

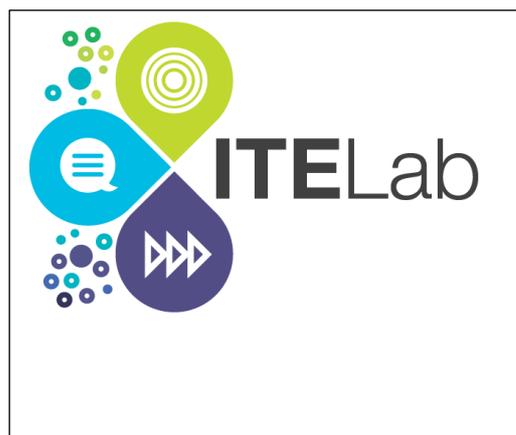


Co-funded by the
Erasmus+ Programme
of the European Union

**ITELab Modules:
Handbook for
Module Framework A**

**Teaching,
Learning, &
Professional
Development
for Beginning
& Student
Teachers**

Conor GALVIN,
UCD ITELAB Project Team



WELCOME TO THE ITELAB MODULE FRAMEWORK ON TEACHING, LEARNING, & PROFESSIONAL DEVELOPMENT FOR BEGINNING & STUDENT TEACHERS

Welcome to ITELab Module Framework **Teaching, Learning, & Professional Development for Beginning & Student Teachers**. The framework is designed for generalist use, not just for IT / ICT specialist student teachers – it is assembled to be relevant to all beginning teachers / teachers in formation.

We suggest that the materials and activities referenced below can provide all or some of the basis for a 10-week block of work with student teachers; ideally having some placement access during that block.

ITELab Handbooks act as reference points for suggested activities and build on the collective experience of the ITELab partnership project. They are not a prescription but instead act as a reference point and guide for local activity.

This short handbook on the **ITELab Module Framework Teaching, Learning, & Professional Development for Beginning & Student Teachers** is designed to help anyone using the framework – or some aspects of it – to integrate ITELab resources into their courses. It provides an overview of the underpinning ITELab philosophy and an outline of the framework structures, activities, and possible assessment arrangements. The handbook has now been revised for a final time in light of three pilot / beta test runs.

We hope this handbook in its now final form offers a good start-point for work on developing better, pedagogically-infused technology usage among teacher educators and student teachers, and that users enjoy working with the framework materials provided.

Conor Galvin (PhD)
UCD ITELab Team Leader,
2017-19

October 2019

MODULE OVERVIEW :

Teaching, Learning, & Professional Development for Beginning Teachers. Content & Activity Summary; Taught Units

UNIT /WEEK	TOPIC
UNIT 1: Being a beginning / student teacher in a digital world.	
Wk 1	Teaching Today <ul style="list-style-type: none"> • The challenge of change • Models of contemporary teaching • The digital edge.
Wk 2	Extending the Learning Space <ul style="list-style-type: none"> • SKYPE in the Classroom • Virtual Field Trips.
Wk 3	Technology & Social Media in Learning <ul style="list-style-type: none"> • MOOCs and other disruptive sources of teacher learning and PD
UNIT 2: Widening the Teaching & Learning World	
Wk 4	Video for 21st century Learning & Teaching [1] <ul style="list-style-type: none"> • IRIS Connect micro-webinar (40mins) • Short video reflection task and online discussion
Wk 5	Video for 21st century Learning & Teaching [2] <ul style="list-style-type: none"> • Try-out of IC recording & upload tools • Video Analysis & time-stamped commentary as dialogue theory
Wk 6	Technology for international collaboration <ul style="list-style-type: none"> • eTwinning as a learning vehicle and a sharing platform • EUN / eTw case studies in IC
Wk 7	Technology for in-school & inter-school collaboration <ul style="list-style-type: none"> • Tools for sharing, presenting and communicating learning • Assessing digital-learning
Wk 8	Personal & Professional Learning Networks <ul style="list-style-type: none"> • Day-to-day Learning with TWITTER • Models of PLNs and the learning they support

Teaching, Learning, & Professional Development for Beginning Teachers

Content & Activity Summary; Assessment Unit

UNIT 3: Sharing the Gains and Formalising Module-Learning	
Wk 9	Drawing the Learning Together; sharing the gains <ul style="list-style-type: none">• Group presentations in online TeachMeet format
Wk 10	Drawing the Learning Together; module assessment <ul style="list-style-type: none">• Individual / group demonstration pieces for assessment• Peer and Lead assessment courts

