

# 2 Developing a framework of CPD for the context of foreign language teaching

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## 1. Introduction

“When learning is at the centre of the teaching enterprise we would assume that the continuing professional development of teachers would be a priority of both education system and teachers alike” (Sachs, 2007, p. 1).

Figure 1. proPIC handbook QR Code



Based on large-scale surveys, it has become evident that the teacher has a major impact on the learning processes and outcomes of the pupils (Hattie, 2009). Transnationally, the impact of the teacher has been widely acknowledged (Day, 2017; European Council, 2009; Lortie, 1975). Many authors suggest that

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Continuing Professional Development (CPD) is a process that takes place within a particular context and that is most effective when related to the daily activities of teachers and learners (Fullan, 2007; Richards & Farrell, 2005). It is considered a long-term process and that teachers learn over time. CPD is therefore seen as an essential process of a teacher's career to gain a lifelong learning perspective and to be able to adapt to the fast changes in society (European Commission, 2021b; Nitsche, 2014). Looking at relevant literature in the field of teacher education, one finds many definitions and interpretations of the term CPD. Especially in recent years, CPD and related terms such as *on-going teacher development*, *continuous learning*, or just *professional development*, have frequently been used as buzzwords or as referring to Kelchtermans (2004, p. 217) so-called 'container concepts' in teacher education (see also Mann & Webb, 2022, Chapter 1 this volume). Yet, what exactly lies behind these terms and what does CPD look like when put in practice?

In the context of the proPIC project, we combined a variety of theoretical perspectives and approaches to develop a CPD framework for English language teacher education. This framework serves as a theoretical basis for the proPIC study programme (Hoinke & Clausen, 2022, Chapter 3 this volume) and was created in the form of a multimodal online handbook (scan QR code). In the course of the proPIC project, the CPD framework – or at least major parts of it – were introduced three times to three cohorts of students of foreign language teacher education at five different partner institutions across Europe.

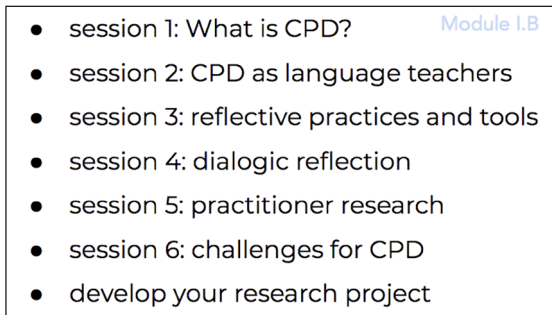
The final version consists of diverse digital documents and other external online resources. It can be described as a multimodal catalogue in the form of a working document, including concrete suggestions on how to embed it in foreign language teacher education. This catalogue combines the following elements:

- the conceptualising of CPD in the context of foreign and second language learning and teaching at university level;
- the discourse on a professional identity of foreign and second language teacher educators;

- didactic comments comprising a selection of innovative strategies, activities, and methods in order to promote CPD in the context of foreign and second language learning and teaching at university level; and
- the promotion and integration of transnational, multilingual networks not only among the teacher educators, but also at a student level with the help of mobile apps like Slack or Google Docs.

The aim of this chapter is to outline the overall structure, as well as individual elements of the CPD framework (see [Figure 2](#)) developed in the course of the proPIC project. To illustrate our concept, we will introduce five sessions of it in more detail.

Figure 2. Overview CPD framework

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- session 1: What is CPD? Module I.B
  - session 2: CPD as language teachers
  - session 3: reflective practices and tools
  - session 4: dialogic reflection
  - session 5: practitioner research
  - session 6: challenges for CPD
  - develop your research project

We have identified each section of this chapter according to the sessions of the framework. All sessions are comprised of theoretical perspectives and approaches, as well as didactic comments that illustrate some of the practice-oriented examples being called *cases* and a number of interactive and/or individual tasks. These comments further entail some results developed by the participating students during the sessions. Based on this information, we will introduce and discuss the feedback received from the participating students, as well as evaluative data from the project partners that was collected in the course of the project. In the final section, we will conclude with suggestions for improvement and further implementation in other or similar contexts.

### 1.1. Didactic comments

Most of the sessions begin with a stimulating question or answer, which then commences an individual or collective task. This introductory phase can serve as either repetitive, motivating, preparative, or cumulative (Wahl, 2006, p. 121 ff.). We further include multimodal elements to introduce the different sessions, e.g. short video clips or excerpts from research studies.

In between the theoretical inputs, the students are asked to engage in a variety of interactive tasks. Either in the context of those tasks or in connection to the theoretical inputs, they are further introduced to a variety of practical *cases*. One case shows for, instance, how in-service teachers practise dialogic reflection. With these cases, we plan to promote evidence-based and content-specific interactions. We consider a case to be a diverse, multi-perspective, and multimodal representation of practical examples as a key to a controversial exchange between students. Throughout the sessions, we further make use of a variety of methods and didactic approaches. Some examples will be described in the following sections.

Figure 3. Students working collaboratively on their e-portfolio<sup>3</sup>



To facilitate an active and multi-perspective discourse between the students, the whole framework is based on collaborative teaching and learning. In order to

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3. Republished from <http://www.propiceuropa.com/best-practice-examples.html>

engage in processes of CPD in their later work life, we consider it crucial that pre-service teachers get the chance to voice their own ideas and opinions freely. Moreover, we believe that the use of content-specific and professional language needs to be practised and used more often to be ultimately finally internalised.

As the nature of the study programme (see [Hoinke & Clausen, 2022](#), Chapter 3 this volume) is highly research-oriented, we believe it is central to include research findings, some sort of *evidence* in the content of the CPD framework. Thus, the prospective teachers are given a variety of problem-oriented assignments which are connected to any kind of data (e.g. interview excerpts, video clips, audio sequences). Since the beginning of the last century, [Dewey \(1997\)](#) describes reflection as follows:

“[r]eflection thus implies that something is believed in (or disbelieved in), not on its own direct account, but through something else which stands as witness, evidence, proof, voucher, warrant; that is, as ground of belief” (p. 8).

