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VALIANT
Virtual Innovation and Support Networks

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About the VALIANT project:

VALIANT is a European Policy Experiment under Erasmus+ KA3 (EACEA/38/2019): Priority 3 - Strengthening teacher training and education by using the opportunities of new technologies (School education). The policy measure in this experimentation, Virtual Innovation and Support Networks, are defined as **Virtual Exchange programmes which bring together teachers, student teachers and experts in facilitated online collaboration around real-world educational issues**. VALIANT's first objective is to test the efficiency of Virtual Innovation and Support Networks as an approach which will contribute to overcoming teachers' sense of isolation and low motivation in rural areas and isolated contexts and also to developing teachers' ability to operate effectively in online international networks of professional collaboration. The second objective of the experimentation is to test the efficiency of this form of Virtual Exchange for providing students of Initial Teacher Education with access to the realities of the teaching profession through regular interaction with in-service teachers integrated into their study programme.

About this publication:

Virtual Innovation and Support Networks are defined as Virtual Exchange (VE) programmes which bring together teachers, student teachers, and experts in facilitated online collaboration around real-world educational issues. This manual outlines the content of different VE modules that have been developed as part of the VALIANT project. The aim of the manual is to help others who would like to organize and run different VE programs in the area of teacher education.



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Introduction and aim

Virtual Innovation and Support Networks are defined as Virtual Exchange (VE) programmes which bring together teachers, student teachers, and experts in facilitated online collaboration around real-world educational issues. This manual mainly aims to outline the content of different VE modules that have been developed as part of the VALIANT project. We hope our manual will be of help to others who would like to organize and run different VE programs. Some educators may be interested in using one of our VE descriptions and run it as their own VE, whereas others may prefer to create a new VE, possibly inspired by the contents of some the VEs described in this manual.

The aim of the VALIANT project is to test the hypothesis that integrating Virtual Exchange programmes into teacher training programmes will provide the target groups (teachers in rural areas and student teachers) with opportunities for innovation, collaboration, digital and intercultural competence development and career planning which would otherwise be difficult to access in rural areas or in times of enforced isolation, such as during the Covid pandemic. The VE programmes we have developed also make the teaching profession more attractive to student teachers by engaging them in authentic learning and teaching scenarios. We define here *isolated contexts* as those where teachers may not have access to classroom technologies and resources, training, or sufficient opportunities for collaboration with colleagues.

Further, when working on developing our VE programs in this project, we realized early on that we did not always share the same understanding of frequently occurring terms and concepts in this area of research and type of international collaboration. To avoid confusion and misunderstanding, we started to list important terms as we made progress. Eventually, we had compiled a list of key terms that are commonly used in virtual exchange. Thus, in addition to providing descriptions of the VEs that have been developed, this manual also offers a list of explanations of key terminology. We hope that this list will be useful for educators and researchers who are interested in virtual exchange, the way it has been useful for us in our work.

Some of the VEs that we describe in this manual ran successfully in the fall and winter semester of 2021, while others are being offered in the spring and winter semesters of 2022. Altogether this manual provides several descriptions of VE programmes that we hope can inspire others to set up Virtual Exchanges with their students of Initial Teacher Education and/or in-service teachers.

Outline of manual

Many researchers from eleven educational institutions across Europe were involved in developing the nine VEs that make up this manual, as can be seen in the following section. After acknowledging their names, we provide the list of key terminology, which is followed by a short step-by-step description of how we organized our virtual exchange programmes, from registration to completion, as well as how we worked to ensure that the VEs would be of high quality. We then summarize the methodology adopted in our Virtual Exchanges. Finally, we present the nine Virtual and Innovation and Support Networks.

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VALIANT
Virtual Innovation and Support Networks

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Key terminology in Virtual Exchange programmes

When being involved in VEs with participants from different national regions and different countries, it can be helpful to create a list of commonly used key terms. The purpose of such a list is mainly to facilitate mutual understanding and make VE content transparent.

In the VALIANT project, the creation of the list of key terminology was a hands-on, straightforward process in that the researchers involved started listing terms and adding explanations in parallel with developing the VEs. After some revision and prior to the start of the first VE, the collaborative work had yielded a list of terms and explanations that we agreed to implement in our VEs (see Table 1). Thus, we strived to employ these terms consistently in all our VEs.

We hope that our list of key terminology provided in Table 1 can serve as inspiration to others who plan to develop and run VEs.

Table 1. Key terminology adopted in the VALIANT project

Term	Explanation
Virtual Innovation and Support Networks (VALIANT)	Virtual Exchange programmes which bring together teachers, student teachers and experts in facilitated online collaboration around real-world educational issues.
Virtual Exchange (VE)	Virtual Exchange refers to the different educational approaches to connecting people from different cultural backgrounds in online collaborative learning under the guidance of educators.
ITE	Initial Teacher Education
ITE student	A student enrolled in Initial Teacher Education. Other commonly used terms used for <i>ITE student</i> are, for example, <i>student teacher</i> and <i>pre-service teacher</i> .
Teacher trainer	The class teacher of the ITE students.
Pre-service teacher	See ITE student
Student teacher	See ITE student
Higher Education (HE) Student	Students in higher education
Facilitator	An educator in charge of 'leading' a virtual exchange by ensuring participants are clear about their groups and their tasks and by leading dialogue and



	resolving problems as they arise. The facilitator is responsible for regularly contacting all participants during the exchange and also ensures that the VE platform has all the necessary documents and forums in place.
Module (of VE)	<p>A module of a VE describes how participants are brought together and engaged in collaboration together. A module can have different themes (see below). VALIANT offers four modules of VE:</p> <ol style="list-style-type: none"> 1. Teacher as source of experience 2. Teachers as co-learners 3. Teachers as mentors 4. Teachers as international collaborator
Theme (of VE module)	A theme is the focus of a VE module. For example, in VALIANT, the module 'Teacher as source of experience' includes VEs with distinct themes, such as 'Teaching foreign languages online', 'Using gamification in foreign language teaching', and 'Online teaching and digital responsibility'.
An iteration of a VE	An iteration of a VE refers to one VE actually taking place with a particular set of students and in-service teachers. For example, this means that one iteration of a VE may involve a particular group of students from University A and a particular group of in-service teachers from different schools in other regions.
Isolated contexts	Contexts where teachers may not have access to classroom technologies and resources, training, or sufficient opportunities for collaboration with colleagues.
In-service teachers	Teachers who work in schools in primary/secondary education.
Expert teachers	In-service teachers with experience in, for example, Erasmus+ or eTwinning projects.
Educational experts	External people who are knowledgeable about a specific area (e.g. mentoring or classroom management).
Practicum students of ITE	Student-teachers of Initial Teacher Education who are completing their teaching practice



A brief step-by-step description of VALIANT Virtual Exchanges – from registration to completion

The following describes the steps involved in taking part in a VALIANT virtual exchange:

1. Participants register for one of the Virtual Exchanges offered on the virtual platform.
2. Participants are introduced to the Virtual Exchange and are assigned a task / discussion topic / problem / training materials which they should prepare for their sessions or are asked to propose a topic or problem from their own context in which they would like to receive feedback and ideas.
3. The virtual collaboration sessions take place online using group-based videoconferencing technology as well as text-based asynchronous communication. Each module aims to involve 3-4 synchronous sessions during its 6–8-week duration – if this is possible in the participating areas.
4. Teams publish documents summarising their collaborations – e.g., lists of good practice and guidelines for dealing with common problems.
5. Any outcomes of the *Virtual Innovation and Support Networks* (such as list of recommendations and summaries of discussions) are stored for use in future exchanges (providing permission is granted by the participants).
6. Teachers and students of Initial Teacher Education receive academic credit or some form of recognition for their successful participation in the *Virtual Innovation and Support Networks*.

