Executive Summary – The Key Findings from the EVALUATE European Policy Experiment Project on the Impact of Virtual Exchange on Initial Teacher Education.

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A concrete example, results and recommendations: digital-pedagogical competence development
Who have we worked with in our European Policy Experiment?

- 25 Virtual Exchanges
- 1000+ Students
- 34 Teacher Training Institutions
- 5 Ministries of Education
A Virtual Exchange example:

• Teacher training groups from Jan Długosz University, Częstochowa, Poland and the Pädagogische Hochschule Heidelberg, Germany

• Polish and German EFL M.A. students work in international teams (disparate levels of ICC, language proficiency and digital pedagogical competence)

• A teacher training scenario: Collaborative task design, peer evaluation, ongoing reflection

• Time scope: 14 weeks (winter term)
Task structure of the Virtual Exchange:

• Create a written and multimodal personal presentation (ice-breaking task) using glogster, animoto or prezi

• Form a group identity (reflected in its name) and introduce it to the other groups

• Design an activity developing intercultural communicative competence (ICC)

• Evaluate a partnering group’s ICC activity

• Design a sequence of ICC online activities (delivered via a Weebly site: weebly.com)

• Evaluate the sequence created by a partnering group

• Reflect on one of the critical learning incidents in the course
**Examples of Diary Questions**

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<thead>
<tr>
<th>Learner Diary 1 (with pre-test):</th>
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<tbody>
<tr>
<td>Can you give a concrete example (a lesson, a series of lessons, or even an entire class/course) of how the use of technology has enhanced teaching or learning (a situation where you were either a learner or a teacher)? What was the topic and which tools and/or online environments were used?</td>
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<th>Learner Diary 2:</th>
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<tr>
<td>What have you learned from your first task about selecting technologies that enhance what students learn and how they learn?</td>
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<th>Learner Diary 3:</th>
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<tr>
<td>What have you learned about the need to adapt online tools to how learners use tasks in your subject area?</td>
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<th>Learner Diary 4 (close to post-test):</th>
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<tr>
<td>What have you learned so far about how technology influences your teaching approach?</td>
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Themes Emerging from the Data

- technology used
- challenges encountered when using technology for teaching
- most important insights gained in terms of technology used
- experienced benefit of technology use (self -> student teacher)
- projected benefit of technology use (self -> student teacher)
- projected benefit of technology use (future school students)
- methodological use of tools
- technology chosen to enhance learning
- technology chosen to enhance teaching
Technologies Used
Findings

A  Experienced benefit of technology use (student teacher)
B  Projected benefit of technology use (student teacher)
Findings

A Projected benefit of technology use (student teacher)
B Projected benefit of technology use (school students)
Findings

A Methodological use of tools
B Challenges encountered when using technology for teaching
Conclusions

• The tools and applications used by the student teachers while engaging with the tasks together with triggered reflections on their experiences, had a positive impact on their digital-pedagogical competence development.

• Virtual Exchange does provide the ideal set-up for task-based digital competence development in initial teacher education.
Recommendations

• Raise awareness among future teachers that technology use in the classroom has benefits beyond new ways of presenting content to learners.
• Technology use provides new opportunities to engage with materials and other learners, locally as well as across time zones and geographical distance.
• Sufficient time is necessary to explore the affordances of individual tools and applications in the learning process.
• Built-in reflection on technology use in the (future) classroom is paramount.
• Challenges encountered and the strategies trialed to overcome these should be collected and made available in the shape of a repository (OER!) for future student teachers.
Thank you! Vielen Dank!

Professor Andreas Mueller-Hartmann