In his work, he stresses the importance of including evidence in the process of reflection. As we aim at promoting CPD among future language teachers, we think it is necessary to implement data-led reflection beginning in pre-service teacher programmes. Teachers need to learn how to reflect effectively in order to engage in processes of professional development throughout their work life. The importance of data-led reflection is also stressed by [Mann and Walsh \(2017\)](#) who state that “data-led discussions of practice are a means of promoting deep (as opposed to surface) reflection” (p. 29).

Especially due to the COVID-19 pandemic, the use of mobile technologies and innovative teaching and learning methods have become inevitable. However, even before the pandemic, digital learning had become crucial and necessary for creating successful teaching and learning environments. In 2010, Burden stresses the importance of supporting teachers and teacher educators “to understand and embrace the processes of change” (p. 148), particularly in regard to teaching about and with digital technologies. Thus, promoting digital competences and

skills of pre- and in-service teachers has become a crucial element of their ongoing professional development (European Commission, 2021a). In the proPIC project, the integration of mobile technologies therefore became another major element of the CPD framework that was developed. It comprises a variety of digital tools and multimodal resources that proved to be beneficial and that we consider helpful for professional learning and development.

Yet, we would like to emphasise that we do not only intend to promote teaching and learning *with* but also *about* mobile technologies. The practical application as well as the critical dialogue are at the centre of this framework. In the course of each session, we intend to create *spaces* where the students try out and use a range of different mobile technologies and create innovative digital outputs against the background of their future profession. Thus, next to providing a theoretical basis of CPD in foreign and second language learning and teaching, we included a variety of context-specific innovative methods and approaches using digital tools (e.g. interactive e-books, video papers, individual and collaborative e-portfolios, film productions or best-practice examples of educational apps, and innovative tools).

## 2. Session 1: What is CPD?

The authors Day and Sachs (2005) describe CPD as “all the activities in which teachers engage during the course of a career which are designed to enhance their work” (p. 3). This rather short definition goes along with Day’s (1999) earlier work, in which he claims that this process is never completed and should take place throughout the whole academic lifespan of a teacher. He describes CPD as the following:

“[professional development] is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with

children, young people and colleagues through each phase of their teaching lives” (Day, 1999, p. 4).

Both Day (1999) and Sachs (2007) emphasise the active engagement of teachers as an essential step towards CPD. Moreover, the two authors claim that change is central to the teaching profession. Teachers must act as change agents and actively respond to change, which requires flexibility and openness (Day, 1999; Sachs, 2007). Just like other professionals, teachers “need to update their skill and knowledge base” (Sachs, 2007, p. 9). As such, CPD comprises the individual engagement with this topic. Most important, however, is the interactionist character of CPD (Kelchtermans, 2007). In order to be efficient, CPD must be an “open and trusting dialogue about teaching and learning with colleagues and outside facilitators” (Sachs, 2007, p. 16).

In contrast to Day and Sachs (2005) who deal with the professional development of teachers in general and address various contexts, Mann and Walsh (2017) look into the CPD of English language teachers. Focusing on *reflective practices*, they argue that professional development is about developing a distinct ‘mind-set’, a professional habit or attitude to constantly strive to learn and develop.

From a political viewpoint, CPD is seen as essential to improvements in the teaching and learning quality. It is thus increasingly supported through a variety of activities such as, for example, training courses or (online) workshops. However, one issue is that these activities are often rather managerial. According to Day and Sachs (2005), this so-called “managerial professionalism” (p. 7) leaves no room for teachers to become actively involved in and take control of their own CPD. They merely act as consumers. Instead, Day and Sachs (2005) call for a “democratic professionalism” (p. 7). This form emphasises dialogic and collaborative formats. It further insists that professional development should be profession-driven and contextual.

Important CPD activities for teachers include updating their knowledge and skills, reflective activities, and collaboration among colleagues (Leliveld, Van Tartwijk, Verloop, & Bolk, 2008). That is, updating activities provides a

basic grounding for reflection and collaboration (Cheetham & Chivers, 2001); reflective activities in turn appear essential for professional growth (Eraut, 1994; Schön, 1983). What further activities can a teacher's development include? The British Council (2017) has provided a variety of ideas which are summarised below:

- talk, discuss, and collaborate with colleagues;
- participate in a face-to-face, online, or blended workshop or course;
- participate in seminars and conferences;
- read professional magazines, journals, and books;
- watch 'professional' videos;
- experiment with new resources and ideas in the classroom;
- keep a reflective CPD diary or journal; and
- carry out small-scale classroom-based research.

A final comment on these activities: although these ideas might seem too far-fetched for a single teacher, they could serve as a blueprint for further discussions on what steps should be taken in regard to one's individual CPD.

At the beginning of the first session, the students are asked the following question and given the following task:

*What does CPD include and mean to you as a future language teacher?*

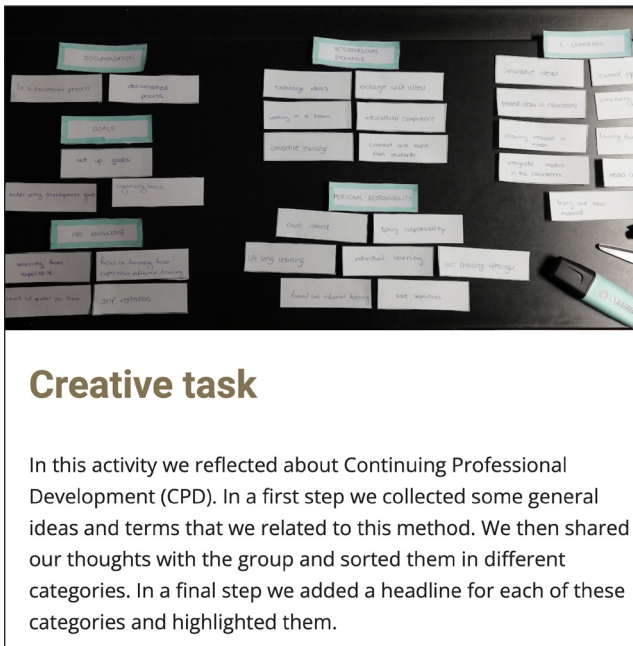
Please – in teams – write down 15-20 words that come to your mind reading this question. Cut them out and make a 'concept' with them. Explain your concept to another team and vice versa. Please video-record this explanation and share it on your e-portfolio.

