instructors. The documents were made accessible to me through my supervisor.

In order to judge the quality of documents and help with the decision of choosing them for one's research, Flick (2014, 325) recommends considering four criteria. First, thoughts regarding the authenticity of the document, meaning whether it is unadulterated and originates from a primary source should be considered. Secondly, its credibility with regard to its accuracy and flawlessness need to be given thought, as well as its representativeness. The latter implies asking whether the available document is typical of that type of document. The last criterion is the intended meaning of the document, both for its author, as well as for the reader.

It is further necessary to ask oneself about the choice of selection of the particular document(s). In this case, the artifacts were selected purposefully in order to reconstruct the case under study. It was hoped to be able to reconstruct the study weeks in order to get an idea of what elements they consisted of with regard to international collaboration. In addition, the agendas were seen as an informative and meaningful supplement to the interviews and observation. On the one hand, insights were gained of the events that could not be observed due to spatial circumstances and on the other hand, it was possible to equilibrate the elements of the study week from the agendas with what was said in the interviews and therefore, view the elements of each study week independent of the interviewees' answers and perspectives in order to get an overall picture of each week (cf. Patton 2002, 293; Flick 2014, 326).

Although it can be meaningful to include documents in a research, this source of evidence, like all others, has limitations. Firstly, one must consider that the documents may not be authentic or accurate. In the case of the underlying documents, there is no guarantee that each study week proceeded the way it was planned in the particular agenda. Another problem can arise with the understanding of the content of the document. This can be the case regarding the content, as well as formal aspects. For instance, abbreviations might not be understood, or in the case of agendas, the researcher might not be familiar with the places and activities and therefore might have problems drawing conclusions from the

documents. This again highlights the importance of determining who has developed the document for which purpose (cf. Flick 2014, 330). The agendas were not developed for outsiders but rather for the study week instructors and the participants of that particular study week. This means the main aim was not to develop coherent documents for outsiders.

4.3.10. Data analysis procedures

4.3.10.1 Transcription

Following Kuckartz (2016, 170), analysis in qualitative research starts during data collection and in the data processing phase, when the researcher takes notes on ideas for further interpretation. Part of processing data from interviews for the systematic analysis afterwards is the act of transcribing. According to Dresing, Pehl, and Schmieder (21) transcribing means transferring audio- or video recordings into written form. The aim is to make speech available for further analysis. However, one needs to be aware that information will get lost in the process of transcribing recordings and that a transcript will never be able to fully represent the interview situation. Depending on one's research method, the purpose and goals and the following analysis, the information a transcript should include, needs to be more or less broad. For that, there are various transcription systems that can be applied.

The audio files of the interviews in this study were transcribed following the transcription rules developed by Hoffmann-Riem (1984). The so-called produced "simple transcripts" (Dresing, Pehl, and Schmieder, 23), compared to rather detailed or complex transcripts, comprise the idea that non-verbal aspects of communication are omitted and that dialects or colloquial language is transferred into standard language. The focus of this type of transcript lies on its readability and the semantic content of the conversation. In addition, it must be said that producing simple transcripts can be justified in that it is less time consuming which must be considered with regard to the available time for a study. All in all, this transcription system was regarded as meaningful for further analysis of the interviews. The procedure was aided using a transcription pedal which was borrowed from the university. This tool allowed pausing and playing the conversation easily and supported the writing flow. The interviews were transcribed in a word document.

In addition to the transcription of the audio recordings of the interviews, the anonymization of the participants in the documents must be given thought (Dresing, Pehl, and Schmieder, 43). As stated in the interview consent form and at the beginning of the interview, the participants were assured not to be identifiable by readers of the research report. One of the first steps of anonymizing the interviewees started after the transcription of the audio recordings. Here, rather than employing the actual names of the interviewees, an assumed name was used. It was decided to use a real name rather than an abbreviation or number

in order to highlight the importance of the lived experiences and opinions that were made by people and that are crucial for the study. It is often recommended that places and dates are anonymized in the same matter as names (cf. Dresing, Pehl, and Schmieder, 43). In this case, however, it was regarded important to be able to draw conclusions to which university the students went to during the study week and which university they came from. Yet, attention was paid that the interviewees were not identifiable in that no combination of home university and study week institution could be retraced to one possible participant.

4.3.10.2 Data analysis strategy

For the analysis of the data in the underlying study a structuring qualitative content analysis by Kuckartz (2016) was adapted. As Patton (2002, 453) states the strategy of qualitative content analysis is often used in case study research, in which a volume of qualitative material is analyzed in order to identify core consistencies and meanings. The following chapter seeks to define this analysis strategy, present a detailed description of the different stages characteristic of this type of qualitative content analysis, and state rationales for and advantages of its use. In the end, the use of a qualitative computer data analysis program that assisted the analysis process is justified and its main features are presented.

According to Kuckartz (2016, 26) main characteristics of qualitative content analysis, in general, are the focus on and importance of categories and codes for the analysis, the intent to code the entire data rather than parts of it and the multi-stage process of developing categories and coding the material. The procedure is highly systematic and includes rules for each step of the analysis. Furthermore, the interactive and interpretative role of the researcher in the data processing and coding is characteristic of qualitative content analysis. In addition, the analysis process is intended to add validity to the study in that the code system is supposed to represent core meanings of the material. This is realized in that codes are also developed inductively (cf. Schreier 2014; Kuckartz 2016, 26). As Mayring (2000) states, various kinds of recorded communication, including transcripts, recorded observations and documents, can be the object of qualitative content analysis.

In addition to the above mentioned features, further aspects are especially essential for the particular type of qualitative content analysis which Kuckartz (2016, 97) calls "*inhaltlich strukturierende qualitative Inhaltsanalyse*" and which was translated in the following to "structuring qualitative content analysis". What distinguishes this type from others is the emphasis on the development of categories. This process can be highly inductive or rather deductive. However, it is usually an interplay of the inductive development of codes from the material and the deductive application of codes. Besides, the focus in a structuring qualitative content analysis lies in the identification of patterns and themes, which are

developed systematically and are central for the analysis (cf. Kuckartz 2016, 123). Based on the research question, the procedure is divided into seven stages, each of which will be briefly outlined in the following.

The first step in the procedure of this analysis strategy starts with the initial work with the text. The available material is carefully read, interesting or important words or text passages are highlighted and notes and comments, or spontaneous ideas for further analysis are written in the margins in so-called memos. This initial phase is concluded with a short case summary of each text, in which the characteristics of the case, both with regard to the content as well as to formal aspects are depicted (cf. Kuckartz 2016, 55–58). The process continues with the structuring of the text with regard to contents through the development of main categories. These often derive from the research questions and the interview guidelines, but can as well be developed from the material. Compared to other content analysis strategies, such as the approach by Mayriang (2002, 114), the present one does not require developing categories based on theory. However, it is important to provide a definition for each category, no matter whether developed inductively or deductively. Characteristic of this analysis strategy is that the development of main categories often starts deductively and that the further improvement and derivative and the development of sub-categories proceeds inductively. Kuckartz (2016, 97) compares this process with the initial steps of analysis that are called “open coding” in grounded theory (Patton 2002, 490). What evolves from this second stage of analysis is a tentative code system. The third step involves the first coding of the material with the main categories. Here, the text is worked through line by line and text passages are assigned to categories. It is important to bear in mind that the established code system should be related to the research questions, should not yet be too delicate and should comprise a definition of each category (cf. Kuckartz 2016, 102--103). What follows in the next steps is the differentiation of the code system by developing sub-categories of those categories that are regarded as meaningful for the study. To start with, all text passages assigned to the same main category are retrieved and aggregated. What follows is the inductive development of sub-categories from the material. This step can vary depending on the type of code. For instance, one can use thematic codes, in which categories represent a certain topic or so-called in-vivo-codes in which the words of the participant are used for coding. Afterwards, text passages are either assigned to existing categories or new ones are established. As with the main-categories, code-memos for each sub-category are written, in which a definition is provided and concrete examples of that category are taken from the text. The newly developed and differentiated code system should then be systemized and organized. Codes might be bundled to a new main-category, similar codes might be united, and thought should be given to the question

whether the codes and code system support answering the research question (cf. Kuckartz 2016, 106, 182). With this differentiated code system, the entire material is then coded. In this second coding process, all text passages that are still assigned to main categories are now allocated to sub-categories. The last step in the procedure of the structuring content analysis is the actual analysis of the material and the preparation of findings for the report. Kuckartz (2016, 117) distinguishes between six types of reporting findings, two of which shall be referred to here. For one, the analysis can be operated along the main-categories. Here, the report will mainly consist of the findings of each category which are described, interpreted and critically reflected. It is also possible to visualize correlations, for instance, between sub-categories by integrating diagrams and concept maps. In the end, it is important to reflect whether the research question was fully addressed and answered by the study and whether the questions could be answered with the data material available (cf. Kuckartz 2016, 119–20).

This analysis strategy was selected over many other existing approaches, in that its interplay of inductive and deductive development of codes, its systematic and rule-guided step by step procedure and the interpretative role of the researcher were regarded as meaningful and beneficial for this study. Especially with regard to what Stake (1995, 74) calls “categorical aggregation” and is realized through the assignment of text passages to categories, this method is highly appropriate for case study research. In addition, as Kuckartz (2016, 98) highlights, this strategy is perfectly suitable for problem-centered interviews, as well as other forms of data that were collected within this study. Furthermore, the approach was chosen over the often-applied strategy called grounded theory. Even though the initial process in coding the data, using in-vivo-codes, the reflective stance of the researcher and the multi-stage process of developing categories and codes are similar in both approaches, they differ with regard to certain aspects. For one, it is not necessary to code the entire data but rather to develop categories until no new ones are being created, which leads to “theoretical saturation” and the end of analysis (cf. Patton 2002, 490). Furthermore, one of the most important differences that led to the decision not to perform this strategy lies in its aim to develop new theory that is grounded in the data. This, however, was not the aim of this research project.

In addition, the data analysis process was aided by the use of a qualitative data analysis computer program called MAXQDA. One rationale for the decision to use this program was a pragmatic reason. The MAXQDA 2018 version is accessible through the university and I have used the program before. Since it requires quite some time and skills to learn and employ such a software program effectively, the latter aspect was regarded as highly important for the selection. Also, a software program was chosen over the traditional work

with paper and pencil, since the computer assists and supports the analysis, making various steps easier through different tools. Some advantages are the possibility of writing memos, searching for particular words, highlighting interesting sections and especially for developing categories and coding texts, all of which can be done directly on the material itself, rather than creating separate documents. In addition, the occurrence of codes assigned to particular text passages can easily be depicted. Two further advantages of such a program that shall be mentioned here are first that all steps of the analysis are stored, making the procedure more transparent, comprehensible and replicable for outsiders (cf. Mayring 2000). And second that such a program provides a base in which all data collected is organized and stored. According to Yin (2014, 123–24) this is especially important in order to increase the reliability of the evidence of case study research.

4.3.11. Validity strategies

It is a researcher's responsibility and ethical obligation to check the accuracy of findings and "minimize misrepresentation and misunderstanding" (Stake 1995, 109), by employing certain procedures. The strategies applied in the underlying study will be briefly described in the following.

One strategy utilized in this project to ensure validity is the provision of rich, thick and detailed descriptions. As Creswell (2014, 202) states, this description may transport the readers to the setting, might convey a sense of shared experiences and provides a chance for their own generalizing. In addition, identifying one's role as a researcher and clarifying and reflecting on possible biases the researcher brings to the research can add validity to the study (cf. Creswell 2014, 202).

Another common validity strategy is the so-called triangulation of either a variety of data sources, of several researchers, of perspectives to the same data set or the triangulation of multiple methods. The strategy that was applied in the underlying study is the triangulation of multiple data sources which also marks one of the strengths of case study research. This approach encourages a researcher to collect information from various sources that are aimed at reinforcing the same findings. One advantage of and rationale for this is the ability to develop "converging lines of inquiry" (Yin 2014, 120) from those sources of evidence. The resulting triangulation of data can be claimed as adding to the validity of the study (cf. Yin 2014, 120–21; Patton 2002, 247). Furthermore, it is argued that findings and conclusions from case study research become more accurate and are rated more highly in terms of their quality if they rely on various sources of information, all following a similar convergence. In addition, one of the strengths of triangulating the data is that multiple sources of evidence provide multiple measures of the same phenomenon and further, make

studies less vulnerable, but rather strengthen a study more than merely relying on the findings of one method. (cf. Creswell 2014, 201; Yin 2014, 120; Patton 2002, 248).

5. Data analysis

The following chapter will start with a description of each of the data sets and will proceed with the analysis of the data. The aim of the second part of this chapter will be to answer the research questions.

5.3. Data description

5.3.1. Interviews

The first online interview was conducted on 13th December 2018 at 3:30 pm. The interviewee was from the University of Karlsruhe and went to Newcastle University for the study week. She will be called Lisa and referred to as such in the analysis. The online platform Slack, which had been introduced and used during the project was chosen for the interview. The conversation lasted approximately 17 minutes and went well. There were no interruptions to the interview, the internet connection was good, and the atmosphere was relaxed and trustful. The interviewee was open to tell me about her experiences abroad. The guidelines served as a good framework for the interview and the topics discussed were mainly the ones selected in advance. Due to the fact that the interview partner did not have the feeling that international collaboration took place during the study week she experienced, many answers were rather hypothetical. This was the case, since all participants at the university she went to were from Germany. At some points it seemed as though it was difficult for the interviewee to express herself in English, since this is not her mother tongue. This could be an explanation for why questions were answered rather monosyllabic at some points and the story-telling character was not achieved right from the beginning. Nevertheless, with a bit more help by the interviewer, ideas were brought up for instance on how to improve things and what effects international collaboration could have on her CPD. The interview supported the sampling strategy, underlying that it is essential to conduct interviews with participants from different study weeks in order to get a general impression of the project.

The second interview was conducted a week after the first one, on 18th December 2018. It took place at four o'clock in the afternoon, again via Slack and lasted approximately 30 minutes. The interviewee was from Newcastle University and spent the study week at the University of Karlsruhe. He was given the pseudonym Leo and will be quoted and referred to as such in the analysis. The interview proceeded very well and the quality of the conversation, both technical and content wise, was extremely high. Even though this was the first encounter of interviewer and interviewee, a candid and trustful relationship was established right from the beginning. The interview partner seemed open, willing and delighted to share his experiences and opinions. He did not have any problems neither

understanding the questions, nor expressing himself and talking fluently. His responses seemed highly reflected and elaborated, which is why they were regarded as profoundly valuable for further analysis.

Due to health problems, the research had to be paused for several weeks which was one of the reasons why the third interview was conducted rather late. It took place on 25th January 2019 at 10 am and lasted 40 minutes. The participant was from the University of Barcelona and spent the study week in Borås. In order to make the interview partner unidentifiable the pseudonym Tom was used. The online platform Slack again served as a means of communication, however, the video function was not used in this interview at the request of the interviewee. Although the interview differs in this sense from the others, it is not regarded as a downside of this particular interview. However, the interview situation differed in that manner. The interview proceeded quite well, unfortunately, it was difficult for me to understand him in some instances due to pronounciational issues. Nevertheless, the interviewee seemed open and willing to share his thoughts and experiences with me. During the conversation, it was obvious that he had reflected on the topics given to him in advance. This was helpful, since the study week had been over a while ago. The communication strategies typical of a PCI were implemented easily, which was possible due to the participant's willingness to recount his experiences and opinion. However, questions were sometimes interpreted or understood differently than intended. Yet, the guidelines served as a good framework for the interview and helped focus the conversation.

Interesting in this case was the student's attitude towards the project and the experiences made. He was not satisfied with the outcome of the project and had expected more, and an intrinsic motivation had not existed beforehand. Essential for this study was the fact that he did not perceive any collaboration among the students of the study week. Compared to the first interview though, this study week did have students from two different institutions and countries. Although the interviewee felt there was no international collaboration during the study week or the course in general, he came up with ideas for possible improvement. Therefore, this interview is regarded as meaningful for further analysis. Again, this interview supported the prior sampling strategy to conduct interviews with students from different institutions that went to different universities for the study week, in order to get an in-depth understanding of the project from different perspectives.

5.3.2. Observations

The observations took place during the study week that was held at the University of Kiel. It lasted five days from 10th to 14th September 2018. Besides me, there were three other students that attended the study week that came from the University of Barcelona.

