proPIC - IO1 CPD framework
online handbook

Getting to know each other

Please quickly introduce yourself and let the others know, where you are from, what you are studying and what your motivations are to take part in this course.

Overview

Course I

- course introduction   **Module I.A**
- set-up your e-portfolio
- session 1: What is CPD?   **Module I.B**
- session 2: CPD as language teachers
- session 3: reflective practices and tools
- session 4: dialogic reflection
- session 5: practitioner research
- session 6: challenges for CPD
- develop your research project
- interactive tutorials   **Module I.C**

Course II

- the study week   **Module II.A**
- work on your research project **Module II.B**
- individual coachings
- finalise your research project
- presentation and final discussion **Module II.C**

course introduction

proPIC - study programme

COURSE I			COURSE II			final conference (July 2020)
Module I.A	**Module I.B**	**Module I.C**	**Study week**	**Module II.A**	**Module II.B**	
course introduction get in touch with the students from the other partner institutions (slack, flipgrid)	**input** theoretical framework (CPD, good-practice examples **research project** develop research question	do at least **4** **_interactive tutorials_** develop your research design get individual **online coachings**	**visit a partner university** collaborate in transnational groups visit a local school	finalise your research project and create your **creative outputs** get individual coaching	**present** your results and creative outputs **final discussion**	**optional** submit a proposal and present your results at an international conference
f-2-f / online	f-2-f / online	online	short stay abroad (5 days)	online	f-2-f	
						f-2-f

*constant reflection through **e-portfolios***

Co-funded by the Erasmus+ Programme of the European Union

PIC

Course objectives

- …become more aware of your own professional development.

- …get to know a choice of mobile tools which can help to reflect and collaborate with other future teachers and professionals in an international context.

- …go abroad for a short time and experience student life at another European University - collaborate, network and have fun!
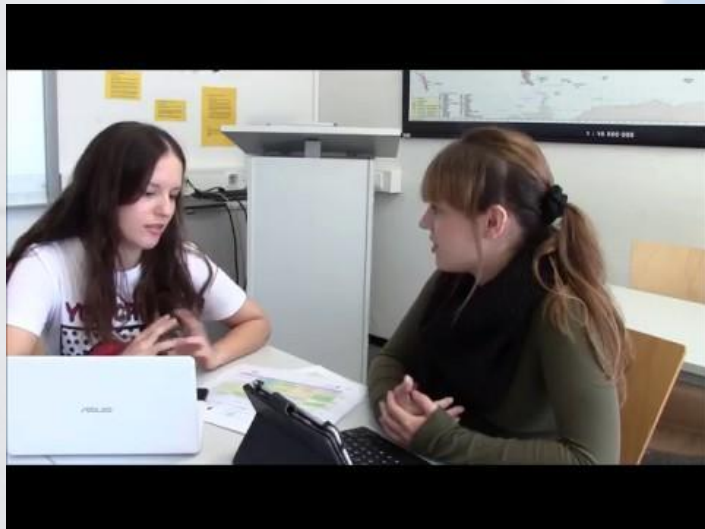
Course requirements

- active course **participation**, including Slack
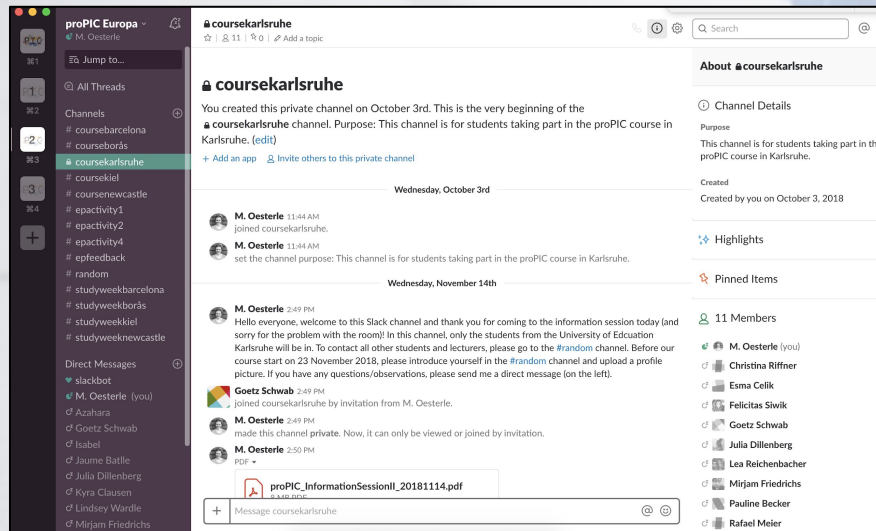
- install the App

- log in 'manually'

- type in the workspace ' propiccohortii.slack.com

- enter your email-address and your password

Course requirements

- active course **participation**, also on Slack
- participation in the **study week**

study week 2018 in Germany (Kiel)

study week 2018 in Sweden

Course requirements

- active course **participation**, also on Slack

- participation in the **study week**

- develop and complete a **research project** and present it creatively at the end of the course (e.g. film, iBook, video tutorial, interactive Google Document)

- do at least **4 interactive tutorials**

A GUIDE TO...

GETTING TO KNOW KARLSRUHE

Mercedez Acevado, Ake Sandqvist, Ben Sinclair
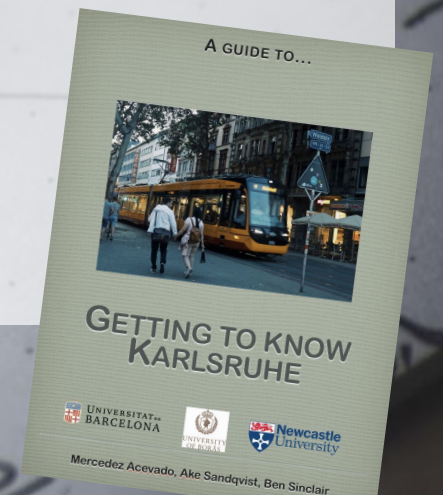
e-portfolio - a tool for reflection

"a structured documentary history of a set of coached or mentored accomplishments, substantiated by samples of student portfolios, and fully realised only through reflective writing, deliberation, and conversation" (Shulman 1998, 36-37)

TEACHING PORTFOLIO

Isabel Murillo Wilstermann

Thank you for visiting my portfolio and taking the time to explore my work in progress! My name is Isabel Murillo Wilstermann. I am a teacher of Spanish as a foreign language, a proactive and reflective professional who is widening her perspectives to become a teacher educator and a researcher. I graduated in Caracas, Venezuela in the area of Human Resources. My diploma thesis about organizational development and my experiences as a volunteer in Venezuela and abroad were fundamental to discover my deep interest for teaching. I started teaching Spanish in 1998 and I have worked in Venezuela, Belgium and Germany. My work as a foreign language teacher at Instituto Cervantes in Bremen and Hamburg focused mainly in adult learners who wanted to learn Spanish for professional and personal purposes. I have also given language courses at universities, schools, private language institutions and companies. These experiences allowed me to interact with people from diverse backgrounds and with different learning styles. Working with them I have developed flexibility, open-mindedness, s... to respond to every challenge, I have to keep learning and be the agent of this process.

