

	Professional Knowledge	Professional Practices	Professional Attitudes	Professional Solutions
Creating and Transferring	using conceptual knowledge to generate and share new ideas and concepts, making connections across theory and practice	demonstrating the impact of theorised practice by developing own tools, methods and strategies for teaching and learning	examining the learning process, showing what learning occurred, how learning occurred, and how newly used content altered existing knowledge	innovating and collaborating to create interactive and original content
Evaluating and Synthesising	generalizability, transferability and critical engagement of relevant tools, concepts and theories to other contexts	reflecting on and relating the use of different tools, methods and strategies for teaching and learning to other contexts	exploring and critiquing the experience of applying new content	redefining and sharing content, and developing expertise through reflection and critique
Analysing	understanding the relationship of relevant tools, concepts and theories	understanding why, when and how to use certain tools, methods and strategies for teaching and learning in a specific context	conceptualising and questioning new content	modifying content and integrating strategy, diversification, developing awareness, curiosity and willingness
Applying	knowing how to apply relevant tools, concepts and theories to practice	making use of different tools, methods and strategies for teaching and learning in accordance with the needs of the specific context	beginning to examine, appraise, compare, contrast, and plan new content for further actions or response,	augmenting content through exploration of new tools and methods, with meaningful use and variation of these
Comprehending and Understanding	remembering and understanding relevant tools, concepts and theories	recognising different tools, methods and strategies for teaching and learning	internalising and making sense of new content from significant teaching and learning experiences.	substituting old content for new, and developing growing awareness and curiosity of new tools and methods

CHALLENGE #1: The different elements of proPIC

parts of the study programme	materials	output
<u>face-to-face meetings</u> CPD framework	<u>student feedback</u> flipgrids, padlets, e-portfolios, slack <u>partner feedback</u> meetings, materials	CONCEPT final CPD version and partner materials
<u>blended learning units</u> interactive tutorials	<u>student feedback</u> online survey, face-2-face meetings <u>partner feedback</u> GoogleDoc, meetings	TEMPLATE(S) final versions of tutorials
study week	<u>students feedback</u> online survey, e-portfolio, discussions <u>partner feedback</u> project evaluations	FRAMEWORK final study week guidelines
reflection process	e-portfolios	CRITERIA proPIC evaluation framework
create products	student outputs	CRITERIA proPIC evaluation framework

CHALLENGE #2: The variety of curricula and requirements of the students

Partner	Name of course	Duration of course	Extracurricular; Integrated (course embedded); Separated (curriculum embedded)	Voluntary participation; Unaccredited module; Accredited module
1	State Exam (teacher training)	3-4 years	Separated (curriculum embedded)	Accredited
1	BA / MA Teacher training	2-3 years	Separated (curriculum embedded)	Accredited
2	MA Teacher training	2-3 years	Separated (curriculum embedded)	Accredited
3	BA Teacher training	2-3 years	Separated (curriculum embedded)	Unaccredited
4	MA Adult education	2-3 years	Integrated (course embedded)	Accredited
5	PGCE (Teacher training)	1 year	Extracurricular	Voluntary
5	MA EIP/ TESOL (for teaching languages outside UK)	1 year	Extracurricular	Voluntary
5	PhD Education	3 years	Extracurricular	Voluntary
5	BA MFL	4 years	Extracurricular	Voluntary

CHALLENGE #3: Different professional perspectives and opinions



Jaime Battle



Richard Baldwin



Alison Whelan



Paul Seedhouse



Kyra Clausen



Ulrich Hoinkes

CHALLENGE #4: Combining ePortfolio and student output

Feedback from partners:

* If we look at both schemes together, then we could say that all the important points are dealt with.

·I think the e-portfolio is a tool to show and see that the student has carried out a reflective practice and has developed a derivative learning process. In this sense, e-portfolio is a tool not only to show the outputs, but also to develop specific reflections about what does it mean this specific output from a CPD point of view. The output, by itself, implies learning, but adding a reflection about what, how and why learning came provokes a greater CPD.

·I see more reflective lines (in the output) than in the e-portfolio:

·[the e-portfolio] fits more on a descriptive diary of experiences than a proper systematic reflection based on evidences with a purpose.