Ensuring the quality of each Virtual Exchange

To ensure the quality of each Virtual Exchange programme, we adopted a peer review system at different stages of the development process. In short, all the researchers who were involved in developing a theme for a VE also served as a reviewer of another theme. The purpose was to serve as a ‘friendly critical reader’ of early drafts of different VE programmes. In addition to offering written feedback on the drafts, some researchers also organized online review meetings to discuss the contents of certain VEs. Two important aspects that were focused on included the clarity of descriptions relating to what was expected of the participants in terms of work load and attendance in synchronous sessions, and how the participant groups were to be organized in the specific exchange.

The headings used in the VE descriptions included in this manual reflect the results of the reviews in that the headings pinpoint what information we found most important to include in the descriptions.



A summary of the methodology of the VALIANT Virtual Exchanges

In the VALIANT project, in-service and pre-service teachers engage in online collaboration based on the principles of co-learning which is facilitated by trained facilitators. The process is initiated by a short introduction of a current issue faced in the participating institutions, such as refugee integration, poverty, digital learning, and so forth. Participants work in small groups composed of in-service and (sometimes also) pre-service teachers of various disciplines, in order to allow for multiple perspectives to emerge. Synchronous online interaction will allow for a discussion on the issue and the sharing of prior experiences and views. Then participants work towards finding solutions or good practice and, if appropriate, creating a co-authored artefact, such as a report or a presentation which will be shared with the rest of the community of teachers. This work can be done synchronously and/or asynchronously. Participants are encouraged to keep a reflective journal describing their experiences.

The themes of the Virtual Exchanges differ according to the profile of the participants and their particular requests and suggestions, collected in pre-exchange surveys. However, in general, the themes involve issues which are of prime importance to teachers working in rural areas or isolated contexts and which emerge from their own teaching context.

Each of the VE modules we developed was supported by facilitators who had been trained to use video and text-based communication tools to facilitate co-learning among the participants. In the initial rounds of the virtual exchanges, these facilitators were members of the participating universities in the consortium. However, in later rounds, they may also be teachers who have participated in a previous round of The Virtual Innovation and Support Networks.

Each module typically runs over a period of six to eight weeks, but some VEs may be shorter (see the different VE themes describe below for details). The period needs to be long enough to give participants time to prepare for online sessions, to engage in tasks, background reading, and to reflect on the outcomes of their collaborations. The facilitators promoted participant interaction that supported reflection on the learning process. The role of *expert* or *non-expert* was dynamic given the participants' specific role. For example, discussions of conditions of teaching in rural schools would locate the experienced teachers as mentors ('experts') in particular sessions; however, in topics related to new technologies, student teachers may have become the 'experts' in the exchange.



VALIANT Virtual Exchange modules

The Virtual Exchanges that were developed in the VALIANT project comprise of four basic modules: (1) Teacher as Source of Experience, (2) Teachers as Co-Learners, (3) Teachers as Mentors, and (4) Teacher as International Collaborator. The number of themes developed for each module varied depending on the interests of the participating researchers and local conditions at the involved educational institutions.

In this manual, we present some of the themes that we developed, but not all of them. We have chosen to include themes that we know worked well and that others may want to try out, or use as inspiration or a frame for a new theme. We adopt a similar structure throughout all nine VE descriptions below, with recurring headings and similar layout for all themes.

In the remaining sections of this manual, we first provide a brief description of the specific VE module. This description is then followed by a presentation of one or several themes belonging to that VE module. As explained above (see section Key terminology in Virtual Exchange programmes), a module of a VE always has a common denominator, but it can have many different themes.



Teacher as source of experience

Virtual exchanges that involve in-service teachers in virtual exchange with students of Initial Teacher Education based on current pedagogical themes and issues. Students use the information garnered from their interactions with the teachers from different countries to complete tasks for their studies. In-service teachers benefit from the exchanges by learning about new tools and methodologies which students were studying in their classes.

VE1 Theme: Teaching foreign languages online

Short description of the Virtual Exchange

The goal of this Virtual Exchange project is to give foreign language teachers first-hand experience of using online technologies to collaborate with other language teachers and student teachers and to explore new approaches to language teaching. To do this, classes of student teachers from different European universities will work together with teachers from around Europe to compare their experiences of teaching online during the COVID pandemic and to explore new tools and methodologies related to teaching foreign languages online.

Participants involved in this Virtual Exchange

Classes of Initial Teacher Education from two institutions (approx. 30-35 students in total) and 15-20 in-service teachers from participating countries.

Organization of participants

The in-service teachers collaborate with small groups from the two participating institutions in working groups. (For example, a working group may include 2 in-service teachers participating in a working group with 3 student teachers from each of the two institutions.) The exchange includes stages where the in-service teachers and students work separately, others where they work together.

Duration and approximate working hours

- 6/7 weeks for students
- 6/7 weeks for in-service teachers
- Number of synchronous facilitated video conference sessions: 5/6
- Number of 'off-line' working hours for student teachers: 28
- Number of 'off-line' working hours for in-service teachers: 14

Tasks to be completed

Task 1: Personal and professional introductions using digital technologies

Task 2: Comparing Responses to COVID in school education around Europe - students interview teachers on how they dealt with online teaching during the COVID pandemic and what can be learned from this experience.

Task 3: Examining the myth of the digital native - participants compare their digital skills and practices and discuss an article on the theme of 'the myth of the digital native'.

Task 4: Developing Teaching and Learning Materials for online learning - Students develop a task using digital tools which the in-service teachers then use in their classes. Teachers then provide feedback on its effectiveness.