When I worked at the University o... aimed at becoming Spanish teach... the perspective of the teacher ed... Institute of Romance Studies at ... teachers, understanding their nee... classroom, I realized how importa... **interaction to foster language l... develop professionally.** In this se... *our language students in order to ...*

Viktor Andersson, ERASMUS

Hi, my name is Viktor Andersson and studying to become a teacher in Swedish, English and Swedish as a second language at the university of Borås. I am currently on my 8 term out of 9 and also a part of a project called Erasmus that cooperates with different Universities in Europe. On this blog I will post my thoughts and reflections on the different tasks I will implement during this project.

onsdag 12 september 2018

Diada 11th September

11th of September is the national day of Catalunya and therefore we had the day off. I took the ...rtunity to wander around in this beautiful city and look at all the different buildings and ...ad to try out paella at a local restaurant in the area ...rant and the food was great

...had some reflection to finish because we missed one ...reflection about a picture that I thought

Om mig

Viktor Andersson

Visa hela min profil

Bloggarkiv

▼ 2018 (4)
  ▼ september (2)
    Diada 11th September
    Reflection...

PIC ePortfolios

EPORTFOLIO   STUDENTS   TEACHER EDUCATORS   EXTERNAL   LOG IN

ALASTAIR'S E-PORTFOLIO

RESEARCH PROJECT

6/9/2018   0 Comments

ALASTAIR ALLAN

I am 25 years old & I

...does

ELE

mean?

ELE EXPERIENCES   PORTFOLIO ELE   CONTACT

D LANGUAGE

¡Hola! ¿qué tal?

Maurizio, Spanish Professor

Why am I a foreign language professor? >

PORTAFOLIO   PUNTO

SÍGUEME:

[f] [o] [t]

22/10/2018

¡Buenas tardes!
Volvemos, después de un merecido descans... hablaremos sobre mi retrato literario para la ... me gustaría diferenciar esta biogr...

POSTS RECIENTES:

LITERETRATO
10/22/2018

FORTALEZAS VS DEBILIDADES
06/06/2018

TIC-TAC-TOE
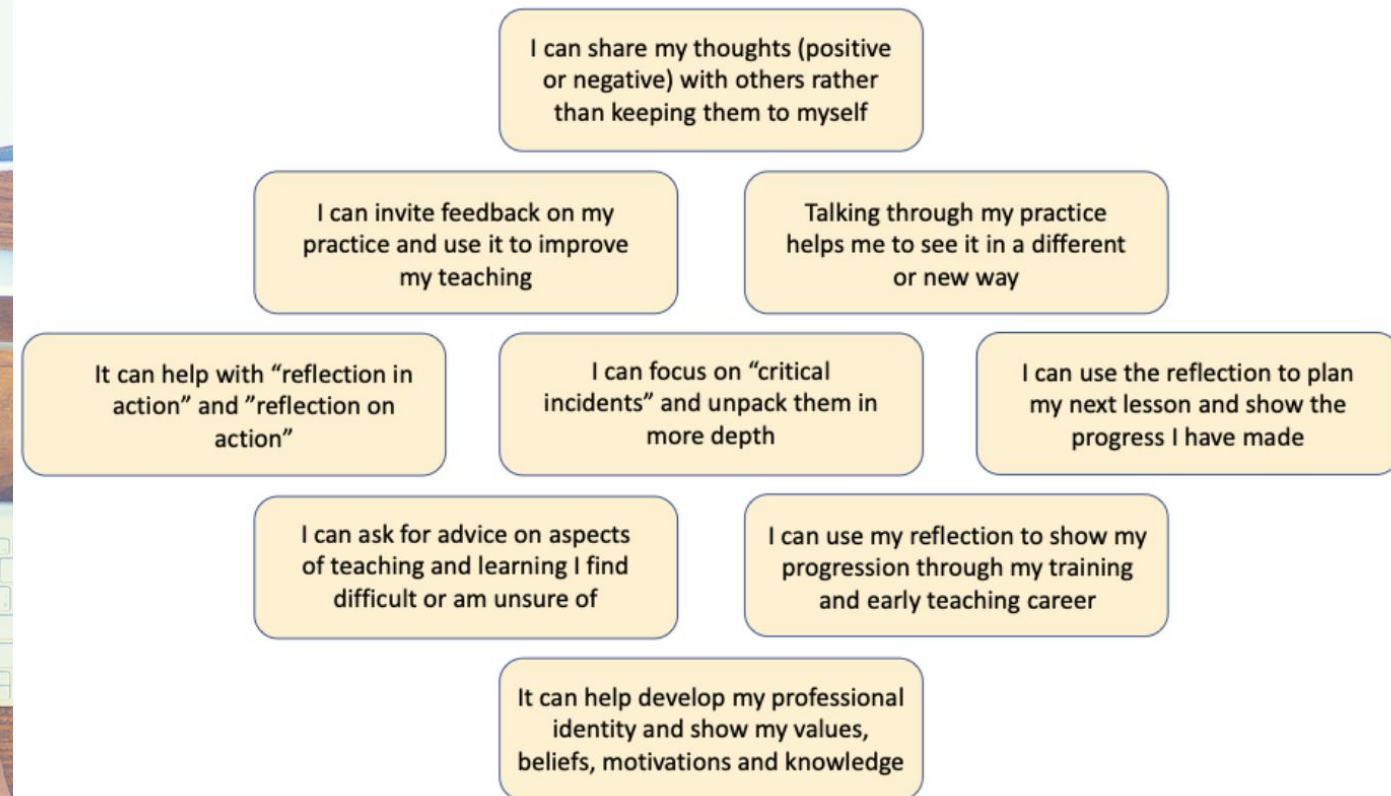02/19/2018

TIC-TAC
02/08/2018

¿DEVALUACIÓN o EVOLUCIÓN?
01/26/2018

LA COMPETENCIA PLURILINGÜE Y PLURICULTURAL
01/21/2018

m y

quote

how an e-portfolio could aid reflection

Arrange the nine statements into a diamond shape, with the statement you find most important or significant to you at the top, and the statement you find least important or significant at the bottom.

I can share my thoughts (positive or negative) with others rather than keeping them to myself

I can invite feedback on my practice and use it to improve my teaching

Talking through my practice helps me to see it in a different or new way

It can help with "reflection in action" and "reflection on action"

I can focus on "critical incidents" and unpack them in more depth

I can use the reflection to plan my next lesson and show the progress I have made

I can ask for advice on aspects of teaching and learning I find difficult or am unsure of

I can use my reflection to show my progression through my training and early teaching career

It can help develop my professional identity and show my values, beliefs, motivations and knowledge

(dialogic) e-portfolio

- get together in a team of 2-3 students
- choose an e-portfolio platform and set-up your own e-portfolio
  1. [Google Sites](#)
  2. [Weebly](#)
  3. [Blogger](#)
  4. [Wordpress](#)
- start creating and designing your own e-portfolio (introduce yourselves, explain the purpose of your portfolio and your objectives/expectations of this course - use various kinds of media)
- share your e-portfolio with the other international students (@Oesterle)

time to set up your e-portfolio

session 1: What is CPD?

What does continuing professional development include and mean to you as a future language teacher?

Please in your teams write down 15-20 words that come to your mind reading this question.

Cut them out and make a 'concept' with them.

Explain your concept to another team who films you while you explain. If you like you can add the video to your e-portfolio.

What does the term CPD comprise?

CONTINUING

'Continuing' means that professional development is supposed to take place throughout all phases of a teachers' academic life (see Day 1999, 4)

"'Professional' refers to a complex of systematically organised and transferable theoretical knowledge" (Lunenberg, Dengerink & Korthagen 2014, 6)

PROFESSIONAL

DEVELOPMENT

"Development generally refers to general growth not focused on a specific job. It serves a longer-term goal and seeks to facilitate growth of teachers' understanding of teaching and of themselves as teachers. It often involves examining different dimensions of a teacher's practice as a basis for reflective review and can hence be seen as 'bottom-up'." (Richards & Farrell 2005, 4)

case 1: an example of CPD

CPD through Video Enhanced Observation at Gosforth Middle School (Video Enhanced Observation 2016)

- Please discuss how CPD takes place at Gosforth Middle School.

