



IO3 - Research-oriented, transnational study programme

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1 Introduction

In 2017, a group of twelve teacher educators from [five different European HE institutions](#), the [University of Education Karlsruhe](#), [University of Kiel](#), [University of Borås](#), [University of Barcelona](#) and the [Newcastle University](#), started to design an innovative [study programme](#) for language teacher education. In course of the three-year ERASMUS plus project, [proPIC](#), the partners intended to promote professionalism, innovation and transnational collaboration in foreign and second language learning and teaching. The project was partially funded by the European Union with EUR 404.320,00 and ran from September 2017 to August 2020.

In the following, the objectives and conception of the developed study programme are stated and explained. Describing the initial positions of each partner institution the implementation of the study programme at each institution is summarized. Subsequently, the implementation and thus the achievement of the objectives set in the proposal are commented by resuming the evaluation surveyed within the project.



2 Aims and objectives

Through the study programme we are promoting professionalism, innovation, and transnational collaboration in connection with the use of mobile technologies within teacher education. The aim has been to develop an adaptable study programme that fosters [Continuing Professional Development \(CPD\)](#) within the scope of research-orientation and transnational collaboration so that future teachers become more aware of their own professional development. We set up the goal to empower both, prospective teachers and teacher educators to actively engage in lifelong learning processes in the sense of CPD and to cooperatively establish a culture of self-reflection, innovation and interculturality in foreign and second language learning and teaching.

In the context of the study programme we intended to create different [outputs](#): a theoretical framework for CPD in the context of foreign and second language learning and teaching, interactive tutorials collected in an iBook, a collection of ePortfolios and creative outputs of participating students and an evaluation framework.

Three main objectives set in the proposal guided the development of the study programme:

- 1) **Research-orientation:** Through a variety of problem-oriented assignments and an own research project the participants link theory (CPD) and personal experience while they constantly document, reflect and share their progress, experiences, and findings by using mobile technologies.
- 2) **Transnational collaboration:** We enhance intercultural understanding and multilingualism in meets the needs of a changing and diverse society. The participants exchange their traditions and methodologies of teaching and learning a foreign language and build intercultural and transnational networks.
- 3) **Mobile technologies:** Mobile technologies are seen as tools which will be used to creatively develop and apply the theory to practice. We are exploiting the benefits of new technologies to enrich teaching, improve learning experiences, virtual mobility, and create new opportunities for research.

Further specific objectives are set it up regarding different groups:

Project participants:

- i) creative use and (continuing) implementation of mobile technology in Foreign and Second Language Teacher Education,
- ii) openness towards new and promising ways of teaching and learning on tertiary level,



- iii) becoming key staff in each institution as multipliers for the use of mobile technology and innovative teaching approaches,
- iv) developing on-going professional collaborations with fellow teacher trainers abroad.

Participating organisations

- i) developing further and improving the study programme of each participating institution towards the overall goals of the project, i.e professionalism, innovation, and transnational collaboration,
- ii) strengthening existing and building new ties between institutions,
- iii) empowering participating institutions to reach out to other international partners and stakeholders.