·it is more like a "tank portfolio" than a reflective or a more systematically commented one, where we can see a full development of critical competences.

·I would use the rubrics not as a base for a grade or percentage but a base for specific **feedback** in the different criteria.

·I would have a problem to assess the e-portfolio without having a discussion with the student

·Presentation and communication skills: in considering communication skills in a digital product and/or in an e-portfolio it is important to encompass digital communication skills or 2.0 text construction required by the specific type of 2.0 discourse generated in the eportfolio or the specific digital product (web page, blog).

·Regarding the e-portfolio, I see it more considered as a "diary" with mostly a description of experiences related with activities done within the course project than an eportfolio collection of experiences that are being reflected upon.

·Criterion: has the student's work received any feedback from outside sources, been cited or forwarded or viewed?

CHALLENGE #5: A large number of other frameworks and criteria

CEFR Levels:

Top Language Proficiency Tests



<https://evalground.com/blog/cefr-levels-top-language-proficiency-tests/>

iPACK Framework

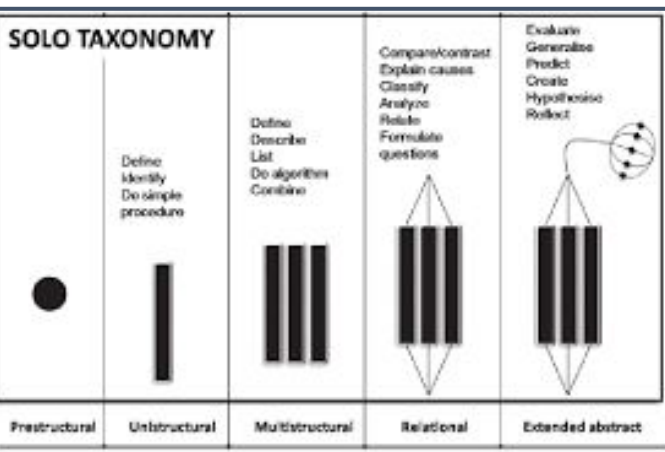
<https://link.springer.com/article/10.1007/s11528-019-00414-1>



DigCompEdu

	Dimension 1	Dimension 2	Dimension 3
	5 Areas	21 Competencies	Competence Levels
	AREA	COMPETENCE	
Core	1. INFORMATION	1.1 Browsing, searching and filtering information 1.2 Evaluating information 1.3 Managing information and digital content	
	2. COMMUNICATION	2.1 Interacting through digital technologies 2.2 Sharing through digital technologies 2.3 Engaging in citizenship through digital tech 2.4 Collaborating through digital technologies 2.5 Netiquette 2.6 Managing digital identity	
	3. CONTENT CREATION	3.1 Developing digital content 3.2 Integrating and re-elaborating digital content 3.3 Copyright and licenses 3.4 Programming	
Transversals	4. SAFETY	4.1 Protecting devices 4.2 Protecting personal data and privacy 4.3 Protecting health and well-being 4.4 Protecting the environment	
	5. PROBLEM SOLVING	5.1 Solving technical problems 5.2 Identifying needs and tech. responses 5.3 Creatively using digital technologies 5.4 Identifying digital competence gaps	

<https://www.ikanos.eus/en/digital-competences/>



https://www.researchgate.net/publication/267744756_Comparison_of_Case-Based_and_Lecture-Based_Learning_in_Dental_Education_Using_the_SOLO_Taxonomy/figures?lo=1&utm_source=google&utm_medium=organic

CHALLENGE #6: What kind of criteria do we need?

Looking at the SOLO Taxonomy - do we really need such academic criteria?

Feedback from partners:

- maybe the Digital Output could go in the communication column of SOLO or could form a separate column in addition to the others.
- very academic and seems to be developed for written assignments.
- critical engagement is not at a high level, especially because she does not link her experience with theoretical aspects. She is too focused on her personal experience
- It is impossible to discriminate any methodology, unless the methods proposed by the trainers. There is no enquiry.
- It is difficult to find out information about peer-reviewed literature, because the different courses are not focused on the development of concepts as we could see in a common University subject.
- It is hard to talk about different contexts when you are a pre-service teacher.