With this task, we intend to encourage the students to verbalise their thoughts and experiences. This is based on the assumption of Mann and Walsh (2017) that "professional development occurs through talk, especially talk between peers who jointly create understandings of complex phenomena" (p. 252). It is our intention to activate the students' previous knowledge, and to motivate and



engage them in collaborative learning. Through this task, the students become acquainted with other perspectives and opinions. They can resolve possible disputes or misunderstandings and externalise their knowledge, as well as their professional experiences.

Figure 4. The concept map of a group of students<sup>4</sup>



To illustrate the theoretical input given in this session, several practical cases are presented. One *case* in this session gives an example of CPD. The school uses VEO to support the teachers in their own CPD. The students are then asked to discuss and to further describe whether they have already come across facets of CPD in their own studies. Another *case* shows two video examples of data-led CPD, using video to reflect on teaching and learning (TeachingChannel, 2018a, 2018b). To give an example of collaborative CPD, two videos are included.

4. Republished from <https://sites.google.com/view/our-ph-portfolio/in-class-activities?authuser=0>

The first is made by Teachers TV/UK Department of Education ([Teachers TV/UK Department of Education, 2008](#)); the second video is called ‘Teachers Lab: Making Professional Development Collaborative’ ([Edutopia, 2017](#)). Both show how CPD can take place at school and identify school leaders as critical when it comes to implementing CPD effectively. This viewpoint is also supported by [Mann and Walsh \(2017\)](#) who describe leadership as one key consideration when planning effective CPD.

### **3. Session 2: CPD as language teachers**

Although the importance of the CPD of teachers has increased during the last 30 years, it has mainly been dealt with in educational studies. Within the field of literature, there is a lack of theoretical perspectives and empirical research on CPD in subject-specific contexts that can be applied, for example, in the field of language learning and teaching ([Allwright, 1999](#); [Borko, 2004](#); [Crandall & Christison, 2016](#); [Freeman & Johnson, 1998](#)). These fields are often limited to their own traditions (see [Richards & Farrell, 2005](#)).

Further, the integration and combination of innovative and subject-specific ways of teaching and learning using mobile technologies or establishing professional networks have not yet become an integral part of the CPD of teachers. Many are still struggling with effective pedagogical approaches in the context of this new learning and teaching culture ([Burden & Kearney, 2016](#); [Estapa, Pinnow, & Chval, 2016](#); [McLoughlin & Lee, 2009](#)).

In addition to the above-mentioned characteristics of CPD, there are two aspects that we think are crucial concerning the development of (future) language teachers.

#### **3.1. Multilingual and intercultural learning**

Due to an increasing motility, there is a general expanse of multilingual classrooms, not only in the EU, but also beyond. However, looking at the

European Context, the number of students speaking a different mother tongue has gone up significantly: “in the EU as a whole, just under 10% of all students learn in a language other than their mother tongue” (European Commission, 2021c). In 2013, only about 5% of students spoke a different language at home than at school (cf. European Commission, 2015). We argue that language teachers in particular need to become aware of this linguistic diversity and actively design classrooms that promote multilingual and intercultural learning. In line with the European Centre for Modern Languages of the Council of Europe<sup>5</sup> (ECML, 2021), we believe that (future) language teachers must take a holistic approach to language teaching and learning. The integration of transnational and multilingual networks therefore becomes crucial to foster motivation, intercultural learning, communicative skills, competence and performance, and further professional development (Davies, 2007; Laakkonen, 2011). Professional networks that go beyond one’s own institutional or national context can further promote the exchange of best-practice examples. This can lead to an authentic collection of effective possibilities for learning and teaching a foreign and second language from which everyone could benefit.

### 3.2. Didactic comments

The second session starts with a short brainstorming phase. The students are asked how language teachers in particular can enhance their CPD and to discuss these aspects in regard to their own context(s). The students are further asked to record this discussion and upload it to their e-portfolio (see Figure 5).

Figure 5. A podcast created by three students from the University of Education Karlsruhe and the QR Code to open it



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5. <https://www.ecml.at/>

Figure 6. A video clip produced by three international students talking about CPD in regard to their own context<sup>6</sup>

### Dialogic reflection

All of us have made disparate experiences in the past in the context of teaching in schools or working in a kindergarden. We truly liked the question where we had the chance to talk about our strengths. It was suprisingly easy for us to figure out our own personal strengths and we are assured this will help us endure possible challenges in our future profession.

In the video to your right you'll find our discussion about this topic.