- Have you already come across facets of CPD in your own studies or practical internships? If so, what did they look like?

What is CPD?

"Continuing professional development (CPD) is a term used to describe all the activities in which teachers engage during the course of a career which are designed to enhance their work."

(Day & Sachs 2005, 3)

1. Develop a 'mind-set', shape an identity and become agents of your own CPD

"Teachers need to appropriate new understandings (make their own)." (Mann & Walsh 2017, 11)

"If a really important part of learning is the shaping of an identity, then one key implication for education is that you cannot give people knowledge without inviting them into an identity for which this knowledge represents a meaningful way of being." (Farnsworth et al. 2016, 8)

case 2: become agents of your own CPD
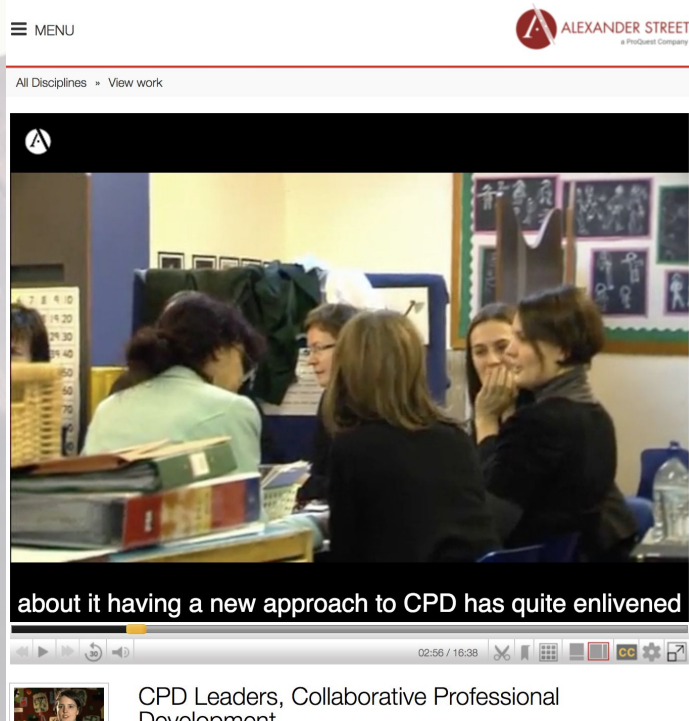
Anne Burns on 'Developments in Language Teacher Education' (Oxford University Press ELT 2015)

2. "Professional Development is Fundamentally a Social Process" (Mann & Walsh 2017, 11)

"learning takes place through our participation in multiple social practices, practices which are formed through pursuing any kind of enterprise over time" (Farnsworth et al. 2016, 3)

"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)

case 3a: collaborative CPD

A video on collaborative professional development and CPD leaders by Teachers TV/UK Department of Education (Big Heart Media 2008) - *03:25 min*

case 3b: making CPD collaborative

Teacher Labs: Making Professional Development Collaborative (Edutopia 2017)

case 3c: teachers learning from each other

Teachers opening up their classrooms

(Edutopia 2018a)

3. CPD should be data-led

"Data-led accounts are essential since they provide the kind of evidence which promotes understandings of reflection. Data-led accounts help us to acquire the close-up understandings of our professional practice" (Mann & Walsh 2017, 17)

"Data are anything which inform practice and may include, for example, audio and video recordings of a segment of teaching, feedback from a peer, a conversation with a group of students, a piece of material or a journal extract. Essentially, data provide a focus for reflection."
(Mann & Walsh 2017, 29)

case 4: examples of data-led CPD

Using Video to Reflect on Teaching & Learning
All Grades / All Subjects / Growth Mindset

👍 Like 186

TeachingChannel 2018a

Using Video to Improve Practice: Do It Yourself!
All Grades / All Subjects / Reflection

👍 Like 393

TeachingChannel 2018b

4. CPD may be scaffolded

"Learners are led to an understanding of a task by, on the one hand, a teacher's provision of appropriate amounts of challenge to maintain interest and involvement, and, on the other, support to ensure understanding." (Mann & Walsh 2017, 13)

case 5: initiating reflective thinking

Session 2 (2 hours): **Opening Up Participants' Previous Experience and Ideas**

I chose to open up previous experience and underlying ideas through a series of questions for individual contemplation and subsequent group discussion. The first three of these were covered in a very animated session.

i. What exactly is a classroom? Give a definition or a metaphorical image to answer this question.

ii. Think about your answer to the first question. Is it easy or difficult to understand what happens in classrooms? Give reasons for your answer.

iii. In what roles do **you** know classrooms? Which role dominates in terms of time, and which in terms of your own impressions?

One of the participants acted as secretary, and produced the following set of notes summarizing responses to the questions. For each question, the same sequence was followed:
- quiet, individual time to consider the question and make notes on responses
- small group discussion (4 in each group)
- reports back from small group to plenary

Wright & Bolitho 2007, 5

What activities can a teacher's development include?

❏ Talk, discuss, collaborate with colleagues

❏ Participate in a face-to-face, online or blended workshop or course.

❏ Participate in seminars and conferences.

❏ Read professional magazines, journals and books.

❏ Watch 'professional' videos

❏ Experiment with new resources and ideas in the classroom.

❏ Keep a reflective CPD diary or journal.

❏ Carry out small-scale classroom-based research.

(cf. British Council 2017)

case 6: creative teaching

'Cognitive conflict' in language teaching?
Prof Nilsson on creative teaching (Swedish Institute 2012)

session 2: CPD as language teachers

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How can language teachers in particular enhance their CPD?

Please brainstorm on the following padlet
https://padlet.com/osterlohmareike/z65szj7ceqkk

professional identity

"Our professional identity can thus be described through how we construe and construct our own biographies and prior experiences, our values, beliefs, attitudes and dispositions, our motivations and aspirations, our specialist knowledges and abilities, and our group affinities and affiliations."

(Davey 2013, 163)

Why is CPD important...as a language teacher?

Please brainstorm, write down your answers and put them on the pinboard.

Why is CPD important?

1. Teachers are among the most powerful influences on learning
2. Teachers need to be directive, influential, caring, and actively engaged in the passion of teaching and learning
3. Teachers need to be aware of what each and every student is thinking and knowing, to construct meaning and meaningful experiences in light of this knowledge, and have proficient knowledge and understanding of their content to provide meaningful and appropriate feedback such that each student moves progressively through curriculum levels
4. Teachers need to know the learning intentions and success criteria of their lessons, know how well they are attaining these criteria for all students, and know where to go next in light of the gap between students' current knowledge and understanding and the success criteria of: "Where are you going?", "How are you going?", and "Where to next?"
5. Teachers need to move from the single idea to multiple ideas, and to relate and then extend these ideas such that learners construct and reconstruct knowledge and ideas. It is not the knowledge or ideas, but the learners' construction of this knowledge and these ideas that is critical
6. School leaders and teachers need to create school, staff room, and classroom environments where error is welcomed as a learning opportunity, where discarding incorrect knowledge and understandings is welcomed, and where participants feel safe to learn, re-learn, and explore knowledge and understanding.