Furthermore, there was one female instructor that organized and managed the study week. Besides the five of us, different experts joined the group to discuss issues and share their knowledge. The activities were not merely bound to the university campus, but took place in different locations such as at three different schools, a library, outdoors and on the water. However, the main base was a meeting room that had a smart board and a flip chart and tables that were arranged in a block for students to sit around. The arrangement of tables and the room provided a good basis for collaboration and served as a positive learning environment. The activities started at 9 am and usually lasted until 5 pm. Afterwards, I reflected on the day, including the activities and typed up the field notes.

The focus of the observation was the collaboration of students, including me, as well as the collaboration with the instructor. Due to the small number of participants, the role of the instructor shifted in that she was regarded as an equal member of the group that participated in the discussions and shared her ideas like the rest of us. The questions that guided the observation were how the students collaborate, what this collaboration looks like and in which activities students collaborate. In addition, I asked myself in what way the students communicate with each other.

Despite the unexpected small number of students attending the study week in Kiel, the observations went well. However, I assumed and expected in advance I would have more time to fulfill my role as an observer and therefore, have more time to take notes and observe the collaboration among the students coming from different institutions in order to draw conclusions on international collaboration in the program. Knowing there would only be three regular participants, my role therefore shifted in that the role of the participant became predominant to that of an observer. Although the argument might be brought forward that the observed collaboration of this small number of students cannot be regarded as meaningful for this research, it is argued that the observations conducted were revealing and informative with regard to international collaboration among future language teachers, albeit on a small scale.

5.3.3. Agendas

On the basis of the five study weeks taking place simultaneously, an agenda of each one was part of the analysis. The documents were developed by the teacher educators of each institution, each applying a different style using a different format. However, all were written in English. The agendas ranged from detailed tabular schedules to rather less structured files in a listed format, all including the dates, times and locations in a more or less detailed way. They also differed in that some of the agendas merely contained key words, while others were written out to a greater extent. The total length of the course schedules was

between one and three pages. The agendas of the study week in Karlsruhe, Kiel and Borås were received as pdf files, the one from Newcastle as a .png file and the schedule from Barcelona was stored as a word document.

5.4. Analysis

The analysis of the data collected throughout the study resulted in four main categories that derived from the guiding research questions and were therefore developed deductively. Within these categories, between five and eight sub-categories were generated inductively. However, it must be said that sub-categories are not always entirely distinguishable from each other, but rather overlap in some cases. The code system below gives an overview of the categories and illustrates the number of codes assigned to each category. In addition, a codebook was created which includes a description of each category. Due to its volume the codebook can be found in the appendix. The following analysis is structured according to the main categories. However, the analysis is based on and depicts the thematic sub-categories. The most important results are described and supported with quotes from the material. In order to improve the readability of the analysis the pseudonyms that were given the three interview partners will be used to refer to the interviewees.

Table 1 Codesystem (own compilation 2019)

Elements of the program	
• Dealing with projects	0
Developing projects	11
Presentation of projects	5
• Active engagement with contents	0
Preparation for activities	6
Discussions	4
Reflection sessions	10
• Interviews/discussions with experts	8
• Workshops/Input	17
• School visits	10
Classroom observation	6
• Social events	8
• Communication devices/digital tools	6
• Other	4
International collaboration within the elements	
• Group discussions	10
• Collaborative reflections	7
• Collaboratively working on tasks	13
Contributing to shared outcome	8
• Exchange	0
Cultural exchange	5
Exchange of opinions/ideas	8
Exchange of prior experiences	5
Sharing skills/knowledge	4
• Collaboration with guests/teacher educators	13
• Bringing people together	10

Effects of international collaboration on CPD	
• Receiving feedback from peers	6
• Opportunity for professional sharing with peers	20
Collaborative dialogue with peers	7
• Expanding professional knowledge	16
Active producers of knowledge	5
• Reflection	21
• Building relationships/networks with others	7
• Developing new cultural knowledge	8
• Other	3
Ideas to improve international collaboration	
• Fostering international collaboration before/afterwards	3
Provide topics to encourage discussions/conversations	2
Online meeting(s)	2
• Common tasks	5
• Time to reflect/share/exchange	2
• Higher number of participants from different countries	3
• Other	6

5.4.1. Elements that foster international collaboration within the program

This first main category seeks to define the study program by identifying elements within the program that foster international collaboration. The general outline of the course as part of the proPIC project was discussed in the chapter on search context. The description of that outline was highly geared to the course at the university in Karlsruhe. Due to different curricula of the other universities, the procedure of the course, however, was realized differently. Yet, and maybe because of that, as experienced personally and confirmed by all interviewees, it was not perceived that international collaboration was fostered before or after the study week. It was felt that learning was rather an individual process before the study week in which no international collaboration took place, as stated by the following quote: “Before going out to Karlsruhe it was mainly an individual process through the different modules that we had to do. So, it was very much individual” (Leo, 31). Ideas for how to improve international collaboration before the study week are addressed in the last main category. Therefore, the focus of this chapter lies on the study week. Seven sub-categories were developed from the material and represent elements in which international collaboration was fostered.

Dealing with projects

To begin with, one objective of the course was for students to develop some kind of creative output. For one, it was intended by each university that every student develops a project as part of the course, but also within each study week students were asked to produce a creative outcome, using a digital tool that was introduced in the particular study week.

During the week, dealing with these projects marked one element in which international collaboration was fostered. This element was part of every study week and was coded second most frequently. However, the way the projects were dealt with and the degree of international collaboration was observed and perceived differently in every study week. For example, in Kiel the group worked together on a documentary of the week, while in Karlsruhe two groups of students each worked together on creating an iBook. In these cases, international collaboration was fostered greatly. During the study week in Borås, however, students had time to present and work on their projects assigned to them by their home university. In addition, students worked on small projects individually. In this case, Tom felt there was no collaboration among the students and suggests giving the students a common task to work on in order to foster international collaboration among the participants (cf. Tom, 65). Consequently, dealing with projects in groups, including developing projects and presenting them can be seen as an element in which international collaboration is encouraged.

Active engagement with contents

Another element in which international collaboration was fostered throughout the study week was the active and intensive engagement or confrontation of the students with contents, tasks and activities. With regard to the data material, this category was divided into three sub-categories, representing activities in which students prepared themselves for, discussed about and reflected on these activities or contents. What was observed and experienced during the study week in Kiel for instance, were joint preparations for school visits, interviews, discussions and the conference that was attended, as well as collaborative reflections and group discussions subsequent to the activities. By looking at the agendas of the other study weeks it was not always possible to say whether certain activities were performed individually or as a group. Preparations or reflections for instance can be performed individually as well as in collaboration with others. Yet, it is argued that discussions consist of collaboration and exchange with others and therefore mark an element in which international collaboration is certainly advanced. This was the case within all five individual study weeks.

Interviews and discussions with experts

Looking at the data material, it becomes clear that discussions did not merely take place between the members of the study week, but that students had the chance to discuss and conduct interviews with different experts on certain topics. It is argued that such activities can also be seen as enhancing international collaboration, because they comprise exchanging with other people coming from different backgrounds. This claim is supported

by the interviewees that spent the study week in Newcastle and Borås. While they did not feel like there was much international collaboration among the participants of the study week, they experienced the collaboration and discussions with experts, including the lecturers, as elements in which international collaboration was fostered during the study week (cf. Lisa, 11,17; Tom, 51,57). Noticeable was that within four of the study weeks, students were able to discuss with and interview in-service teachers. Both, in Kiel and in Newcastle, students further had the opportunity to discuss with attendees of a conference they attended. In addition, the participants of the study week in Kiel had the opportunity to talk about their research projects with an expert in the field of qualitative research.

Workshops and input

Elements that are claimed to be capable of fostering international collaboration and were coded most frequently are workshops in which students participated or input that was given to them by experts. As with the previous category it can again be argued that these activities can nurture international collaboration due to the same reasons as mentioned above. Examples from the material from Kiel are a workshop on video making, a workshop on research approaches and methods and input on ICT tools. In these three examples, the students were seen as active participants rather than merely receivers of information. In Newcastle for instance, students received a presentation on dialogic reflection, while students in Karlsruhe got to work on interactive tutorials. While it was observed during the study week in Kiel that students were active during these workshops, interacting and collaborating with the other participants or with the experts, the interview with Tom shows that these kinds of activities do not necessarily foster international collaboration among students. He felt like a mere receiver of information or felt like learning was an individual process in these activities (cf. Tom, 33, 65, 91). Examples of workshops and input from the study week in Borås comprised input on CPD, a video enhanced observation and reflection workshop and a conference about ICT and virtual reality. In all of these the interviewee felt like a receiver of information.

School visits

Another main element of the study week were school visits. Students had the chance to visit one or more local schools and observe classrooms. Visiting a school and observing a classroom was realized in every study week. While the students in Kiel had collaboratively prepared aspects on which to focus their observation in advance, the students in Barcelona observed a lesson, using the knowledge of the workshop on video enhanced observation that had taken place prior to the classroom observation. It is argued that international

collaboration was fostered in such activities, either within the group, with the teachers, or with the students.

Social events

Social events were also part of every study. Going canoeing, going out for dinner, having a barbeque together, going on a pub crawl, or doing sightseeing as a group, just to name a few examples of what activities were organized by the teacher educators. Although international collaboration mostly comprised an exchange on a professional level in the previously mentioned sub-categories, it is argued that international collaboration can also take place on a rather personal level. As it was perceived during the study week in Kiel that free time or social events also provided room for exchange among group members, both on the professional as well as on the personal level, this aspect was regarded as equally important as the before mentioned.

Communication devices and digital tools

During the course in Karlsruhe that spanned over two semesters an online platform called Slack was used as a communication device among the students and the teacher educators. This platform was also used during the study week in Kiel, in order to share websites and documents and to communicate. In addition, the members of the study week that was observed in Kiel used a google site on which schedules were uploaded, feedback was given, and students worked together in shared documents. Furthermore, the students used a Whatsapp group in which they shared pictures, arranged things and communicate till this day. All in all, communication devices and digital tools are regarded as core elements within the study program that can foster international collaboration during the study week, as well as before and afterwards. As Leo sums it up:

Having online tools such as Slack is a fantastic tool to be able to collaborate because it gives you an opportunity, like we're doing now, of having meetings, having interviews for example on an online basis rather than face-to-face (Leo, 67).

This statement implies that such tools can foster international collaboration among people in geographically remote places. However, it was not efficiently used before and after the study week. Suggestions from the material on how these communication devices could be employed in the course before and after the study week will be discussed in the last main category.

5.4.2. International collaboration within the elements

The second main category focuses on the extent to which the above-mentioned elements of the program fostered international collaboration. The questions that guided the analysis procedure were how international collaboration was fostered within the elements and what it looked like in these elements. Especially meaningful for the analysis were the interviews as well as the personal experiences and observations of the study week in Kiel. Within this main category, six sub-categories were developed inductively. What needs to be mentioned is that some categories overlap with the sub-categories above and that some categories are not entirely distinguishable from each other. The following chapter will depict what is said and found on this topic in the data material.

Group discussions and collaboration with guests and teacher educators

To start with, two sub-categories that were mentioned and described above can also be found within this main-category and are not entirely distinguishable from each other. However, two separate categories were developed to highlight the importance of each one. The first category comprises elements in which students had time and room for group discussions. In Newcastle the group discussions followed the project presentations and in Barcelona students had the opportunity to discuss their final projects. In Kiel however, one of the group discussions was held during the collaborative planning and development of the documentary. What was especially noted during the observation was the way students discussed. All students participated equally and were active in the discussion. It is argued that such opportunities for collaborative discussions can be quite beneficial.

While these discussions only took place within the group, the second sub-category includes the collaboration with guests and also with the teacher educators of the study weeks. During the study weeks in Kiel, Karlsruhe, Barcelona and Borås the students had the chance to have one or more group discussions with in-service teachers. To give an example, in one of the group discussions with an in-service teacher in Kiel the group prepared in advance by working on topics of interest for the discussion and went to the school in which the teacher worked to have the discussion on-site. The school provided a small conference room for the meeting. The students sat around a table and took turns asking the teacher the previously prepared questions. They then often served as a starting point for further discussions among the students and with the teacher. In another case from Kiel, the in-service teacher joined the group at the university in their classroom. In Karlsruhe such a discussion took place in the school garden. No matter where the group discussions took place, they all had in common that some kind of communication or collaboration among internationals took place.

Another element that was experienced and found as fostering international collaboration and was mentioned before is the collaboration with experts. As stated before, this aspect was especially important in those cases in which students did not have the feeling that international students collaborated. Tom for instance noted that he used the opportunity of being abroad to discuss issues that interested him with locals and that discussions only took place between him and the teacher educator, for example after an application was introduced to the group, rather than among the students (cf. Tom, 51,57). Another example that was personally experienced in Kiel was when the teacher educator and I sat next to each other on the train and had time to talk. That free time was used to exchange experiences on our research and our ideas for our research studies. All these kinds of activities and situations show what international collaboration can look like and how they were perceived as elements in which international collaboration was fostered.

Collaborative reflections

Sessions in which collaborative reflections are fostered are rated as encouraging international collaboration to a great extent. Mentionable is that neither of the interviewees described any collaborative reflection from their study week experiences. Therefore, the analysis of this aspect focuses on the agendas and the observations. While the agenda of Borås includes an activity in which students reflect on the school visit, it is not clear whether this was a matter of individual or collaborative reflection. According to the interviewee that went to Borås, however, the reflection took place within each student and there was no exchange (cf. Tom, 61). Neither the agenda of the study week in Karlsruhe nor the one from Newcastle lists reflection sessions, no matter if performed individually or collectively. Yet, it must be said that this does not necessarily mean that there were no activities in which students reflected as a group. This aspect again shows that the agendas differ to the extent of how detailed the activities are listed. In Barcelona collaborative reflection took place in a workshop subsequent to a classroom observation in which the lesson and the application that was tried out were reflected on. Also, students reflected on their study week experiences at the end of the study week. A good example in which reflection sessions are listed several times in the agenda and were experienced and observed was in Kiel. Collaborative reflections took place on school visits, the conference that was attended, after discussions with experts and on the classroom observation. What international collaboration looked like in these sessions shall be briefly described since it is believed and was observed that the study week in Kiel provided good examples of various ways of collaborative reflections.

One example was after the first school visit, where students conducted an interview and discussed with an in-service teacher. Following that activity, the group members sat together outside the school at a picnic table and started collecting their first impressions by formulating statements answering their previously stated questions. These statements were compiled in a shared document that was accessible to all students. After a short walk to a different location, students then collaboratively modified those statements. This was perceived as even deeper reflection on the contents. Students discussed what was exactly meant with each statement that was written down before. What resulted from this collaborative reflection was that a small outcome of the day was created which was represented by a shared document that contained statements that were collaboratively created, phrased and reflected on.

A tool which was most often used for collaborative reflections in the study week in Kiel were shared documents students worked on together. The example stated above shows that one way of dealing with such a document was working on the same aspect while talking about it. Another example was observed after the classroom observation. Here, students worked individually on different aspects and presented and discussed their reflections afterwards. This was also perceived as a way that collaborative reflections can be performed. Interesting and worth mentioning was that collaborative reflection often included comparing what was experienced and learned from an activity, with what students already knew from their background and their experiences. This brings the analysis to another aspect in which international collaboration is fostered in the study program which will be described in the following.

Exchange

This category comprises various forms of exchange between international students. It is argued that elements in which any kind of exchange between the participants is fostered and in which opportunities and time for exchange are provided can be rated as fostering international collaboration. This sub-category was divided into four categories that represent different ways of exchanging different things. The analysis relied mostly on the interviews and the observations from Kiel. Noteworthy is that the interview with Tom was not coded with any codes of exchange which fits with his perception of a lack of international collaboration among the participants.

Exchange of prior experiences

To start with, one form of exchange was the exchange of prior experiences. Leo captured this aspect quite well:

We would collaborate using our own prior experiences as what we thought was the best for the task, we were taking part in. We would just use all our experiences that we had gained in the various universities and collaborate together using that (Leo, 19).

