

eTwinning for Future Teachers
Initial Teacher Education

Online Annual Conference 2022

Equipping Future Teachers with Collaborative, Inclusive and Sustainable Professional Practices via eTwinning

30 November – 2 December 2022

#eTwinning



Funded by
the European Union

Sport
Jean Monnet
Youth
Higher education
Vocational education and training
Adult education

School education

Background of the Conference

The [European strategy for universities](#) constitutes the European Commission's proposal which sets four main objectives: strengthening the European dimension of higher education and research, consolidating universities as lighthouses of our European way of life, empowering universities as key actors of change in the twin green and digital transition and reinforcing universities as drivers of Europe's global role and leadership. The proposal makes concrete references, among others, to diversity, inclusion, democratic practices and fundamental rights, topics which echo the actions of the [New European Bauhaus](#) initiative, which is also the annual theme of eTwinning for 2022. To this regard, it is essential to connect the dots between the policies and practices which are relevant both to initial teacher educators working at universities and student teachers and

explore how eTwinning can better contribute to supporting new teachers entering the profession and help Initial Teacher Education (ITE) institutions strengthen their profile in line with the European strategy for universities.

The online annual conference 2022 will be an opportunity to:

- provide insights, inspiration, and professional development opportunities with input from experts,
- highlight eTwinning to new Institutions,
- strengthen the teams in the Institutions already part of the action and increase the number of participants,
- contextualise ITE within the Annual Theme.
- acknowledge the ITE institution of the year, via the ITE Award.

DAY 1

30 November (*Open to the public*)

15:00 – 15:15

Opening by CSS and Welcome by **European Commission**

15:15 – 15:45

Keynote 1 - Addressing inequity in school and higher education at the education system level, Emmanuel Sigalas and David Crosier, Policy Analysts, Unit A6 - Platforms, Studies and Analysis, European Education and Culture Executive Agency (EACEA)

15:45 – 16:00

Short break

16:00 – 16:45

Awarding Ceremony: introducing the ITE of the year

In this session, the ITE institution of the year will be announced. The representatives of the ITE will present their work, their lessons learned and future steps to provide inspiration and support.

16:45 – 17:45

Panel: The Impact of eTwinning based on Student Teachers' Voices

Student teachers from different countries discuss their experience from their participation in eTwinning in relation to infusing collaborative, innovative, inclusive, and sustainable practices in their daily practices.



DAY 2

1 December (Closed - only for registered participants)

14:00 – 14:30

Keynote 2 – Imagining post-pandemic learning experiences, Alexandra Mihai

14:30 – 14:45

Short break

14:45 – 16:00

Workshop slot 1 - 5 workshops in parallel on

WS1

ITE for beginners: models & procedures, *Sylvain Perque and Alex Tosi*

WS2

Project-based learning and inquiry-based learning in eTwinning, *Irene Pateraki*

WS3

Online Learning in Higher Education: why we should consider it in Initial Teacher Education?, *Neuza Pedro*

WS4

The Power of Inclusion: What matters for increasing student engagement and learning, *Miles Madison*

WS5

Environmental sustainability and Nature-Based Solutions (NBS). Making environmental education more accessible, collaborative, and action-oriented: the NBS EduWORLD project, *Júlia Lotina and Eddy Grand-Meyer*

16:00 – 16:15

Short break

16:15 – 17:30

Presentations from Early Career Researchers (ECR), moderated by CSS

In this session, three early career researchers and their colleagues will present us their work. The work presented derives from an open call launched by the European School Education Platform earlier this year.

DAY 3

2 December – (Closed - only for registered participants)

10:00 – 11:15

Workshop slot 2 - 5 workshops run in parallel on

WS1

ITE for beginners: models & procedures, *Sylvain Perque and Alex Tosi*

WS2

Project-based learning and inquiry-based learning in eTwinning, *Irene Pateraki*

WS3

Online Learning in Higher Education: why we should consider it in Initial Teacher Education?, *Neuza Pedro*

WS4

The Power of Inclusion: What matters for increasing student engagement and learning, *Miles Madison*

WS6

Environmental sustainability and Nature-Based Solutions (NBS). NBS for climate adaptation and educational co-benefits: the COOLSCHOOLS project, *Isabel Ruiz-Mallén and Eddy Grand-Meyer*

11:15 – 11:30

Short break

11:30 – 12:45

Poster session, moderated by CSS

In this session, the shortlisted institutions of the European eTwinning Initial Teacher Education Award will present their work and future plans with the aim of exchanging practices and ideas, as well as promoting partner finding.

12:45 – 13:00

Wrap up by CSS and closing by European Commission

Keynotes

KN 1

Addressing inequity in school and higher education at the education system level Emmanuel Sigalas and David Crosier, Policy Analysts, Unit A6 - Platforms, Studies and Analysis, European Education and Culture Executive Agency (EACEA)
30 November, 15:15 – 15:45

Social inequalities start early in life. Education is supposed to mitigate some of the effects of different socio-economic starting points but is itself plagued by inequality problems. The keynote presentation will outline the main findings of two recently published Eurydice reports on equity in school and higher education. It will highlight what can be done at system level to improve equity in schools and what facilitating conditions are in place in higher education systems.