(Hattie, 2009:238–239)

Complexity of teachers' work
(Day 2017, 81)

- student learning and development

- own job satisfaction and personal growth

- support your working environment/professional community

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case 7: reflective practices in the context of language teacher education

170 • Reflection in Speaking

TETI DRAGAS VIGNETTE (DURHAM, UK)

Context

The context is a teacher development module that forms a core part of an MA in Applied Linguistics for TESOL at a British university. The key module aims are to develop teachers' 'ability to critically reflect on aspects of their teaching practice both as observers and as practitioners'. The students are a group of international teachers (with two or more years of teaching experience) from a range of different countries and contexts who, as part of the module, teach a total of nine lessons between them over a ten-week period to a group of international language learners. Each teaching practice (TP) session was recorded and placed on the VLE. Following TP, teachers were given reflective tasks to focus them on aspects of the lesson, which were discussed collaboratively in a further two-hour group feedback session. In the discussion sessions, teachers were encouraged both to draw on reading to focus on points that arose out of TP and to review videos to help them to reflect on practice. Throughout the module, pre-, during and post teaching practice and group feedback sessions, teachers were asked to record their thoughts in a reflective diary, the extracts of which formed part of the assignment, allowing teachers to remember, select and return to certain critical learning periods during the module and reflect on these further. The extract below draws on an observation the teacher made during TP, which was further developed in the group discussion session.

SANDRA MORALES' VIGNETTE (CHILE)

Context

The following extract is taken from the interactions of eight English language teachers from Chile and Easter Island talking in discussion forums and blogs that were part of an online teacher training and development course implemented on the virtual learning environment Moodle. The aim of the online course was to develop teachers' technological and pedagogical skills to use technology with language learners. The duration of the course was 8 weeks and the developmental cycle included theoretical aspects of technology for L2 teaching, practical activities and reflection both individual (blogs) and collaborative (discussion forum). (Individual blogs were presented in Chapter 5.)

Data

MEG. TUESDAY, 18 JUNE 2013, 10:24 PM

I agree that adapting course book materials to make them relevant for students is crucial to even begin to connect with students. As Frank said, even changing the names of the places mentioned in textbooks so they are familiar (places in Chile) is a start. We are always trying

Mann & Walsh 2017, 170-172   Mann & Walsh 2017, 206-208

plenum discussion

Please read the two texts (case 7) and note aspects you find effective or critical in your e-portfolio.

case 8: Learning to Teach in Practice

'Learning to Teach in Practice: Finland's Teacher Training Schools' (StanfordSCOPE 2017)

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session 3: reflective practices and tools

case 9: teachers need to be supported

Bill Gates presenting at TED Talk "Teachers need real feedback"

❏ How would you describe the ways in which teachers are supported professionally in your own country?

❏ Why do you think, feedback and reflection are important for teachers?

reflection

"Reflection thus implies that something is believed in (or disbelieved in), not on its own direct account, but through something else which stands as witness, evidence, proof, voucher, warrant; that is, as *ground of belief*."

(Dewey 1997, 8)

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reflection

"Central to this instructional strategy is the problematic context (Dewey, 1938/1997) or cognitive puzzlement (Savery and Duffy, 1995) that fosters learning through engagement in meaningful domain-related tasks."
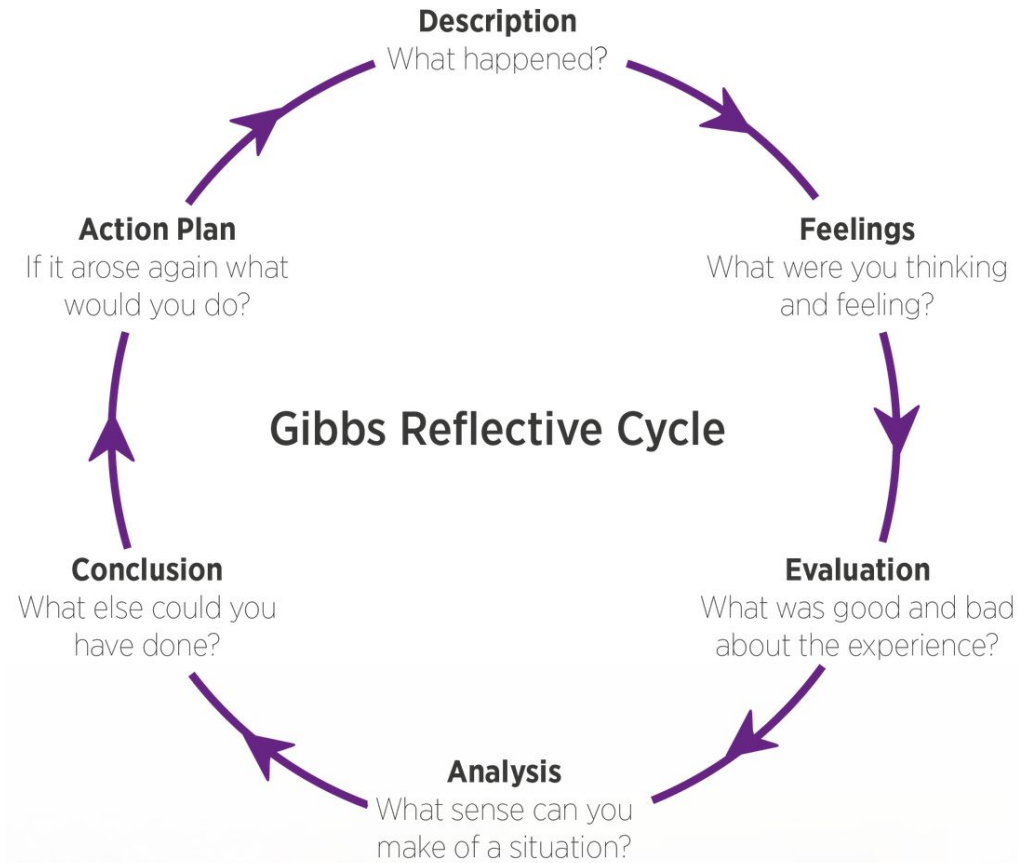
(Barab & Dodge 2008, 101)

elements of reflection

❏ a state of perplexity, hesitation, doubt - a problem/questions

❏ "the turning of the head" (Dewey 1997, 9)