He gives a concrete example of what such international collaboration looked like. The group went to visit a Montessori school. The interviewee knew nothing about the ideas behind this particular type of school before going to Karlsruhe. However, the students from Sweden knew a lot about that kind of school due to their prior experiences from Sweden. Therefore, the students were able to share their knowledge and their experiences with the others. Leo felt that the program was the ideal opportunity to bring people together to talk about their experiences (cf. Leo, 28). He even felt that a higher number of participants would have led to a much wider range of experiences which again would have led to more information available to collaborate on (cf. Leo, 32). During the study week in Kiel it was observed that parts of the discussions and collaborative reflections were based on the exchange of the participants' prior experiences. Students either resorted to them when bringing forward an argument or when coming up with examples or used their prior experiences to compare them to what was experienced on-site during collaborative reflections. Being able to exchange prior experiences with group members is therefore seen as an important element that can foster international collaboration among future teachers. The following sub-category overlaps with the one previously illustrated in certain areas. However, it was regarded as meaningful to list it separately.

Sharing skills and knowledge

Following the idea that every participant not only brought their own prior experiences with them to the study week but also certain skills and knowledge, brings forward another aspect that was identified and coded in the material. It is argued that elements in which students have the opportunity to share those skills and their knowledge with the other group members can be seen as fostering international collaboration. Part of this category is helping each other by relying on one's skills and knowledge. This category was therefore treated like a sub-category in the coding process, but is analyzed as one. While the example of the Montessori school from above can also serve as an example of this aspect, there are several examples from the observations in Kiel of how this was realized or what it looked like within the study week and an example from Lisa who went to Newcastle.

One core feature that was observed and experienced that was seen as a skill which was shared with others, was one's mother tongue. A good example of this was the conference the students in Kiel attended which was held in German. Since I was the only native speaking German in our group, I took notes in English on what the guest said, answered questions the other group members asked and also tried to translate the most important

aspects simultaneously for the other students. In another case, the group prepared for a school visit and there were different tasks that students could work on to prepare. One task was to take the most important information from the school website and create a brief school profile and present it to the others. In that case my mother tongue again served as a skill that I used to contribute to our joint task. Both examples can be seen as ways of sharing one's skills which includes and fosters international collaboration. Another example was observed the other way around. In that case, the students were observing a Spanish class in school and the three students from Barcelona were able to share their skills with the students at school as well as with me, as the only person that did not know Spanish that well. The three talked to the kids, helped them with tasks and translated certain words for me. This can also be seen as a way of fostering international collaboration.

What was also observed and personally experienced was that sharing skills was used to help others. This was the case in Kiel when students presented their project ideas to the others and the guest. The students from Barcelona had more experience on conducting qualitative research than I had. Therefore, they were able to resort to that knowledge and help me. In another instance I was able to share my knowledge and experiences with the group on working with an app in the classroom, which I had experienced in my practical semester in school. Lisa reported from the study week in Newcastle that students had the chance to present their project ideas to the others and that students talked about the different ideas, helped each other and exchanged ideas (cf. Lisa, 61-66). All the examples taken from the material include some kind of exchange between students and it is argued that elements in which such exchange was made possible can be rated as fostering international collaboration.

Cultural exchange

A rather different form of exchange but one that was coded in the interviews with the students that went to Karlsruhe and Newcastle and was observed in Kiel was that of cultural exchange among internationals. It is argued that such exchange can take place when students from different cultural backgrounds get together and that a study program can foster international collaboration if it provides room and time for the participants to exchange on cultural aspects. Examples of what was found in the material regarding this aspect will be analyzed in the following.

Talking about different school systems for instance is regarded as a form of cultural exchange. In this connection students learn more about other systems and get to tell others about theirs. This was an aspect in the study week agendas of Newcastle and Karlsruhe. Both interviewees mentioned this form of exchange as a way in which international

collaboration was fostered in the program. Lisa talked about how discussing about the different school systems could help to learn something new and perceived this as cultural exchange (cf. Lisa, 72). Leo expressed this aspect as follows:

I think it's a fantastic way to not only learn about different cultures and different backgrounds, but also get an insight into similarities and differences that exist between, for example, the English education system [...] or whichever country that you are collaborating with (Leo, 28).

With regard to how the program fostered this kind of international collaboration, he felt that the project brought people together and provided opportunities to talk about their experiences as well as develop new knowledge of different cultures and different school systems (cf. Leo, 28).

This form of cultural exchange was also observed in Kiel. During the week, the exchange went on beyond the activities that were organized and planned to promote such exchange. In several cases in which students walked from one place to another, in between activities, during the social event or during lunch breaks, they were discussing cultural differences and similarities, talking about other school systems and roles of teachers. What was interesting to see was that all members of the group seemed motivated and open to exchange and collaborate with other internationals and learn from and with each other. This intrinsic motivation is especially important and worth mentioning with regard to Tom, who went to Borås for the study week. This case will be discussed in the chapter on ideas for improving international collaboration.

Exchange of ideas and opinions

One form of exchange that was observed and also coded within the interviews was exchanging ideas and opinions between the members of the group. Similar to the exchange of opinions and what was therefore coded within that category is giving and receiving feedback. It is claimed that elements in which these aspects are promoted can foster collaboration among the participants of the study week.

Lisa felt there was a lot of exchange between the students of the study week in Newcastle. However, the participants were all from Germany, yet from different universities. Nevertheless, it was perceived that the international aspect among the group members was missing. An example she gave on what such collaboration looked like was that they had time to talk about their research projects. Each student had the opportunity to share their project ideas, listen to the other participants' opinions and talk about them. What emerged from that exchange was that one student had a similar project he was working on which led to further discussions and exchange between the two students about their ideas. The

exchange of opinions and ideas in general was perceived by the interviewee as beneficial and a way in which the exchange and collaboration was fostered.

Another example similar to that one was taken from the observations in Kiel. In this case students also presented their project ideas which were illustrated through creative story boards to the group and the expert that assisted with approaching the research. What was noticed was that the collaboration and exchange did not merely take place between the expert and the one presenting their ideas, but that every member listened carefully and shared their thoughts. Also, when students were working on the story board for the documentary, there was a heated exchange among the group members, discussing ideas, developing sequences and collaboratively establishing a ready story board for the filming process. Both examples were perceived as providing a great opportunity for students to share their ideas, give and receive feedback and exchange and show what such collaboration can look like.

Collaboratively working on tasks and contributing to shared outcome

The example described above about the exchange of opinions and ideas when working on the story board for the documentary was also coded as a way in which students collaboratively worked on a task and everyone contributed to a shared outcome. This sub-category was coded most frequently within the main category. It was observed in several instances during the study week in Kiel and was further mentioned in the interview about the study week experiences in Karlsruhe and coded in the agenda of that study week.

One example from Kiel was an activity about ICT tools. After a short input by the teacher educator, students had the chance to try out applications. They were each asked to test a different tool, think of its advantages and limitations and come up with ideas how it could be integrated in the class. Afterwards each student presented their findings to the other group members. The outcome was a small collection of pieces of information on different tools that was worked on by different people. The motivation to deal with the subject was high because each student was responsible for their work and the findings contributed to the whole group. It could be analyzed that learning becomes collective rather than individual when a group has such a joint task.

Another example that is representative of what this kind of collaboration looked like during the week in Kiel is depicted in the following. One activity was the preparation for a school visit and an interview with an in-service teacher. For this, two students worked together in preparing information on the topic of eTwinning which was important to know about, since it marked one of the characteristics of that school. The other student prepared possible questions that could be of interest to ask the teacher. Since I was the only native German

speaker, I offered to translate the most important information about the school, creating a school profile for the group. We collected all our findings and questions in a shared document and presented them to the others. It was perceived that everyone contributed to a shared task in order to prepare for a joint activity. After the school visit, the group reflected and tried to formulate statements on what was experienced and learned from that encounter. The outcome of the day was a document with statements that were collaboratively prepared, developed and modified.

The development of the story board and the actual filming and editing of the documentary was a collaborative process from the beginning to the end. What was interesting to observe was that the students independently took over roles, according to what they thought they could do best in order to contribute to the joint project. For instance, one student had experiences with editing videos while another student knew a lot about music and songs to include in the documentary. What is obvious here is that collaboratively working on tasks comprises and fosters several of the above-mentioned categories on what international collaboration can look like, such as sharing skills, exchanging opinions and ideas and group discussions. This again highlights the importance of having some kind of shared task. While this was not the case in the study week in Borås, Leo reported that all activities were basically performed in small groups of international students during the study week in Karlsruhe. The outcome of the week were iBooks which were developed collaboratively throughout the week.

Bringing people together

On the one hand, bringing people together is an effect such programs can have, but it also shows what international collaboration can look like and shows how the elements in the program foster international collaboration.

To begin with, the study program was regarded by all interviewees as an element that either brought or can bring people from different countries together. While Tom did not perceive any international collaboration during the week in Borås, he expected and believed that it was the intention of proPIC to foster international collaboration during the study week and get to know international students (cf. Tom, 64). Similar to this experience was what was analyzed in the interview with Lisa. While she expected to collaborate with and meet international students during the study week, this was not the case for her due to the lack of internationals. In Kiel however, it was observed that three groups of people that did not know each other beforehand worked together throughout the week and became one team. Leo experienced this in a similar way in that he thought the project “was a fantastic opportunity to get to know people from around Europe and to collaborate with them on our

project” (Leo, 32). He further felt that all activities were planned for students to work in teams which was rated as a way of fostering international collaboration. Both, for what was observed during the study week in Kiel, as well as what he experienced during the week in Karlsruhe, the following statement puts the category of bringing people together as a way of fostering international collaboration into a nutshell: “I think the project [...] was just an ideal opportunity where you can get people who are interested in collaborating internationally and bringing them together” (Leo, 28).

What was also analyzed from the material was that digital tools and communication devices such as Slack can be seen as fostering international collaboration and bringing people together online and providing possibilities to collaborate. This was perceived both by Lisa and Leo. While Lisa felt she had the opportunity to communicate with international students before the study week, but did not take that chance, Leo stated that a tool like Slack is a “really good tool to be able to really bridge the gap between people [...], bring the distance to each other closer between people who are in different countries” (Leo, 67). He referred to this aspect with regard to the interview we were conducting. However, he also did not experience any international collaboration before or after the study week, except for the interview with me.

5.4.3. Possible effects of international collaboration on the participants’ CPD

It is argued within this research that international collaboration can affect the professional development of future language teachers. Within this category, elements of how international collaboration observed and experienced within the proPIC project can affect the participants’ CPD are identified. Since it was assumed and also analyzed that international collaboration was most likely fostered throughout the study week, rather than during the rest of the course, this week will mark the focus of the analysis. In the two cases in which the interview partners did not experience international collaboration among the students, their answers and ideas on how it could affect their CPD are analyzed as well. It must be said that the findings of this category are rather hypothetical, because it is not possible to measure professional development, since it is a lifelong process that is perceived and rated differently by everyone and is therefore highly subjective and would at least need longitudinal research, in order to draw conclusions and generalize to other cases. However, it is neither the aim to generalize from these findings to other cases, nor is it intended to identify cause and effect relationships. The findings are based on the observations and the interview partners’ perceptions and seek to analyze how such collaboration with internationals can or could affect the participants’ CPD. Within this main

category, seven sub-categories were established inductively that will be presented and analyzed in the following.

Opportunity for professional sharing and exchanging with peers and collaborative dialogue with peers

One of the categories that was coded most frequently was that the program provided opportunities for professional sharing and exchanging of experiences, thoughts, opinions, ideas and knowledge among peers. Within this category all kinds of activities that were analyzed in the previous two chapters that included discussions and interviews, collaborative reflections, feedback, collaboratively working on tasks, presenting and discussing about projects and any kind of exchange among group members and with experts are regarded as opportunities for such professional sharing. The interviewees from all three study weeks agreed that the exchange of opinions and ideas with other internationals can affect their CPD. Lisa for instance stated the following with regard to possible effects of international collaboration on her CPD:

I think it can help me. I think it already did. Even though it was just a bit of international collaboration. But I think as soon as you can start talking to someone who has a different view [...] it already helps you (Lisa, 32).

She further mentioned that any kind of exchange and especially that of opinions can affect her CPD. As an example she highlighted that every individual coming to the study week has their own opinions and that when entering a dialogue with peers and experts that might hold a different opinion, everybody has to reflect and phrase their opinions in order to have an exchange of ideas. Tom, on the other hand, mentioned how a discussion with a teacher after a classroom observation was perceived as adding to his understanding and contributing to his professional development with regard to classroom practices (cf. Tom, 102-104). Two examples Leo reported in which he felt that exchanging ideas and opinions with internationals helped with his professional development were that of his experience when visiting the Montessori school, as well as working on their collaborative projects throughout the week. For both cases he stated that

once you collaborate with other people you can really sense how [...] people from different backgrounds [...] can come together and create really good projects, using their ideas that some people might not have even thought about (Leo, 50).

Lisa and Leo agreed that they experienced that new understandings, new perspectives, new ideas and new ways of dealing with issues that were not considered before can evolve from such exchange (cf. Lisa, 42-46, 70; Leo, 50, 60).

Interesting was also that Lisa felt that “the more opinions you get and the more new information you get, [...] the more you can use for your future” (Lisa, 74). This aspect again

highlights the importance of opportunities for exchange among participants and the need for a certain number of participants coming from different backgrounds that was expressed by all interviewees. In addition, it shows that it was perceived by the interview partner that such collaboration as experienced during the study week, can have a sustainable effect for future practices.

Expanding professional knowledge and being active producers of knowledge

The above-mentioned exchange among professionals can lead to the expansion and immersion of professional. This was observed during the study week in Kiel and all three interviewees also reported such effects.

It is claimed that activities such as school visits, workshops and input, collaboratively working on tasks and group discussions and interviews with experts are ways in which international collaboration can affect one's CPD in that it leads to new professional knowledge. In one case during the study week in Kiel, students were conducting an interview with an in-service teacher. Afterwards, everyone agreed that they felt inspired and learned many new things from the teacher that they wanted to adapt in their future teaching. All three interviewees reported that they learned many things, some of which they felt they could make use of in their own teaching. Tom and Lisa, for instance, mentioned that they were introduced to digital tools which they did not know before going abroad and they might use them in the future (cf. Tom, 95-97; Lisa, 38-40). Lisa, on the other hand, felt that the exchange with others throughout the week led to new knowledge, which she felt she could make use of in the future by recalling what was experienced and learned in the project in a particular situation during school practice (cf. Lisa, 34, 74). The way in which such exchange can expand one's knowledge and help with one's professional development is also mentioned by Leo. He stated that the exchange and collaboration with internationals can lead someone to "take some of the positive impacts, or the positive effects of what they've told you and use them in your own teaching" (Leo, 63). All examples depict that it is perceived that such collaboration with internationals, no matter with group members or experts, can contribute to the participants' professional development.

What was also analyzed in the material was the active role the students that experienced international collaboration had in the study week activities. Lisa, as well as Leo, mentioned their active role in most of the activities, while Tom stated he mostly felt like a receiver of information in the activities. It is claimed that being active producers of knowledge, on the one hand, fosters the expansion and immersion of new knowledge and the collaboration among students and, on the other hand, is necessary in order to deepen the insight into the participants' own experiences, in order to contribute to their professional development.

Developing new cultural knowledge

Part of expanding one's professional knowledge is developing new cultural knowledge. It is argued that the cultural exchange that is realized within elements of the study week can lead to the development of new cultural knowledge. It is further claimed that the development of this kind of knowledge is promoted through international collaboration and shows an effect this form of exchange can have on one's CPD.

Again, all three interviewees reported they felt that they developed new cultural knowledge throughout the week, which was perceived as contributing to their professional development. For Tom, for instance, learning about different cultures through discussions with others marked one of the best parts of the program. He stated that exchanging with others and developing new cultural knowledge starts a way of curiosity leading to a desire to learn and understand more about other education systems (cf. Tom, 112-113). Leo held the opinion that

collaboration [...] on an international scale is fantastic, just because you can really open your eyes and see how people in different countries operate. What their education system is like for example (Leo, 63).

For him international collaboration was beneficial and helped with his CPD in that it fostered the development of understanding and knowledge of different cultures and education systems (cf. Leo, 28).

Another aspect that was observed, was that the program and the collaboration experienced during the study week in Kiel inspired the three students from Barcelona to participate in another cohort of the proPIC project. They experienced the benefits of such an exchange as contributing to their professional development, in that they learned more while visiting another country and collaborating with other internationals. What was also analyzed from the interview with Leo was that he reported how the program gave him the opportunity to visit a country he himself would not have gone to. Making such new experiences in a new country and culture and exchanging with local experts can be seen as a way in which international collaboration can add to one's CPD.