MODULE A: Teaching, Learning, & Professional Development for Beginning Teachers; detailed specification of materials & activities

[75 hrs equiv. total; 5 ECTS Level 3 or 4; hours of direct input & hours of related project work/ self-directed learning to be decided locally]

Focus	Concept	Competence Areas	Assessment
Teaching, Learning and personal PD	Designed to: introduce & develop understanding, confidence and good practice relating to digital, online resources and networks that connect to people and sources of pedagogical ideas / materials and personalised CPD.	<ul style="list-style-type: none"> Finding, evaluating and using CPD Resources. Exploring materials and contexts that embody Innovative teaching / learning strategies Participating in learning networks. Professional engagement; communication, collaboration and development. 	Portfolio relating to digital pedagogy; PLN-prototype; <i>Demonstration piece</i> from within the module work.
Objectives / Intended Learning Outcomes	At the conclusion of this module participants will be able to: <ul style="list-style-type: none"> meet the challenges of sourcing, (re)purposing, and developing a range of rich-digital instructional and learning materials for use in ITE contexts; plan, teach and evaluate digitally enhanced lessons in a confident and capable way, demonstrating strong levels of understanding and competence in relation to both technical and pedagogical principles & practices identify opportunities and plan effectively for on-line activities which relate specifically to digital learning design and innovative ICT usages, in both professional and pedagogical modes. 		
<p>The Module is framed around the <i>DigCompEdu</i> areas of capability each of which is expressed in terms of specific competence and applications – with a total of 22 competences making up the full frame. These areas focus on different aspects of educators’ professional capability and activity. [See Annex 1] These are:¹</p> <ol style="list-style-type: none"> Professional Engagement; using digital technologies for communication, collaboration and professional development. Digital Resources; sourcing, sharing and creating digital resources. Teaching & Learning; Managing and orchestrating the use of digital technologies in teaching and learning. Assessment; using digital technologies and strategies to enhance assessment. Empowering Learning; using digital technologies to enhance inclusion, personalisation and learners’ active engagement. Facilitating Learners Digital Competence; enabling learners to creatively and responsibly use digital technologies for information, communication, content creation, wellbeing, and problem solving. 			

¹ From the final report of the DigCompEdu Project: *European Framework for the Digital Competence of Educators; DigCompEdu*, Redecker, C and Punie, Y (eds) (2017) EUR28775 EN.

Unit 1 UNIT FOCUS: Being a beginning teacher in a digital world.

Wks 1-3

- Teaching Today – continuity and change;
- Extending the learning space;
- MOOCs and Social Media as learning resources.

Unit 1 is about building understanding of the changing nature of teaching and learning in contemporary society. Each week focuses on ‘starter-pack’ case-materials and involves a challenge that requires thinking about how (and if) technology can be used to make their classes more active and engaging for all students. The underlying model is that the ITE students experience and then practice aspects of using ICT more capably.

Wk1. Teaching Today

Start-up: Ask the students to watch and critically engage with a short video on the concept of the contemporary teacher. Two possible starter-sites are: [1] Singapore’s 21st Century Teaching Strategies – Education Everywhere Series; https://www.youtube.com/watch?v=M_pIK7ghGw4 and [2] Janet Looney of the European Institute of Education and Social Policy; <https://youtu.be/-wvflrhHguA>

Development: 1: Set them up to work in groups of three or four. Working in their groups, ask the students to decide on what they think are the key characteristics expected of modern teachers in the video(s). 2: Challenge them to follow up on the detail of either of the above ‘models’ of modern teaching and then investigate also through a web-search other models of the teacher and teaching – eg UNESCO, OECD, ETUCE etc. 3: Have them discuss and describe (elements of) these and any other innovative models they have come across. 4: To close out this part of the session ask them to generate in their groups a 2-slide Presentation / Report on findings to share with the class.

Consolidation: Discuss as a whole-group how aspects of the session they have just completed could be ‘mirrored’ or built-on in their own teaching setting. Use a Padlet (or similar) to gather class-wide reflections.

Follow-out: Portfolio piece on what was learnt and how it was ported through into personal teaching setting.