❏ an act of search/investigation

❏ exploration and testing

reflection circle

http://academicskills.marjon.ac.uk/as2.php?pageID=36&subID=102
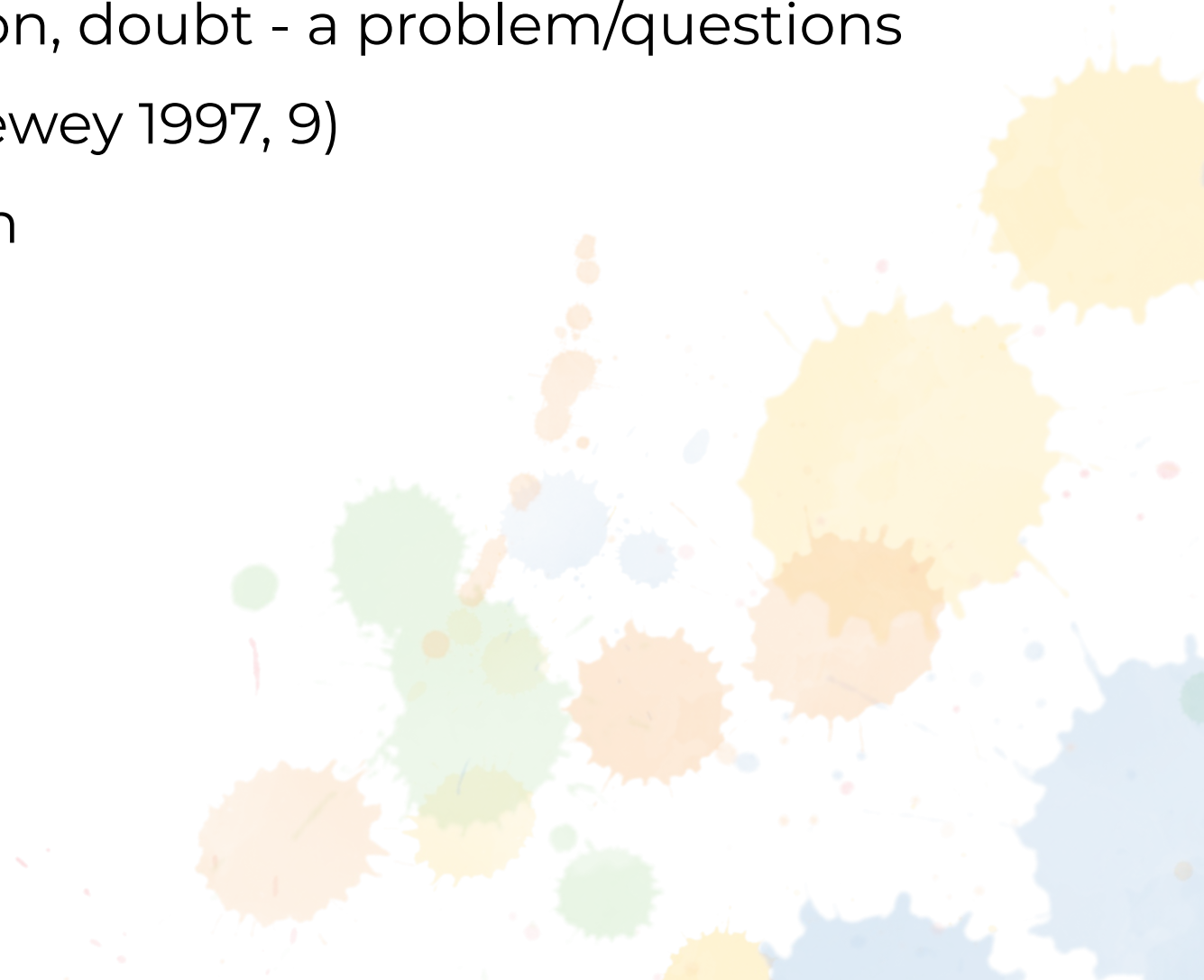
reflective tools

➢ written reflection (reflection in writing)

➢ spoken reflection (reflection in speaking)

    ○ audio

    ○ video

"... in an increasingly digital world, writing is far more interactive than ever before, to the extent that traditional divisions between 'speech' and 'writing' no longer apply"

(Mann & Walsh 2017, 150)

reflective tools

- **Written** reflection (Reflection in writing)

  - diaries, journals and portfolios (analogue)

  - folder system (Google Drive, Dropbox)

  - checklists and forms -> https://g.co/kgs/ZQBaUd

  - ePortfolios (e.g. OneNote, blogs, iBook author)

- **Recorded** reflection (Reflection in speaking)

  - audio -> voice memos (whatsapp, vocaroo)

  - video -> video apps

tools to document and organize your reflections

- ❏ voice memos

- ❏ video apps

- ❏ checklists and forms

- ❏ diaries, journals and portfolios (analogue)

- ❏ ePortfolios (e.g. OneNote, blogs, iBook author)

- ❏ folder system (Google Drive, Dropbox)

reflection in writing

A. Have a look at one example of a teaching journal

- Have you ever written a journal about your lessons?

- What features does this kind of text have?

- How can journals help foster CPD?

reflection in writing

B. Have a look at one example of a teaching journal

● Have you ever written a journal about your lessons?

● What features does this kind of text have?

● How can journals help foster CPD?
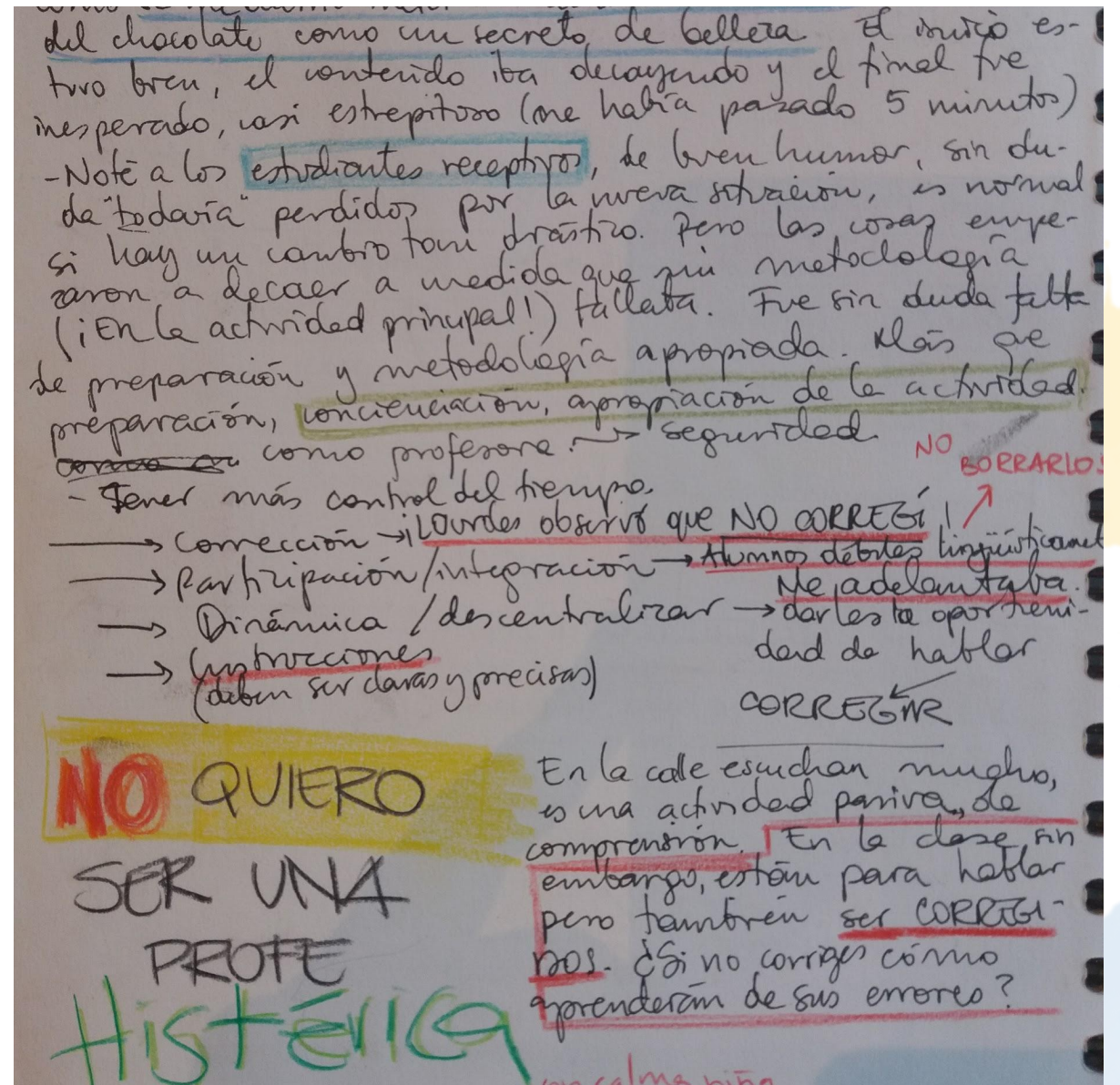
case 10: example of video as a reflexive tool

Using video for your own professional development (Edutopia 2018b)

case 11: Video and Reflective Practice

Using video as a tool for reflective practice

([steve mann 2020](#))

TASK: do an audio- or video-recorded reflection

Please choose an application from your smartphone and either do an audio- or video-recording on how you find this course so far. What have you learned and experienced that you would like to keep in mind for your later development? Please share this recording in your ePortfolio.