Receiving feedback from peers

Receiving feedback from peers and experts is regarded as an important aspect in one's professional development. It is claimed that this can be achieved through international collaboration with peers. What was found in the data material with regard to receiving feedback from peers and experts as a way in which international collaboration can affect the participants' CPD, was that this was the case for the students that spent the study week in Karlsruhe, Borås and Kiel.

One activity that was observed during the study week in Kiel in which students received feedback was a workshop organized by an expert on research approaches and methods. After listening to the students' research project ideas, she gave them feedback. However, the students also commented on the other ideas and gave feedback. After the activity and having received feedback and help it was perceived that all students were encouraged to continue working on their research and implement what was suggested by others. Leo stated that he felt that international collaboration is "a fantastic tool to be able to think about your own ideas, to have feedback from people about how you are teaching, how you are giving lessons" (Leo, 63). Tom reported a similar experience when visiting a school and talking to a teacher. He felt that the discussion they had with a teacher after a classroom observation was like giving feedback and led to reflections, which again was perceived as having an effect on his CPD (cf. Tom, 101-105).

Reflection

Reflection can occur in many different ways. However, this is not merely an individual process, but rather that it can have a great effect on one's CPD, if reflection takes place in a community of and in collaboration with professionals. Students should feel encouraged to engage in critical examination of their own practices, which can then allow new understandings to emerge. Such reflection can take place and be fostered through the exchange with others, for instance in discussions and interviews or when receiving feedback, through observations, through intensive engagement or confrontation with contents and also with other cultures (cf. Lee 2011, 36).

All three interviewees agreed that reflections occurred during the week, most of it through interaction or exchange with others. Lisa and Leo stated that exchanging opinions with others and talking with each other could lead to a reflection process in which one thinks and reflects on one's ideas and prior experiences. In this, international collaboration is seen as providing an impulse for such processes (cf. Lisa, 34; Leo, 63). This aspect was also observed in Kiel. During the week there were several instances in which students compared what was observed, learned and talked about, with what they knew from their prior experiences and their backgrounds. Leo further mentioned that the collaboration and exchange throughout the week had given him big insight to think about for his future teaching practices (cf. Leo, 78). Tom brought forward another case in which international collaboration with professionals led to reflection. He highlighted that every student had had their own ideas of how to do things that they had brought with them to the week. As stated in the chapter above, he reported from a discussion with a teacher that followed a classroom observation. Observing the classroom, however, for him had the following effect: "So it could

be seeing the bad things I do, reflected in the other people. Like a mirror” (Tom, 101). Addressing these issues in a further discussion with professionals led to a reflection process. All these aspects that were analyzed from the material show how international collaboration can affect the participants’ CPD in that they initiate and foster collaborative as well as individual reflection processes.

Building relationships and networks with other professionals

As experienced and observed in Kiel and mentioned in some chapters before, the group in Kiel built strong relationships and grew and worked together as one team throughout the week. Following a social theory of learning, building such relationships with others, developing a network of professionals and establishing a collaborative culture marks one effect international collaboration can have on one’s professional development (cf. Karavas and Papadopoulou 2014, 194; Lee 2011, 36). Therefore, the collaboration of future language teachers from different backgrounds, as observed in Kiel and reported from the study week in Karlsruhe, can be regarded as learning through social interaction within a community of peers, which again can contribute to the participants’ CPD.

It is furthermore argued that a study program like the one within the proPIC project, can foster the development of networks of peers that exist beyond the study week. This was and is the case for the group that was in Kiel. The students are still in touch and are planning a reunion. To give another example from Kiel, a Spanish teacher from Germany helped translate for the students from Barcelona at the conference the students attended. She was very interested in further collaboration and exchange with the three students with regard to excursions with her class to Spain and possible correspondence with her and their future students. This was also seen as a kind of professional network that evolved through international collaboration and might include more contact in the future. Being in touch with other teachers from around Europe and being open for further collaboration can be effects of a program like proPIC that fostered international collaboration. This can promote the development of a network of professionals and therefore contribute to the participants’ CPD.

5.4.4. Ideas to improve international collaboration

Since this research seeks to develop ideas from the material of what such a study program among future language teachers can look like and this course was the first cohort of the project, it was crucial to establish a fourth main category with ideas for fostering international collaboration within the program to a greater extent. In addition, this category was seen as especially important since two of the four study week experiences hardly included international collaboration among the group members. Therefore, the focus lies on the

interviewees' responses and the observations, in order to find out how this aspect could be improved in further cohorts during the study week, as well as, before and afterwards.

Fostering international collaboration before and after the study week

All three interview partners reported that they did not experience any collaboration with other internationals before or after the study week. During the week in Kiel it became clear, however, that collaboration in advance was a limited possibility due to the different curricula at every partner university. From the exchange with the interviewees as well as the students in Kiel it was discovered that the program was performed differently, for instance regarding the meetings beforehand and the start of the program in general.

Two aspects that were reported and suggested in order to foster international collaboration before and after the study week were to organize online meetings before the study week and to provide topics or contents to encourage discussions or conversations among the participants. The interviews with Lisa and Leo showed that they felt no need or reason to contact an international student in advance, even though they had the opportunity through the Slack group. Both interviewees suggested there should be an online session in advance in order to bring students together and give them a reason to communicate beforehand. Leo further proposed that the teacher educators should be the ones to encourage the students to get together on Slack (cf. Lisa, 26-28; Leo, 38,40). He also suggested that the communication among the group members of the same study week should be fostered in advance. For him it would have been an improvement to exchange and collaborate with those students beforehand, talking about their interests and elaborating what to do their projects on during the study week.

Leo proposed working on a project in collaboration with other internationals via Slack after the study week would continue fostering international collaboration beyond. Furthermore, he suggested creating research papers in collaboration with others on their study week experiences or working on and giving a presentation on google PowerPoint (cf. Leo, 34). Tom, on the other hand, emphasized that any kind of work outside the study week was not appreciated due to the load of work within his own studies (cf. Tom, 73).

Common tasks

Although it was only suggested by one interview partner to provide a common task for the participants in order to improve international collaboration among the group members, this aspect was regarded as crucial. One of the reasons was that collaboratively working on a task was coded most frequently as a way in which international collaboration was fostered, especially during the study weeks in Kiel and in Karlsruhe. Conversely, not having a

common task can be seen as missing an important way of fostering international collaboration.

Tom stated he had expected beforehand to collaborate with other international students during the study week. He gave examples of what he imagined such collaboration would look like, for instance doing tasks together, collaborating with others in workshops and producing something together (cf. Tom, 91-93). However, he felt “there was no actual collaboration. It was just standing by each other” (69). He further criticized that students were merely receivers of information and that he thought “they are missing the ‘do-it-yourself’-thing” (91). Working on a common task would be a way that could foster international collaboration among the students. The example he gave of what such a task could look like, included using book creator and preparing a class or show lesson in groups that was presented to the others at the end of the week. The others would give feedback and comment on that lesson and each student would have a show lesson that was prepared and modified in collaboration with internationals and that could be saved for lessons in the future (cf. Tom, 75).

Time to reflect, share and exchange

Based on the findings that providing opportunities and time for any form of exchange among students and experts is rated as a way to foster international collaboration, this category was established. During the study week in Kiel it was observed that the schedule was rather full of activities and that providing more time and room for the students to reflect, share and exchange would have been a good idea. The interview partner that went to Karlsruhe, however, reported that he felt there could have been more activities such as another school visit, rather than free time and the time that was available to work on the projects. In this case, the available time was not perceived as fostering international collaboration to a greater extent than another activity would have (cf. Leo, 76). This shows that every study week was realized differently and there is a thin line between organizing too many activities and too little that are perceived as tapping the full opportunities to collaborate with others.

What Lisa reported in the interview was that she would have needed more time for reflection. She stated:

I think reflection takes a lot of time, so you need some time to talk to others about your own feelings or your own process. So sometimes things happened too fast. [...] But especially for the reflection on the iBooks we did, I wish I had some more time to talk to others (Lisa, 56).

Although she refers to more time for this before the study week, it is argued that such reflection could take place in collaboration with others. However, this again reveals the

problem of the different curricula of the universities and the different ways of designing and implementing the course.

Higher number of participants from different countries

It was perceived by Leo that a higher number of participants in the study week would have been beneficial in order to get “a much wider range of experiences” (Leo, 32) and therefore more information to collaborate on. For him, the small number of participants marked the main aspect for further improvement. Having ten or eleven students, as originally intended, was regarded as the best amount in order to foster international collaboration.

In comparison, the lack of participants was not perceived as the main aspect for improvement by Lisa or Tom, but rather the variety of countries students came from. Since all students that went to Newcastle were from Germany, Lisa missed the international aspect in the collaboration with the group members (cf. Lisa, 13-15). Tom, on the other hand, criticized that there were two groups of students that knew each other beforehand and stayed together in those groups throughout the week. For him, coming from the same university and knowing other students before was seen as a disadvantage and obstacle to collaborate with other internationals.

The observations from Kiel showed that the small number of participants and the fact that three of the four students were friends before did not inhibit international collaboration. In fact, it was perceived that the small number facilitated the intensive teamwork in which every student was active and participated equally in order to contribute to the shared outcomes.

What needs to be said as a concluding remark is that it was analyzed that the intrinsic motivation and willingness to participate in the project and collaborate with internationals is regarded as crucial for such a program. In addition, a certain openness, curiosity and ambition to collaborate are seen as elementary. While such attributes were observed and experienced during the study week in Kiel and both interviewees that went to Karlsruhe and Newcastle disclosed such attitudes, the interviewee that went to Borås reported honestly that he did not actually want to take part in the program. Knowing the trip abroad would be paid for was his and his colleagues' primary motivation to take part in the project. Although he expected to collaborate with other internationals, this lack of motivation and willingness can be rated as an obstacle to international collaboration.

6. Discussion

The major findings of this research will be stated in the following. It can be reported that all findings support the assumption that international collaboration was exclusively fostered during the study week, rather than before or afterwards. Also, the degree to which international collaboration was perceived at all by the interview partners and from what was observed differed to a great extent and mainly depended on the number of international students coming from different sociocultural and linguistic backgrounds that went abroad for the study week and the activities of the study weeks.

The elements in which international collaboration was greatly fostered during the study weeks were: workshops, dealing with projects, actively engaging with contents, conducting interviews or holding discussions with experts in the field of teaching, school visits and social events. Noteworthy is that in many of the elements external people were involved in the collaboration process which was reported and observed as a form of international collaboration. In addition to that, communication devices and digital tools were further identified as core elements that fostered international collaboration and have the potential to do so before and after the study week.

The most important findings with regard to the question of how international collaboration was fostered within these elements are comprised of: collaboratively working on tasks and contributing to a shared outcome, engaging in group discussions and collaborating with guests. Most importantly, any activities in which opportunities for exchange were provided were rated as fostering international collaboration to a great extent. This exchange comprised exchanging ideas and opinions, prior experiences, sharing skills and knowledge, giving and receiving feedback, helping each other and any form of cultural exchange. In addition to that, collaborative reflections were observed as an essential way to promote international collaboration. Also, it can be said that the study program enhanced international collaboration in that it brought students from different countries together. Central to the findings was the active engagement of participants that was crucial with regard to the observed and perceived international collaboration.

Findings answering the question of how international collaboration could affect the participants' CPD showed that the above-mentioned exchange with other internationals can lead to professional sharing and exchanging and to the receiving of feedback from peers. Further aspects that were reported by all interview partners and were observed were the expansion and immersion of professional, work-related knowledge, the development of new

cultural knowledge, the encouragement of reflection processes and the development of a collaborative culture and the building of relationships and networks with others.

The findings on ideas of how to improve international collaboration suggest having a common task to work on during the study week and providing enough time to reflect, share and exchange with others. In addition to that, a greater number of participants coming from different countries was observed and reported as beneficial. In order to foster international collaboration before the study week, findings suggest organizing online meetings in advance and encouraging discussions and conversations among the participants.

With regard to the meaning of these findings it can be said that there seems to be a great connection between what were rated as important elements that foster international collaboration and the study week experiences in which students did not perceive any such collaboration. One example revealed in the material were activities in which students collaboratively worked on tasks or in workshops and produced a shared outcome, or in which the program provided opportunities for exchange and teacher educators encouraged discussions. Such activities were not reported from the study week experiences in which the interview partners reported a lack of international collaboration among the group members. Especially for these cases, the importance of other people involved in the collaboration process, such as experts and in-service teachers, comes to the fore. Another important aspect is the active engagement of students with contents and in the production of knowledge in collaboration with others, since this was found to be an essential way in which international collaboration was fostered. This importance is again highlighted in that the interview partner that went to Borås and missed international collaboration felt like a recipient of knowledge and reported the students' passive role in many activities.

Although two interview partners did not perceive any international collaboration during their study week, it was found that the interviews greatly contributed to the answering of the research questions. Therefore, dealing with examples of rather poor international collaboration experiences is rated as leading to and displaying findings of what a study program that fosters international collaboration can look like. Overall, what was found in all three sets of data have contributed to answering the research questions.

It can be said that the findings from this research highly support what was found in previous research and in the relevant literature. Several elements that were found in the study week as fostering international collaboration are rated as important features of programs that foster collaborative learning in communities of practice in the literature. To start with, the findings support the suggestions made by Richards and Farrell (2005, 12), in which a program that fosters collaborative learning among language teachers should provide

opportunities for teachers to learn and work together in group-oriented activities. As the authors suggest the tasks should include shared goals, shared responsibilities and involve joint-problem-solving. Several authors, among others, E. Wenger-Trayner and B. Wenger-Trayner (2015, n.p..) and Day (1999, 20) also highlight the importance of the active engagement of each group member in tasks and in the interaction among participants in communities of practice. They further state that communities of practice as well as transient multilingual communities should bring people together over joint activities, should include discussions, and provide time and opportunities for teachers to share information, skills and knowledge and help and learn from and with each other. In addition to that, Burns and Richards (2009, 4) mention that learning in communities of practice asks for activities in which teachers can share their experiences and collaborate to develop new knowledge and skills. Also the examples from the teachers' network stated in the literature review reported group reflections and that teachers came together in order to share experiences and learn together (cf. Villegas-Reimers 2003, 82). Following Villegas-Reimers (2003, 96), real-world examples of teaching can serve as "springboards of discussions among small groups of teachers". Therefore, activities such as school visits can be seen as fostering international collaboration. In addition to that, bringing people to the group that are experts in a certain field is also seen as a form of collaboration that can foster discussions and exchange in general (cf. Johnston 2009, 242–243; OECD 2009, 49; Villegas-Reimers 2003, 81).

With regard to the question of how international collaboration could affect the participants' CPD, the findings again support what was stated at the beginning of this paper. Several features that are rated in the literature as important in order to contribute to teachers' CPD were incorporated in the study program. It is argued that the above-mentioned exchange among professionals can lead to the expansion and immersion of professional knowledge (cf. Burns and Richards 2009, 4; Kennedy 2005, 244). In addition to that, the active role in the production of knowledge on the one hand can foster the expansion of new knowledge and the collaboration among students and on the other hand is necessary, in order to deepen the insight into the participants' own experiences in order to contribute to their professional development (cf. Lee 2011, 30; Villegas-Reimers 2003, 13). Also, receiving feedback from peers and experts is regarded as an important aspect in one's professional development (cf. Lee 2011, 37). Another important feature of the study program were reflections. The findings of this study, as well as previous research have rated reflection processes, in particular in collaboration with others, as having an important effect on the participants' CPD. Findings from the literature suggest that reflections can have a great effect on one's CPD if they take place in a community of and in collaboration with professionals (cf. Karavas and Papadopoulou 2014, 184). Through all these interactions

among professionals it was found during the research as well as in the literature that a collaborative culture and a network with other professionals can be established (cf. Lee 2011, 30; Karavas and Papadopoulou 2014, 193).