Capability building /DigCompEdu focus: 1:2 Professional Collaboration, 2:1 Selecting Digital Resources, 2:2 Creating & Modifying Digital Resources, 3:3 Collaborative learning, 4:2 Analysing evidence, 5:1 Accessibility & Inclusion.

Week 2. Extending the Learning Space

Start-up: Plenary discussion on use of video-call applications in personal lives and possible challenges relating to moving this practice into classrooms and other learning settings. Taking the short presentation on Microsoft Skype as a starting point, review with the class the arguments made for the pedagogical possibilities involved in using this type of technology to 'spark' learning:

<https://sway.office.com/OZ9HtqCyOsow7AHe?ref=Link&loc=play>

Development: 1: Have the students work in pairs/small groups to search out details on the various types of Skype usage presented on the main Skype for Education site: Skype Lesson, Mystery Skype, Guest Speakers, Virtual Field Trips, and Skype Collaboration. Link:

<https://education.microsoft.com/GetTrained/skype>

2: Generate a Strengths / Possible Drawbacks listing on a class Padlet or white-board. Have students add (+) and / or (-) as they work their way through the various short videos and information links

Consolidation: Using the Strengths & Drawbacks List as prompts, hold a class discussion on 'realistic' / 'unrealistic' visions of expanded classrooms using Skype (or similar) platforms for video-based teaching and learning activities. Have the students identify a series of One Change suggestions that they think would strengthen the possibilities of working with video-call applications in their schools. This may encourage a growth mind-set towards local / school-site possible challenges to implementing video-call based lessons.

Follow-out:

Challenge Question: How can the types of activities explored in session today be used in learning to be a better teacher?

Prompt them to consider planning and teaching a short, Skype/video-call based lesson. Ask them to write a short personal blog / account of what is involved and what they feel they and their students learnt from the activity.

Capability building /DigCompEdu focus: 1:2 Professional Collaboration, 1:3 Reflective Practice, 2:1 Selecting Digital Resources, 2:2 Creating & Modifying Digital Resources, 3:3 Collaborative learning, 4:2 Analysing evidence, 5:1 Accessibility & Inclusion.

Wk3 MOOCs and Social Media as sources of Professional Learning

Start-up: Explore as a class group the concept of a MOOC and the differing nature of on-line courses. Watch Agarwal's 2013 TED talk on this 'new' development; <https://www.youtube.com/watch?v=rYwTA5RA9eU>

Development: 1: Briefly discuss Agarwal's claims; are they fair and reasonable? Now visit the EUN Academy, here <http://www.europeanschoolnetacademy.eu/> and consider if these MOOCs are in the vein Agarwal describes.

2: Watch Bart Verswijvel's introduction to the ITELab MOOC that ran last Spring; <https://www.youtube.com/watch?v=D4egP8DSCeI> . What is 'different' about the tone and direction this mook is taking? Consider how MOOCs have changed in the time between Agarwal's talk and the ITELab MOOC.

3: Discuss what you think about the idea of a teacher-specific MOOC and what it might look like / contain – what would YOU look for in one. Visit the ITELab MOOC.

Consolidation: Explore the ITELab MOOC offering and review one of the Chapters. Or alternatively, take on the personal challenge to compare and contrast a couple of different types of MOOCs such as xMOOCs, cMOOC and others. 75 MOOCs listed here, (US): <https://www.teachthought.com/archived/list-75-moocs-teachers-students/>

Follow-out: Write up a response to our Challenge Question: *Do you see practical value in MOOCs for your personal professional learning?*
Prompts can include: If possible, visit / take part in a MOOC or online learning activity and write a short portfolio entry describing the experience. And /or podcast your thoughts/experiences using **Spreaker** (or similar).

Capability building /DigCompEdu focus: 1:1 Organisational Communication, 1:2 Professional Collaboration, 1:3 Reflective Practice, 2:1 Selecting Digital Resources, 2:2 Creating & Modifying Digital Resources, 3:1 Teaching, 3:3 Collaborative Learning, 3.4 Self-regulated Learning, 4:2 Analysing evidence, 4:3 Feedback & Planning, 5:1 Accessibility & Inclusion.