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session 4: dialogic reflection

dialogic reflection

"Talking to and collaborating with others are often key elements of any reflective process, allowing new understandings to emerge, current practices to be questioned and alternatives to be explored. The very act of 'talking through' a recent experience, such as a segment of teaching, facilitates reflection and may ultimately result in changes to practice."

(Mann & Walsh 2017, 189)

case 12: dialogic reflection

Steve Walsh on 'Collaborative & Dialogic Reflection (ELT)'

(theteacherresearcher 2018)

tools and procedures for dialogic reflection

- ❏ video-based observation
- ❏ 'snapshot' episodes (short and untranscribed recordings)
- ❏ *ad hoc* self-observation
- ❏ online discussion forums
- ❏ critical incident analysis
- ❏ structured reflection
- ❏ video and dialogic reflection
- ❏ WhatsApp
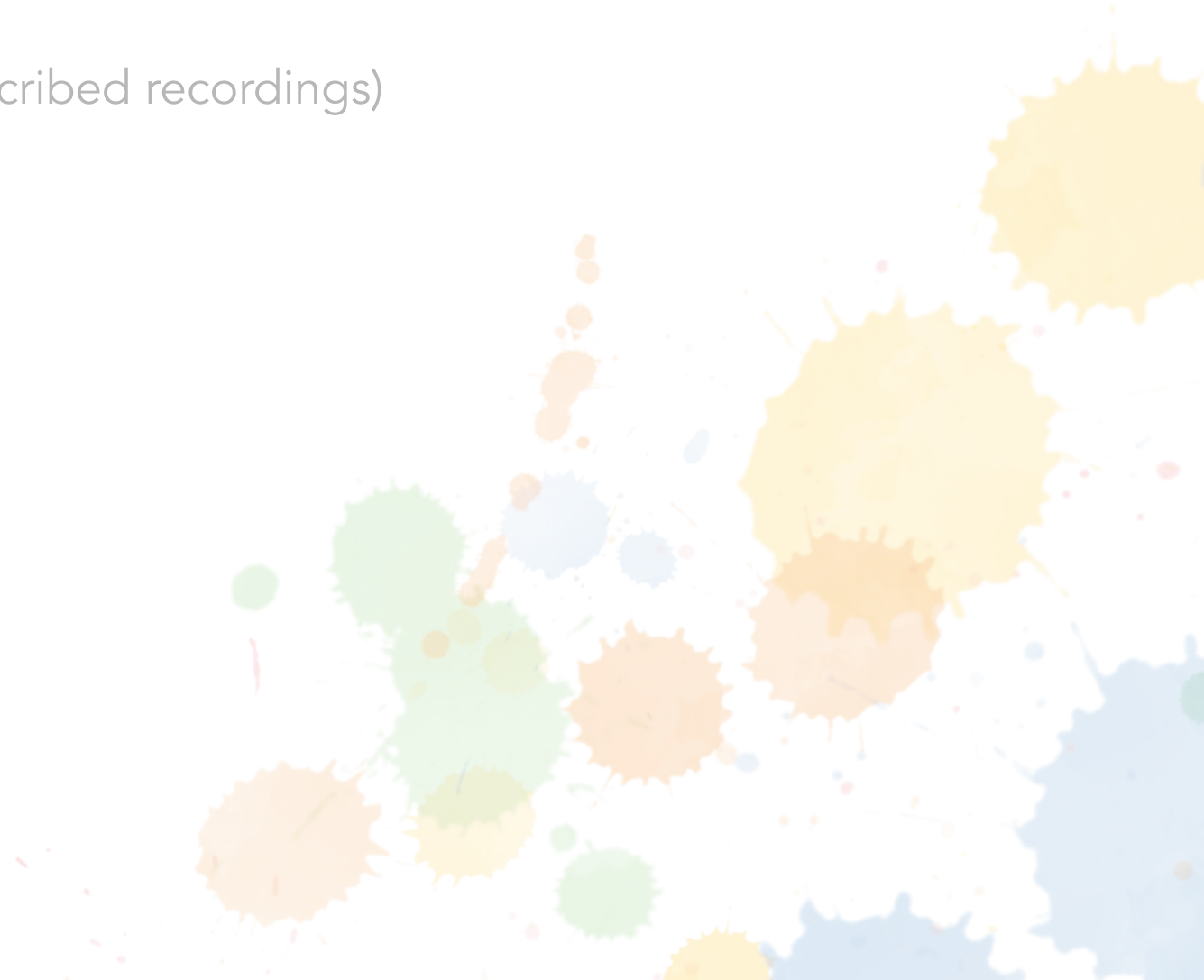
More tools for reflective practice…

Explore the following link and look for **one** or **two** resources that could be used for reflective practice.

- Present it to the group (for written or spoken reflection?)
- Provide an example of use
- Is it suitable for dialogic reflection?

Promoting excellence in language education
European Centre for Modern Languages of the Council of Europe

HOME > TRAINING & CONSULTANCY > USE OF ICT IN SUPPORT OF LANGUAGE TEACHING AND LEARNING

Online technology

ICT.:REV

case 13: What needs to change?

TED@NYC (2013) hosting Christopher Emdin on 'Teach teachers how to create magic'

What needs to change?

❏ "How to" models and dominated writing about reflection

❏ data-led reflection

❏ reflection through communities of practice

❏ spoken reflection

❏ teacher educators should practice what they preach

(cf. Mann & Walsh 2017, 5)

case 14: Professional Global Teachers

Andria Zafirakou
Winner of the *Global Teacher Prize (2018a)*

Barbara Anna Zielonka
Finalist of the *Global Teacher Prize (2018b)*

something light
to read...

session 5: practitioner research

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Practitioner Research

= research that is conducted by the teacher herself/himself

Mann & Walsh focus on Action Research (AR)

→ teacher as an insider (+/-)

→ bottom-up
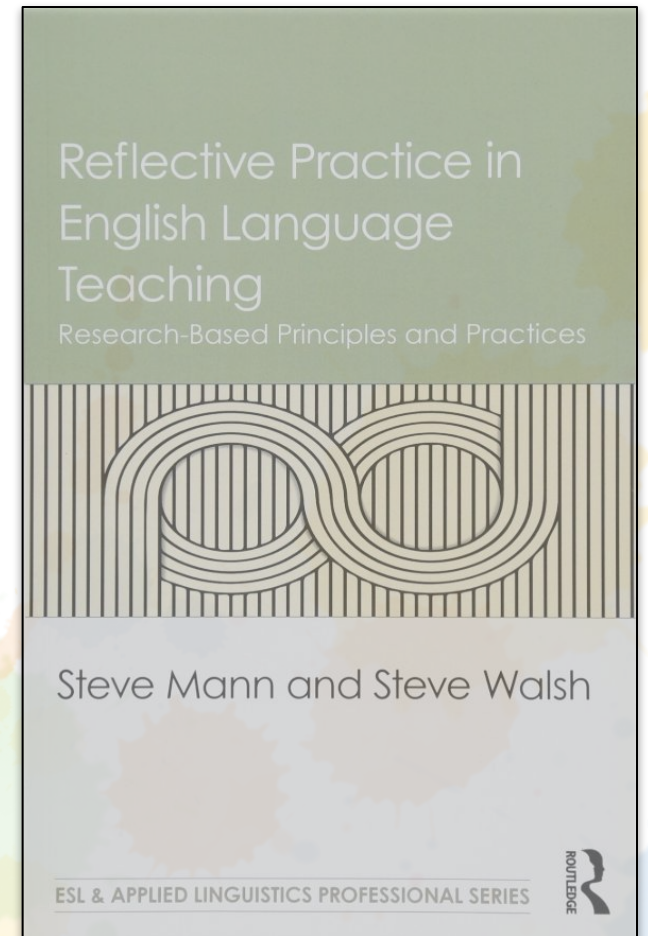
case 15: Structural reflection

(Sherington 2013)

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Education ▶ Schools Teachers Universities Students

Teacher's blog
Professional development

Teachers as researchers: the ultimate form of professional development?