What is again interesting and important to mention is that what was found in the data on how to improve international collaboration in the program, supports the findings of the study with regard to the elements that foster international collaboration in different ways and with what was found in the literature. Some of the ideas on how to improve international collaboration before the study week could be implemented based on the procedure of the online community of practice presented by Karavas and Papadopoulou (2014, 192–193). The authors give examples that the facilitators of the project created topics in the online workspace in order to encourage discussions and conversations among the group members. This could be done within the program, using Slack, in order to foster collaboration among the students before the study week. The authors further report that the teachers were encouraged to write and upload a blog which led to exchange among the participants.

Having personally participated in the study week in Kiel and experienced international collaboration to a great extent, the findings that two of the three interview partners either missed the international aspect in the program or reported a lack of collaboration among the group members in general, was unexpected. Interesting was also, that although some activities, such as school visits or discussions, were planned and performed in all five study weeks, the degree to which the participants perceived international collaboration in those activities and in general differed greatly. This leads to an important aspect that needs to be considered and is depicted in the following.

It is crucial to mention that the findings and suggestions from this research do not guarantee international collaboration. Yet, it can be said that it is more likely that international collaboration is fostered within a study program if such elements and activities are incorporated and that the findings show what elements *can* foster international collaboration. However, the research has also shown that possible collaboration among international students and the perception of such collaboration is also dependent on various other aspects and cannot be enforced. This becomes clear with regard to the interview with the student that went to Borås. Although the constellation of students in the study weeks in Kiel and Borås were similar, each involving participants from two different European universities where the students from the respective institutions knew each other beforehand, the perceptions of international collaboration differed greatly. This shows the importance of taking different reasons for the lack of international collaboration during the

study weeks into account, such as the students' intrinsic motivation, the openness for exchange with internationals and the way in which activities are performed. What also needs to be addressed is that a greater number of participants coming from different sociolinguistic and cultural backgrounds can foster international collaboration to a greater extent. Yet, the example from Kiel shows that a small number of students coming from two different institutions was not an obstacle in the perception of international collaboration. Therefore, it can be said that a small number of participants does not necessarily imply a lack of international collaboration. Conversely, a high number of participants does not ensure such collaboration. This means that the findings with regard to the number of participants in the study week must be treated carefully.

It is argued that because the case under study was bound to a specific group of people, namely pre-service language teachers and not much research was found on study programs, and especially not on those that address future language teachers, this research can contribute to the knowledge in the field. This case study has shown what a study program for a group of people that are studying at universities around Europe, striving to teach a language later on, can look like. The findings could be used as an orientation for planners of further study programs that have the goal of fostering collaboration among individuals with a common interest from different sociolinguistic backgrounds. However, it must be repeated that the main objective of this research was not to be able to generalize to other cases but rather to provide a deeper insight into this particular case.

Concluding, the study's limitations must be acknowledged. It is again important to raise awareness that the interviews relied on the participants' subjective perceptions of their individual experiences of the study weeks. Although seeking an in-depth understanding of the interview partners' personal experiences was central to the interview and for this research, it must be said that others might have experienced the same study week differently. For that, it could and would have been interesting to conduct interviews with more students in order to get a broader understanding of what a program can look like. However, this would have gone beyond the scope of this study. What was also mentioned before is that the analysis of the agendas of the study weeks must be treated carefully. Here, the considerations when using documents as a source of data come to the fore. It must be acknowledged that they do not express the factual reality and that they were developed for a certain purpose, mainly to schedule the study weeks and provide a plan for the participants. This means they were not created as coherent documents for outsiders or particularly for any research. What was experienced in Kiel was that some activities were performed differently than stated in the agenda. Also, the documents were written more or less detailed, meaning that the activities were listed more or less highly structured.

Therefore, some activities might have been performed even though they were not specified in the agenda and maybe not reported by the interview partner either. Finally, it must be said that the findings of the third sub-question concerning the question how international collaboration could affect the participants' CPD must be dealt with caution. It is acknowledged in this research that the question is rather hypothetical and the findings need to be interpreted carefully.

7. Conclusion

The main aim of this paper was to describe and reconstruct a case in order to answer the question of what a study program that fosters international collaboration among future language teachers can look like. First, literature was reviewed in order to depict previous research in the field of CPD for language teachers and international collaboration as communities of practice. What followed was the detailed description of the methodology and qualitative single-case research design that was designed in order to answer the research questions. Subsequently, the collected data was analyzed according to a structuring qualitative content analysis.

The findings show that a study program that is aimed at fostering international collaboration among future language teachers can include workshops, dealing with projects, actively engaging with contents, interviews and discussions with experts, school visits, social events and communication devices and digital tools. A program can foster international collaboration in that it provides opportunities and time for any form of exchange among its participants, brings people together, organizes activities in which students collaboratively work on a task and everyone contributes to a shared outcome. In addition to that, collaborative reflections and group discussions with experts in the field of teaching can be ways in which such collaboration can be fostered. The participants' active role is especially important. Findings on how international collaboration could affect the participants' CPD have shown that a collaborative culture can evolve in which professional knowledge can be expanded, new cultural knowledge can be developed, and participants are found to be active producers of knowledge. Such collaboration can further enable professional sharing with peers, can lead to receiving feedback from peers and foster reflection processes. Overall, it can be said that the research questions could be answered by conducting this single-case research study.

It was not the projects' aim to generate a framework for a study program that brings people together in community of practice that exists beyond the project. It was rather thought of in terms of the notion of transient multilingual communities in which people get together in a one-time event and collaborate for a limited period of time. However, it could be interesting to do further research on how the features of the program, especially with regard to the online platform that was used throughout the project, could be used to foster a sustainable community of peers that collaborates beyond the project. The community would rather interact online, however, the study by Karavas and Papadopoulou (2014) on online communities of practice could serve as a good starting point for further research.

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Appendix

I. Initial letter

Hello XXXX,

my name is Marie-Louise and I'm a student from the university in Karlsruhe. I took part in the proPIC project last summer and had the amazing opportunity to get to know Kiel.

I'm doing my thesis this semester and it will be in the context of the proPic course. I'm interested in doing research on the aspect of international collaboration within this project. Therefore, I'm currently looking for a student that went to XXXX during the study week and that would be willing and open to do an (online)-interview with me.

Is it right that you went to XY for the study week? Would you be interested in taking part in my research? The interview would only last approximately 20-30 minutes and is all about your experiences and your opinion. The interview would probably take place XXXXX

I would totally appreciate your help and I'm looking forward to hearing from you!

Greetings from Karlsruhe!!

Marie-Louise

II. Topics of the interview

- Talking about your study week experience → What did you do?
- International collaboration in the proPIC project → Where? How? Improvement?
- Effects of international collaboration on your CPD?!

III. Interview consent form

Thank you very much for agreeing to be interviewed as part of the research project *“Becoming professional -the impact of international collaboration on the professional development of future language teachers”*. Before we can start, please read the following information and then sign this form to certify that you approve the following:

- The interview will take approximately 20-30 minutes
- The interview will be recorded, and a transcript will be produced
- The transcript of the interview will be analyzed by me as research investigator
- Any summary interview content, or direct quotations from the interview will be anonymized so that you cannot be identified.
- The actual recording will be kept until April 2019 and destroyed afterwards.

By signing this form, I agree that

1. I have read the information above and I approve
2. I am voluntarily taking part in this project. I understand that I don't have to take part and can stop the interview at any time
3. I don't expect to receive any benefit or payment for my participation

If there are any questions regarding the procedure of the interview or concerning this research, feel free to contact me.

Best regards,

Marie-Louise Haubensak

Name _____

Participant's Signature _____ Date _____

Researcher's Signature _____ Date _____

IV. Interview guideline

Date:

Interviewer:

Time:

Interviewee:

Starting sentences:

- ➔ Thank you for agreeing to be interviewed as part of my research project
- ➔ I'm interested to find out what a study program that fosters international collaboration among future language teachers can look like. Therefore, your experiences, thoughts and your opinion are central to this interview
- ➔ I would like to record the interview to be able to transcribe it later on. Is that okay with you?
- ➔ The recording will only be accessible for me and will be stored on my laptop. It will be destroyed after handing in my thesis, the latest in April 2019
- ➔ Are there any questions? If no, we could start right now.

Study week activities

To which university did you go during the study week?

What did you do?

In which activities did you work with international students? / What did international collaboration look like in your study week?

International collaboration

What is your opinion: Was international collaboration fostered in the ProPic course?

In what way was international collaboration fostered during the course/the study week?

How could it be improved? Also, before the study week, Do you have further examples of this?

TRANSITION! WE'VE BEEN TALKING ABOUT INTERNATIONAL COLLABORATION IN GENERAL: I WOULD LIKE TO MOVE ON WITH THE FOLLOWING STATEMENT:

Effects of international collaboration on CPD

Statement: "International collaboration as experienced in this project can help me as a future language teacher with my professional development." Frage formulieren?

How did international collaboration affect your CPD? How could it affect your CPD?

What should be provided in order to make it more effective? (e.g. follow-up meetings, more time, more free time, more group work, more sharing of experiences/ cultural exchange,...)

- ➔ Is there anything you did not have the chance to talk about, but which is important to you?
- ➔ Thank you very much for taking your time and doing the interview with me! I appreciate your help

V. Transcript: Interview No 1

[...]

I: So, to which university did you go during the study week?

LISA: Newcastle University

I: Okay, and can you tell me, like, what did you do there?

LISA: /Ahm/ we did some sightseeing in the beginning, and then we had a presentation about set and dialogical reflection. We did some cooking in a digital kitchen. And what else did we do? /Ahm/ we worked on our research projects. Can't think of anything else. Like, we went to the pub. But that was not really...more like for our own entertainment

I: Okay. So social events, also!?

LISA: Yeah

I: Okay, anything else you did you can think of right now?

LISA: No, not really. That's basically it.

I: Okay, all right. So, In which activities did you work with international students?

LISA: Well in none. Because the only international students were from Kiel. Three of them were from Kiel and the three of us from Karlsruhe. And well, the lecturers were from England. But that was like the only international collaboration. Not really with other students

I: Okay, but did you speak German, or did you speak English among the students?

LISA: among the students, it depends. If Liz, like our coach, our instructor was with us, we spoke English. But to be honest, if we were going to have dinner, we all switched back to German.

I: Okay, so the experience was not like collaborating with international students then?

LISA: No, not really

I: Not really? Okay!

/Um/ would you say though that international collaboration was fostered in the project? In the propic project

LISA: Yes, because of /um/ well the ones that presented and the lecturers. Basically. But I think there was a bit of international collaboration, but not as much as I thought. Yeah.

I: /Mhm/ And if you think of the project in general? Like not just the study week

LISA: Like if I talked to other students during the course?

I: For instance, yes. Or if the international collaboration was fostered throughout the project.

LISA: Like, I had the opportunity to contact one. But I didn't to be honest. I was hoping to meet some in the study week. But I didn't. So. /um/ .. kind of, but not really

I: Where would you say did you have the opportunity to meet someone?

LISA: Like, I could have contacted them on slack if I wanted to.

I: But what would you say, why didn't you do so?

LISA: .. I don't know. I just had other things to do and it was not necessary for me to do so. I could also just ask someone in Karlsruhe which was easier for me. And I thought if I meet someone in the study week and could keep contact or something. But, well, yeah, I didn't, so

I: And what would you say what would have been needed or what would have had to be provided in order to encourage you to work with international students in advance?

LISA: /Hmm/ .. maybe a skype session or something like that. That you have to/ you're kind of forced to contact them in advance. That shouldn't be the way, but I think that would have been helpful to /well/...yeah,to have like a chat all together. Like the skype session we did in the study week. Doing it before would be better, I think, to see the faces... Maybe

I: /Mhm/ do you have further examples for this?

LISA: /Uumm/ ... not really. I think we had the opportunity. Just didn't really think about it before. But I think none of us did. Or at least I can't think of any one who had contact in advance. So yeah. Maybe a skyping session. Yeah. But I can't think of anything else.

I: Okay, So, we've been talking about international collaboration in general and I would like to move on to the following statement. So international collaboration as experienced in this project can help me as a future language teacher with my professional development.

LISA: Okay .. I think it can help me. I think it already did. Even though it was just a bit of international collaboration. Could have been more, but I think as soon as you start talking to someone who has a different view or yeah...it kind of already helps you. It's really hard to put this in words, /um/

I: Just try. It's okay

LISA: Yeah as soon as you start talking to someone, it's somewhere in your head and there might be a situation in the future where you think, oh yes, I now think of that back then: In the study week there was this situation, and now I can /yea/ I can use it/ make use of it.

I: Okay, mhm.

LISA: not sure if you...

I: No I totally I see so. So what would you say: How did international collaboration affect your CPD?

LISA: ...well../umm/ ...It's just making new experiences and yeah,.. using them for my own development.

I: Mhm. And what kind of experiences are those for instance?

LISA: all the information about new technologies, how to use Veo. I even now use it for my bachelor thesis which is also, if I think about it, about my own personal development. Yeah

I: And if you think of the exchange, even though they were just Germans. But if you think of the exchange with the other students. Do you think this exchange can affect your CPD?

LISA: ... Yeah I think so, because you have to put../uh/...you have your own opinions and you have to put them into words to get into a dialogue with other students and they have their opinions, and somewhere in between you find out new things. Like while you talk to them. So...yeah I think...it is helpful

I: so is it correct that the exchange of opinions can affect your CPD?

LISA: Yes, because this way I can ... maybe I would get a new view....wait ...

I: Take your time..it's okay...

LISA: ... yeah it just influences me, and I can change my opinions on something and have a ways of dealing with other topics that I didn't think about before.

I: Okay, so they influence you basically? They shape your opinion, or your beliefs?

LISA: ... Yeah, in a way

I: Okay. Umm... what would you say what should be provided in order to make it more efficient or more effective? The project with regard to CPD

LISA: ... /mhm/ I actually can't think of anything else. I think it was already quite good ... A bit more international collaboration. But I think it will change in the future because there will be more international students in Newcastle as well. So/and when it comes to CPD I liked the ePortfolio, but umm I didn't like the website at all. Maybe change that?

I: /Mhm/ How would you want to change it? Or what has to be changed?

LISA: Using a different website /using/or have different opportunities.

I: Okay...

LISA: yeah, it would be great to have it as a tool and to use it for further studies, also in other seminars for example ...Yeah

I: okay. So do you have any other examples, how the project, what elements are needed in order to make it more effective for your CPD. Can you think of what a project can look like?

LISA: ... /hm/ ... I think reflection takes a lot of time, so. You need some time to talk to others about your own feelings, or your own process. So, sometimes things happened too fast. I mean we had two semesters. That's quite a lot of time. But especially for the reflection on the iBooks we did. I wish I have had some more time to talk to others. To

I: Mhm okay. So more time for exchange basically?

LISA: Yeah

I: Okay, also before the study week? During the study week? Or afterwards?

LISA: /Um/ it's more before the study week. Not really during the study week. We had a lot of exchange there. But maybe before.

I: Okay. Just one more question. /Um/ you just said you had time during the study week for exchange. What did that exchange look like?

LISA: Like we had time to talk about our research projects. What the others think about it. Maybe for example one did something about pronunciation and I??? (3:03) so we started talking about that. Or just have some time to listen to others and then talk about it. Talk about their opinions...or

I: Get help maybe?

LISA: Yeah maybe. Or what did you just say?

I: Get help from others.

LISA: yeah. Get help from others and exchange. Just talk about it

I: /mhm/ You would say there was enough room for this time. Like for this exchange?

LISA: In the study week, yeah

I: So if you think that more international students would join the study week in Newcastle. Would that, like- where's the benefit of more international students coming? You see what I mean?

LISA: Yeah they probably have a whole new perspective. Because we kind of stick to our German school system and the way our university works. And they probably have their whole new system and a different view. Different opinion. So that might be interesting. Something I haven't thought of before or yeah

I: okay...

LISA: It's also cultural exchange.

I: Mhm. Can that help you with your CPD?

LISA: Yeah I think so! The more opinions you get and the more new information you get. /Um/..the more you can use for your future. You don't always know when, but if there is some particular moment. Then, it might be helpful.

I: Okay, but this wasn't the case during your study week, right?

LISA: The international?

I: Yes

LISA: yeah only not with other students, yeah

I: But with the lecturers, and the presenters you said?

LISA: Yeah

I: Is there anything else you would like to add on the topic of the study week or the international collaboration or what could be improved in the proPIC project that you would like to add?

LISA: Umm..No that's it. But I have to say it kind of sounded like it ...that there are ways to improve, but I already think that it was really good. I just wanted to mention that. I liked the concept of the project, yeah.