There have been striking commonalities among the participating students from all partner institutions, most of them emphasising the following aspects:

- engage in formal professional learning opportunities (e.g. specific teacher training courses);
- read academic literature;
- observe colleagues/be observed and give/receive feedback;
- collaborate with colleagues;
- get to know your students and their needs (e.g. collect their feedback);
- reflect on your teaching; and

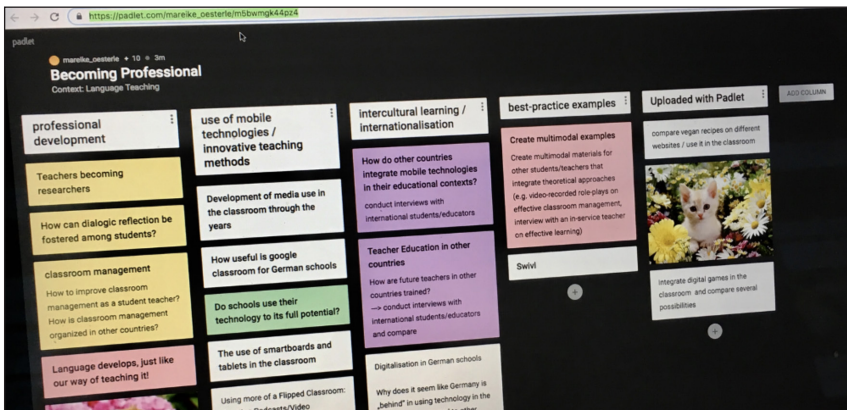
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6. Republished from <https://sites.google.com/view/our-ph-portfolio/in-class-activities?authuser=0>

- go abroad from time to time.

We noted that what the students believe could enhance language teachers' CPD and can, to a certain degree, be applied to teachers of any subject or discipline (i.e. to communicate with other teachers; read research articles; attend workshops and trainings; reflect). The answers also reflect the general challenge that some authors describe (Blömeke, 2001; Gerlach, 2020), which is to extract subject-specific elements of CPD.

Figure 7. A Padlet created as part of the CPD framework

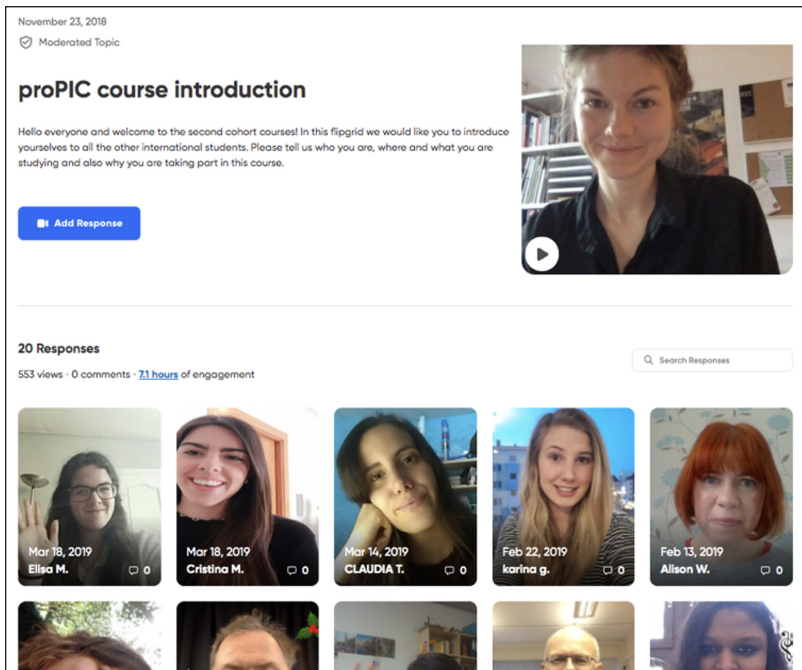


A practical *case* from these sessions presents two vignettes taken from Mann and Walsh (2017). These vignettes contain written feedback and illustrate reflective practices in the context of language teacher education. The students are asked to read the vignettes and to note aspects that they find effective, questionable, or critical, and to discuss them in teams.

In the proPIC project, English was used as a *lingua franca*, which brought an added value to the project as partners and students were able to improve their language skills. However, the focus did not lay on a particular language that is learned and taught, but rather on how a foreign language is learned and taught at different institutions in general. By enhancing intercultural understanding and

multilingualism in foreign language teacher education (e.g. through the study week, Schwab & Oesterle, 2022, Chapter 4 this volume), the project met the needs of a changing and diverse society. It emphasises the need for language teachers to not only encourage their students “to draw upon all of their linguistic and cultural resources and experiences in order to fully participate in social and educational contexts, achieving mutual understanding, gaining access to knowledge and in turn further developing their linguistic and cultural repertoire” (Council of Europe, 2018, p. 157), but also to practise what they preach and to engage in intercultural experiences whenever possible.

Figure 8. A Flipgrid created to promote transnational collaboration



To initiate transnational collaboration before the study week and as part of the CPD framework, all students were asked to take part in a number of tasks and activities together with students from the other partner institutions. These

activities included, for example, getting in touch with other students on Slack, which was used as a main communication platform in the course of the project. Another platform which we used to engage the students in transnational collaboration was Flipgrid (see [Figure 8](#) above).

#### 4. Sessions 3-5: reflective practice

The importance for teachers to reflect on how they work has widely been acknowledged in regard to their professional development. Reflection has become a key competence in pre-service teacher education, as well as in in-service teacher training ([Holdsworth, 2021](#); [Loughran, 2002](#); [Mann & Walsh, 2017](#)). Despite this acknowledgement, however, the concept of reflective practice is still not clear and agreed upon as it carries a range of diverse meanings and understandings ([Holdsworth, 2021](#)). According to [Beauchamp \(2015\)](#), it seems that “[e]ven those who promote it do not completely understand the term” (p. 123).

In our framework, we have introduced a number of definitions to approach the rather complex concept of reflection, inspired by [Dewey \(1997\)](#) who described it as ‘hesitation’ or ‘a state of perplexity’ which is an essential first step towards “turning one’s head” (p. 9), i.e. identifying a problem or asking a question that can then lead into an act of search or investigation.