Learning aims

For ITE students and for in-service teachers

- To provide participants with experience of online collaboration with international peers
- To make participants aware of about different European approaches to teaching online during the pandemic
- Increase participants' understanding of how to use digital technologies by discussing the use of different tools and teaching methods in foreign language education;
- Promote dialogue and intercultural exchange on issues related to digital literacy, digital education in rural areas and online teaching techniques during the COVID pandemic by critically reflecting on concepts such as 'digital natives' and sharing experiences in educational settings during the pandemic;
- Encourage dialogue and mentoring between teachers and student teachers in lesson planning and the resolution of problems and challenges in daily classroom practice through designing and evaluating lesson plans together.

Digital tools

- Collaborative digital tools: Padlet, google slides
- Video conferencing tool: Zoom
- Learning management platform: Moodle
- Numerous tools reported by both teachers and student teachers

Outline of VE

Week	Classes of Initial Teacher Education (ITE)	In-service Teachers
1	'Getting to know you' phase between classes of ITE - video presentations, video conferencing sessions in working groups of 6 students.	'Getting to know you phase' - teachers meet in informal video conferencing sessions facilitated by teacher trainers.
2	Students meet and collaborate in working groups 1) comparing their education systems during COVID and 2) preparing questions to ask their teachers about how they and their colleagues taught during COVID and about online teaching in general. Students and teachers meet in zoom in their working groups. They get to know each other and then carry out the interviews about their experiences of teaching during COVID. In their working groups, they collaborate to create lists of, for example, 'successful strategies for teaching online'.	
3	Students and in-service teachers both read the article on 'the myths of the digital native' and then meet in their working groups to discuss the article and compare their experiences of learning and working online. Students report their findings in their local classes.	
4	Teachers present the students in their working groups with an area of scenario which they would like the students to prepare a task or activity for. This may involve a specific theme of the curriculum or a particular problem or challenge which teachers encounter in their classes	



	and which they would appreciate support with. In the meeting, the students collect as much detail as possible to help them prepare their class.
5	Students and in-service teachers meet in videoconference. The students present to the teachers the task / tool which they designed in their working groups.
6	Students and in-service teachers meet in videoconference. Teachers report back on the outcomes of using the task/tool in their classes.

VE2 Theme: Using gamification in foreign language teaching

Short description of the Virtual Exchange

The aim of this Virtual Exchange project is to give in-service teachers and student teachers first-hand experience of using gamification in foreign language teaching and learning. During this Virtual Exchange one class of student teachers works with in-service teachers from around Europe. Small student groups cooperate with 2-3 teachers and develop 'gamified' teaching and learning materials specifically for their classes. The teachers test these in their classes and give feedback to the groups. Together, all participants reflect on the suitability and use of gamification and the materials developed. Finally, students revise teaching material based on teachers' in-class feedback and create open access material.

This VE type can be used with different contents. For example, another Virtual Exchange project is dedicated to the creation of CLIL materials.

Participants involved in this Virtual Exchange

1 class of Initial Teacher Education from one institution (approx. 15-25 students in total) and 15-20 in-service teachers from participating countries.

Organization of participants

Approximately 15-20 in-service teachers (10*2 in-service teachers), according to the level/subject they teach, collaborate with ca. 25 students (6*4 students) from one participating institution in ca. 6 working groups. The exchange includes stages where the in-service teachers and students work separately, others where they work together.

Duration and approximate working hours

- 7 weeks for students (plus 7 weeks preparation and teaching before the VE starts - in compact 2-day format)
- 7 weeks for in-service teachers
- Number of synchronous facilitated video conference sessions for all participants: 2 only teachers + 2 for all
- Number of 'off-line' working hours for student teachers: 28 (+ 2-day intensive seminar)
- Number of 'off-line' working hours for in-service teachers: 14

Tasks to be completed

Task 1: "Getting to know each other": All participants prepare personal video introductions and teachers provide descriptions of teaching contexts/problems.

Task 2: Introduction to gamification (the integration and use of playful elements in a normally game related context which aims to maintain motivation to learn): ITE students gain insight into content during intensive 2-day seminar (gamification theory, examples, materials) and summarize this in concise video format for the teachers.

Task 3: Teachers identify specific teaching challenges that might profit from gamified tasks or tools, and present these to the student groups.

Task 4: Students develop gamified material, which teachers help to revise and improve.

Task 5: Teachers test students' gamified tasks and tools in their classrooms and provide feedback for redesign.

Task 6: Students revise teaching material based on teachers' in-class feedback and create open access material.

Learning aims

For ITE students and for in-service teachers

- To provide participants with experience in online collaboration with international peers
- To develop and evaluate materials for online teaching contexts (specifically gamified material)
- To facilitate networking between teachers in different European countries

For ITE students

- To gain additional insights into the development of materials by getting the teachers' feedback on usefulness (trailing – design-based development of teaching materials)

For in-service teachers

- To get customized game-based/gamified materials for their specific teaching context

Digital tools

- Collaborative web platform (Padlet)
- Video conferencing tool (Zoom)
- LMS - Platform (Moodle)

Outline of VE

Week/Stage	1 Class of Initial Teacher Education	15-20 In-service Teachers
Stage 1: Preparation phase for ITE Students (Intensive 2-day seminar)		
Pre-weeks Preparation and teaching of students - intensive 2-day sessions	University seminar and/or self-study with a focus on gamification theory, methodology, and tasks. Students are put into working groups. <ul style="list-style-type: none"> • Task 1: Student groups prepare a short video introduction to gamification in foreign language learning for in-service teachers • Task 2: Students prepare individual, short personal video introductions about themselves and post on a Padlet • Task 3: Students enroll in Moodle 	



Stage 2: Getting to know each other + identifying teaching challenges

<p>Week 1 - 2 <i>1st synchronous session for teachers</i></p>	<ul style="list-style-type: none"> • Task 1: Students upload gamification video introductions for teachers to Moodle 	<p>Teachers receive an introduction to the Virtual Exchange project</p> <ul style="list-style-type: none"> • Present VALIANT project and VE - Organizational questions: dates & times for synch. meetings • Introduce technical aspects (Moodle, Doodle, Zoom, Padlet) • Identify + summarize teaching challenges where gamification could provide solutions <ul style="list-style-type: none"> • Task 1: Teachers enroll in Moodle • Task 2: Teachers prepare short personal video introductions about themselves and post on a Padlet • Task 3: Teachers describe two teaching situations of interest (e.g. teaching vocabulary, grammar, etc.) in which they would like to include gamification / games-based learning + upload to Moodle
<p>Week 3 <i>1st synchronous session for all</i></p>	<p>Synchronous Kick-Off meeting between ITE students, in-service teachers and instructors (with two parts): <u>Part 1:</u> All together - ice-breaking activities <u>Part 2:</u> Teachers only - Put into working teacher groups (based on teaching interests)- Propose teaching projects for student groups</p> <p>Task 1: Each teacher working group creates a Project Group Padlet with a teaching project or challenge (“desired” teaching material) Task 2: Student groups look at the Project Group Padlets</p>	
<p>Stage 3: Material Development</p>		
<p>Week 4</p>	<p>Student groups are teamed up with teacher groups - Project groups (ITE students + in-service teachers) organize their own synchronous meetings</p> <p>Task 1: Project groups decide on ground rules and dates to regularly meet Task 2: Project groups post first ideas for material</p>	