Target group, i.e. teacher trainee students

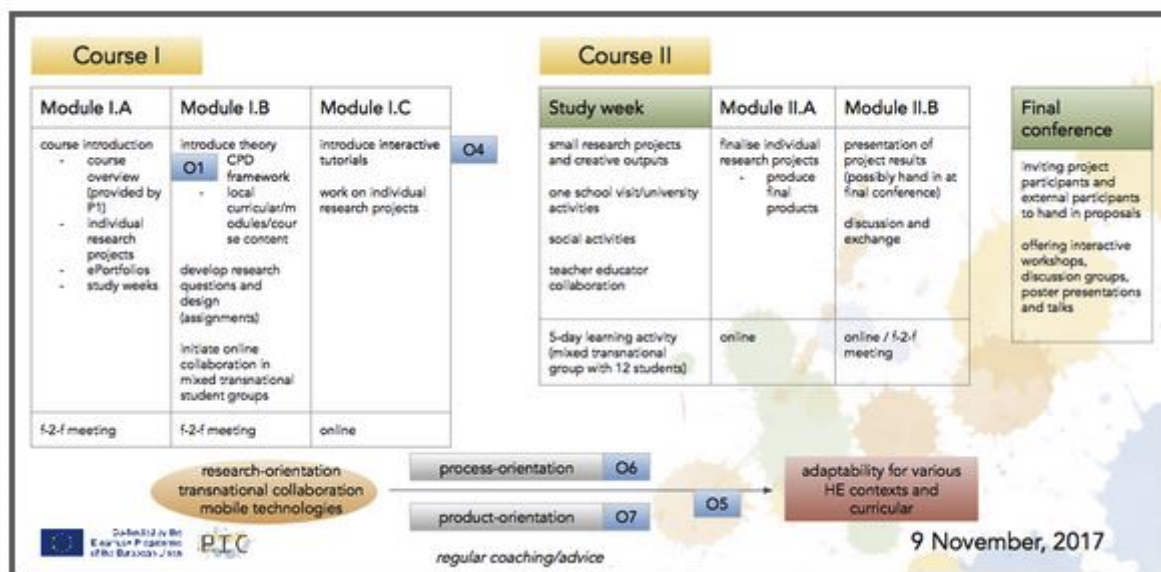
- i) developing their own agency as professionals in the field of language education,
- ii) acquiring new skills with and through mobile technology and transnational peer learning,
- iii) building up transnational cooperations and relationships with fellow teacher students abroad,
- iv) developing an overall attitude of professionalism and innovativeness.

Other stakeholders

- i) fostering European collaboration and the use of mobile technology in teacher education through local and national policy makers
- ii) having an impact on further stages of teacher education, including in-service training and other forms of teacher training as well as on schools where prospective teachers will work in the future

3 Conception

The project coordinator, the [University of Education Karlsruhe](#), developed a first version of the study programme in 2017.



The study programme is next to research-orientation and transnational collaboration led by process- and product-orientation. In 2017, the programme consisted of two courses (course I and II) with three modules (Module I.A, I.B, I.C) in the first course and two modules (Module II.A, II.B) as well as a study week (a short five-day stay at a partner university) in the second course: Module I.A covers a course introduction; Module I.B an input phase (i.a. CPD as framework) and the development of individual research projects; Module I.C individual work on interactive tutorials and research projects embedded in online coaching; Module II.A individual development of creative output embedded in online coaching; Module II.B the presentation of outcomes as well as a final discussion. A final conference at the end of the project allows participants optionally to present their outcome in front of an international audience. Twelve prospective teachers per course and per organisation could take part in it, so in total maximum 60 students per cohort.

This programme has been adapted in the course of the project regarding local conditions, feedback and progress within topics of intellectual output (e.g. development of assessment criteria) as presented in the following.

4 The Starting Point

4.1 [University of Education Karlsruhe, Germany](#)

At the University of Education Karlsruhe, the participation in the course “Becoming professional – a media-based approach to internationalisation and intercultural learning”, has been either voluntary or mandatory as a substitute for a course module in English studies credited with 6 to 8 ECTS, as well as a grade for their work. Prospective teachers of primary or secondary level in their bachelor or master studies could participate.



4.2 [University of Kiel, Germany](#)

In the local setting of University of Kiel the framework of the study programme was integrated into the course "Teachers as learners: Media supported collaborative professional development in the context of second language learning and teaching" in the form of a one-week compact course (correspondent Course I) and a final meeting (correspondent Module II.B). In Kiel the study programme is offered as an alternative to two regular courses (Language Didactics and Intercultural Management) credited in total with 10 ECTS. Prospective teachers of English, French and Spanish in their master studies could take part.

4.3 [University of Borås, Sweden](#)

At Sweden, student involvement within project proPIC was voluntary and not a mandatory component of any degree programme. The project was instead organized as an extra optional course worth 7.5 credits or as 7.5 credits equivalent to some existing credits in the existing English courses or Swedish as a Second Language courses for trainee teachers. The course structure involved participation in an online module involving inspirational interactive tutorials, along with physical and online meetings at the university.