Further, [Mann and Walsh \(2017\)](#) present four major principles that are relevant to reflective practice. Based on Vygotsky’s socio-cultural theory, [Mann and Walsh \(2017\)](#) highlight the crucial role that **social interaction** plays in regard to CPD: “understanding and knowledge are ‘publicly derived’ but ‘privately internalized’” (p. 11). In order to learn and develop, teachers need to interact with others. Thus “learning takes place through our participation in multiple social practices, practices which are formed through pursuing any kind of enterprise over time” ([Farnsworth, Kleanthous, & Wenger-Trayner, 2016](#), p. 3). Knowledge and new experiences need dialogue and discussion – they need to be verbalised – to be understood and reflected: “[e]ssentially, through dialogue, professional

development is mediated by language; new understandings emerge through conversations with other professionals, through experience and reflection on that experience” (Mann & Walsh, 2017, p. 12).

Another major principle of reflective practice, according to Mann and Walsh (2017), is the use of **data-led accounts**. These accounts are necessary to “provide the kind of evidence which promotes understanding of reflection. Data-led accounts help us acquire the close-up understandings of our professional practice” (Mann & Walsh, 2017, p. 17). This data can vary from audio and video recordings to journal extracts and/or feedback from students or colleagues. According to the authors, this process is mediated through certain tools and techniques: “[d]evelopment may be assisted by **scaffolding**” (p. 11).

Furthermore, Mann and Walsh (2017) claim that “[t]hrough discussion, dialogue and reflection, new understandings are **appropriated**” (p. 12). This last principle is supported by Farnsworth et al. (2016), who state: “[i]f a really important part of learning is the shaping of an identity, then one key implication for education is that you cannot give people knowledge without inviting them into an identity for which this knowledge represents a meaningful way of being” (p. 8). It is crucial that teachers internalise new knowledge and understand it as a part of their own professional identity.

In line with the work of Mann and Walsh (2017), we believe that reflection always needs to be put into practice. As reflective practice is a complex concept, it should be understood as a holistic approach to professional development, not as a single method or tool (Farrell, 2008). However, reflective practice needs to be scaffolded through tools and activities, as well as supported through some sort of evidence and reflective talk.

### 4.1. Reflective tools

Based on several authors (Farrell, 2008; Mann & Walsh, 2017), this session further introduces a number of reflective tools to promote and engage in reflective practice (Table 1).



Table 1. Reflective Tools

Written reflection	Spoken reflection
<ul style="list-style-type: none"> <li>• Diaries, journals, and portfolios</li> <li>• Folder systems (Google Drive, Dropbox)</li> <li>• Checklists, forms</li> <li>• e-portfolios (e.g. OneNote, blogs, iBook Author)</li> </ul>	<ul style="list-style-type: none"> <li>• Dialogic reflection (e.g. conversations with colleagues)</li> <li>• Voice memos, voice apps</li> <li>• Video recordings</li> </ul>

As a special focus lies on the integration of digital tools, it was our aim to give the participating students the opportunity to try out a range of different online tools and applications. One example is presented in Figure 9 where a group of students used WhatsApp to create a theory-based interview scenario talking about ‘Teachers as Researchers’, which they then uploaded on their e-portfolio.

Figure 9. Using WhatsApp to present an interview scenario on ‘Teachers as Researchers’<sup>7</sup>



## 4.2. Dialogic reflection

Talking to and collaborating with others are often key elements of reflective processes, allowing

“new understandings to emerge, current practices to be questioned and alternatives to be explored. The very act of talking[ing] through a recent

7. Republished from <http://www.propiceuropa.com/best-practice-examples.html>

experience, e.g. a segment of one's teaching, facilitates reflection and may ultimately result in changes to practise" (Mann & Walsh, 2017, p. 189).

As already indicated, the importance of collaboration is stressed in the literature, based on the assumption that knowledge and learning are embedded in social contexts and experiences and promoted through interactive, reflective exchanges. Even though there may be opportunities for individual reflection, research suggests that most effective CPD occurs through meaningful interaction (Clement & Vandenberghe, 2000). There is a growing awareness of the potential of teacher collaboration for encouraging teacher learning (Westheimer, 2008). Fraser, Kennedy, Reid, and McKinney (2007) suggest that CPD based on collaborative enquiry most likely leads to transformational educational practices. The key conditions for effective collaborative learning include "shared purpose and vision, an explicit focus on learning (as opposed to merely doing), and mutual trust and respect: purpose, focus and relationships" (Kennedy, 2011, p. 4). McLoughlin and Lee (2009) criticise the fact that collaboration and professional networks have not yet become an integral part of the CPD of teachers and teacher educators. In the area of pre-service teaching and teacher education for prospective language teachers, research points to the importance of transnational, multilingual networks in fostering motivation, intercultural learning, communicative skills, competence, and performance (Laakkonen, 2011). Here, the exchange of best-practice examples can lead to an authentic collection of effective affordances of learning and teaching a foreign and second language in higher education. Research shows, however, that teacher education is still nationally oriented and overly dependent on national policies, which restricts transnational cooperation (Goetz, Jaritz, & Oser, 2011; Jaritz, 2011).

### 4.3. Practitioner research

Key to successful reflection is the integration of more concrete and data-led accounts (Mann & Walsh, 2017). Mann (2005), for example, describes practitioner research as a "desirable option for development" (p. 108) with the intention to solve a problem and enhance professional practices, thus being

guided by a specific question or doubt. Action research is a specific form of practitioner research, referring to a combination of action and research; using each to inform the other, to observe, plan, implement, and reflect on these effects (Burns, 2009).

#### 4.4. Didactic comments

The third session is introduced by a short TED Talk<sup>8</sup> from Bill Gates, speaking about the importance for teachers to receive feedback in order to reflect on their professional practices and improve them. His talk is motivated by the general lack of systematic feedback that teachers receive in the course of their careers, worldwide. Gates believes that the system must be changed, and that feedback needs to become an integral part of pre-service teacher education, as well as of in-service teacher training.