<p>Week 5</p>	<p>Project groups meet on their own to discuss projects - students create rough prototypes of gamified teaching material and teachers give their feedback</p> <p>Task: Post 1st prototype of teaching material on Project Group Padlet</p>
<p>Week 6</p>	<p>Students playtest teaching materials in class with instructors</p> <p>Task: Discuss and revise teaching materials with partner teachers</p>
<p>Week 7 <i>2nd synchronous session for teachers</i></p>	<p>Project groups do online playtesting (ITE students + in-service teachers)</p> <p>Instructors meet up with in-service teachers in synchron. session to discuss progress of project groups</p> <p>Task: Project groups meet to discuss/revise teaching material for implementation in classrooms</p>
<p>Stage 4: Implementation</p>	
<p>Week 8</p>	<p>In-service teachers teach with the help of the students' materials (implementation) and give feedback to students</p> <p>Task: Students prepare a (5 min) video presentation of the project (developed material, description of how implementation went, reflection on redesign)</p>
<p>Stage 5: Presentation and Reflection</p>	
<p>Week 9 <i>3rd synchronous session for all</i></p>	<p>Final synchronous session for all. Here the final videos are presented in a concise form and all in-service teachers as well as students give their feedback. A final wrap-up event for everyone. The teacher trainer facilitates this 1.5 hour meeting.</p> <p>Feedback is given to all</p>
<p>Stage 6: Revision and Redesign</p>	
<p>Week 10</p>	<p>Students meet with lecturers and discuss insights gained from exchange for their studies and their professional training. Discuss redesign of teaching material.</p> <ul style="list-style-type: none"> • Write report documenting project • Upload revised teaching material and report on Moodle for others to use as a resource

VE3 Theme: Online teaching and digital responsibility

Short description of the Virtual Exchange

This Virtual Exchange aims at connecting teachers and student teachers and give them the opportunity to strengthen their competence on online teaching and digital responsibility. Participating teachers and student teachers gain experience of participating in virtual exchange across countries and get acquainted with the use of various digital tools to promote mutual learning experiences. The module gives student teachers and practicing teachers first-hand insight into didactical design and digital responsibility. They will identify differences in digital design in different education systems and recognize what they see as the most important issues regarding digital responsibility in their own teaching/learning context. The student teachers will develop teaching materials on the theme of digital responsibility and the practicing teachers will evaluate and reflect on the suitability and practical implications of the teaching materials for the classroom.

Participants involved in this Virtual Exchange

Classes of Initial Teacher Education from 2 participating institutions (approx. 40-50 students in total) and 20 in-service teachers from participating countries.

Organisation of participants

The participants meet and collaborate in approximately 8 working groups of 6 students (3*2) + 2 teachers, ideally they work based on the subjects they are teaching (e.g., languages). The exchange includes stages where the student teachers and in-service teachers work separately and others where they work together.

Duration and approximate working hours

- 7 weeks
- Number of synchronous (videoconference) sessions: 4 for in-service teachers, 5 for ITE students (they can also meet spontaneously in small-groups)
- Number of 'off-line' working hours for ITE students: 14
- Number of 'off-line' working hours for in-service teachers: 4

Tasks to be completed

Task 1: Meet and Greet

Task 2: Inventory 'digital design and digital responsibility'

Task 3: Developing teaching materials (ITE students only)

Task 4: Presentation of online teaching activity relating to the theme (ITE students) / Feedback (in-service teachers)

Learning aims

- Learning about online teaching, including approaches to methodical-didactical design and design principles of problem-based learning
- Increasing awareness of digital responsibility in the teaching profession



Digital tools

- Video conference tool (Zoom)
- Platform (LMS) (Moodle)
- Flipgrid/Loom/Vocaroo for asynchronous oral interaction

Outline of VE

Week/Stage	3 Classes of Initial Teacher Education	20 In-service Teachers
Getting-to-know-you phase (1 week)		
1.1 (week 1, 1 online hour)	'Meet & Greet' phase between university seminars of ITE - video presentations (max. 2 minutes), videoconferencing sessions in working groups of 6-10 students, focusing on prior experiences with digital learning	'Meet & Greet' - teachers meet in informal video conferencing sessions facilitated by teacher trainers, focusing on prior experiences with digital learning.
1.2 (week 1, 1 offline hour)	"Meet & Greet" - asynchronous forum on the platform	
Input on the topic (2 weeks)		
2 (week 1 & 2, 2 offline hours)	Input on the platform, such as short learning nuggets (video) and off-line information on approaches to methodical-didactical design and design principles of problem-based learning, as well as discussing (online forum) general conditions (target group, contents, objectives) and digital responsibility facilitated by teacher trainers.	
Identifying teaching challenges and examples (2 weeks)		
3.1 (week 3 & 4, 4 online hours, 4 offline hours)	Students collaborate in subject-related groups: 1) comparing digital design in their education systems and teacher education 2) preparing questions to ask their teachers in the next phase about usage of digital technologies in problem-based learning and digital teaching in general	



	3) reflecting on digital responsibility and what aspects are important for teachers in their country (their school)	
3.2 (week 3 & 4, 4 online hours, 2 offline hours)		Teachers meet subject-related groups and discuss 1) their experiences of designing online teaching. In their working groups, they 2) collaborate to create lists and examples of using digital technologies in problem based learning. 3) reflect on digital responsibility and what aspects are important for teachers in their country (their school)
Interview and working group phase (2 weeks)		
4 (week 3 & 4, 4 online hours)	Students and in-service teachers meet in break-out groups (6-10 students +2 teachers per group). Students carry out interviews with the teachers using the questions, comparisons and reflections prepared in stage 3 and the teachers provide the experiences, examples and reflections collected in stage 3 (Student teachers may later report their findings in their local classes, write essays on their findings etc.). Materials are posted previously on the platform.	
5 (week 5 & 6, 4 online hours, 7 offline hours)	Working in their international working groups, students collaborate to develop teaching materials (i.e. an activity) on the theme digital responsibility that is suited to online teaching and which they would like to share with their fellow student teachers or teachers in the network.	
Presenting phase (2 weeks)		
6 (week 7, 4 online hours, presentation)	Students and in-service teachers meet in videoconference. The students present to the teachers the online activity which they designed in their working groups in stage 5. Teachers provide feedback on their suitability.	



Teachers as co-learners

Teachers from different countries share challenges and problems from their classrooms and compare how these are being dealt with in different countries, thereby sharing best practices from across Europe.

