Longitudinal analysis of teachers’ situated learning trajectories working in virtual exchange.

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What drives teachers’ decision making in pedagogical design in long term virtual exchange partnerships?

1. “What critical episodes in the situated learning trajectories of teachers lead them to create and (over time) modify virtual exchange modules?”

2. “How do the identities, roles, knowledge, competences, resources, of teachers engaged in long-term virtual exchange partnerships evolve?”
Situated Learning Trajectories

They are: "tools to trace the evolution of some ingredients in a situation (a material object, the identity transformation undergone by a participant, the resemiotisation of some discourse, the evolution of an object of knowledge, etc.) on the timescale relevant to the process examined. A situated trajectory consists in a series of episodes, empirically analyzable on the basis of detailed empirical traces constructed around them" (p. 2018).

“Each episode entertains relationships with past episodes and projects future pathways”
Methodology: Data Collection/Analysis

KRACLER Module program descriptions 2013-2019

Participant/tutor created videos 2013-2015

Participant activity photos 2013-2019 identification of formal/non-formal/informal activities/roles/

Facilitated dialogue Zoom recordings 2018-2019

Tutor autoethnography narratives/activity photos/videos 2013-2019

CLAVIER network history 2011-2020

Institutional documents: emails/agreements/memoranda of understanding/2013-2019

Research activities: abstracts, conference presentations, publications 2012-2020
Context of study: CLAVIER - KRACLER Partnership
Connected Learning And Virtual Intercultural Exchange Research Network
Connecting people via academic - professional - personal affinities online/offline
Analysis: identification of key episodes/transitions in learning trajectories

Episode 1.
CLAVIER KRACLER 2013-14
PEDAGOGICAL FOCUS:
VIRTUAL MOBILITY
DIGITAL LITERACIES

Episode 2.
CLAVIER KRACLER 2014-17
PEDAGOGICAL FOCUS:
PHYSICAL MOBILITY

Episode 3.
CLAVIER KRACLER 2018-19
PEDAGOGICAL FOCUS:
FACILITATED ONLINE DIALOGUE/
PHYSICAL MOBILITY
"building bridges?"

investigating perceptions of second language learning affordances in online exchanges

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EUROCALL conference
Episode 2. Prologue
Analysis of connections, teacher actions, roles, identities

PHYSICAL MOBILITY KRAKOW ERASMUS TS 2013-14 CLERMONT
Episode 2. KRACLER 2014-17.
Analysis of connections, teacher actions, roles, identities

Informal dinner 2014-15
Organised by students

Non-formal dinner 2016-17
Organised by teachers
Episode 3. Prologue
Analysis of connections, teacher actions, roles, identities

“Lived experience of Connected Practice.” Unicollaboration Conference 2018
Erasmus + Advanced Training 2018
Erasmus + Virtual Exchange Open Badges 2018-19
Pedagogical focus: Online facilitated dialogues and physical mobility
Conclusions

➔ Reproduction of personal teacher/researcher experiences.

➔ Resemiotisation of discourses

➔ Virtual exchange actions affected by evolution of our identities

➔ Importance of CLAVIER network on connections, practices/reflection and research.

➔ Importance of transnational communities/projects:
  Eurocall/Intent/Erasmus teaching staff mobility/Unicollaboration/Erasmus + Virtual Exchange/IVEC
Thank you for your attention!


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