Tom Sherrington believes teachers should be engaged in research about education. Here, he discusses the impact action research projects have had on staff and students at his school

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case 16: Action research

Co-funded by the
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of the European Union

How to get started?

→ *have you ever witnessed a problem or puzzle in your own teaching practice?*

Action Research

- **narrow the focus**
  - list of foci see Mann & Walsh 2016, p. 225

- **set up collaborative focus teams**
  - see case 3: "collaborative CPD"
  - see Mann & Walsh 2016, chapters 5&7, dialogic reflection

- **utilize 21st century tools**
  - planning together, online blogs & fora, telecollaboration, peer-(video-)observation, e-portfolio/journal, interviews...

statements - how to get started

I would like to improve…

Some people are unhappy about…

What can I do to change the situation…

I have an idea I would like to try out in my class…

Action Research: Options and Tools

McKenney & Reeves (2014): Reflection Method
Point Line Triangle and Circle Reflection

Korthagen (2001): Three reflective task types for reflection
The Wall, Columns and *Arrows*

McKenney & Reeves: Reflection Method

Point	**Line**
Focus / narrow down *on particular data extract and look for unplanned insight.*	*Investigate teacher* ***interventions.***
Triangle	**Circle**
Consider ***perspectives*** *of different participants.*	*Consideration of* ***research methods*** *used.*
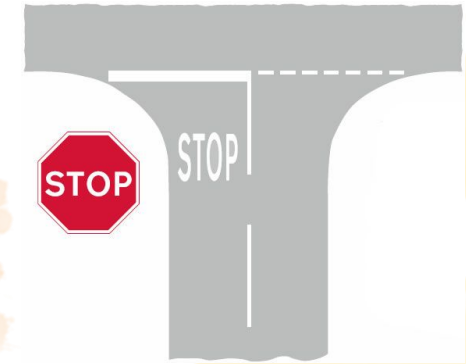
Korthagen: Three Reflection Methods

1. The Wall: each teacher receives a number of paper bricks with statements about educational goals or values.

→ Most important principles at the bottom

→ Values should relate to each other

see: https://www.ph-online.ac.at/phst/voe_main2.getVollText?pDocumentNr=316164&pCurrPk=4625

Korthagen: Three Reflection Methods

2. Columns: explore relationships between educational goals and actual teaching behavior.

0. Value	1. What do I mean by this value?	2. How do I put this value into practice?	3. What is my behaviour as a teacher educator?	4. What do I want student teachers to achieve?
		When/at which moments: How/using which teaching and learning methods: What topics:		
5. Reflection:				

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Korthagen: Three Reflection Methods

3. Arrows: Highlights role of subjective theories
Suitable for team discussions and evaluation

strategy to reach goal

pupil characteristic	→	educational goal
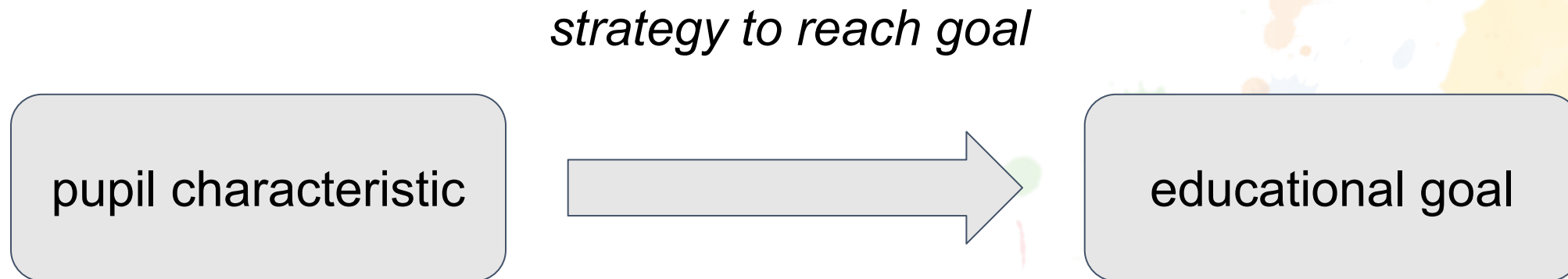
discussion - problems in Action Research

"Nunan (1993) sees possible solutions as:

1. having individuals with training in research methods available to provide assistance
2. requesting release time from face-to-face teaching
3. setting up collaborative focus teams

→ *how practicable is practitioner research with a full-teacher schedule*

action   I teach [practice].

I observe my teaching, my students and my teaching context.   **observation**

I notice something that I want to change. It may be a problem that I become aware of,

reflection   or an opportunity that I see, or a resource that I realise I can exploit. Whatever I notice,

problem   it offers a chance to improve what is going on.

I think about what I want to change and I explore the possibilities. I ask my colleagues about it.

research

I read about it.

plan   I make a plan. I may discuss the plan with colleagues and/or with my students.

I put my plan into action.   **action**

observation   I observe the results of my action. (I may discuss the results with colleagues and/or with my students.)

I ask myself, '*What have I learned from this experience?*'   **reflection**

publication   I find a way to tell people what I did and what I have learned. Perhaps I give a workshop.

Perhaps I write an article.

I continue teaching, observing, thinking, planning, putting new plans into action, observing, reflecting,

telling people what I have learnt, listening to what they tell me.

(Edge)

"[T]he research has to be carried out following a *desire* to learn more about a particular aspect of a teacher's professional life. Teachers have to have ownership of their research and, perhaps after collaborative dialogue, take actions which they deem appropriate."

(Mann/Walsh 2017, 33)

session 6: challenges for CPD
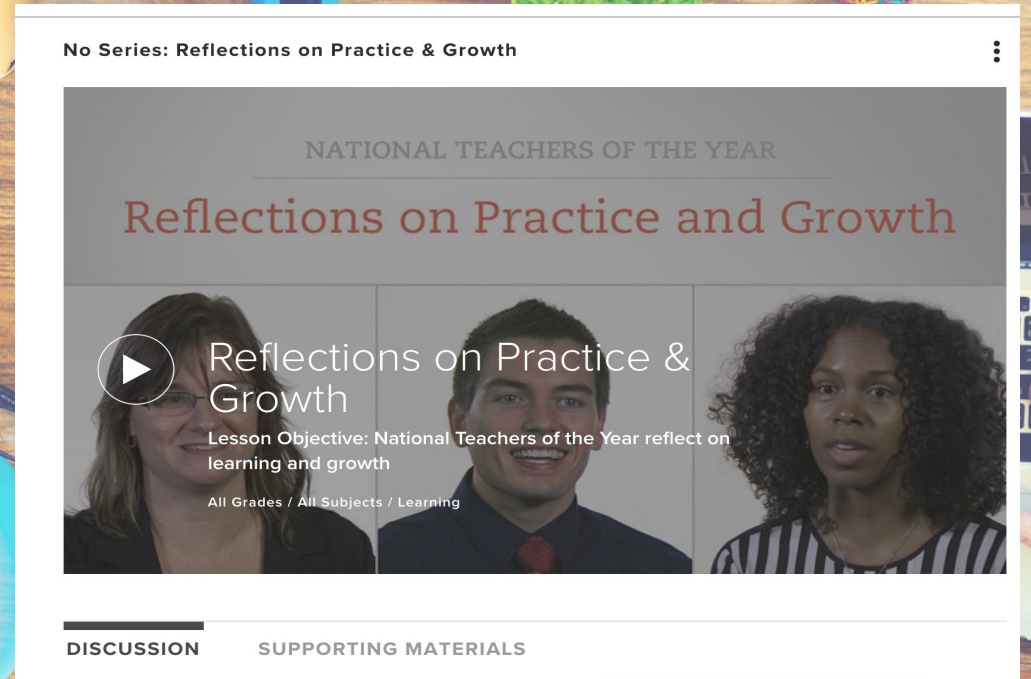
Reflections on practice and growth

1. How do these teachers talk about their own professional growth?
2. Take notes about two or three statements that have resonated with you. What is interesting about them?