To draw the attention to the context of the participating students, the discussion afterwards is guided by two questions.

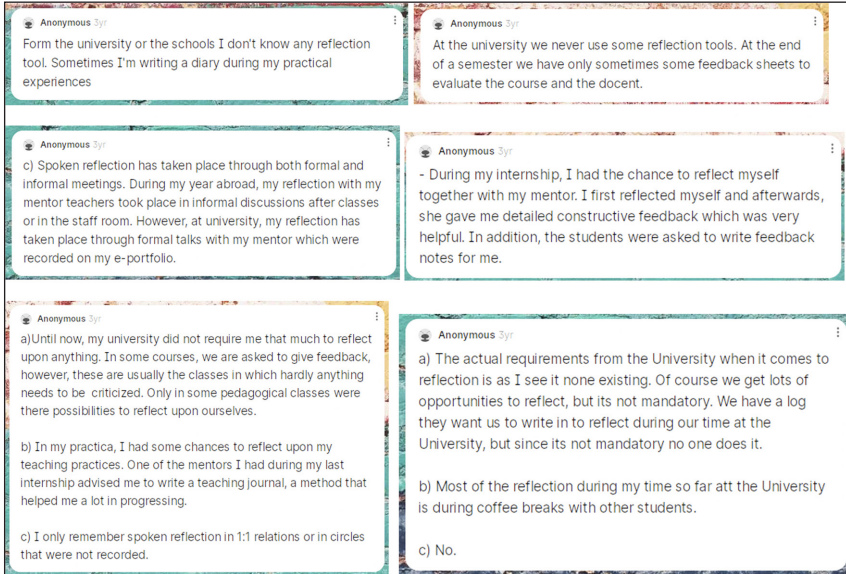
- How would you describe the ways in which teachers are supported professionally in your own country?
- Why do you think feedback and reflection are important for teachers?

After having been introduced to the concept of reflective practice, the students are asked to take a look at two examples of a teaching journal. Based on this, the students talk about their own experiences regarding the documentation of their reflections. This discussion is led by the question of how the students have reflected so far in their studies and/or practical internships. A short brainstorming activity is conducted before the discussion, using a Padlet to collect ideas. Some of these results (taken from student Cohorts 1 and 2) are presented in [Figure 10](#) below.

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8. <https://www.youtube.com/watch?v=81Ub0SMxZQo&t=1s>

Figure 10. Student feedback collected through a Padlet



These examples illustrate the diversity and ambiguity among (international) student teachers when it comes to reflection put into practice. Some report that they have not been introduced to any reflective tools in their studies so far, and others have worked with numerous instruments to promote reflective practice (e.g. e-portfolios, feedback sheets). Moreover, the data suggest that there is a clear gap between practice and theory, i.e. practical internships and theory-driven courses at university. Many students consider the reflective discussions and feedback sessions during their internships as helpful and beneficial, although they are seldom/rarely being documented. It can also be noted that only a few students mentioned collecting evidence, for example video recordings, which they then used as a basis for their reflections.

A special focus lay on using video as a tool for reflection and data collection, as it is regarded by many as an effective instrument to document, analyse, and reflect on one's professional practices and teaching experiences (Farrell, 2008; Mann, Crichton, & Edmett, 2020; Schwab & Oesterle, 2021; Seidel,

Blomberg, & Stürmer, 2010). In line with Mann and Walsh (2017), we believe that digital video is a central tool to develop spoken and data-led reflective processes. Advocating for the use of digital video, the students are therefore introduced to a variety of video tools that can be used to either (1) record and document evidence to promote a data-led reflection afterwards, or (2) stimulate collaborative reflection through the use of video. In the course of the project, three tools were introduced and used.

- **VEO** (<https://veo.co.uk/>)

VEO was created by Paul Miller and Jon Haines in 2014 with the intention to develop “a system which was easy to use, flexible and readily available, to enable the sharing of good practice within, and from, the classroom” (Miller & Haines, 2021, p. 21). The app presents a new approach to use digital video as a stimulator for collaborative reflection and development. While recording, certain moments can be tagged using a predefined tag set. Afterwards, the tagged video can be used as evidence to engage in a professional dialogue. Through VEO, students or colleagues can quickly jump through the tags they have set. Moreover, they can upload and share their video on the VEO platform (for more on VEO see Seedhouse, 2021).

- **Flipgrid** (<https://info.flipgrid.com/>)

The Flipgrid platform is used many times during the project. As part of the CPD framework it was used to promote discussions and collect feedback. Flipgrid is only a basic version for video discussions. After starting a grid and introducing a topic or asking a question, others record a short video in which they comment on the topic or reply to the question. Others can then continue the process and comment or provide feedback on each video (Figure 11).

- **Swivl Robot** (<https://www.swivl.com/>)

In the course of the project, the Swivl Robot was used as a research instrument to analyse the meta level of the project and the meetings of the project partners

(Oesterle, Schwab, Hoffmann, & Baldwin, 2020). Moreover, the robot was introduced to the participating students as a tool for collecting evidence and reflecting collaboratively. A Swivl is an innovative tool that rotates and tracks the teacher/speaker automatically, being tethered to an iPad and connected to a Swivl Marker that captures audio throughout the room. After recording a lesson, the students are able to upload and share the video to the Swivl platform and comment on different moments either jointly or individually (Figure 12).