VE4 Theme: Integrating technologies in the foreign language classroom

Short description of the Virtual Exchange

The aim of this collaborative VE project is to give foreign language pre-service and in-service teachers the opportunity to work together with fellow teachers and students from across Europe using online technologies. For this, master students from a university (University A) and undergraduate/postgraduate pre-service teachers from a university in another country (University B) will team up. Some of the master students have either teaching experience or are in-service teachers, while others are recently graduated students who want to become EFL teachers. The pre-service teachers have little or no teaching experience.

Participants involved in this Virtual Exchange

Graduate students from University A enrolled in a course as part of a master's programme in linguistics applied to EFL teaching. Some were recently graduated students from different related areas whilst others were in-service teachers of English from many different countries around the globe.

Undergraduate bachelor ITE students from University B enrolled in a seminar focusing on computer-assisted language learning. Master students from the same university also audited the seminar and joined the virtual exchange in order to collect data for the MA dissertations. All participants were studying to become primary or secondary teachers.

Organization of participants

Seventeen students from University A worked with 15 students from University B in small groups of 5 (3 students from University A and 2 from University B) or 4 (2 students from each institution). The exchange included stages in which the students at each institution worked with their classmates or separately, and others where they worked together.

Duration and approximate working hours

- 4 weeks for all participants
- Number of synchronous sessions: 5
- Number of 'off-line' working hours: 7.5 hours

Tasks to be completed

Task 1: 'Getting to Know Each Other': Participants were asked to post a short multimodal presentation about themselves on Padlet. They were asked to elaborate on any of the following topics (or add their own): their background, family, interests/hobbies, university life, things they were passionate about, an amazing experience they had, and anything else they wanted to share. They were also asked to describe their online habits, language learning and/or teaching experience, and comment on one issue they thought was very important in education in their country or region. Finally, they had to leave comments on their partners' posts.

Task 2: ‘Exploring the Linguistic Landscape’: Participants were asked to map how the target language is used in their own city so that their partners may have an informed understanding of the presence of the foreign language in their city. They had to upload photos onto Padlet and tag them indicating where they had taken the photo, what type of sign it was, what area it was located and who the language consumers were. Then had to categorize the photos into public (top-down) and private (bottom-up) in order to critically think of *why, how, for whom* the signs were intended and why they were located where they found them. Finally, they discussed their findings in a video conversation with their partners focusing on issues of power, majority versus minorities, discrimination, identity, community markers, and (economic) interest in benefits attached to language use.

Task 3: ‘Designing a Lesson Plan’: Participants were given specific guidelines and a template to develop a lesson plan for their foreign language teaching. They were asked to include background information of their potential students, pedagogical objectives, tasks, materials, technological tools, examples of possible teacher-student interaction and means of assessment.

Learning aims

For all participants (graduate students, undergraduate ITE students and in-service teachers)

- To provide participants with experience of online collaboration with international peers
- To facilitate networking between participants from different European countries
- To increase awareness of how the target language is presented in the linguistic landscapes of the two countries and explore it as a readily available source for language and culture learning
- To develop a lesson plan that included tasks and materials where technologies were fully integrated

Digital tools

- Collaborative web platform: Padlet
- Video conferencing tools: Microsoft Teams, Zoom
- Learning management platform: Moodle

Outline of VE

Stage	2 Classes (graduate and in-service teachers and undergraduate ITE students)	Description
1	‘Getting to know you’ phase. One week. Asynchronous.	Participants individually upload their multimodal presentations on Padlet and comment on one another’s posts.
2	‘Exploring the Linguistic Landscape’ phase. One week. Asynchronous and synchronous.	Participants upload and tag their photos onto Padlet and then categorize them individually. Online meeting with their partners in order to critically analyze and discuss their findings.
3	‘Designing a Lesson Plan’ phase. Two weeks. Synchronous.	Participants meet online twice in order to collaboratively develop their lesson plans according to the guidelines and the template provided.



4a	Feedback phase at University A. One week. Asynchronous.	Participants submit a self-reflection video in which they elaborate in detail on different aspects of the VE according to the guidelines provided by the teacher. The teacher provides individual feedback on the 3 tasks carried out jointly with German colleagues.
4b	Feedback phase at University B. One week with a final synchronous session on the VE.	Participants take part in an online Mentimeter brainstorming and rating poll. Besides the weekly synchronous online meetings in the CALL seminar, in which they received continuous feedback, the students also have a final online session with their instructors to reflect on the VE and their task outcomes. Finally, the students are given individual written feedback on their lesson plans.

VE5 Theme: Diversity and inclusion in our classrooms

Short description of the Virtual Exchange

In this Virtual Exchange teachers will have the opportunity to experience being part of a community of practice that learns together about how to integrate all students at school, regardless of their socioeconomic status, educational background, or achievement level. In this VE, in-service teachers from across Europe share challenges and problems on diversity and inclusion from their classrooms. They compare how these are being dealt with in different countries and contexts, and they create solutions to these issues based on their experience and practice. They will then share these solutions with other teachers through an engaging multimodal presentation and learn how to continue to co-learn together.

Participants involved in this Virtual Exchange

This VE targets in-service teachers across primary and secondary schools who are interested in sharing, exploring and tackling different aspects of diversity in their classes and schools through inclusive strategies and guidelines.

Organization of participants

Approximately 24 in-service teachers from Europe work together over a period of seven weeks in groups of four to six participants according to the issues of diversity and inclusion they want to further explore.

Duration and approximate working hours

- The VE has a duration of 17 hours which cover a period of 7 weeks with an approximate workload for teachers of 3 hours a week.
- Number of synchronous facilitated video conference sessions: 5 (7.5 hours)
- Number of 'off-line' working hours: 9.5 hours

Tasks to be completed

Task 1: Getting to Know Each Other: Teachers work individually to learn the basic rules for taking part in the course and identify the diversity and inclusion issue they would like to co-learn about with other teachers. They prepare a multimodal introduction with that information and they react to other participants' presentations.

Task 2: Preparing to Work Together: Teachers meet online synchronously in six groups of four participants to debate a particular issue they have identified and selected. Using a shared online tool, teachers compile fact files about what they already know and share them with the whole group.

Task 3: Working Together: Through collaborative work, teachers develop their group fact files by comparing practices and policy guidelines and recommendations on a particular issue of diversity in their classrooms. They come together synchronously to discuss suggestions to their groups' fact files in order to complete them with a view to using them as base material for recommendations to other teachers.

Task 4: Problem Solving: Teachers work on a multimodal presentation about strategies for solving the problem or issue they are debating. Their aim is to make a recommendation using a multimodal support that will help any teacher focus on how to solve similar issues.