No Series: Reflections on Practice & Growth

NATIONAL TEACHERS OF THE YEAR

Reflections on Practice and Growth

Reflections on Practice & Growth

Lesson Objective: National Teachers of the Year reflect on learning and growth

All Grades / All Subjects / Learning

DISCUSSION   SUPPORTING MATERIALS

https://learn.teachingchannel.com/video/teacher-practice-growth-reflection

conditions for CPD

"In order for professional development to be successful, a 'culture of support' must be established."

"The contexts wherein teachers teach and professional development occurs are usually varied, and they have a serious impact on teachers, their work and their professional development."

"Teachers need time both to make professional development an ongoing part of their work on a daily basis (Bush, 1999) and to see the results of their efforts (Dorph and Holtz, 2000)."

"Funding for school improvement and for teachers' professional development is another major challenge faced by teachers and educators worldwide."

"Teachers traverse different 'stages' of their development at different times in their career. If professional-development opportunities and systems are to be effective, these stages must be taken into consideration, as the teachers' needs and dispositions may vary between one stage and the next."

(Villegas-Reimers 2003, 119)

conditions for CPD

"The following strategies have been found to be generally effective in promoting improvement in schools, especially when used together:

- ❏ concrete, teacher specific and extended training;
- ❏ classroom assistance from local staff;
- ❏ teacher observation of similar projects in other classrooms, schools and districts;
- ❏ regular project meetings focusing on practical issues;
- ❏ teacher participation in project decisions;
- ❏ local development of project materials;
- ❏ principles participation in training."

(Caena 2011, 6ff.)

challenges of CPD

❏ engaging with the possibilities of change
❏ managing the self in change
❏ exploring the continuum
❏ time to think [and reflect]
❏ sustaining engagement
❏ critical friendship

(see Day 2017, 100 ff.)

What does your research project include?

- **Documentation in your e-Portfolio:** research question, description of your research design and reflections on your research process, presentation of your collected data and tasks from the interactive tutorials - *please include multimodal material*
- **Innovative product:** e.g. a video, an animation, an audio-recording, an iBook, a googledoc, a twitter or facebook account, a blog - *we encourage you to try something new*

your research project

start your research project → find an interesting topic brainstorm → do an individual or joint research project (find partners)

consult your lecturers in online coachings and get feedback ← get to know research methods in the interactive tutorials and develop a small research design ← search for literature and develop your own research question

get in touch and discuss/share your ideas with other students online → gather small-scale data → prepare your data

study week

present your findings at the end of the course and online ← develop an innovative output/product based on your findings

Context: language teaching and learning

intercultural learning

cultural knowledge; intercultural competence; multiperspectivity; globalization; online collaboration; networking; lingua franca; bilingual education

the use of mobile technologies and innovative teaching methods

digital tools; interactive learning; self-reflection; new challenges; online collaboration; apps for language learning; ePortfolio; ethics and privacy; innovative assessment

professionalism in language teaching and learning

CPD; reflective practices; digital tools; Ofsted; self-reflection; raising awareness and agency; communities of practice; professional identity

others

national differences regarding inclusion; the issue of space and mobile learning

any more ideas? ----> share here

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collect your own data

1. Have a look at the collected research questions / ideas. Is there a similar or related topic to yours? Maybe you can collaborate (https://docs.google.com/document/d/1N9zIBALBQUu1VZtffxu5wLl7sJcS1uLN1MNm5-9RXFM/edit)
2. Think about your topic. What kind of data do you need for your topic?
3. Start with planning your data collection. Make notes in your ePortfolio and discuss your ideas with other local or international students, as well as with your lecturers

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interactive tutorials

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Interactive tutorials

Interactive Tutorial 1: e-portfolio	University of Barcelona (@Azahara Cuesta)	This tutorial introduces readers to ePortfolios as well as different platforms to set them up.	mandatory
Interactive Tutorial 2: Approaches to teaching and learning with technology	Newcastle University (@Alison Whelan)	This tutorial provides an introduction to the different approaches for teaching and learning with new technology - especially in the field of language teacher education.	mandatory
Interactive Tutorial 3: Working in the field of research	University of Education Karlsruhe (@Mareike Oesterle)	This tutorial gives an introduction to the field of research and helps readers to find a research question and develop a research framework.	mandatory
Interactive Tutorial 4: Video Enhanced Observation	University of Education Karlsruhe and Newcastle University (@Mareike Oesterle, @Lindsey Wardle)	This tutorial introduces the VEO app and its implementation for teacher education.	optional
Interactive Tutorial 5: Video Production	University of Kiel (@Kyra Clausen, @Isabel Murillo Wilstermann)	This tutorial provides an overview on how to produce videos.	optional
Interactive Tutorial 6: Innovative digital tools and methods	University of Borås and University of Education Karlsruhe (@Tobias Ruhtenberg, @Richard Baldwin, @Mareike Oesterle)	This tutorial presents different digital tools and methods for teaching and learning, which can be evaluated by the reader.	optional
Interactive Tutorial 7: iBook	University of Education Karlsruhe and University of Borås (@Mareike Oesterle, @Tobias Ruhtenberg, @Richard Baldwin)	This tutorial presents the use of ebooks for education, especially language teacher education and introduces the app "iBook author" by apple.	optional
Interactive Tutorial 8: Continuing Professional Development (CPD)	University of Education Karlsruhe (@Mareike Oesterle)	This tutorial provides an overview on CPD.	optional

All students work through Interactive Tutorial 1-3 and choose at least one optional one.

online-coachings

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proPIC study week - general information

*accommodation, travel and food will be covered **up to 550€** per person by the University you visit**

❏ go abroad either to Sweden ([Högskolan i Borås](#)), Spain ([Universitat de Barcelona](#)) or to the UK ([Newcastle University](#)) and work together in international students groups

❏ visit a European University and local schools, meet our [project partners](#), get in touch with local students or staff and get to know the culture through some social events that will be offered

*(depending on the financial procedure of the individual University, some tickets etc. might have to be paid in advance but will be refunded after the attendance of the study week)

Erasmus+ Programme
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proPIC study week - the partners

project partners	expertise
University of Education Karlsruhe Mareike Oesterle, Götz Schwab	Video Enhanced Observation (VEO); innovative digital tools and methods; using research to develop professionally; iBook Author
Christian-Albrecht-Universität zu Kiel Isabel Murillo Wilstermann, Kyra Clausen, Ulrich Hoinkes	video production
Högskolan i Borås Richard Baldwin, Tobias Ruhtenberg	innovative digital tools and methods in teacher education; iBook Author
Universitat de Barcelona Azahara Cuesta, Joan-Tomàs Pujolà Font, Jaume Batlle, Vicenta Gonzalez	ePortfolio; Video Enhanced Observation (VEO); adult education
Newcastle University Alison Whelan, Paul Seedhouse	Video Enhanced Observation; reflective practices in language teacher education; approaches to teaching and learning with technology

online-coachings

course deadlines

activity	deadline

sources

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