Unit 2 UNIT FOCUS: Widening the Teaching & Learning World

Wks 4- 8

- Video for 21st century Learning & Teaching
- Teachers' professional learning spaces; Personal Learning Networks (PLNs);
- eTwinning – a community and a learning resource

Unit 2 is about learning how personal technologies and platforms can be used to open up student and beginning teachers' professional learning in new and interesting ways. The underlying model here is that the development of a PLN and insights into the possibilities offered by leveraging technologies that open-up individual practice to inter-teacher, inter- institutional and international possibilities and so widen the teaching world.

Wk4 Video for Learning & Professional Development [1]

Start-up: Complete registration to the IRIS connect video-based platform via this link: <https://www.irisconnect.com/uk/itelab-registration/> in order to create your individual user account. Once you have activated your account, log in, click the 'Groups' tab at the top and select the ITELab Module A group. Complete the Wk4 "start up" activity by registering for the Webinar.

Development: 1: Watch the video clip that opens the workshop. Note in particular the approach to off-topic questions and 'misunderstandings' that the teacher displays. 2: Discuss in small groups the pedagogical strategies used. How relevant are these to the day-to-day settings you teach in? What lessons can we take from the method used? Engage in the guided discussion within the online discussion board.

Consolidation: Much of what we do when we use video- analysis in this way involves collaboration. For deeper insights into this type of activity, have a look at this site: *Connecting beyond the Classroom - Move from local to global learning modes*; <https://bit.ly/2yjO8AS>

Follow-out: Create a short recorded response to our work today. Ideally, upload this to the IRIS Connect platform (follow the guides in the "Preparing to record yourself" section). Use this as an opportunity to reflect on the workshop in light of the previous research, examples and discussion.

Capability building /DigCompEdu focus: 1:1 Organisational Communication, 1:2 Professional Collaboration, 1:3 Reflective Practice, 2:1 Selecting Digital Resources, 2:2 Creating & Modifying Digital Resources, 3:1 Teaching, 3:3 Collaborative Learning, 3.4 Self-regulated Learning, 4:2 Analysing evidence, 4:3 Feedback & Planning, 5:1 Accessibility & Inclusion.

Wk5 Video for Learning & Professional Development [2]

Start-up: Continue working on the IRIS Connect platform:

https://europe.irisconnect.com/sign_in 1. Review two or three clips that were shared with you or to ITELab group. Practice providing contextualised feedback using the time-stamped video comments tool. Consider how this tool could be used to capture practice, aid self- and peer-reflection, and support coaching and mentoring. 2. Engage with the research overview of effective professional learning

Development: 1. Bridging the gap between research and the realities of classroom implementation is a key challenge for 21st-century professional learning. Use this task in the IRIS Connect platform to begin to draw links between theory and practice, starting with a focus on classroom dialogue, communication and collaboration.

2. Review the carefully chosen video clip of classroom practice and respond to the questions and prompts provided. Look at and respond to the comments made by other teachers. Think about how relevant are these to the day-to-day settings you teach in? What links can you draw with 21st-century skills? What lessons can we take from using video in this way to develop our practice?

3. Complete the short questionnaire on the IRIS site and receive your 'research-led practitioner certificate'

Consolidation: 1. Review also this clip relating to the Norwegian setting:

<https://youtu.be/IYsnvwM3zDc> Discuss via a think, pair, share activity how students in each of these settings are using video-based assessment to support professional learning. What do you see as the main takeaways for how video is / may be used as a pedagogical learning tool locally? 2. Complete the End Point survey on the IRIS site.

Follow-out: 1. Consider organising a time/date so that you can engage in a face-to-face 'film club' session, using the materials, video clips and guidance provided to discuss specific aspects of teaching and learning with your colleagues. This will give you a better understanding of how video aids professional learning and development. 2. Complete the questionnaire linked to in the Wk5 "Follow-out" section on the IRIS Connect site in order to receive your 'collaborative practitioner certificate'.

Capability building /DigCompEdu focus: 1:2 Professional Collaboration, 1:3 Reflective Practice, 2:1 Selecting Digital Resources, 2:2 Creating & Modifying Digital Resources, 3:1 Teaching, 3:3 Collaborative Learning, 3.4 Self-regulated Learning, 4:2 Analysing evidence, 4:3 Feedback & Planning.