4.4 [University of Barcelona, Spain](#)

At the University of Barcelona, the study programme was implemented in the context of Master of Teacher Training in Spanish as a Foreign Language. It was not integrated in the curriculum as a compulsory course with credit points, but as a voluntary activity linked to the master's ePortfolio elaboration. The ePortfolio is implemented as a formative and assessment tool within the master course, intended to link the teacher training to the individual professional development processes of trainees along the master course. It has a transversal component in the master program curriculum and the different master courses. The major part of the study programme has been individual and autonomous work accompanied with face to face group sessions.

4.5 [Newcastle University, United Kingdom](#)

At the Newcastle University, the student involvement in the proPIC project has been voluntary so that that students did not accrue credit points towards their studies if they have taken part. Most therefore participate in order to gain an insight into European education systems and for the opportunity to spend a week in a host university. They had to spend their own time on the workload involved (interactive tutorials, ePortfolios and research outputs) and to request time away from their study programmes to attend the face to face sessions and the study week.



5 Implementation

5.1 [University of Karlsruhe, Germany](#)

5.1.1 Cohort I

Cohort 1 took part in the proPIC project from April to November 2018 and consisted of nine students. Four of them still did their State Exam for either Primary or Secondary Education, the other five were BA Secondary Education students. Course I was implemented on two days.

During the study week, one student went to Kiel, three to Borås, two to Barcelona and three to Newcastle. In Karlsruhe 6 students from Barcelona, Borås and Newcastle were welcomed. Two school visits as well as a discussion with an in-service teacher had been implemented. As iBooks are the expertise of project coordinator an activity in this field was organized. In the evening, a pub crawl and a brewery tour took place.

Returning from the study week the students had time until November to finish their outputs. During a two days seminar the students reflected their experiences and presented their final outcome.

5.1.2 [Cohort II](#)

Cohort 2, which comprised 10 students, was very similar to the first cohort. End of November 2018 Course I took place. The only difference was that we introduced the ePortfolio differently. The students were presented with a choice of platforms, as well as best-practices examples. Further, they were able to choose whether to develop the ePortfolio individually or in groups. All of the students chose to work on the ePortfolio collaboratively. In the line of the study week, four students went to Borås, three to Barcelona, three to Newcastle. As the study week of the two German partners had been put together Karlsruhe supported Kiel in hosting eleven students.

In July 2019 a face-to-face meeting took place to reflect on the experiences and present the final outcome.

5.1.3 Cohort III

In Karlsruhe, Cohort 3 took part in the programme from April 2019 to April 2020. In total, we had 13 students taking part in the course. Due to some issues with finding a date for the third study week, which was then postponed from September 2019 to March 2020, we started the course earlier than the other partners. Due to this, we decided to have all the students create at least a first version of their output before the study week. The study week in March had been organised together with the other German institution. As the Corona Virus broke out in March 2020 the study week had to be cancelled. A face-to-face meeting with the home students could not be realised either.



5.2 [University of Kiel, Germany](#)

5.2.1 [Cohort I](#)

In the first cohort six students participated. The Compact Course of five days (equivalent to Course I) took place in August 2018 during the semester break as part of summer term 2018. Next to the theoretical input elaborated in the form of a google slide presentation a group interview with a Spanish teacher at a local secondary school was organised to discuss CPD in practice. In line with the study week, three students went to Barcelona, three to Newcastle. Four participants, three from Barcelona, one from Karlsruhe, came to Kiel. During the study week in Kiel two school visits to local secondary schools were included as well as the participation on a digital conference on education. As video production is the expertise of the project partner a workshop on this topic was conducted with the result that the participating students produced a documentary on the study week. One afternoon the group did a canoe trip on the biggest lake of the federal state. After the study week the students from Kiel had two weeks to finish their outcomes and hand them in until 30th of September 2018. The students got individual feedback to their outcomes.