VI. Transcript: Interview No 2

[...]

I: To which university did you go during the study week?

LEO: I was in Karlsruhe

I: Okay, can you tell me what you did there?

LEO: So first of all, we met the group on Monday evening and we had a quick information session where we got to know each other. And there were two of us from Newcastle and three from Borås in Sweden. So, we had a couple of like activities where we got to know each other on the Monday evening. And then Tuesday morning we went to the Montessori school. Which was good. So, we left in the morning (took?) different classes in the Montessori school. /Ahm/ and then on Tuesday afternoon we started to work on our projects. Um so we started to get/we were supposed to split into two groups and our group had to um .. / like we just got the basics of what type of project we wanted to base ours on. /Ahm/ and get some initial information that we could use throughout the projects.

I: Mhm, what kind of information was that?

LEO: the information was just like gathering a topic. So, we choose to do ours on our week in Karlsruhe. So, we had to think about the places in Karlsruhe that we would like to go and visit during the week. /Um/ it was/ Karlsruhe was the first time that we'd been there. /Ahm/ so we had to /ahm/ get an idea about which places we wanted to go and see. /Ahm/ and just gather some initial data.

I: Mhm.

LEO: Then on the evening we did / I think that was the brewery tour on the evening. So, we got to go to a quite a huge /went to a brewery. And we got samples of some of the wonderful German beers. That was that, so. /Ahm/, and then on/for the whole of Wednesday we had time to do our initial research /ahm/, have a chance to write up /start make our own presentations. /Ahm/ and then on the Wednesday afternoon we also got to go on another activity. /Ahm/ where we/ ... I'm trying to think what we did now ... I'll come back to it

I: yeah don't worry. Some kind of social activity?

LEO: yes it was! /Mhm/. Then on Thursday morning we had the/ we went to another school which was just outside Karlsruhe. We got there on the tram system. Just spent the morning there and getting to look around and talk to some of the pupils and teachers just having a tour of the school by the headmaster. And then on Thursday afternoon we presented our projects and then we had a barbeque which was organized by the university.

I: Nice. And on Friday? Anything?

LEO: Well Friday we were supposed to give our project presentations. But the people from Borås had a really early morning flight. So, we just condensed the two days / sorry three days and then presented on Thursday evening.

I: okay and then on Friday there was no program?

LEO: it was just a free day, yeah /mhm/, that's right.

I: Okay great, so in which activities that you just mentioned did you work with international students?

LEO: So, we worked on all of them. So, we split up the groups of / there was myself and another student from Newcastle. So, we decided that we would go on different groups. Ah and there was also someone from Barcelona as well. So, we had myself and the Barcelona student and one of the students from Boras who was on our group. And in the other group there were two students from Boros and the other Newcastle student. So, all throughout the week we collaborated with the students from around the different universities. So, we worked together for our parts of the project.

I: Okay so can you give an example, like what international collaboration looked like during the study week?

LEO: Okay so yeah, we would just take our .. / we would take in turns basically to like plan different projects we would .. / we would collaborate using our own prior experiences as what we thought was the best for the .. /for the task we were taking part in. /Ahm/, so /ahm/ we would yeah, we would just use all our experiences that we'd gained in the various universities and collaborate together using that.

I: Wow great, that sounds good. So, there was an exchange of experiences then? Would you say that is correct?

LEO: That is right, yeah, /mhm/, yeah. So, for example uhm, in the Montessori school I didn't know anything about Montessori before / uhm before going to Karlsruhe. However, some of the Swedish students had heard of the Montessori school. So, they were able to give us a lot greater / like greater in-depth information and an insight in what it's like /ahm . working in the Montessori school.

I: That's interesting. Do you have Montessori in England? In the UK?

LEO: I think we do but there aren't any in our area. I think there are many further down South in other parts of the country. Just nothing that I'm familiar with at all. In the local area.

I: Okay, great! Thank you very much.

What is your opinion: Would you say that international collaboration was fostered in the proPIC project in general?

LEO: Yes, definitely. I think it is a fantastic way to not only learn about different cultures and different backgrounds but also get an insight into similarities and differences that exist between for example the English education system, or the Spanish education system or the / whichever country that you are collaborating with. Just to an essence of the similarities and differences (inc.) So I think it is essential that we urge collaboration.

I: Okay and how would you say did the proPic project foster this collaboration?

LEO: Oh I think the project / the proPIC project was just an ideal opportunity where you can get people who are interested in collaborating internationally and bringing them together where we / like in one group. Where we can talk about our experiences and develop our knowledge of different cultures and different education systems like I said, so. I think the project / the proPic project was designed for people who are interested in technologically enhanced learning for example. So those students who not only are interested in developing their international awareness but also through teaching through technology. That was / it really gave people an insight into / into given (inc.) international context.

I: But is it correct that you think that international collaboration was basically fostered throughout the study week then?

LEO: ... I think so yes, because umm, before / before going out to Karlsruhe it was mainly an individual process through the different modules that we had to do. So, it was very much individual. However, during the week in Karlsruhe, the activities that we performed were umm/ very /well it was the intention (inc.) working in teams. So, umm / so it was about getting to know different people from other contexts and working with them, develop a good working knowledge and /umm/ at the end of the study week was the main focus of international collaboration (than?) working on the proPIC projects.

I: Okay, well thank you very much. Do you have any ideas how international collaboration for one, through the study week be improved?

LEO: Um I think the only negative aspect was /umm/ / was the number of / well the lack of participants from the study week in general. It would have been a lot better if could have had maybe ten or eleven people who were there, because then we could have gotten on a much wider range of experiences. Umm, however, I am also conscious with the first study week that we've had in proPIC. So I'm sure that as time goes along then the / the numbers will increase. And that partly amount of information that we can collaborate on will also become bigger. But apart from that I think it was a fantastic opportunity to get to know people from around Europe. /Ahm/ and to collaborate with them on our projects.

I: That's cool. So, but if you think of the course in general. So, the time before the study week and the time afterwards. /Umm/..How could / or what could international collaboration look like beforehand and afterwards?

LEO: Okay, yeah so, I think that we obviously created our own projects in the study week but since that I've had no real contact with the people on the study week or anybody else involved in the project. So apart from the people who are / who we've seen as well as yourself. It would have been nice to be able to give a / maybe a project working via slack or via skype that we can work on /umm/ for example giving a presentation on google PowerPoints /umm/ or google where we can work on a project together or create a research paper on our experiences. I think that would be much more / that would be a small improvement to what I found.

I: /mhm/ But so that would be after the study week, right?

LEO: yes, that's right

I: Any ideas what / how it could be fostered beforehand?

LEO: /ahm/ ... I think that if we were given the names of the people who we were be going to go to Karlsruhe or wherever. Or which university we were going to go on. Then we could have started to speak together about what kind of things interest us. So, once we get together in Karlsruhe or the university, we can focus on our projects straight away rather than thinking for a couple of hours what we would like to start our projects on.

I: /Mhm/ so didn't you have like a slack group for the study week in Karlsruhe?

LEO: We did, yes. However, not many people used the slack group. I think if people were encouraged by the people who believed in the project to get together on the slack group than that would be bit of an improvement. I think.

I: But how could for example Ms Oesterle or Mr. Schwab encourage you to communicate beforehand?

LEO: .. /ahm/ I think that / what we were given a time table on how we were going to / what the study week would involve. /ahm/ so I think by /ahm/ (let me have a think) yeah if we /ahm/ if we think about the week that we've had in Karlsruhe. I think that we could .. / I think in general it is important to say that the week was organized quite well /ahm/ but then before we met, we could have been given a bit more information in advance about the types of things that we would be looking at during the week. /ahm/ because /ah/ our project was very much based on the one / the presentation that we had to perform and not any of the other aspects that we looked at in the study modules.

I: The study modules, is that the meetings you had at your university?

LEO: The modules in terms of the online iBooks that we had to perform.

I: Ah the interactive tutorials?

LEO: Yeah, /mhm/ the tutorials.

I: Okay, yeah but I mean, even if you had the names and you were in the group and you had the chance to figure out / or to learn what .. topics would be / the study week would be dealing with. I mean how / why would you communicate with, let's say the students in Boros? You know what I mean?

LEO: Yeah, /mhm/, /umm/ I think it is something I haven't really thought about before. So, thank you for (). /umm/ I think it's obviously looking at international collaboration for example we could start get a bit of a picture about our prior experiences and how that might affect our / the things that we look at during the study week. Just some of our shared interests /umm/ .. So /umm/ yeah I think it is quite a difficult thing to come up with straight away, off the top of your head. But yeah

I: So, we've been talking about international collaboration I general and I would like to move on with the following statement. So international collaboration as experienced in this project can help me as a future language teacher with my professional development.

LEO: .. Okay .. yeah I think that is very true from my point of view. Ahm I think that it's / I think in England where it's a bit of a disadvantage in terms of a language learning point of view. Because English is often seen as lingua franca between different countries. So, for example if you have a student from Sweden and a student from Germany, neither of whom speaks the other language, they're more unlikely (or likely?) to be able to speak English. So I think that coming from an English learner's point of view it can be sometimes quite /ahm/ something a bit /ah/ strange to be seen as learning a foreign language for example French or German. /Ah/ so not / as a result, not many people choose to study languages in school or in university. However, my experiences of studying languages in university, doing projects such as proPIC, I've seen that /ahm/ that once you collaborate with other people you can really sense how much / how different / how people from different backgrounds, how they can come together and create really good projects, /umm/ using their ideas, that some people might not have even thought about. .. Like for example the Montessori schools /uh/ I would never have had an idea of what a Montessori school is or what the education is like in the Montessori school, without being in proPIC. /Um/ so for example /um/ I think that / yeah / it's a fantastic tool to be able to open the eyes of people who are studying languages, so I think it's a fantastic idea of the future. And I would definitely consider looking / whether it's in a school for example doing a scheme where you / a pen pal scheme for communicate between students in England and students in France or Germany. And or whether it's on a high level in the university system and actually having face to face contact and create a project together.

I: Great, are you studying to be an English teacher? Or what are you studying?

LEO: I'm doing an undergraduate degree at the minute in French and Geography.

I: Ah I'm doing Geography aswell. That's interesting.

LEO: Okay, mhm, yeah, good. So, I'm still on my undergraduate of a bachelors process. So, I graduate at the end of the year. So, I'm looking at my options and figuring out

I: So, are you planning on becoming a teacher afterwards or not?

LEO: It's one of the ideas that I have but it's not a 100% confirmed that I definitely will go to teaching at the end of this. But it's definitely something that I'm interested in.

I: Okay so it's very different to our school system, or our university system. Because at the university you went to in Karlsruhe, we all study to become teachers afterwards.

LEO: yeah that's right.

I: Okay lets get back to the interview.

How would you say did international collaboration affect your CPD then? You mentioned an example before, saying that the exchange / or getting new ideas and getting / like exchanging with international people could help or can help.

LEO: Yeah that's right, /mhm/

I: Can you think of any other examples?

LEO: .. /um/ there's not any that I can think of, off the top of my head. But I think it's just yeah collaboration in general, either internationally or nationally with people. It's just a fantastic tool to be able to think about your own ideas, to have feedback from people about how you are teaching, how you are giving out lessons. /Ahm/ and I think that collaboration in general is a fantastic tool, however, on a international scale, it is fantastic, just because you can really open your eyes and see how people in different countries operate, what their education system is like for example and you can really take some of the positive impacts, or the positive effects of what they've told you and use them in your own teaching.

I: So that's the advantage of collaborating with international students, right?

LEO: Yeah, mhm, that's right. Yeah.

I: Okay, great. What do you think should be provided in order to make it more effective? So to make the influence of international collaboration on your CPD more effective?

LEO: .. /uh/ well I think having online tools such as slack is a fantastic tool to be able to collaborate, because it gives you an opportunity, like we're doing now, of having meetings, having interviews for example on an online basis, rather than face-to-face. So that means you don't actually have to go to the place and sit down and talk to people, but you can do it anywhere that you like. And it's a really really good tool to be able to really bridge the gap between people /uhm/ well bridge the / bring the distance to each other closer between people who are in different countries.

I: okay, yeah, great, great idea!

And if you think of the study week, what do you think should be, or could be provided in order your CPD more effective?

LEO: .. In terms of online tools? Or in terms of?

I: No, in terms of international collaboration

LEO: ... so, /um/ so we're talking about the tools to improve online / ahm/ international collaboration? Is that right?

I: yes

LEO: for CPD? Yeah, so I think, yeah, having some sort of communication device that you can talk to the students, having access to the iBooks for example, what our project was based on, was a really good tool to be able to use / because we could use different people's laptops and different people's internet for example to look up what we were looking at. And yeah, so, throughout the study week the use of technology was fantastic to be able to prepare our iBooks and to get additional knowledge that we couldn't have, while doing our research in Karlsruhe.

I: Okay, but if you think of, lets say events, or for instance meetings, or more time to exchange with international students, would that be something that should be needed or should be provided in order to make your CPD more effective?

LEO: Yeah, well I think that we had quite a lot of free time throughout the week. So we were only, we were in the school / for the Montessori school for one morning, and then the other school for one morning. However, we had quite a lot of time on the afternoon and the whole of Wednesday to plan our iBooks and to do that. So perhaps having / we could have, instead of spending the whole day on Wednesday preparing our iBooks, if we could have some of the time where we could go out and visit another school or do something else, that would / rather than spending the whole day doing our iBooks, and that would definitely be better for our CPD. I believe.

I: Okay, .. great. Is there anything else that you did not have the chance to talk about so far and that is important to you?

LEO: Umm.. not particularly, no. I think that it's / I think we've discussed everything that is important. Overall, I thought it was a really beneficial way of improving my future teaching, my CPD and then just for improving my international collaboration. It has given me a big insight to think about for my teacher(?) projects.

I: That's great, I mean great hearing that! I was in Kiel during the study week and there were just four students.

LEO: so we had quite a few then.

I: Yes you had quite a few actually and it was just me and then three from Barcelona. So I'm jealous about your experiences. It sounds great. Like working with the others and collaborating

LEO: We had obviously, there was myself from Newcastle, a couple of people from Boros and one student from Barcelona as well as the / Mareike and Götz, so that four of the five establishments that were represented there in Karlsruhe. I think that was good for collaboration.

I: It sounds great! I was talking to a girl that spent the study week in Newcastle, I think that was last week, I did the interview with her and she's from Karlsruhe. And she was, I don't want to say sad, but she was a little bit disappointed because there were only six students in Newcastle and they were all from Germany. So they mainly spoke German among each other. So there was no INTERNATIONAL collaboration during their study week. Which is a pity.

LEO: Yeah because we had the three Swedish students who were from Boras and even in the group, because there was the student from Newcastle who was in their group, they were speaking English to each other, so she could understand. That was fantastic and something I wasn't really expecting to see.

[...]

[the study week] it was exactly everything I was hoping for and even more from the week. So it was very positive.

I: Great! So are you planning on coming back to Germany at some point then?

LEO: /Uhm/ I think at some point I definitely will be. It was quite good actually, because going to Karlsruhe was my first time I had ever been to Germany. It was good to see another country definitely keep(?) to other places. So I'll definitely come back at some point.

[...]

I: how come it was your first time?

LEO: /Uhm/ just I never really had any opportunities to go to Germany.

VII. Transcript: Interview No 3

[...]

I: So to which university did you go during the study week?

TOM: It was at the university of Boros in Sweden.

I: And can you tell me about what you did there?

TOM: Well we stayed there six days and we had five days of twin-sharing and going to see schools and all that. I'm missing one day because I don't remember what we did that day. First day, for example, /um/ we introduced ourselves. We were three people from Barcelona and three people from Germany, from Karlsruhe? I don't know the name of the university or the city. Karlsruhe or something

I: Yes, that's where I'm from as well, exactly.

TOM: so three girls from there came to share their project. /Um/ each one of us had a different project. One girl from Chile, one girl from Barcelona and from Peru .. and the three German girls they had the same project I think. And it was about when to introduce/ or how to introduce instructions / I don't remember. The Spanish girl wanted to make an application for illegal immigrants. So they could learn our language /um'/ and also the language but the culture and how to make paper work here. And the girl from Chile, it was really confusing, because we couldn't/ like we understood here because we speak Spanish/ but the English and Swedish teacher they couldn't understand what she wanted. And we spent half a day doing that and the other half of the day we just wandered around the city from then. That was it for the first day.