Wk6 Technology for international collaboration

Start-up: Read / download the brief information sheet on eTwinning from here https://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus/files/factsheet-etwinning_en.pdf: Then visit the UK eTwinning site and watch ; <https://www.youtube.com/watch?v=m41jiWnnp3E>

Development 1: Deep search for information on this programme and then generate a quick ‘talking-head’ type promotional video (use mobile phone or tablet, perhaps) to explain why teachers should become involved in activities like this. Consider in particular how involvement affects learning in their classes. Access and discuss examples of different practices from some of the EUN casestudy material on teacher education in Norway, Spain, Italy, and UK that are available from the EUN.net site. 2: Visit the MENTEP Project site (<http://mentep.eun.org/>) and investigate the nature and use of the TET-SAT tool.

Consolidation: In small teams, discuss and make a short report in plenary to the class on one of the CaseStudy publications associated with eTwinning. Or explore one of the project packs accessible on the main EUN eTwinning site and do similarly. Alternatively, explore the TET-SAT tool and report on its nature and affordances to the classgroup.

Follow-out: Sketch out a possible project and if feasible discuss with your school running a short-term project on a topic of your choice. Spend some time considering the possibilities offered by the following sites which have been suggested by our SMART Technologies partner: *Online Collaborative Projects* https://www.educationworld.com/a_tech/sites/sites021.shtml and *Creative Classroom Labs: COLLABORATION & ASSESEMENT: THEORY AND PRACTICE* http://colab.eun.org/c/document_library/get_file?uuid=064abaf2-a713-447a-9a19-bac26ca1749f&groupId=5897016

Capability building /DigCompEdu focus: 1:1 Organisational Communication, 1:2 Professional Collaboration, 1:3 Reflective Practice, 2:1 Selecting Digital Resources, 2:2 Creating & Modifying Digital Resources, 3:1 Teaching, 3:3 Collaborative Learning, 3.4 Self-regulated Learning, 4:2 Analysing evidence, 4:3 Feedback & Planning, 5:1 Accessibility & Inclusion.

Wk7 Technology for in-school & inter-school collaborations in learning

Start-up: Have the class discuss their thoughts and experiences on ways of sharing and communicating learning in their subject area; get them to consider in particular what is the value of ‘making public’ the learning of a classgroup and of individual students?

Development: 1: Watch as a class the eTwinning Kits video here: https://www.youtube.com/watch?time_continue=23&v=RhVqPoCQjxI 2: Guide them to watch in particular for: the idea behind ‘kits’; the type of projects involved, the ‘headings’ that are seen as important to address when planning and thinking about designing a kit-based project, and in particular what is meant by each of these headings and what activities relate to each. [Introduction of partners, Orientation, Communication, Collaboration, Evaluation & Assessment, Follow-up.] 3: Ask them in subject teams to investigate the Kits site and to identify one project that they think would be practical and feasible for them – as one of a team of two or three – to work with in their current placement school. Arrange for them to discuss the learning possibilities involved, and any potential ‘barriers’ – and then to decide as a group how to tackle those barriers. 4: Challenge them, in twos or threes, to ‘Framework’ (plan in rough outline) a project that draws on / uses some elements of the kits they have just been discussing. This will be the focus of their first major ITELab Participation Challenge. 5: Direct them to consider, in general terms, the Timeframe, Learning Moment(s), and Learning destination they want for their project. Suggest they use the ITELab design prompts sheet to assist with this discussion.

Consolidation: Over the coming week, each team should plan to finalisation & develop a project based around the eTwinning Kit materials and the ITELab design frame. Individually or collectively, they will need to write up a ‘progress note’ (describing what they did and what they decided) on the ITELab Student Hub under the appropriate Challenge Question.

Follow-out: Each student is asked to sign-up for a personal eTwinning account on the EUN Schoolnet platform here: <https://www.etwinning.net/en/pub/index.htm>

Capability building /DigCompEdu focus: 1:2 Professional Collaboration, 1:3 Reflective Practice, 2:1 Selecting Digital Resources, 2:2 Creating & Modifying Digital Resources, 3:3 Collaborative learning, 4:2 Analysing evidence, 5:1 Accessibility & Inclusion, 6.1 Facilitating learners’ Information & media literacy, 6.2 Facilitating learners’ Digital communication & collaboration.