5.2.2 [Cohort II](#)

Nine students participated in the second cohort. The Compact Course took place in March 2019 during semester break as part of summer term 2019. Due to the feedback of cohort I, the ePortfolio is broached earlier than in the last cohort. Next to the theoretical input an interview with one project partner was implemented via web conference. In line with the study week, three students went to Barcelona, four to Borås, two to Newcastle. As the study week of the two German partners had been merged, Karlsruhe supported Kiel in hosting eleven students. Two school visits and an interview with an in-service teacher took place. The incoming students also took part in a local University seminar and then reflected on it. In order to gain more expertise, the students participated in a video workshop with the objective to produce short reflective videos on the study programme in small groups. Furthermore, an online meeting with the other partner institutions was implemented. After the study week the final works of the students from Kiel had to be submitted until end of September 2019. A final meeting took place in October in order to present the outcomes and discuss the study programme.

5.2.3 [Cohort III](#)

Nine students participated in the third cohort. The Compact Course took place in September 2019 during semester break as part of summer term 2019. The study week as Course II counted for winter term 2019/2020. Due to personnel turnover and the spread of the corona virus a lot had to be changed for the second course in the third cohort. At the beginning of March 2020, the students were informed



about the unexpected departure of the project coordinator. Some days later they were also informed about the cancellation of the study week due to the spread of the corona virus. The students were worrying about the owing part of proPIC. The reflection on the transnational work during the study week counted usually for the study module on Intercultural Management with mandatory ECTS points. Since the study week could not take place the project partner needed to think about an alternative assignment as part of Intercultural Management. In addition, as the study programme is implemented this way, the students' outputs are framed by the local examination regulations (which postponed the second period of exams in winter term 2019/20 to autumn 2020).

In May 2020, the students got to know the new colleague who took over the online coaching for the students. As an alternative assignment we asked the students to discuss benefits and challenges regarding transnational collaboration in theory and reflect on personal experiences (e.g. transnational activities during Course I or previous stays abroad) within their ePortfolio. Due to the exceptional circumstances a final meeting could not be conducted, the students are getting individual feedback on their outcomes.

5.3 [University of Borås, Sweden](#)

5.3.1 Cohort I

In the first cohort only five students took part in the course and of them only one has completed all parts of the course. During the study week, three went to Karlsruhe, two to Barcelona.

Three students each from Karlsruhe and from Barcelona came to Borås. One school visit and discussion with teachers had been organised. The project partner put a special focus on Video Enhanced Observation and the concept of flipped classroom. The implementation of a flipped classroom within higher education could be observed and reflected. Further the students took part in a research seminar. As a social event, the students visited Varbergs castle.

5.3.2 Cohort II

In the second cohort seven students took part with all seven completing all parts of the course. One student went to Kiel, two to Barcelona and four to Newcastle. Borås welcomed four students from Karlsruhe, three each from Kiel and Barcelona and two from Newcastle. P3 organised a school visit and discussion with teachers. The focus on Video Enhanced Observation was retained, with the students planning and preparing a formal observation.

5.3.3 Cohort III

In the third cohort eleven students joined the project, but due to problems caused by the Corona virus the majority decided to leave the project prior to the decision being made to cancel the planned study



week. Several group meetings had taken place and the participants started formulating their project ideas.

5.4 [University of Barcelona, Spain](#)

5.4.1 Cohort I

In September 2018 seven students from the MFPELE master were recruited and they participated actively in the study week and in the elaboration of their ePortfolios as the main formal output for the project. They worked as well in creative/didactic outputs and small research projects, linked to their own training in different master courses together with their experience of proPIC. These outputs were included as optional evidences for reflection in their own ePortfolios.

In line with the study week, one student went to Karlsruhe, three each to Kiel and to Borås.

Barcelona welcomed two students from Karlsruhe, three from Kiel, two from Borås and one from Newcastle during the study week. The group visited one adult's language school and had a discussion with an in-service teacher. A special focus has been put on mobile learning and Video Enhanced Observation. A workshop on the Catalan language had been organised as well. As September 11th is the national holiday of Catalonia, the students could benefit from a free day.

5.4.2 Cohort II

In May 2019, a total of 7 students from the MFPELE master took part in the programme.

During the study week, three students went to Kiel, three to Borås and one to Newcastle. Three students each from Karlsruhe and Newcastle, four from Kiel and two from Borås came to Barcelona. Next to mobile learning a special focus was put on Video Enhanced Observation. Furthermore, a discussion on the use of ICTS in Secondary education was held. One social and one cultural event took place.