Dr. Emmanuel Sigalas works as policy analyst at the European Education and Culture Executive Agency. He has co-authored the Eurydice reports on equity in school and higher education and participates in the European Commission's equality network. He is currently working on the

design of qualitative data indicators on equity in education for the European Commission (DG EAC). Prior to joining Eurydice, Dr. Sigalas worked as assistant professor and political scientist in Canada, Austria and the UK.

Since 2008, **David Crosier** has been working as a higher education policy analyst for Eurydice, the European education information network. He is involved in nearly all higher education projects at Eurydice and has coordinated the 4 editions of the Bologna Process Implementation Report (from 2012 to 2020), which monitor the progress of participating countries in implementing agreed European Higher Education Area commitments. Before joining Eurydice, David worked at the European University Association coordinating projects developing European university cooperation.



KN 2

Imagining post-pandemic learning experiences Alexandra Mihai
1 December, 14:00 – 14:30

Looking back to the past two years of teaching and learning in a pandemic, we need to take a moment to reflect on what we've learned and how we can integrate it in our educational offer in the future. The experience of the past months has shown that being more intentional in how we design and teach our courses can improve the learning experience considerably. This talk will focus on the idea of intentional learning design, emphasising several core elements such as structure, teacher presence, communication, support and the role of technology beyond the Covid-19 pandemic. The aim is to encourage reflection and discussion on how we can refine our learning design approach, both at course and programme level, to meaningfully use our resources and create a rich and inclusive learning experience.

Dr. Alexandra Mihai is Assistant Professor of Innovation in Higher Education in the Department of Educational Research and Development, School of Business and Economics, Maastricht University. Previously she worked as Learning Designer at University College London (UCL), Curriculum Designer at the Institute of European Studies, Vrije Universiteit Brussel (VUB) and led the Centre for Teaching Innovations at the Hertie School of Governance in Berlin. Alexandra has a strong background in e-learning, learning design and innovative teaching strategies. In her PhD she analysed in how far technology is used in teaching practices at European universities.



Workshops

WS 1

ITE for beginners: models & procedures Alexandra Tosi and Sylvain Perque
1 December, 14:45 – 16:00 and 2 December, 10:00 – 11:15

This workshop will describe the different models, activities and procedures available in eTwinning, for teacher educators and student teachers, along with some practice examples. At the same time, we will look at the benefits of being involved in eTwinning and how it contributes to providing opportunities to prepare teachers for their future professional life.

Alexandra Tosi is part of the Italian National Support Service since 2006 and is responsible for Teachers' Professional Development opportunities, the ITE Initiative and the Ambassadors' Network. She collaborates since 2019 with INDIRE's Department for Teachers' Initial and In Service Training and has curated with D. Nucci and M.C. Pettenat the Publication eTwinning e la formazione degli insegnanti,

Carocci, 2021, Roma.

Sylvain Perque has been a technology teacher during 7 years in a lower high school. He then worked as an ICT trainer for teachers, took care of a website, programmed CD Rom (yes, it's old) for educational purpose, supported technically an application for librarian in an academic region. He began as a local eTwinning representative in 2007 and joined the French National Support Organisation (NSO) in 2016. Now he is in charge of training sessions, online training sessions, and users' support. With colleagues from the NSO and trainers from ITE schools they prepare a turnkey training in a Moodle Like platform for ITE trainers.



WS 2

Project-based learning and inquiry-based learning in eTwinning Irene Pateraki

1 December, 14:45 – 16:00 and 2 December, 10:00 – 11:15

Through project-based learning and inquiry-based learning, the learners have the opportunity to develop knowledge and skills through engaging projects based on real-world challenges. Learners take an active role in the learning process by engaging with activities that call for analysis and inquiry. In eTwinning, many teachers are using these methods to organise their projects, adding the element of online international collaboration. How they succeed in this? What elements do they take into consideration? How do they plan and run their eTwinning projects? In this workshop, you will learn some tips and tricks and start planning your own eTwinning project!

Irene Pateraki is working as Pedagogical and Monitoring Manager in the European Schoolnet for the project eTwinning (www.etwinning.net). She holds a master's degree in Multicultural Education, and she has worked for several years as a kindergarten teacher. For six years, she was seconded in the Greek Ministry of Education and worked as pedagogical expert in the National Support Service of eTwinning. She has also organized and facilitated several online courses, webinars, conferences, and workshops for teachers from 44 countries. She has presented her work at various educational conferences.



WS 3

Online Learning in Higher Education: why we should consider it in Initial Teacher Education? Neuza Pedro

1 December, 14:45 – 16:00 and 2 December, 10:00 – 11:15

Recent data shows that, presently, in Europe, almost every higher education institution uses technology enhanced learning and teaching practices. Though, this topic is extremely relevant, even more after the Covid-19 pandemic, what really constitutes these practices, what are digital technologies really enhancing, what is the level of institutions' and professors' readiness for this reality still need to be discussed. This workshop will stimulate the discussion around these questions, specifically focusing on teachers' initial education (TIE) and how innovative solutions must be considered in it. Collaborative group discussions will be organized around possible new solutions

for initial teacher education: Technology enhanced learning, Distance education, Virtual mobility projects, Open Education courses (e.g., MOOC).