Wk8 Personal & Professional Learning Networks

Start-up: Share thoughts and experiences on using 'network' contacts in day to day life; then view as a class; <https://www.youtube.com/watch?v=hLLpWqp-owo>

Development: 1: In small teams investigate the types, nature of interaction and uses of PLNs. Report the outcome to the classgroup. Consider: what model(s) of professional learning do different PLNs facilitate? Which professional learning interactions are supported (access to theory, modelling, practice, feedback, coaching)? What will a particular platform enable you to do more efficiently or that you otherwise would not be able to do? How safe & secure does it seem to be? 2: Consider the idea of a personal digital portfolio; if your institution does not use one, look at these sites: <https://speckyboy.com/creative-portfolios-of-50-designers/> and <http://www.eportfolio.eu/community/projects/epos-eportfolio-system-self-directed-learning>. Discuss with your group what 'message' these sites try to convey about portfolios.

Consolidation: Investigate in your teams the affordances of Twitter as a node in a strong PLN. Consider issues such as 'following' and # conversations like #edchatnz.

Follow-out: Sign up for Twitter and / or participate in and write up your experiences around a #chat.

Capability building /DigCompEdu focus: 1:2 Professional Collaboration, 1:3 Reflective Practice, 2:1 Selecting Digital Resources, 2:2 Creating & Modifying Digital Resources, 3:3 Collaborative learning, 4:2 Analysing evidence, 5:1 Accessibility & Inclusion, 6.1 Facilitating learners' Information & media literacy, 6.2 Facilitating learners' Digital communication & collaboration.

Unit 3 MODULE FOCUS: Close-out & Future Directions

Wks 9-10

Wks 9 and 10 Drawing the Learning Together and Module Assessment

Module Consolidation: Individual or group presentation of a module *demonstration piece* - an item produced through 'Follow-out' activities associated that the student(s) is prepared to share with the classgroup.

Assessment: As decided by the local organiser of the module

Capability building /DigCompEdu focus:

Professional Engagement; 1:1, 1:2, 1:3

Digital Resources; 2:2, 2:3

Teaching & Learning; 3:1, 3:2, 3:3, 3:4

Assessment; 4:1, 4:2, 4:3,

Empowerment as Learners; 5:1, 5:2, 5:3.

Module Review: Individual and collective review and evaluation of the Module A framework content and activities based on the ITELab Monitoring & Review Questionnaire.