I: So, sorry, did I get you right that you worked on your projects? Or did you just introduce them?

TOM: Just a presentation. And we talked about/ how is it called? / collaborative projects.

I: you talked about collaborative projects?

TOM: the proPIC, right? They told us about proPic and all that.

I: okay, so an introduction basically?

TOM: Yeah. That was the first day at school. The second day /Um/ we had our ICT teacher, who was Tobias, he showed us for example Kahoot. An application for games or quizzes, also Socrative. Like the philosopher but with "ive" at the end. Socrative. And Nearpot. Both were very similar. I only remember Nearpot because it looked useful. For example you had a screen locking system. Which a teacher had the ability to control what the students could see. And we spent the morning doing that, checking applications we could use in class. And that was..

I: sorry, did you use those tools, or were you just introduced to the tools?

TOM: /Um/ the teacher, Tobias, he has used those in class and were like students. We had our trial as a student and not as teachers. And I think that was it for that day. And then I'm missing the third day. Maybe we didn't do anything, maybe we did the same. I don't remember. And the fourth day we went to another city. We went to a campus that is outside Boros to see how Richard Baldwin, it was the English teacher, he was doing some sort of free class. He gave the students a book to read and in groups they discussed the reading. And the class was 45 minutes, was very nice, about pronunciation of words in English, and that was it. It was very light. It was actually good. I liked the

class and then we stayed there. Just visited some fortress, a castle. And we had local food and that was it.

I: okay, nice. And the last day? Or was that already the last day?

TOM: Yes, now it's the last day, the fifth day. ..we went to /../ oh, I'm missing something. /Um/ we went to visit the school. Maybe that was the third day.

I: Okay

TOM: And that day we went to a school that was near Boros. And we got to see how the teacher was using technology to make assignments for the students or for the students to make projects like advertisements. And it was quite simple. The teacher had some instructions and work. And the students just followed the instructions. And they could do whatever they wanted. For example, if they wanted to make a banner with advertisement or maybe a video, website or whatever. And for example, they were allowed to listen to music when working if they helped them to concentrate.

I: Oh nice, I like that.

TOM: Yeah, it was nice. Just two of the students out of 20 I think, they were doing that. And they, I noticed the school was old, like every school everywhere, but they adapted the school so they could use their Macbook. So they had a notebook for each student.

I: They had a Macbook for each student?

TOM: Yes, and also an outlet

I: What's that, sorry?

TOM: a plug. An electricity outlet and they could plug it in and keep working. So everything was pretty much adapted so they could use the iMac or iBook, I don't remember. (?) and they could use it everywhere in school. That was the third day. So now, I'm jumping back to the fifth day. /uh/ .. that day we went to visit another university. In another city for a conference about teaching and managing people using avatars, ICT and virtual reality.

I: okay, what are avatars?

TOM: They defined that as characters, that, for example teachers, or police officers, or whoever they need it to use it, they could use that to communicate with certain kind of people for example. Children that were abused or maybe students that were too afraid to ..to talk to someone in real life. It was like, making teaching, for example, a game.

I: Ah so is it for practicing basically, or?

TOM: Yes, for practice. So you could practice for example/ they gave us a an example of a video, how they trained teachers in some schools in the United States and they had different avatars. The angry Mom, or the cool guy you're talking to and nothing affects him, something like that. So you can train different scenarios of .. how do you call that?.. customer service .. it's not customer service because it's at school but it's the same. There we had different projects. For example one project was from the police. And the police used that, those avatars to talk to children that were abused, or they were witness of some kind of violence, domestic violence for example. They concluded it helped them relief stressed and that made the kids talk about what they saw or what they experienced. Also was ...one for schools. Made in Sweden, that actually they said it didn't work. For some reason it wasn't effective and for example the avatar, the face, about (?) as well as human being of course. They didn't go much deeper, but they said it didn't work very well. And then one project from the United

States who was from a company I think, and they used that to train teachers. And they had different characters that you could use in a class, a reduced class, that was for challenge, or mentally challenged, or intellectually challenged children. They used that to learn how to deal with people or children, in this case, with autism. Or down syndrome. That kind of stuff. And it worked well according to the (?). And she said it was about 100\$ I think, if I wanted to implement that at school or at my university. And the trick there was that, it is not for example artificial intelligence behind every character. There was real people. So they have actors, train-actors, they would perform, follow a script. But you wouldn't see them. You would see the avatar. And Richard, the English teacher there in Boros, pointed out that it was kind of useless. Cause you have an actor then why don't use the actor instead of an avatar. One actor could perform different roles. For example, act as a child or act as a woman. Or act as a black person or white person. So the actor could adapt, and use one actor for different characters, without avatars.

I: and did you...sorry I didn't want to interrupt you.

TOM: No, tell me

I: So did you, were you allowed to train or work with these avatars then.

TOM: No, not really. They just showed us the results of their research and that was it.

I: So it was more of a presentation, rather than hands-on

TOM: Yes it was a presentation, it was like a discussion

I: Okay, great. Are there any other things that you can think of that you did during the study week?

TOM: ..uh/ concerning the project and all that? Nothing else I think. Well, they told us we should have something done, like, January, they didn't tell us anything yet. Maybe they are not interested in what we are doing right now.

I: you mean your home university in Barcelona?

TOM: No, not really. The one we went to, Boros. Because we asked our home university and they told us the other university has to ask us if they want something from us like a review, or paper or something like that.

I: Ah okay, because for us we had to do things from our home university.

TOM: well that is confusing. Here in Barcelona, the people in charge here, I don't know if they know what they are doing.

I: Alright, I have another question. In which of those activities that you just mentioned did you work with international students.

TOM: All activities. You mean worked like, ..

I: .. like collaborate

TOM: between the students? Between us?

I: yes, with the other students. You said there were three students from Germany and three students from the University of Barcelona. And I'm just wondering in which activities did you work with each other. Did you collaborate on something.

TOM: Oh no, not really. We didn't do anything with that. I think the project from Germany, they didn't start yet... There was nothing. It was just like /how to say/ we had just planned what we wanted to do and nothing has been done.

I: Okay so you mean the three of you from Barcelona?

TOM: Yes, and we haven't done anything yet.

I: Okay, but wasn't there any communication between the students?

TOM: Not really. ... the only thing that I spoke to the German girls was that I made a joke. And with the other girls, they are classmates, so we already talked in Barcelona. Not much cooperation. I tend to speak with other people when there are many people around. I spoke with people from Sweden that I found, asking questions but between us, it was a group. Like three German girls, the other two girls and I was messing around, coming back to them. No real cooperation.

I: Okay, and no exchange of experiences, for instance?

TOM: No, nothing like that. There was for example, we had an ICT class in our Master's degree and we already knew most of the applications and all the things that Tobias was introducing to us. And the girls from Germany they were studying to become teachers. Some of us, for example who already have experience as teachers, so I think it was kind of a mismatch maybe.

I: But if you already had experience with teaching, how come there was no exchange of experiences, like prior experiences, of teaching and so on?

TOM: Because nobody asked. As with the same, I asked questions that I find interesting that I thought more or less (?).

I: and there were no discussion rounds or something?

TOM: There were, because/for example Tobias would present an application he showed us. And then he would ask "What do you think about that?". And I would tell him "I think..." whatever. And then someone else "I think this...". And that's it. So no actual discussion. It was like, everyone was super polite and there was no arguments. There was nothing, just "I think this.." and that's it.

I: And would you say that you had a shared outcome, for instance?

TOM: Yeah, the only thing our discussion was with the Spanish girl, Imma. And we agreed the only thing new we learned was the Nearpot stuff, that we didn't know. And the last conference about the avatar. All the other stuff we already knew because we had the other subjects, ICT for teaching. The outcome wasn't very impressive for us.

I: And for instance, you said you went to school, you had school visits, did you, as a group, get together afterwards to reflect on what you did?

TOM: Afterwards, not really. Because I made my own reflections in the spot. So there was no need. Not really

I: Okay, that's very interesting to hear. To go on- would you say that international collaboration was fostered in the proPIC course?

TOM: I'm sorry, you said international collaboration...?

I: would you say that international collaboration was fostered in the proPIC course?

TOM: In the proPIC/ well ...I would say yes, because that's what you could expect when you meet other people that don't know each other. But we didn't have any task. Maybe if we had a common task with the German girls, with the Spanish girl, the girl from Chile, that would have been better. Instead of just sitting there and receiving information and then reflecting on whatever. Actually we had to write something in a platform the teacher provided for us, but it was so individual or in group but there was no discussion. Just like we are doing now. You are asking me and I'm just answering. There is no dialogue.

I: Okay, that's interesting. So you say it was fostered, international collaboration. Can you give any other examples in what it was fostered?

TOM: it was awkward. Well for example the projects. We were using book-creator, I think was the application. Everything they gave to us, try to use it as a student. So I would prepare/ I would find out what way they will find and for example some of the girls, and her name was Clara, she made fun of what I did for example. I used a book creator to draw/make a drawing of my cats and try to practice my Swedish with the voice synthesizer. And actually, I was able to use it and all that stuff and she was doing a video one of the teachers asked her to and she was making fun of what I did. And I was thinking ...if you are making fun of me and we are colleagues or whatever, are you going to make fun of your students? And that's a feeling that "come on, your immature or something".(?) Besides thatI'm sorry, what was the question? I was remembering and I lost my mind

I: Yeah don't worry. I was just wondering, because you said that you think that international collaboration was fostered. And I was just wondering in what way would you say was it fostered.. Like how was it fostered?

TOM: There was no actual collaboration. It was just standing by each other.

I: So do you have any ideas how this could be improved?

TOM: The best way is not to send three people from the same country to the same university. Because even for us, we were from the same university from three different countries, but there was a tendency of us to cuddle together. And that's not good if we are going to collaborate or whatever. Just send one from one university.

I: That's an interesting idea and you also mentioned earlier that it would be good to get a task together. Is that right?

TOM: Yes, but a small task. The students would be able to accomplish within the time they will be staying. So they get no homework.

I: Can you think of a task/ what a task could look like?

TOM: Yeah you can/ for example if you are using book creator. If you have six students, you can ask them to act as students and as teachers. So they could prepare a class or show lesson and they could show the last day instead of, I don't know, going to a farewell dinner. Just use the last day to make presentations. And maybe criticize what's wrong with the presentation or with the task or with the way they are using the application and the other

way around. So that everyone, each student, prepares something and then puts it in practice in class and save it for later.

I: That sounds like a good idea, yes. Would you say that international collaboration was fostered before and after the study week maybe?

TOM: Before, we got nothing. Just the guidelines, so what we would expect, how that works. Meantime, when we were there, yes we had some, well collaboration maybe with the teachers(?). And afterwards we had nothing.

I: Okay. Have you got any ideas for improvement, how international collaboration could be fostered before the study week? So among the students for instance.

TOM: Yeah I don't actually don't really need that. But for example, the university that fosters the/ for the other university students. They could visit the university first. And I think they did. Someone came from Sweden. And have a presentation maybe what to expect there. Just that. Nothing fancy, because we are very busy with our own projects.

I: So like an introduction of the universities? Or what?

TOM: Yeah universities and the country as well. Because of the currency. The most important part of that would be the budget. Because each university they said something that didn't have anything to do with the other management of the budget of the universities. For example we were told that we would receive 275€ and we were told we would receive 550. And then in Boros they told us "hold on guys, we are not giving away 550. We will just pay transportation and accommodation". And in Germany the universities, they were giving the 500€ to the students. So we were like "we are spending more than what you are giving us back". That was worrying

I: So communication beforehand. Or what is your idea for improvement?

TOM: Yeah, in our case, the person in charge for the management she didn't/ it was like she didn't care about us. She was trying to get along with the university of Boros or whoever is paying for this because it's not the universities, it's the European something. It was like we were alone against that. And we didn't feel the support we were supposed to have from our university.

I: Okay, that's bad. But that's more of an organizational problem then. But if we think back to the communication or the collaboration between students before the study week. Do you have any ideas for improvement there? How could it look like?

TOM: ...no. The case is, no one wanted to particTomate actually. I wasn't interested because I was busy and something else. But since one of the teachers wanted to everyone get to know what we were doing. He asked us "hey guys, there is still room for one more or two more. Please could you help me with that". It was more like, okay we are doing this for you, not for us. And some of the students they were not interested and when they heard that the expenses would be paid they said "okay, that would be like a road trTom. We are going to Sweden, Germany, England, for free". And that was the main reasons students got to the project.

I: But what were you expecting? What were you hoping from the project?

TOM: ...well. Expecting in terms of/ I don't know. Because whatever they wanted to with the project that can be done within every university. And that can be done using skype or what we are doing now, phone call. It's actually/ I think it's not useless, but there are simpler ways to do the same, using ICT.

I: Okay, but were you expecting to collaborate with international students?

TOM: You mean me now in the future?

I: No, beforehand. Before you went abroad. Were you expecting to collaborate with international students from different universities?

TOM: Oh yeah. In my mind, I imagined workshops, or working all day like school days from nine to five or something like that with other people, doing tasks together. I imagined that. But it was more like, I don't know, for old people. We are sitting here, talking. I think they are missing the "do it yourself"-thing.

I: So you were expecting workshops in which you would work with international students and in which you would produce something together, right?

TOM: Yeah, that's right.

I: Okay I just have one bigger topic that I would like to talk to you about. I have a statement here. It is: International collaboration can help me as a future language teacher with my professional development.

TOM: Oh so I have to say if I agree or disagree? Alright so I would say that I agree 10%

I: Okay .. and can you say why?

TOM: Because we already knew 90% of the applications, of the techniques they were showing us. So uh, but I'm not saying it's useless. I'm getting that 10% that I didn't know and that I can use in the future. It depends on the student. Some of them maybe will take more advantage of this.

I: Okay, but you're focusing on the ICT tools. And if you focus on working with other future language teachers from different countries. Can that have an effect on your CPD?

TOM: Yes, I think so. You want me to elaborate?

I: Yeah, Like how can it affect your CPD?

TOM; So it could be seeing the bad things I do .. reflected in the other people. Like a mirror. So I have to improve looking at them and then telling me what I'm doing wrong. We had a discussion with a teacher at a high school. He didn't want a student to make an advertisement using common language. He wanted the advertisement you can find in the TV. I mean "what do you want?. Do you want him to be an advertiser or you want him to use the language? So he can practice." So we had a discussion on that. That was fine

I: So you think that can help you with your development? With your professional development as a teacher?

TOM: Yes, because you have an idea of what you have in mind what is to teach. And you tell someone "I think you are doing wrong, this is what I would do" the other person tells you "I'm doing this because of...." And they give you a good reason. And you just share and learn.

I: Okay, so it's like an exchange of experiences and getting feedback, right?

TOM: Yes that's right. And that was maybe the only time we had that.

I: But that was, if I got you right, that was with other teachers and not with the students from Karlsruhe, right?

TOM: yeah, neither with my class mates. Everyone was very silent. Not shy, but maybe it was like "we don't care, it's 9 am"

I: Can you think of any other examples, how this international collaboration could affect your CPD?

TOM: Um.. for that, they didn't think maybe it was important, but I also look at the facilities. I noticed when I said before they, for example the students are adapting schools, so they can use technology everywhere every time. So it was good to discuss the facilities and also political issues. But no one wanted to talk about it.

I: Nobody wanted to?

TOM: yes, that's right. Except the far-right wing people. I met some of them and I was talking to them, listening to what they wanted to say. And I went to my teacher, to Tobias, and I told him what I got of them. And the only person that wanted to talk to me about these issues was Tobias. And he told me something interesting that the right wing has been taking the political scenario in the country for the last 20 years and they are pulling out laws that, for example back in the 90s in Sweden .. you couldn't choose school. So rich people, poor people would gather in school and they would be friends. Now the right wing put that back and now rich people stay with rich people. So I said "Tobias, why are all these kids black? Just black people here?" And he told me "That's why we used to have black people, Asian people or whatever, white people all together. Now they are segregating". That's a kind of vision no one wants to talk about, but that I had to ask myself.

I: That's an interesting issue. So would you say that your experiences/ your experience of going abroad, going to Boros, was that there was/that you learned cultural differences or political differences between your home country and the country you went to?

TOM: Yes, that's right. And that was the best part maybe.