5.4.3 Cohort III

Students participating in the programme were initially 18, but 4 students decided to drop out because of personal and work reasons some weeks before the official cancellation. After the introductory face-to-face session, which took place in October 2019, the group was mainly working on their ePortfolios.

As regards the study week, initially 14 students – 2 dropped out – should have come to Barcelona from different partner institutions. The students were already provided with a practical info guide of the study week in Barcelona, as well as with the first version of the study week schedule. The students were already communicating with us regarding questions about how to prepare the trip and the academic event.



5.5 Newcastle University, United Kingdom

5.5.1 Cohort I

In September 2018, cohort 1 (recruited by the previous RA on the project) consisted of three second year students from the BA (Hons) MFL programme, a four-year undergraduate degree programme in Modern Foreign Languages which includes a compulsory year abroad in year 3. A face-to-face meeting was organised to introduce the course. During the study week, two students went to Karlsruhe, one to Barcelona. Three each from Karlsruhe and from Kiel came to Newcastle. Next to a school visit the students took part in a BERA conference offsite session. As social event a pub visit was organised.

After the study week the students got together within a face-to-face meeting to reflect their experiences.

5.5.2 Cohort II

In May 2019, cohort 2 were recruited predominantly from two Masters programmes for international students, MA Applied Linguistics and TESOL and MA Cross Cultural Communication and Applied Linguistics, both of which are one year courses designed for students who intend to teach English as a Second Language in their home country. The remaining two were from doctoral programmes (EdD and PhD in Education).

In the context of the study week seven students went to Kiel, two to Borås and three to Newcastle. Newcastle welcomed three students from Karlsruhe, two from Kiel, four from Borås and one from Barcelona.

5.5.3 Cohort III

Cohort 3 (March 2020) was a very different cohort to the previous two. Recruitment was done through the programme secretaries of selected degree courses, to try and recruit students who would more fully benefit from participation in the project. The process of directly sending the information to students who may be interested was very effective, and students had to complete an application form with details on why they were interested in participating and what they felt they would gain professionally and personally from the project. Fourteen students came from a mixture of undergraduate and postgraduate courses: three from the four year undergraduate BA (Hons) MFL; five from one year Masters programmes in International Perspectives on Education or Applied Linguistics and TESOL; three from the one year postgraduate teaching qualification PGCE (all studying and completing teaching practices to gain Qualified Teaching Status (QTS) as MFL teachers); and three doctoral students completing a PhD in Education. One of the PGCE students later dropped out of the programme due to heavy teaching practice commitments.



6 Conclusions: Evaluating the [study programme](#)

Within the project duration, feedback was constantly collected through different kinds of tools and methods, for example Padlet, SurveyMonkey, Google Forms, as well as during discussions by project partners and by participants. In the following, the evaluation of the study programme's implementation is presented in sum. Subsequently, we will summarise to what extent the main objectives were achieved by the project partners.

6.1 How it was implemented

The study programme took place three times in so called cohorts within the three years of the project. The first cohort started in the summer term 2018 with 30 participants, the second in winter 2018/2019 with 44 participants and the third one in the summer term 2019 with 60 participants. The programme comprised two courses depending on the local circumstances of the partner universities and has been credited with between eight to ten credit points (ECTS points). In between the two courses, the study week took place.

In contrast to the proposal, we quickly decided to rename the term 'modules' and change it into 'courses' due to clarity, understanding and the possibility to adapt the programme to local circumstances. After cohort one, two possible scenarios or models developed how the programme could be implemented: In an *integrated model*, the courses were put into an already existing course, having the study week as an add-on for some students. Barcelona and Newcastle adopted this model. In a *separated model*, the study programme was implemented as a new course, having the study week as a mandatory element of the course. Karlsruhe, Kiel and Borås adopted this model. This allowed the partners to adapt the study programme to their local needs and conditions. Bearing in mind possible future implementations, we regard this development as favourable.

The partner institutions decided individually about the format of the sessions within the study programme – either face-to-face or online. Thereby, the different circumstances given by the institutions, as well as the possibilities to implement the study programme also by means of online meetings were taken into account.