Task 5: Sharing learning: Teachers watch the multimodal presentations of other groups and offer feedback. Teachers then come together in a live synchronous online session through video conferencing to share what they have learned and identify further issues they would like to engage with. In order to facilitate this, they explore how interest groups work.

Task 6: Continuing to co-learn: Teachers come together as a whole group online through video conference to define topics for interest groups, interest groups and leading members, as well as and define stages for co-learning through those interest groups. In new small groups, teachers decide how and when to advertise their new interest groups, which they briefly do amongst the whole group.

Learning aims

For in-service teachers

- To share practices to identify common school problems relating to diversity and inclusion
- To co-create solutions to the problems identified using and comparing their best practice, experience and policy guidelines
- To co-design inclusive strategies for identified problems
- To develop a network as a community of learning and practice

Digital tools

- Collaborative web platforms: Padlet, Google Docs, Google Drive, Tricider, Jamboard
- Video conferencing tool: Zoom
- Learning management platform: Moodle
- Presentation tools: Genial.ly, Padlet, Powtoon
- Video sharing: YouTube

Outline of VE

Week	Task	In-service teachers working in small groups up to 6 participants	Work model
1	1	'Getting to know you' phase - teachers prepare video introductions and learn about the basic rules to take part in the exchange.	Asynchronous
		They meet online to choose topics of interest for VE.	Synchronous
2	2	'Preparing to Work Together' phase - teachers meet online synchronously in six groups of four participants to debate a particular issue they have identified and selected. Using a Google Doc teachers compile fact files about what they already know and share them with the whole group.	Synchronous



3	3	'Working Together' phase - teachers work further on their group fact files by comparing practices and policy guidelines and recommendations on the issue.	Asynchronous
		They come together synchronously to discuss suggestions to their groups' fact files in order to complete them with a view to using them as base material for recommendations to other teachers.	Synchronous
4	4	'Problem solving' phase - In their working groups, teachers work on a multimodal presentation about strategies for solving the problem or issue they are debating. Their aim is to make a best practice recommendation using a multimodal support that will help any teacher focus on how to solve similar issues.	Asynchronous
5			
6	5	'Sharing learning' phase - Teachers watch the multimodal presentations of other groups and offer feedback.	Asynchronous
		Teachers then come together in a live synchronous online session through video conferencing to share what they have learned and identify further issues they would like to engage with. In order to facilitate this, they explore how interest groups work.	Synchronous
7	6	'Continuing to co-learn' phase - Teachers come together as a whole group online through video conference to define topics for interest groups, interest groups and leading members, as well as and define stages for co-learning through those interest groups. In new small groups, teachers decide how and when to advertise their new interest groups, which they briefly do amongst the whole group.	Synchronous



VE6 theme: Defining professional spaces in different educational cultures – didactic supplement

Short description of the Virtual Exchange

The aim of this collaborative VE project is to facilitate understanding and development of research and experience-based classrooms. This project brings together in-service teachers across Europe and ESL ITE students in Sweden and offers them opportunities to discuss and explore how their different educational cultures define their professional spaces. This entails discussing selected digital materials together to examine what didactic choices are available in different educational contexts, what theoretical underpinnings these didactic choices have and how personal teaching and learning experiences shape teachers' beliefs and practice.

Participants involved in this Virtual Exchange

Classes of Initial Teacher Education (approx. 10-25 students) and 15-25 in-service teachers from participating countries.

Organization of participants

Approximately 15-25 in-service teachers collaborate with 10-25 ITE students in ca. 5 working groups. The groups include approximately 2-4 in-service teachers and 2 ITE students. The exchange includes stages where the in-service teachers and ITE students work separately, others where they work together.

Duration and approximate working hours

- For ITE students: 4 weeks
- For in-service teachers: 4 weeks
- Number of synchronous video conference sessions in working groups: 5-6 (ca 10-12 hours)
- Number of 'off-line' working hours for student teachers: 80
- Number of 'off-line' working hours for in-service teachers: 8-10

Tasks to be completed

Task 1: Getting started. Creating and responding to personal introductions, forming working groups, setting work routines.

Task 2: Comparing educational cultures. In working groups, discussing the concept of educational culture, describing own educational cultures, reflecting on own professional spaces.

Task 3: Applying educational theories, In working groups, reviewing and relating educational theories to own practice.

Task 4: Exploring didactic power tools. In working groups, discussing and sharing examples of didactic power tools related to own practice. In the whole group, addressing future sustainability of the VE collaboration.

Learning aims

For ITE students and for in-service teachers



- To problematize views on knowledge and learning in relation to different didactic perspectives and choices in different educational cultures
- To further participants' experience of online collaboration with international peers
- To broaden participants' awareness of different European approaches to teaching
- To facilitate networking between participants in different European countries.

Digital tools

- VE learning environment: Moodle
- Synchronous meetings: Zoom
- Personal introductions: Padlet
- Group chat: Messenger or WhatsApp (recommended)
- Work space: Google docs (recommended)

Outline of VE

Duration	Tasks and themes	Task activities
One week	Task 1. Getting started	<p><i>Synchronous activities:</i> Meet in a video conference – in the whole group and in working groups – to get to know each other, form groups and set up working routines.</p> <p><i>Asynchronous activities:</i> Create and respond to personal video presentations in the working groups.</p>
One week	Task 2. Comparing educational cultures	<p><i>Synchronous activities:</i> Meet in a video conference in the working group for discussion of educational cultures.</p> <p><i>Asynchronous activities:</i> Before the video conference, study course materials, prepare an issue/question for discussion during the video conference. After the video conference, prepare individual mindmaps to share with the working group.</p>
One week	Task 3. Applying educational theories	<p><i>Synchronous activities:</i> Meet in a video conference in the working group to discuss educational theories in relation to own practice.</p> <p><i>Asynchronous activities:</i> Before the video conference, study course materials, prepare questions for group discussions and share examples/scenarios from practice. After the</p>



		video conference, in the working group, create a shared google document summarizing the main points of the conference discussion.
One week	<p>Task 4. Exploring didactic power tools</p> <ul style="list-style-type: none"> + IN-SERVICE TEACHERS FINAL TASK + ITE STUDENT FINAL TASK 	<p><i>Synchronous activities:</i> Meet in a video conference – in the working group and in the whole group – to discuss didactic power tools and address how to sustain the VE collaboration in the future.</p> <p><i>Asynchronous activities:</i> Before the video conference, study course materials, prepare questions for discussion. After the video conference, in the working group, brainstorm and co-create a google document responding to the question “Where do we go from here?”</p> <p>For teachers: Create and share a short video testimony summarizing gains from the VE.</p> <p>For students: Create and share a short video report on a didactic issue.</p>



Teachers as mentors

Trans-national mentoring sessions involving in-service teachers in virtual exchange with ITE students who are completing their teaching practice to provide just-in-time teaching and mentoring in response to problems of challenges that arise in their classes.