I: Okay, and it also starts a reflection process, doesn't it?

TOM: Yes, and a way of curiosity. You want to learn more, you want to understand more when watching the news.

I: Okay and was there also for instance something like that you got to know new methods for your classroom later on?

TOM: /um/ ...not really, because students in Sweden are quite polite actually. They are very good students. We couldn't find any trouble actually. So there was no learning in that way.

I: interesting. So my last question would be: do you have any ideas how your professional development could be improved/ how it could be made more effective in the project?

TOM: Sorry, that question, wasn't that the last one?

I: Yes that's the last question

TOM: But the one just...

I: No, I was wondering how it could affect you, your CPD. How international collaboration could affect your CPD, that's what we've been talking. But now I'm just wondering if you have ideas how it could be made more effective.

TOM: Alright, so just to make it straight. To make it more effective for the international collaboration to help me with my CPD or my CPD?

I: With your CPD, yeah.

TOM: ...my past experience, work for example in difficult environments. This summer I worked with teenagers from Italy and it was kind of trouble for most teachers and for me as well. But after that I wanted to work, go back home and you feel comfortable after that. You find the same situation in class, for example kids fighting or yelling at each other and you know what to do. For me the most important part is what you are going to do in the worst place you can get. So you can learn actually and maybe most people said those (?) project that captures Spanish teachers from abroad and everyone said, don't take that because they will send you to schools where kids have problems. And I think that's the point. You can train there

I: Okay, great. Is there anything that you did not have the chance to talk about that is important to you that you would like to get rid of?

TOM: No, not really.

VIII. Observation protocol

Date:

Place:

Descriptive notes	Reflective notes

Codebook

Becoming professional – the impact of international collaboration on the professional development of future language teachers

26.03.2019

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1. Elements of the program

Since the focus of this research lies on international collaboration, this category seeks to filter what elements in the course fostered international collaboration. This ranges from the general outline of the course as part of the proPIC project, including the meetings, the projects and the study week, in which aspects of international collaboration are searched for. The focus lies on the study week because it is argued that most international collaboration took place here. Therefore, the elements, or activities that included international collaboration are identified. This category seeks to define the study program!

1.1 Dealing with projects

1.1.1 Developing projects

One objective of the course was that students work on some kind of project. Time during the study week in which students were able to work on their projects is represented by this category. Furthermore, most study weeks focused on some kind of digital tool and asked the participants to develop some kind of project using that tool.

Examples:

- Hands-on: develop your own small project (see Karlsruhe)
- Video production (see Kiel)
- *e-Portfolio development session (see Barcelona)*

1.1.2 Presentation of projects

The projects that were developed throughout the week in some cases were presented to the other group members at the end of the week. This is what falls under this category

Example:

- Thursday afternoon we presented our projects (see Leo)

1.2 Active engagement with contents

During the study week there were several activities that students dealt with. This intensive and active confrontation or engagement of students with the tasks is represented by this category. Within this category the subcategories and activities such as preparing for, discussing about and reflecting on these activities or on the study week in general were developed.

Examples:

- First activity: preparing for a school visit (see Kiel)
- Final discussion (see Karlsruhe)
- *Reflecting on lesson observations and VEO applications (see Barcelona)*

1.2.1 Preparation for activities

1.2.2 Discussions

1.2.3 Reflection sessions

1.3 Interviews/discussions with experts

This category represents all activities in which the students discussed with experts on certain topics or conducted interviews. Part of it are also conferences that were attended during the study week, since it is argued that students participated and experienced discussions with locals and experts

Examples:

- open discussion with Inservice teachers (Karlsruhe)
- interview with in-service teacher (Kiel)

1.4 Workshops/Input

In this category all activities and elements in which students received input by an expert (e.g. teacher educator, guest,...), or worked on topics in workshops are listed. Furthermore, conferences that were attended during the study week are listed, since it is argued that the main aspect of attending a conference is receiving input on some kind of topic

Examples:

- Video enhanced observation and reflection workshop (see Boros)
- "What can be made possible" research seminar (see Boros)
- Continuous Professional development Dr.Lill Langelotz (see Boros)
- Conference Schulbildung digital (see Kiel)

1.5 School visits

Within this category activities that contain school visits of any sort are identified. Within the category the sub-category of classroom observations was established separately. All other activities go with the school visit category

Examples:

- Day Visit to adults language school (Barcelona)
- Trip to Sandared secondary school outside of Borås

1.5.1 Classroom observation

1.6 Social events

All kinds of activities that are described as and felt like social events are listed within this category.

Examples:

- water and sport activity (Kiel)
- Social event: Dinner (Barcelona)

1.7 Communication devices/digital tools

During the course an application (Slack) was used as a communication device among the participants and the teacher educators. During the study week, further applications were used for

communication, such as a Whatsapp group or a google site in which shared documents were worked on for example. It is argued that this is a further element of the project that fosters international collaboration and communication among students.

Examples:

- google site in which the schedule is uploaded, and each activity is described briefly (Observations Kiel)
- Whatsapp group throughout the week to share pictures and arrange things etc. (observations Kiel)
- having online tools such as Slack is a fantastic tool to be able to collaborate, because it gives you an opportunity, like we're doing now, of having meetings, having interviews for example on an online basis, rather than face-to-face. (see Leo)

1.8 Other

2 International collaboration within the elements

This category comprises looking at the extent to which the elements of the project foster international collaboration. This main category seeks to draw a line between the study program and its elements and the aspect of international collaboration. Text passages should fit in the question: "How is international collaboration fostered within these elements?" "What does international collaboration look like in these elements?"

Examples could be that international collaboration was experienced during the school visit in that students developed questions together for observations or conducted interviews together or reflected on observations afterwards.

2.1 Group discussions

It is argued that international collaboration was fostered within the elements of the study week in that room and time for group discussions was provided.

group discussions are represented by all kinds of constellations in which students have room to discuss aspects such as projects, activities, topics..

Example:

- Observation of English language classes and afterwards a group discussion with teacher (see Boros)

2.2 Collaborative reflections

It is argued that international collaboration is fostered within the elements of the study week in that room and time for collaborative reflections is provided for the students.

Example:

- *Reflecting on lesson observations and VEO applications (see Barcelona)*

2.3 Collaboratively working on tasks

Working on tasks and projects collaboratively marks one of the main aspects in which the elements foster international collaboration rather than individually working on them. =Teamwork in a group of internationals

Examples:

- L. and S. work together on preparing info on eTwinning (observations Kiel)
- Hands-on: develop your own small project (see Karlsruhe) caution: I know that these projects were worked on in small groups, therefore, international collaboration here!

2.3.1 Contributing to shared outcome

2.4 Giving/receiving feedback

All elements in which students were able to give feedback and also receive feedback are regarded as including international collaboration. This feedback is seen as an exchange among international students

Example:

- Great teamwork, students help each other and ask for opinions and are open for feedback!! (observations Kiel)

2.5 Exchange

This category comprises various different forms of exchange among international students. Elements in which room and time are provided for this exchange are regarded as fostering international collaboration. However, it must be said that these sub-categories are not easily distinguishable but rather overlap

2.5.1 Cultural exchange

It is argued that cultural exchange can take place when students from different cultural backgrounds get together and have the chance to exchange and collaborate. This can be fostered within such a program through elements in which room is provided for exchange among students

Examples:

- meeting international students + learning about other cultures and school systems. (observations)
- It's also cultural exchange. (Lisa)

2.5.2 Exchange of opinions/ideas

Exchanging opinions and ideas one has with other group members. Elements in which students have the opportunity to do so are seen as fostering international collaboration

Example:

- Or just have some time to listen to others and then talk about it. Talk about their opinions... (Lisa)

2.5.3 Exchange of prior experiences

Elements in which students have the chance to exchange their experiences. This Subcategory is similar to the one of sharing skills and knowledge. This exchange marks a form of international collaboration

Example:

- we would collaborate using our own prior experiences as what we thought was the best for the .. /for the task we were taking part in (Lisa)

2.5.4 Sharing skills/knowledge

Following the belief that every participant of the study brought skills and knowledge with them to the study week, elements in which students are able to share these with the others are regarded as fostering international collaboration

Example:

- Everyone is able to share some knowledge and skills in order to help the others. (observations)

note that part of sharing knowledge is helping each other by relying on one's skills/knowledge and prior experiences. This was regarded as a sub-category

2.5.4.1 Helping environment

2.6 Collaboration with guests/teacher educators

International collaboration does not only take place and is not only fostered among students, but also with teacher educators in the study weeks, as well as with experts/guests that share their knowledge with the group.

Especially for those interviewees that did not feel that international collaboration among students took place due to different reasons, this form of international collaboration is especially important and worth noting.

Examples:

- lecturers were from England. But that was like the only international collaboration. Not really with other students (Lisa)

- LISA: Yes, because of /um/ well the ones that presented and the lecturers. Basically. But I think there was a bit of international collaboration, but not as much as I thought

2.7 Bringing people together

This category was established due to the fact that such a program brings international students together. For one, through the study week in which students have the possibility to grow together as a team. But also, through communication devices such as Slack, in which people can connect, bridging the gap between people from different countries. Therefore, international collaboration is fostered through communication devices and the study week in general

Examples:

- having online tools such as slack is a fantastic tool to be able to collaborate, because it gives you an opportunity, like we're doing now, of having meetings, having interviews for example on an online basis, rather than face-to-face. So that means you don't actually have to go to the place and sit down and talk to people, but you can do it anywhere that you like. And it's a really really good tool to be able to really bridge the gap between people (Leo)

- / the proPIC project was just an ideal opportunity where you can get people who are interested in collaborating internationally and bringing them together (Leo)

3 Effects of international collaboration on CPD

It is argued within this research that international collaboration can have an effect on the professional development of future language teachers. In this category, elements of what effects the international collaboration experienced in this project could have on the participants' CPD are identified. In case interviewees didn't feel like there was international collaboration in their study week, their hypothetical answers are analyzed as well. The researcher is aware that this category is rather hypothetical in nature, for one, because CPD is not possible to measure and also, because the answers are very subjective and hypothetical

"Essentially, through dialogue, professional development is mediated by language; new understandings emerge through conversations with other professionals, through experience and reflection on that experience."

(Mann & Walsh 2017, 12)

Learning through social interaction within community of peers/professionals. // Learning in professional learning communities

3.1 Receiving feedback from peers

Getting feedback from peers/getting alternative feedback is regarded as an important aspect in one's professional development, in order to improve and work on oneself which can be achieved through international collaboration with peers. It is argued, that multiple voices from people from different contexts make professional dev. especially useful

Example:

- It's just a fantastic tool to be able to think about your own ideas, to have feedback from people about how you are teaching, how you are giving out lessons. (Leo)

3.2 Opportunity for professional sharing/exchanging with peers

Providing the participants with the opportunity and the time and room for professional sharing and exchanging of experiences/thoughts/opinions/...marks an important aspect of international collaboration which can affect the participants' CPD. It helps building a collaborative culture among peers

Examples:

- How would you say did international collaboration affect your CPD then? You mentioned an example before, saying that the exchange / or getting new ideas and getting / like exchanging with international people could help or can help.

LEO: Yeah that's right, /mhm/

- The more opinions you get and the more new information you get. /Um/..the more you can use for your future. You don't always know when, but if there is some particular moment. Then, it might be helpful. (Lisa)

3.2.1 Collaborative dialogue with peers

This sub-category is seen as a form of professional sharing/exchanging in which there is an active professional discussion/conversation taking place between participants

Examples:

- School visit of school with international profile + interview with teacher:

students are very interested and ask many questions. There is a dialogue of students among each other as well.

- you have your own opinions and you have to put them into words to get into a dialogue with other students and they have their opinions, and somewhere in between you find out new things. Like while you talk to them. So...yeah I think...it is helpful (Lisa)

3.3 Expanding professional knowledge

Expanding one's professional knowledge can take place through various forms of international collaboration For instance, through the interaction with professionals, working on projects collaboratively, learning from and with others,...

Examples:

- Conversation with a Spanish as a foreign language teacher (ELE): (Barcelona)

- group discussion with teacher

Per Selin and some other teachers on language learning and professional development (Boros)

3.4 Active producers of knowledge

It is argued that it is important that students are active producers of knowledge throughout the study week in order to deepen the insight into their own experiences in order to contribute to one's professional development.

It is argued that this is the case in all activities in which students are active and not merely receivers of knowledge. Not all activities were coded though

Examples:

- Short input on ICT tools, teacher educator introduces a website where ICT tools can be found and asks students to check out one or two applications on their own. (=hands-on, only short input by t.e.). Students are asked to present app to others and name advantages + limitations and ideas on how one would implement the app in their classroom (observations)

3.5 Reflection

The idea of reflective practices lies behind this category. Reflection can take place either written or spoken. However, it is argued, that it is not merely an individual process, but rather that it can have a great effect on one's CPD if reflection takes place in a community of peers/professionals. Students should feel encouraged to engage in critical examination of their own practices. Activities/elements in which students are given time and room to reflect on activities, their practices, the input,...are collected within this category.

Examples:

- *Reflecting on lesson observations and VEO applications (Barcelona)*
- Yeah, Like how can it affect your CPD?

- TOM; So it could be seeing the bad things I do .. reflected in the other people. Like a mirror. So I have to improve looking at them and then telling me what I'm doing wrong.

3.6 Building relationships/networks with others

Building relationships with others and developing a network or a community of peers and building a collaborative culture marks the social aspect of international collaboration which is regarded as highly important for one's CPD.

Examples:

- Students are enjoying the time together on the water! Talking on a different, rather personal level. This kind of event seems important in such a week and feels good. Again, students use the time to exchange and talk.
- Very personal conversations that stick the group together even more. All agree that this kind of exchange is necessary, even if the core of the study week rather lies on a professional level. Although we are three groups of people that didn't know each other before the study week: ONE TEAM!

- An amazing group dynamic has developed throughout the week in which every member of the group was equal and participated.

3.7 Developing new cultural knowledge

Coming together with people from different cultural backgrounds can have the effect on one's CPD to learn about different cultures, different systems,... Learning about these can start a reflection process in which systems are compared, one's own system is critically viewed etc. Furthermore, such collaboration can awake curiosity and provide the opportunity for participants to travel to different places which again can add to one's cultural knowledge

Examples:

- It was quite good actually, because going to Karlsruhe was my first time I had ever been to Germany. It was good to see another country definitely keep(?) to other places. So I'll definitely come back at some point. (Leo)
- Lisa: Yeah they probably have a whole new perspective. Because we kind of stick to our German school system and the way our university works. And they probably have their whole new system and a different view. Different opinion. So that might be interesting. Something I haven't thought of before or yeah

3.8 Other

4 Ideas to improve international collaboration

Since this research seeks to develop ideas of how such a study program that fosters international collaboration among future language teachers can look and this course was the first cohort of the project, there is still room for improvement on how international collaboration could be fostered to a greater extent. Not just during the study week, but also before and afterwards.

4.1 Fostering international collaboration before/afterwards

Before and after the study week there was hardly any collaboration between participants. This category comprises ideas of how international collaboration could be fostered before and afterwards.

The category comprises the sub-categories: providing topics or tasks for the participants which is supposed to encourage them to discuss or communicate as well as organizing an online meeting the way it was done during the study week

4.1.1 Provide topics to encourage discussions/conversations

4.1.2 Online meeting(s)

4.2 Common tasks

This category comprises providing a common task or project for the participants of the study week in order to foster international collaboration among them

Example:

- But we didn't have any task. Maybe if we had a common task with the German girls, with the Spanish girl, the girl from Chile, that would have been better (Tom)

4.3 Time to reflect/share/exchange

Within this category suggestions to provide more time during the study week for collaboration, exchange, sharing and reflecting among the students are collected

Example:

- hardly enough time
to talk and share thoughts because of
tight schedule!!! (observation)

4.4 Higher number of participants from different countries

A higher number of participants as well as more students from different countries make up this category.

Example:

- LEO: Um I think the only negative aspect was /umm/ / was the number of / well the lack of participants from the study week in general. It would have been a lot better if could have had maybe ten or eleven people who were there, because then we could have gotten on a much wider range of experiences.

However, during the observations international collaboration was experienced and seen even though or maybe BECAUSE OF the small number of participants. There, all students engaged in the study week and contributed to activities

4.5 Other

Statement of authorship

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16.04.2019

M-L Haubensak

Date

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