Due to quite different schedules and curricula, it was difficult to get many students involved in the first cohort. According to the teacher educators many were interested in taking part in the study programme but felt they had not enough time and capacity to go abroad for five days in between. In conclusion to the evaluation of cohort I we limited the amount of work in the courses (e.g. by reducing the number of activities) and thus achieved to get much more students involved in the second and third cohort. We further decided, in agreement with the National Agency, to merge the study week of



the two German partners. The second and third study week therefore had been offered in four places – Sweden, Spain, the UK, and Germany. The second study week had been taking place in Kiel, the third should have been held in Karlsruhe.

For course I a [google slide presentation](#) had been prepared that the partners adapted to the local circumstances concerning time constraints and academic need. Thereby the participating students got the same input regarding CPD as framework, reflective practices and tools and research. In this context the ePortfolio has been introduced as a reflective tool. In order to support their learning process and to promote CPD, the students were asked to create [individual ePortfolios](#), in which they document and reflect on their learning. Next to the theoretical transfer of knowledge, transnational collaborative tasks were offered. As part of the Course I the students depending on the specifications of their home university worked on the [interactive tutorials](#). The partners decided that the students needed to work through Interactive Tutorial 1-3 and at least one optional one, letting the partners decide this individually if their students have more mandatory tutorials. During Course I online coaching by the teacher educators had been provided individually. As part of Course I the students developed their own context-based research project at their home university. The participating students were asked to work on self-developed research questions and to fulfil small assignments that support the use of distinct research methods and instruments. The students shared their fields of interest and ideas. They could give constructive feedback on research questions among each other, and hereby foster their reflective attitude. The partners improved Course I individually regarding local conditions and feedback. Thereby, different forms of feedback have been gathered. Students of the first cohort of Barcelona for example reported the lack of information regarding description and requirements of outputs so that the coordinators put a focus on that during the introductory seminar in the following two cohorts. Students from the second cohort of Karlsruhe criticized the workload regarding credit points. Particularly the presentation of a lot of new technologies was quite time-consuming. Kiel surveyed the course I of cohort I via the Teaching Analysis Poll.

The [study week](#) in-between the courses is seen as the core element of the study programme. Taking into consideration the benefit of transnational collaboration within teacher education the participating students went abroad for a five-day stay at a partner university. Next to the collaboration in transnational groups a visit of at least one local school was part of the study week. In addition, the partner institutions organised seminars (e.g. a research seminar on Virtual Reality in Borås, a seminar on Catalan language in Barcelona), discussions (e.g. with in-service teacher in Kiel, with Steve Walsh, Professors of Classroom Discourse and Teacher Development, in Newcastle) and social activities (e.g. beer-tasting in Karlsruhe or the visit of Varbergs castle in Borås). The study week is also seen as a form



of 'trailing phase' for the students as they have been asked to produce small creative outputs together with other students, before they started working on their own research projects in Course II at their home institution. During the study week, the students documented their experiences and thoughts in the format of a digital portfolio, which was then shared with everyone in the course, to initiate intercultural learning and reflective processes.

Based on the [student](#) and partner evaluations within cohort I, the study week was reported to have the greatest impact so far, as it made them realise how important it is to cooperate internationally, and how helpful and inspiring it is to get other perspectives on learning and teaching. In sum, the students graded as very good the interactions with teacher educators and lecturers, the effectiveness and clarity of presented input as well as the technical support, with a common rate of more than 70 %. Time management, group work with international students and opportunities to use and try out different mobile technologies are aspects viewed differently. One criticism on the international orientation had been the small number of participants in the first cohort. At Kiel for example only four participants – three from Barcelona, one from Karlsruhe – formed the group. At Barcelona six German students came together which is not enough for a transnational collaboration team. Participants also gave the feedback that more activities in the beginning should be offered for group cohesion. With regard to time management some students complained about long, exhausting days and a lack of working time on their research projects. One of them even asked for more participation in the organisation and planning of the study week. Even though not enough efforts were taken in this respect, the use of mobile technologies generally helped the students to gain further competencies and skills for their own CPD, particularly their teaching practices. 88 % of the students, however, replied that the mobile technologies presented during the study week provided a very useful learning experience, to 12 % they appeared at least somewhat useful. During the fourth partner meeting in Barcelona in November 2019 the project coordinator set up a sort of guideline for the conception and implementation of a study week regarding future adaptations of the study programme. Next to a clear communication of all the conditions for participation and a prompt financial refund to the participants, the programme of the study week should be limited to a maximum of six hours per day, including if possible the attendance of a local University seminar, at least one school visit and no less than two social activities.