Figure 11. Using Flipgrid to encourage video discussions

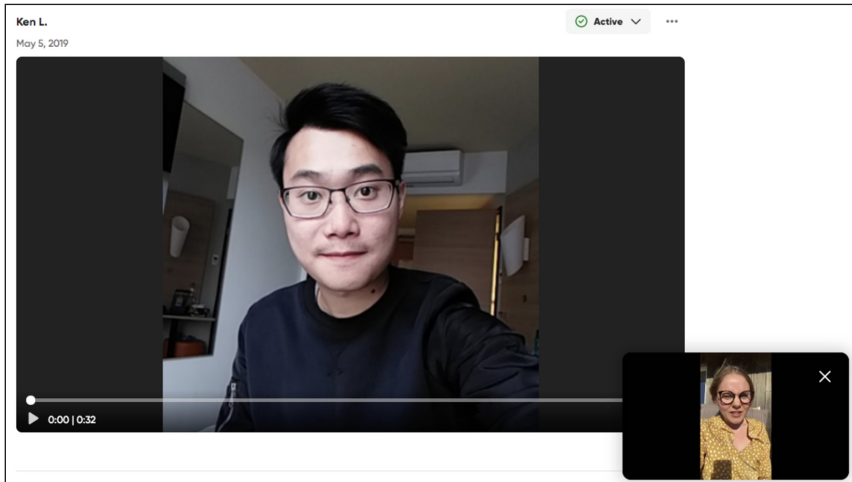
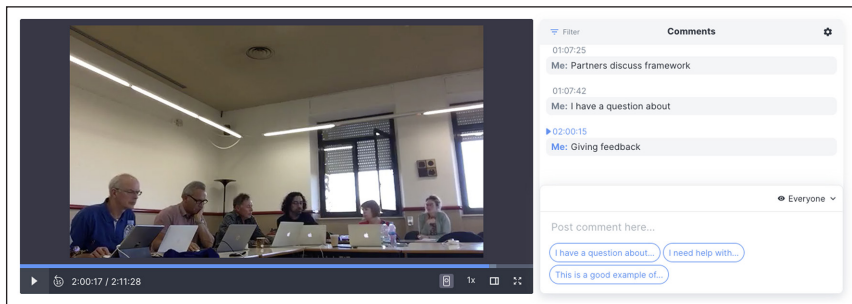


Figure 12. Using Swivl to comment on video sequences



## 5. Feedback and evaluation

This section leads us into some feedback that was collected from the participating students, as well as evaluative data retrieved from the project partners on the CPD framework. Some of the data used in this chapter are also referred to in Schwab and Oesterle (2022, Chapter 4 this volume) which presents the proPIC study week. However, in this chapter, the following data are relevant (Table 2).

Table 2. Data overview

Participating students	Project partners
<ul style="list-style-type: none"> <li>• 61 e-portfolios containing tasks and activities</li> <li>• 23 online surveys giving feedback on the framework</li> <li>• 2 Padlets collecting feedback on the different sessions</li> </ul>	<ul style="list-style-type: none"> <li>• 2:40 hours of audio-recorded feedback during partner meetings</li> <li>• 11 answers in final project evaluation on CPD framework</li> </ul>

### 5.1. Participating students

Looking at the data collected throughout the proPIC project, we identified three themes that occurred when analysing the feedback of the students that took part:

- praising the use of mobile technologies;
- becoming more aware of their own context; and
- connecting the use of mobile technologies and reflective practice to learn and develop.

#### 5.1.1. Praising the use of mobile technologies

The following examples show that the students paid much more attention to *how* the content was delivered than to *what* kind of content it was.

“It was great that we got to know so many different ways of using media tools” (online survey, anonymous student, May 2019).

“I really liked that we learned so much about new technologies and possibilities how to use them in the classroom and for our future teaching. I really liked some of the tools and applications, and I’m sure I will use them” (online survey, anonymous student, May 2019).

“I liked that we could be creative, work independently and try out digital tools” (online survey, anonymous student, April 2020).

“In the future, I will definitely try to implement more digital media in the classroom and continue to get to know more tools and apps” (online survey, anonymous student, April 2020).

Based on the data collected in the proPIC project, we believe it is essential to integrate the use of mobile technologies among future teachers as early as possible. We observed that the students valued the ‘space’ we gave them to test and try out a range of digital tools:

“I learned quite a lot about using technology for teaching and reflecting in school. It was very useful to get to know new ICT tools for collaborative and interactive work” (online survey, anonymous student, April 2020).

These extracts emphasise and praise the variety of digital tools, mobile technologies, and innovative formats that were introduced, and, above all, could be tried out. The focus lay much more on the didactic setting and tools than on the theoretical content.

#### 5.1.2. *Becoming more aware of their own context*

Our data further suggests that the students became more aware of their own context.

“At university we normally have to reflect our studies and work by writing a non-digital portfolio with a certain topic like pedagogical approaches or psychological processes. During the internships the



conversation with the mentors is the most important instrument for me. I got to know so many reflective tools in this course. Before, we were used to filling in observation sheets” (Padlet, anonymous student, February 2019).

“Before, I’ve been reading books about reflection and been writing in my logbook. Now, I started an e-portfolio and so far, I really enjoy it and understand the benefits of keeping a portfolio where I can keep track of my development” (Padlet, anonymous student, March 2020).

“In general, I feel that peers (and sometimes teachers) are often afraid to give feedback because they feel like they’re criticising the other person. Thus, we have to move away from criticism (in a negative way) and move on to feedback, thereby understanding that it is supposed to help us become better teachers/professionals” (Padlet, anonymous student, March 2020).

This was supported by the transnational character of the framework which promoted a constant alternation between ‘otherness’ and ‘sharedness’, scaffolding collaborative and individual reflective processes.

### *5.1.3. Connecting the use of mobile technologies and reflective practice to learn and develop*

Crucial for us was that although many students emphasised the use of mobile technologies, there were also a number of students who connected this with their own learning. These students critically reflected on their own role as a future teacher in regard to their students’ learning when it comes to digital skills. They also stressed the role that digital tools can play in regard to reflective practice.

“I will take with be the use of creative apps which allow the students to interact with each other and ‘control’ their knowledge and for me definitely make use of the e-portfolio for my own reflective practice” (online survey, anonymous student, April 2020).

