The ITELab project (http://itelab.eun.org) is working with universities and industry on how student teachers are being prepared in the pedagogical use of ICT. In the first of a series of case studies, the University of Agder (Norway), the University of Perugia (Italy), and the University of Würzburg (Germany) share how they are successfully integrating ICT across their ITE courses and curricula. A summary of their respective approaches is highlighted below, read the full case study... (http://bit.ly/ITELab_Cstudy1)

**CASE STUDY 1 – UNIVERSITY OF AGDER, NORWAY**

The University of Agder is a public university offering Pre-school, Primary and Secondary Teacher Education. From autumn 2017, the 5-year master’s programmes for future primary and secondary teachers will emphasise professional digital competence in all aspects of their programmes.

**FRAMEWORKS FOR CHANGE**

Agder, working with The Norwegian Centre for ICT in Education’s Framework for Teachers’ Professional Digital Competence (PfDK) of May 2017, is embedding a shared understanding of teachers’ professional digital competence across the university and all its initial teacher education programmes.

**INNOVATIVE APPROACHES TO INTEGRATING ICT IN ITE CURRICULA AT AGDER**

- The university’s new strategic plan recognises that digital competence needs to be integrated as a specific competence area that is important for the work of all teachers. They plan that every subject will have its own learning outcomes connected to ICT.
- Teacher educators and student teachers will receive practical training in pedagogic digital competence through the university’s new ProDig Programme.
- ProDig online modules are being developed in cooperation with teacher educators, classroom teachers, subject discipline specialists and university staff to ensure that content is relevant and current to the integration of ICT and pedagogical ICT competence for the future classroom.

Read Agder’s story... (http://bit.ly/ITELab_Cstudy1)
The University of Perugia offers initial teacher training for kindergarten and primary school. Particular attention is given to the acquisition of competence in English and digital competence. Specific training is given on the integration of pupils with special educational needs.

**FRAMEWORKS FOR CHANGE**

The [Italian Digital School National Plan](http://bit.ly/ITELab_Cstudy1) provides for digital competence in schools and in initial teacher education. Having a national vision on the integration of ICT and the training of student teachers is an important factor for promoting digitally competent and confident future teachers.

Perugia employs the TPACK Model as a framework for student teacher knowledge of technological, pedagogical and content knowledge. As an ITE primary education provider, the university offers teacher training in inclusive education and student teachers are given an understanding of digital resources and tools that can support the participation and learning of pupils with disability and special educational needs.

**INNOVATIVE APPROACHES TO INTEGRATING ICT IN ITE CURRICULA AT PERUGIA**

- In Perugia digital technology is seen as a tool for facilitating teaching and learning throughout the primary curriculum and is integrated across all subject disciplines.
- All student teachers undertake Education Technologies Courses, which integrate the pedagogical use of ICT in all ITE subject disciplines. All students are required to create a professional ePortfolio, which is submitted for evaluation and assessment.
- Student teachers also have practical workshops and courses in The Educational Technology Lab. All courses are ECTS (European Credit Transfer and Accumulation System) accredited.

[Read Perugia’s story...](http://bit.ly/ITELab_Cstudy1)
The Julius Maximilian University of Würzburg provides teacher training to large numbers of primary, secondary and special needs student teachers (approximately 1,400 per academic year in School Pedagogy). All student teachers must study at least two subject disciplines as well as Education Science, School Pedagogy and Educational Research as well as, Primary, Secondary or Special Needs Education.

**FRAMEWORKS FOR CHANGE**

At Würzburg, the new national digital competence framework for student teachers Pedagogical Media Competencies of Student Teachers (M³K) is applied in all ITE programmes. The M³K framework has three competence areas in which competency and learning outcomes are clearly defined: Teaching with media; Teaching about media and Developing concepts for school development.

**INNOVATIVE APPROACHES TO INTEGRATING ICT IN ITE CURRICULA**

It is in School Pedagogy at Würzburg that the most specific and innovative uses of ICT and the development of pedagogical digital competence skills are to be seen. Lectures with 600 multi-disciplinary students in a traditional lecture hall have been ‘flipped’ with technology, collaborative learning and digital aids employed to demonstrate to future teachers how they also can implement new pedagogical models in their future classrooms.

- In ‘flipped lectures’ students watch video exemplars or read digital texts in preparation for the ‘lecture’. The lecturer/teacher educator discusses topics and invites students to respond to questions through the use of digital tools. Small group discussions then takes place while the lecturer moves through the hall to collect exemplary answers with a microphone for further discussion.

- **Active learning methods** are emphasised in ‘flipped seminars’ to groups of 30 students. Fun and playful courses such as the classroom management skills course, which used the virtual reality system of the Breaking Bad Behaviours project were offered as three parallel courses in 2017 to cope with the demand from students. Students work cooperatively in small groups in the School Pedagogy’s flexible well-equipped workspace ‘The Media and Educational Technology Lab @JMU’.

JOIN OUR ITE FORUM. WE ARE LOOKING FOR POLICY-MAKERS, UNIVERSITIES AND INDUSTRY TO EXCHANGE KNOWLEDGE AND INSPIRE INNOVATIONS IN INTEGRATING THE PEDAGOGICAL USE OF ICT IN THE TRAINING OF STUDENT TEACHERS.

The ITE Forum enables knowledge exchange between universities, industry partners and policy-makers engaged in the field of initial teacher education (ITE). Join us as an associate partner.

The Forum is based on a series of online webinars to share and discuss the best practices in order to give recommendations on the innovation of the ITE curricula.

Read more... http://itelab.eun.org/ite-forum

ITELab (Initial Teachers Education Lab) is a three-year Knowledge Alliance project between higher education institutions and industry coordinated by European Schoolnet and co-funded under the European Commission’s Erasmus+.

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