Returning from the study week, the students worked individually in Module II.A on their research projects embedded by support of the teacher educators through online coaching. In Module II.B the students reflected on their acquired knowledge of CPD, their learning process by means of individual ePortfolios and personal experiences, which they made throughout the study week. Subsequently the



students presented their outcome by a brief summary of their research topic and question including the objectives and possible research design. The students ended the study programme with a wider discussion on the programme itself.

During course II, the students conducted the small research project which they had designed in Course I on their own. Based on this, they produce [individual creative outputs](#) including their research findings. The students are supported by online coaching which has been considered as highly important, because it gives the students the chance to reflect on his own little research project with the help of a teacher educator. Module II.B had been implemented differently depending on the institutional possibilities.

All students who participated in the project gave an overwhelmingly positive feedback to their experience, particularly with regard to their active participation in the study week.

Due to the outbreak of a pandemic in March 2020 the final conference planned for June 2020 had to be cancelled. Instead, we will offer a student online conference at the end of June where participating students can optionally present their outcome in front of an international audience.

Over a period of three years we developed and improved a programme regarding local conditions and feedback of the participants that promotes professionalism, innovation and transnational collaboration. We present the final version of the study programme:

COURSE I			COURSE II		Final Conference (25.-26.06.2020)	
Module I.A	Module I.B	Module I.C	Study week	Module II.A	Module II.B	Student online conference
course introduction get in touch with the students from the other partner institutions (slack, flipgrid) f-2-f/online	input theoretical framework (CPD, good-practice examples) research project develop research question f-2-f/online	do at least 4 interactive tutorials develop your research design get individual online coaching online	visit a partner university collaborate in transnational groups visit a local school short stay abroad (5 days)	finalise your research project and create your creative output get individual online coaching online	present your results and creative outputs final discussion f-2-f/online	optional submit a proposal and present your results at an international online conference online
<i>constant reflection through e-portfolio</i>						

6.2 Achievements, impact, and sustainability

When we started in 2017, we had three main objectives regarding the study programme. In the following the achievements of the main objectives are reflected, including the different impacts on the various groups involved in proPIC.

1. **Research-orientation:** Through a theoretical input, the participating students discovered the concept of CPD and different ways of reflective practice. They were further introduced to a variety of



good-practice examples, research findings and hands-on materials. Through the development of their own individual or collaborative research projects, the students acquired a deeper understanding of using research for their own professional development. They produced research questions in the context of language learning and teaching. Further, they got introduced to a variety of mobile technologies and innovative teaching methods, also focusing on tools and methods specifically beneficial for action research. A student stated:

“I had never thought about a teacher as a researcher before. In my mind, research was one thing and teaching the other, one happened in university and the other in schools.”

Evaluating the [submitted ePortfolios](#), the project partners can conclude that the students acquired an increased awareness of reflection – methods and tools – to support their professional development. For some students it was the first time that they reflected on their later role as teachers in school. One student resumed:

“Thank you, proPIC, for making me more attentive to what is happening in a classroom.”

The students themselves tend to think that there is [a need to change teacher education](#). In particular, they stressed the importance of reflection, collaboration and research-orientation combined with practical implementation.

In terms of the project partners, they stated to have developed a lot through the development of the [conceptual framework of CPD \(IO1\)](#), but most importantly the interactive tutorials (IO4). The consortium [emphasised](#) amongst other things the interplay between theory and practice in language teacher education and the need to constantly engage in (transnational) dialogue and exchange .