“I was totally new to the concept of CPD and I am now also more aware of the fact that I’m myself responsible to always offer my students access to the newest technology” (online survey, anonymous student, May 2019).

“To always stay up-to-date on new technologies and to try to use it more often in a way that it improves one’s own learning and that of my future pupils” (online survey, anonymous student, May 2019).

“Especially e-portfolios are a good way of learning – if you have enough time to work on it” (online survey, anonymous student, April 2020).

## **5.2. Project partners**

The evaluative data received from the project partners highlights three major issues:

- commonly used materials should be developed together;
- terminology should have been discussed and agreed upon before; and
- the great potential of multimodal digital content should be recognised.

### *5.2.1. Commonly used materials should be developed together*

As the CPD framework was the project output that the University of Education Karlsruhe was leading, the other partners were not overly involved in its production. Our findings indicate that this made the delivery of the framework more difficult for them.

“Should have been developed more in transnational teams [...]” (final partner evaluation, anonymous, July 2020).

“Difficult to implement when not involved in the production” (final partner evaluation, anonymous, July 2020).

Although the first sessions had been video-recorded so it could just have been shown to the students, the feedback of the partners hints that learning and teaching materials that are supposed to be integrated in different courses across European institutions should be developed collaboratively with all actors involved. Otherwise, the implementation of such resources might not include all perspectives and possibly not fit into each course structure (for more on this issue see also [Whelan & Seedhouse, 2022](#), Chapter 6 this volume on assessment).

*5.2.2. Terminology should have been discussed and agreed upon before*

“I still have the feeling that everybody has a different understanding of what a portfolio is, even though we did the last meeting, we talked about it, but conceptually I think they understand something completely different” (partner 12, partner interview, 2019).

Here, one partner describes that after two years the differences have become even more visible. This was an issue that many partners reported. In order to deliver the CPD framework to the participating students most effectively, all partners need to agree upon a shared understanding in regard to relevant terms, such as reflection, professional learning, or e-portfolio, beforehand. Thus, the terminology and different concepts, often highly complex and culturally or institutionally rooted, were a challenging issue, especially when English as a *lingua franca* or international language is involved.

*5.2.3. Great potential of multimodal digital content should be recognised*

In general, all partners reported that the multimodal digital format of the CPD framework was highly effective.

“Crucial, also for my own development, was to learn more about how to use new technologies in my own teaching” (final partner evaluation, anonymous, July 2020).

“For me, learning about new technology packages and how young teachers employ them was most beneficial” (final partner evaluation, anonymous, July 2020).

“I have learned how enriching mobile technologies can be for transnational collaboration and reflective practice. I think the way we teach must change” (final partner evaluation, anonymous, July 2020).

Also, the possibility to only take easy bits and pieces for one’s own teaching was described positively. The innovative format of the framework that included theory, practice, and research combined with a variety of interactive tasks and activities may have helped in this case. Based on the partner evaluations, the CPD framework had a great impact on fostering digital literacy, as well as raising the awareness of new and innovative approaches to teaching and learning in language teacher education.

## **6. Conclusion**

In this chapter we have illustrated how CPD can be put into practice in the context of foreign language teacher education. After outlining the overall structure of the CPD framework developed in the proPIC project, we introduced five sessions in detail. Throughout the different sections, we highlighted the importance of promoting reflective practice among prospective language teachers in order for them to develop professionally. Yet, we also critically discussed the concept of reflective practice in our context and its conceptual and terminological ambiguity and intricacy. In line with the literature, the results of the interactive tasks and activities of the CPD framework indicate that there is no common agreement on what exactly reflective practice comprises, not among the teacher educators nor among the participating students. Nevertheless, most consider reflection to be highly relevant for their professional learning and development.

What lessons have we learned from developing and testing this framework? Based on the data collected throughout the project, our findings indicate three

major issues that we believe are relevant for creating a teaching and learning scenario that scaffolds reflective practice and – at least to some extent – puts CPD into practice.

### **6.1. Develop a shared understanding**

Mann and Walsh (2017) point out that reflective practice “is often described in ways that are elusive, general and vague” (p. 5), which is supported by Holdsworth (2021) who illustrates the importance of arriving at a shared understanding of the concept of ‘reflective practice’. This need is also stressed by Farrell (2008) who states: “[w]e need a common language and understanding about what these terms mean before we can encourage TESOL teachers to engage in reflective practice” (p. 15). Thus, we make a strong argument for systematically developing a clear consensus and shared understanding in regard to the terminology of CPD in order to put it into practice.

### **6.2. Systematically put CPD into practice**

After developing a common understanding, approaches and methods have to be explored and possibly developed, for example, how ‘reflective practice’ can not only be deployed, but also how it can be taught to future teachers so that it can have an impact on their CPD.

Systematic practice postulates research that informs it. The fact that many teachers and teacher educators believe that CPD is relevant and also think they are reflective and critical but cannot actually explain what they do or how they teach it calls for systematic research in this field (Holdsworth, 2021). Further research needs to be conducted to gain insights into how much substance lies behind the term CPD and how it can be put into practice.

CPD also includes becoming part of a learning community and focuses on systematically sharing expertise and experience with other professionals, which cannot be developed by teachers themselves on the job but needs to be initiated and promoted beginning in teacher education (OECD, 2009, p. 49). Support can

be crucial in making CPD successful. From the very beginning of their careers, future teachers need to be empowered by their institution and their teacher educators to become reflective agents of their own development.

### 6.3. Change the way we teach

Last but not least, we would like to advocate one statement collected in this project: We believe that in order to put CPD successfully into practice, a major issue is to change the way we teach and train future teachers.

We believe that CPD can empower teachers and teacher educators to help them become reflective agents of their own development. Our data indicates that scenarios in which reflection can or should take place need to be more digital, multimodal, interconnected, and collaborative, and in the context of foreign language teacher education, also more transnational.

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