v. OCT2019

ANNEX 1

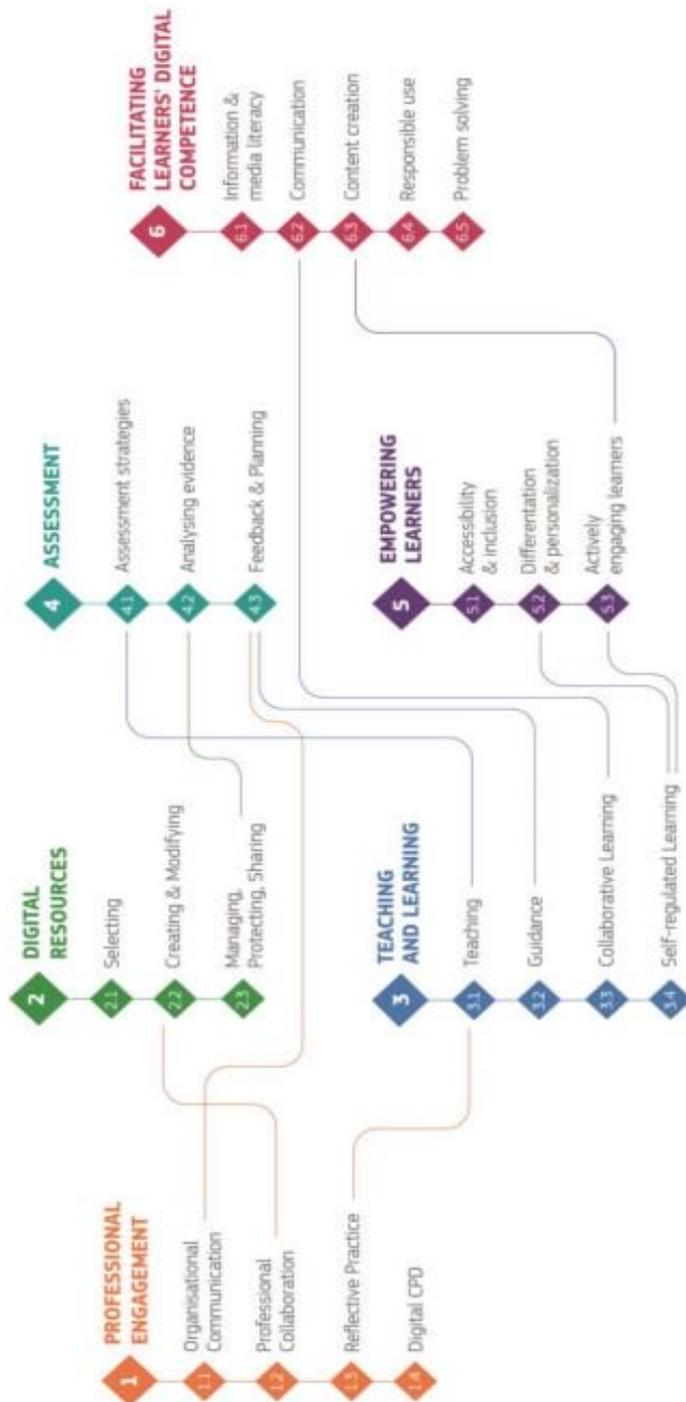


Figure 1: Overview of the DigCompEdu framework

From: Final Report of the DigCompEdu Project: *European Framework for the Digital Competence of Educators; DigCompEdu*, Redecker, C and Punie, Y (eds) (2017) EUR28775 EN

ANNEX 2

ITELab Challenge Questions/ Portfolio Tasks UNIT /WEEK		
UNIT 1 Being a beginning teacher in a digital world.		
Wk 1	What forces are shaping the nature of teaching & learning in the modern world?	<ul style="list-style-type: none"> Look in more detail at the models we covered in class Write a brief note on how your teaching is affected by these forces.
Wk 2	How can the types of activities explored in session today be used in your personal teaching?	<ul style="list-style-type: none"> Plan and if possible teach a Skype-assisted class. Consider what you have learnt from this activity.
Wk 3	Do you see practical value in MOOCs or #EdChats for your personal professional development?	<ul style="list-style-type: none"> If possible, visit / take part in a MOOC or online learning activity such as an #EdChat and write a short portfolio entry describing the experience.
UNIT 2: Widening the Teaching & Learning World		
Wk 4	Can you see practical value and use for the type of video-enhanced learning explored in today's session?	<ul style="list-style-type: none"> Visit the IRIS Connect Film Club and complete the activities connected with one of the Observation Tasks. Write a brief portfolio entry describing the experience.
Wk 5	What are your thoughts on using classroom dialogue theory to help you as a teacher, as explored in today's session?	<ul style="list-style-type: none"> If possible, complete the activities required to gain a Participation Certificate from IRIS Connect.
Wk 6	Do you see any learning advantages relating to your subject(s) emerging from the type of international collaboration we explored today	<ul style="list-style-type: none"> Read at least two of the Case Studies published on the EUN site and then write a short portfolio reflection on the opportunities and challenges you see relating to international collaboration for learning.
Wk 7	What are your reactions to the idea of small-scale, interclass / interschool, on-line projects along the lines explored today?	<ul style="list-style-type: none"> Plan and if possible carry out a once-off collaborative activity involving two 'remote' classes. Write a portfolio note on what you did & learnt.
Wk 8	What are your reactions to the idea that every teacher should build their own PLN?	<ul style="list-style-type: none"> Research the potential of micro-blogging and Twitter as sites of professional learning. Write a short portfolio note on what you discover.
Ahead of Wk 9	PREPARE and present as part of your Team, a short, TeachMeet type group presentation on an aspect of the module you found particularly interesting and/or challenging.	<ul style="list-style-type: none"> Meet & Agree a Focus; assign roles & responsibilities for components of the task; devise and develop your presentation; make your pitch. Write a short, individual portfolio note reflecting on the experience.

Disclaimer

ITELab (Initial Teachers Education Lab) is a Knowledge Alliance project between higher education institutions and industry to foster innovation and knowledge exchange in initial teacher education (ITE). Project number: 575828-EPP-1-2016-1-BE-EPPKA2-KA. It is co-funded under the European Commission's Erasmus+ Programme from January 2017 to December 2019.

This Handbook was created with the financial support of the Erasmus+ Programme of the European Union. It reflects the views only of the authors and the European Commission cannot be held responsible for any use that may be made of the information contained herein.