VE7 theme: Learning during teaching practice

Short description of the Virtual Exchange

This Virtual Exchange aims at connecting in-service teachers with students of Initial Teacher Education who are completing their teaching practice (practicum). During the trans-national mentoring sessions with in-service teachers, practicum students will learn about strategies of classroom management and will receive just-in-time teaching and mentoring in response to challenges they face in their practicum classes. In-service teachers will have the opportunity to collaborate with practicum students of ITE towards working out solutions to common problems that arise in their classes.

Participants involved in this Virtual Exchange

Approximately 8-10 in-service teachers of different subject areas from across Europe who are interested in working with a class of Initial Teacher Education students (approximately 15-20 student teachers) who are completing their teaching practice (practicum).

Organization of participants

Approximately 8-10 in-service teachers of different subject areas collaborate with 15-20 students from one participating institution in 3 working groups. The exchange includes stages where the in-service teachers and students work separately and others where they work together.

Duration and approximate working hours

- 6 weeks for students
- 6 weeks for in-service teachers
- Number of synchronous facilitated video conference sessions: 3
- Number of 'off-line' working hours for student teachers: 20
- Number of 'off-line' working hours for in-service teachers: 20

Tasks to be completed

Task 1: Introduction to the module and getting to know each other: In-service teachers (mentors) and student teachers (mentees) become familiar with the basic ground rules of Virtual Support Networks and with the platform and tools for this module. They create their profile in Moodle, explore the initial introductory material regarding mentoring and mentee-ing and they participate in their first synchronous meeting

Task 2: Identifying main challenges in practicum: Students teachers discuss in their groups (asynchronously or synchronously according to their preferences) the key challenges they are facing in their practicum and they post questions on a Padlet regarding those challenges addressed to the in-service teachers and expect mentoring from them in the following week.

Task 3: In-service teachers read and discuss in their groups the student teachers’ challenges on the padlet. Then they respond to those challenges on the padlet.

Task 4: Identifying content for the OER. Participants meet synchronously to discuss the Q & A of the previous stage and work together to create a first draft of their OER (eBooklet) which is a short handbook with key challenges and strategies for new teachers. They decide the organization and the format of their eBooklet.

Task 5: Participants work in groups (asynchronously or synchronously) towards creating the eBooklet and preparing for the eBooklet launch. Each group prepares one chapter in the ebooklet and the respective part of the eBooklet launch presentation.

Task 6: Participants launch the OER eBooklet in a live social event and receive feedback from peers, colleagues, experts and stakeholders. They reflect on the virtual exchange and post a farewell message on Moodle.

Learning aims

For Student teachers

- explore teaching strategies that deal with challenging issues in the classroom;
- receive just-in-time, practical teaching strategies and mentoring in response to these challenges;
- co-author an Open Educational Resource (OER) in the format of an eBooklet.

For in-service teachers

- enhance their mentoring skills while working with student teachers;
- collaborate with student teachers towards creating an OER in the format of an eBooklet;
- discuss and share their co-authored OER with fellow teaching colleagues, external experts, policy-makers and ministry officials.

Digital tools

- Collaborative web platform: Padlet
- Video conferencing tool: Zoom
- Learning management platform: Moodle
- Google Drive (Google docs, Google slides, Google forms)

Outline of VE

Stage	1 Class of 16 student-teachers	7 In-service Teachers
1	<p>‘Getting to know you’ phase. Student-teachers and in-service teachers become familiar with the basic ground rules of Virtual Support Networks, with the and tools for this module. They create their profile in Moodle and they explore initial introductory material regarding mentoring and mentee-ing. They also participate in their first synchronous meeting</p> <p>Mode: Asynchronously & Synchronously Duration: One week</p>	



	Synchronous meeting: 60 minutes	
2	<p>Students collaborate in working groups: 1) They discuss (asynchronously or synchronously according to their preferences) the key challenges they are facing in their practicum. 2) They post questions on a Padlet regarding those challenges addressed to the in-service teachers and expect mentoring from them in the following week.</p> <p>Mode: Asynchronously and/or synchronously Duration: One week</p>	
3		<p>In-service teachers collaborate in working groups.1) They read and discuss the student teachers' challenges on the padlet. 2) They respond to those challenges on the padlet</p> <p>Mode: Asynchronously and/or synchronously Duration: One week</p>
4	<p>Students and in-service teachers prepare for a synchronous meeting: 1) They meet synchronously to discuss the Q & A of the previous stage. 2) They work together to create a first draft of their OER (eBooklet), which is a short handbook with key challenges and strategies for new teachers. 3) They decide the organization and the format of their eBooklet</p> <p>Mode: Asynchronously & Synchronously Duration: One week Synchronous meeting: 90 minutes</p>	
5	<p>Students and in-service teachers work in groups (asynchronously or synchronously) towards creating the eBooklet and preparing for the eBooklet launch. Each group prepares one chapter in the ebooklet and the respective part of the eBooklet launch presentation.</p>	



	<p>Mode: Asynchronously and/or synchronously Duration: One week</p>
6	<p>Students and in-service teachers launch the OER eBooklet in a live social event and receive feedback from peers, colleagues, experts and stakeholders. They reflect on the virtual exchange and post a farewell message on Moodle.</p> <p>Mode: Synchronous Duration: One week Synchronous meeting: 60 minutes</p>



Teachers as international collaborators

Guided support for in-service teachers as they learn to work with partner teachers in other countries to run international collaborative projects or to prepare eTwinning or Erasmus+ mobility exchanges as part of their teaching. Note that these virtual exchanges can also involve experts or teachers who have had previous experience in successfully applying for and/or setting up projects.

VE8 theme: Setting up a virtual exchange for your students

Short description of the Virtual Exchange

This Virtual Exchange brings together secondary school teachers from all over Europe to learn how to set up and run their own Virtual Exchange projects for their own pupils. The participants will learn about the issues of task design, technologies, and assessment in online collaborative projects. They will also collaborate together with their European colleagues and explore possibilities of setting up international projects together between their classes. Special invited experts will give participants insights into how virtual exchange can most successfully be integrated into secondary school education.

Participants involved in this Virtual Exchange

15-20 in-service teachers from different countries who are interested in engaging their own pupils in Virtual Exchange projects.

Organization of participants

In each session, participants listen to an online presentation by an expert in a particular area of Virtual Exchange. Following the presentation, the participants engage in group work in breakout sessions and work towards setting up a Virtual Exchange project for their own students.