2. **Transnational collaboration:** The heart of proPIC, however, was the transnational collaboration realised in the form of a study week on the student level, but also beneficial for the teacher educators. The greatest value that students and partners reported on from being involved in this project was by the transnational experience. The prospective teachers had the opportunity to get an insight into a different education system (e.g. by local school visits and discussions with in-service teachers) and collaborate with students from a different European university. This unique experience inspired many to develop further and engage in challenging activities and projects (e.g. producing a [documentary](#)). The students got in touch through the use of digital tools with the other international students before attending study week. Some networks have maintained until after the project:

“We shared thoughts and ideas, we discussed a lot and had a good time to reflect everything we’ve learned and to reflect ourselves as teachers and learners.”



As partners, we have intensely worked together, online as well as face-to-face, for example at the [partner meetings](#). Through [discussions](#), the consortium strengthened existing relations and built new ties, which was for everyone a fruitful way to teaching, but also learn as professional. Next to the project activities, seven persons of the partner consortium profited from the ERASMUS Staff Mobility and visited each other either for Training or Teaching. Several papers were written in transnational teams. Future transnational projects are already planned and submitted (see [dissemination](#)).

3. **Integrating the use of mobile technologies:** Mobile technologies were adopted in the process of developing and implementing the study programme, for example using ePortfolios for individual documentation and reflection on the learning path and [interactive tutorials](#) (IO4). Mobile technologies provided an opportunity to foster transnational collaboration, for example through the web-based communication platform [Slack](#). The students proved their ability to integrate mobile technologies in Foreign and Second Language Teacher Education by producing creative outputs, e.g. the creation of [websites](#) and [video tutorials](#). The students fed back that they got to know a variety of new tools. One student noted in her ePortfolio:

“It was my first time to work in detail on digital media and ICT tools, it was my first time to work out an ePortfolio and an eBook to show my project results.”

The project partners also tried out different tools within the project and reported to have developed in that respect. During the second cohort, the partners and participating students used [flipgrid](#) to introduce themselves to each other.

The use of mobile technologies within the project was also linked to the [assessment and evaluation criteria](#) (IO5). The project partners developed a framework with a set of success criteria to assess the quality and efficacy of the study programme including the digital outputs of the students.

Sustainability

Finally, it is important to focus on the sustainability of this project. All project partners stated to have a variety of plans to exploit and sustain at least singular elements of the study programme within their own context:

- The partners from the University of Education Karlsruhe have integrated general ideas and elements of the proPIC project (e.g. the use of ePortfolios, the collaboration in transnational communities in teacher education) in a subject-specific section of a BMBF project that started in spring 2020 (see [InDiKo](#)). Further, the former coordinator [Prof. Dr. Götz Schwab](#) who is now working at the [University of Education Ludwigsburg](#), has submitted another ERASMUS plus



proposal, called proTED together with the current coordinator [Mareike Oesterle](#), the partners from the University of Borås, as well as partners from Hull and Nijmegen. The new project will hopefully start in autumn 2020 and will be called proTED – promoting teacher educator development.

- The University of Kiel aims at implementing the structure of the study programme into a different context of teacher education with new partners from Scandinavia.
- From the University of Borås' perspective, elements of the programme that were developed the students they hosted during the study weeks, will be incorporated into existing course structures for normal teacher education students.
- Newcastle University will promote the use of ebooks through another local project within teacher education.

In a nutshell...

In sum, we are very satisfied with the whole project. In regard to the study programme, it was great to see that although starting with a small number of participants in the first cohort, the programme devolved well and attracted more and more participants. The feedback we got from the students helped us to see the difficulties and adapt the programme to the various needs.

As one result of our project, we proudly present a tried and tested innovative study programme that can promote professionalism, innovation, and transnational collaboration in combination with the use of mobile technologies in language teacher education. As a theoretical basis for this programme, we designed a CPD framework in the context of foreign and second language learning teaching in the form of an online [handbook](#). We further refer to the [dissemination](#) of the project in the form of several papers for example on transnational dialogic reflective practice and two PhD studies on teaching practice awareness in joint reflective practice activities and the interactions among professionals namely teacher educators in an international setting.

This report – Intellectual Output 3 - was written by Kyra Clausen (University of Kiel) and edited by Mareike Oesterle (University of Education Karlsruhe).