Neuza Pedro is a Full Professor at the Institute of Education-University of Lisbon, Portugal in areas of Teacher training and ICT in Education. Member of the Portuguese Scientific and Pedagogical Council for Continuous Teachers' training (CCPFC) a unit of the ministry of education that is responsible for the regulation and accreditation of the in-service training activities for teachers' continuous professional development. Research areas: teacher initial and continuous education, Educational technologies, Innovative Learning environments, Online Learning, 21st century skills.



WS 4

The Power of Inclusion: What matters for increasing student engagement and learning Miles Madison

1 December, 14:45 – 16:00 and 2 December, 10:00 – 11:15

Inclusion policies and objectives are often targeted towards traditionally disadvantaged or excluded communities and learners. While important in promoting equality in accessibility and social cohesion, what these approaches often overlook is the role of inclusive structures, practices and methods educators can implement directly in their classrooms or schools for all learners which improve student achievement. Inclusive practices benefit the whole learning community. This workshop will examine extracurricular activities as positive examples of fostering inclusion and present explicit strategies to build inclusion within school environments that support all learners. Participants will leave the session with a greater understanding of what inclusion means, how it fosters and supports all student learning and several practical applications for their teaching practice.

Miles Madison is a passionate, knowledgeable and open-minded education expert who delivers high-energy presentations

that provoke participants to access their passions, challenge their assumptions and grow in their teaching practice. He strongly believes all people (regardless of age) intrinsically desire continued learning and brings this attitude into his clear, organized and easy-to-follow workshops, catering for a wide range of experiences. Miles has worked extensively over a 25-year career in both state and international schools to develop teaching practices and philosophies in social/emotional learning, collaborative learning skills and virtue/character development. He holds a MEd. in Character Education from University of Birmingham, a Postgraduate certificate in Applied Positive Psychology from University of East London, as well as multiple certifications in Cognitive Coaching, Educational Leadership and Management and Collaborative Learning.



WS 5

Environmental sustainability and Nature-Based Solutions (NBS). Making environmental education more accessible, collaborative, and action-oriented: the NBS EduWORLD project Júlia Lotina and Eddy Grand-Meyer

1 December, 14:45 – 16:00

A way to make lessons more engaging and connected to real-life environmental sustainability problems is by introducing students to Nature-Based Solutions (NBS). Through hands-on activities, workshop attendees will explore how to guide students in understanding complex topics like climate change adaptation and biodiversity loss prevention, learn about the pedagogical benefits and approaches of introducing NBS into the classroom, as well as engage in active collaboration with other teachers to make nature-related topics in education more accessible and action-oriented. The workshop is a door to the NBS EduWORLD project (funded by the EC and coordinated by European Schoolnet).



Júlia Lotina works as a Project Officer in the Science Education Department of European Schoolnet (EUN). She contributes to the activities of NBS EduWORLD and Scientix among other projects in STEM education. Júlia holds a BA in Global Studies from Universitat Pompeu Fabra (Barcelona) and

a MA in Social Policy with a specialisation in Education from the London School of Economics. She has previous experience working on education projects in Spain and Tunisia. Her interests and areas of expertise include education policy and research and sustainability.

Eddy Grand-Meyer works as a Project and Pedagogical Officer in the Science Education Department of EUN. With a particular focus on Sustainability Education and Nature Based Solutions dissemination, Eddy contributes to the activities of the STE(A)M IT and STEM Alliance projects, coordinates the Career Advisers Network, and supports the COOLSCHOOLS project, the upcoming NBS EduWORLD project and Scientix 4's outreach and dissemination campaigns. Eddy holds a Bachelor of Applied Science in Environmental Studies and a master's degree in Climate Change Science and Policy from Victoria University.



WS 6

Environmental sustainability and Nature-Based Solutions (NBS). NBS for climate adaptation and educational co-benefits: the COOLSCHOOLS project

Isabel Ruiz-Mallén and Eddy Grand-Meyer

2 December, 10:00 – 11:15

Do you know that it is possible to transform a school into a climate shelter for the wellbeing of students and their communities? Through hands-on activities, workshop attendees will explore the transformative potential of Nature-Based Solutions (NBS) in European school environments. Participants will learn about the pedagogical approaches to implement NBS in schools, its benefits for students' health and cognition, as well as how schools can act as community hubs and drive socio-ecological change. This workshop will introduce participants to the project COOLSCHOOLS (funded by the EC and Innoviris).

Isabel Ruiz-Mallén is Assistant professor in science education at the Faculty of Psychology and Education, Universitat Oberta de Catalunya (UOC), and senior researcher at the TURBA

research group, IN3, UOC. With a professional background in environmental science research, her research interests lie in learning and knowledge co-production processes behind science and sustainability education practices, community-based conservation and climate resilience initiatives, and the use of innovative methods such as arts-based approaches for participatory engagement. She is coordinating the European project COOLSCHOOLS on the potential of nature-based climate solutions in school environments.