Duration and approximate working hours

- 6 weeks for in-service teachers
- Number of synchronous facilitated video conference sessions: 6
- Number of 'off-line' working hours: 20

Tasks to be completed

Task 1: Deciding on a set of tools to be used in a future Virtual Exchange

Task 2: Designing tasks for your Virtual Exchange

Task 3: Reviewing the eTwinning portal and identifying relevant project kits

Task 4: Presentation of possible future Virtual Exchange

Task 5: Identifying possible problems that may emerge and how these can be overcome

Task 6: Exploring with partners the Virtual Exchange to find possible partnerships

Learning aims

- Increase participants' understanding of how to use a Virtual Exchange in their own classes
- Promote dialogue and intercultural exchange on issues related to digital education in rural areas and online teaching techniques
- Provide participants with the opportunity to find international partnerships for their own Virtual Exchange projects

Digital tools

- Collaborative digital tools: Padlet, google slides
- Video conferencing tool: Zoom
- Learning management platform: Moodle
- Numerous tools reported by both teachers and student teachers

Outline of VE

Week	Activity
1	Participants meet in zoom. They get to know each other and discuss their experiences of teaching during COVID. An online presentation is offered introducing the basic principles of Virtual Exchange.
2	Online presentation on the topic of <i>Communication tools for your Virtual Exchange</i> . Participants collaborate in working groups to decide on a set of tools for their Virtual Exchanges in the future.
3	Online presentation on the topic of <i>Designing tasks for your Virtual Exchange</i> . Participants collaborate in working groups to develop a task sequence for their Virtual Exchanges in the future.
4	Online presentation on the topic of <i>Voices from the field: A practitioner's view of Etwinning</i> . Participants review the eTwinning portal and identify project kits of relevance for their classes.
5	Online presentation on the topic of <i>Examples of Virtual Exchange in secondary schools</i> . Participants make initial presentations to their partners of possible Virtual Exchanges which they would like to run with their pupils in the future.



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6	Online presentation on the topic of <i>Helping your students to interact with international partners</i> . Participants collaborate with partners on identifying possible problems which will emerge during their pupils' Virtual Exchanges and how these can be overcome.
7	<i>Setting up your own Virtual Exchange</i> : Participants present in a padlet their Virtual Exchange project and explore with partners in breakout rooms possible partnerships.



VE9 theme: International online project-based learning

Short description of the Virtual Exchange

This Virtual Exchange involves in-service teachers and invited teachers who have developed international projects through Erasmus+ and eTwinning. The purpose of the transnational sessions is to motivate teachers to get involved in international projects and/or support them at the levels of ideation of projects, design and effective implementation of international projects with their learners.

Participants involved in this Virtual Exchange

24 in-service teachers from participating countries and 4 in-service teachers with experience in Erasmus+ or eTwinning projects.

Organization of participants

The participants meet and collaborate in 4 working groups (of 6 in-service teachers according to the level/subject they teach when possible + 1 teacher who has been involved in international projects who will act as consultant). The exchange includes stages where the in-service teachers and more experienced teachers in international projects work separately, others where they work together.

Duration and approximate number of working hours

- Duration: 8 weeks
- Number of synchronous videoconference sessions: 3 for in-service teachers; 4 for expert teachers
- Number of 'off-line' working hours for in-service teachers: 14
- Number of 'off-line' working hours for expert teachers: 4

Tasks to be completed

Task 1: Getting to Know Each Other

Task 2: Benefits of international projects (presentation by 'expert' teachers)

Task 3: Exploring previous projects and a presentation of a best practice example (in-service teachers)

Task 4: Co-creating one or two international projects (in-service teachers)

Task 5: Doing a pitch of project ideas (in-service teachers) / Offering feedback ('expert' teachers)

Task 6: Preparing a project summary and call for partners, and possibly working on an application (in-service teachers)

Learning aims

- Understand why it is important to do international projects
- Explore existing projects: aims, methods, resources and communication tools
- Ideate an international project following a project-based learning approach



- Design project and select appropriate digital communication tools & resources for intercultural communication
- Plan the submission of a project either to e-Twinning or Erasmus+ programmes

Digital tools

- Moodle Forum
- Padlet, Flipgrid, Wiki
- eTwinning platform
- Zoom video conferencing









Outline of VE

Stage/Week	24 in-service teachers	4 in-service teachers/experts who have run Erasmus+ or eTwinning projects
<p>1 (week 1)</p> <p>(4 asynchronous working hours + 1 video conf. for 4 teachers with experience in international projects)</p>	<p>Teachers get to know each other and explore why they want to implement an international project?</p>	<p>Expert teachers get to know each other and meet through video conferencing to prepare a collective presentation on: the benefits of developing international projects for teachers, learners and schools; useful tips for novice teachers who would like to start an international project.</p>
<p>2 (week 2)</p> <p>(videoconf. - 2 hours)</p>	<p>The 30 teachers meet through video conferencing.</p> <p>Expert teachers make a presentation on the benefits of developing international projects for teachers, learners and schools; useful tips for novice teachers who would like to start an international project. The presentation is followed by discussion.</p> <p>In groups of 6 in-service teachers +1 expert teacher, groups prepare a list of relevant issues for teachers that would like to start an international project and share it in the Moodle Forum.</p>	
<p>3 (week 3)</p>	<p>In-service teachers explore 3 eTwinning project kits or online project-based school education projects funded by</p>	













<p>(4 offline working hours)</p>	<p>Erasmus+. Teachers also get briefly acquainted with Key actions in Erasmus+ they could apply to.</p> <p>Teachers select one example as best practice they can identify with and prepare a presentation to share with other groups. They identify potential implementation problems to discuss with the whole group and expert teachers.</p>	<p>Expert teachers are available for comments and advice</p>
<p>4 (week 4) (1 videoconf - 2 hours)</p>	<p>Teachers come together and present their selected projects.</p> <p>Teachers co-create ideas for one or two international projects in break out rooms.</p> <p>They use Padlet to visualise the project idea.</p>	<p>Expert teachers are available for comments and advice</p>
<p>5 (week 5) (2 hours offline)</p>	<p>In groups, in-service teachers develop the idea for an international project according to specific guidelines and Checklists on project-based learning.</p>	<p>Expert teachers are available through mail</p>
<p>6 (week 6) (1 videoconf + 2 hours offline)</p>	<p>In-service teachers and experts meet in Zoom. In-service teachers will do a pitch for their project ideas and receive feedback.</p> <p>Asynchronously, in groups, in-service teachers work on implementation plans (actions to be carried out by learners) for projects, which they share for comment with another group.</p>	
<p>7 (week 7) (2h offline working hours)</p>	<p>Teachers offer and receive feedback from a critical friend group and improve their projects.</p> <p>Teachers then prepare a project summary and do a call for partners among other groups and on several other platforms. Teachers can also work on application forms.</p>	<p>Expert teachers act as critical friends of the last versions of project plans.</p>

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 Pädagogische Hochschule Schwäbisch Gmünd University of Education	 Pädagogische Hochschule Schwäbisch Gmünd	Germany
 ual: university of the arts london	University of the Arts London	UK



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