FOREIGN LANGUAGE TEACHERS AS VIRTUAL EXCHANGE PROFESSIONALS: A TRANSFORMATIVE VIEW OF TEACHER PROFESSIONALISM

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https://tinyurl.com/rtxbee56
AIMS OF STUDY

- Propose a transformational view of teacher professionalism in Virtual Exchange
- Identify strategies which may enable transformative teacher professionalism in Virtual Exchange
- Identify transformations in pedagogical practices and interhuman relations in Virtual Exchange
VIRTUAL EXCHANGE

• Virtual exchange (VE) is a relatively young field dating back to the 1990s (O’Dowd, 2018)
• VE projects abound and so does experience in designing VE
• CLAVIER – a VE network with 10 years of partnerships/action research
• VE expertise and teacher skills
Professionalism – traditionally a set of skills and practices

Three views of teacher professionalism (TP):

• Managerial - teacher skills to ensure delivery of policy goals

• Professional – teachers’ knowledge and skills in teaching content and striving for high quality of pedagogical content knowledge

• Transformative - a set of teacher skills related to the quest for a transformation of pedagogical practices and inter-human relations.

(Ro, 2020)
TRANSFORMATIVE PROFESSIONALISM

- Emphasizes teacher autonomy
- Necessitates reflection
- Assumes teachers’ role as designers, researchers and evaluators of the curriculum, instruction, classroom environment and student learning
- Considers collaborative inquiry as a tool for turning local knowledge into public

(Ro, 2020)
TRANSFORMATIVE PROFESSIONALISM IN VE CLAVIER Network
(Connected Learning And Intercultural Exchange Research)

- Multiple network connections/partnerships
  Diverse modes of collaboration

- Core partnerships: Warwick University, Université Clermont Auvergne and Jagiellonian University

- Virtual & hybrid: online/offline exchanges

- Learning goals: for students/teachers
  personal and professional development
  specific skills: (teaching/research)
  transversal skills: (linguistic, intercultural, digital, organisational, collaborative, reflective skills)
CLAVIER KRAKOW/CLERMONT (KRACLER)
INSTITUTIONAL TEACHING CONTEXTS

• KRAKOW (KRA)
  • ESL teacher training courses
  • Digital technologies in language teaching
  • ESL skills courses
  • Optional/obligatory activities
  • Programmes connected to teacher training and ESL education

• CLERMONT (CLER)
  • English classes for undergrad and post-grad Sport* Science Students
  • Programs connected to personal/professional/academic goals
  • Social autonomisation of learners
  • Obligatory/Optional activities
  • Hybrid pedagogical organisation
  • Assessment by reflective portfolio
TRANSFORMATIVE PROFESSIONALISM IN KRACLER

The study focuses on:

- strategies for generating emergent ‘local’ knowledge of planning, implementing and managing VE
- inspirations for pedagogical evolutions in VE
- transformations of inter-human relationships through VE
DATA CURATION

- CLAVIER module documents 2011-21
- **CLAVIER History document**, modules, publications, evolutions 2011-21
- KRACLER course documents with CLAVIER integration 2011-21
- Photos/videos of pedagogical/CLAVIER activities 2011-21
- Teacher actions/reflection in documents, blogs, personal narratives, 2011-2021
- Institutional documents, emails, concerning CLAVIER 2011-2021
DATA ANALYSIS

- Constitution of database with analytical categories
  Timeline, changes in module programs, roles, modalities, technologies, inspirations for changes, strategies to enable changes.

- Analysis of the documents and texts produced by teachers & students which document the turning points or ‘epiphanies’ (Cohen, Mannion & Morrison, 2018)
Global Inspiration - Local Implementation - Global Dissemination
Personal Learning Networks - Institutional Networks - Academic Networks
Connected Learning And Virtual Intercultural Exchange Research Network
Connections via Personal/Professional/Academic Affinities/Spaces
Connections via Personal/Professional/Academic Affinities/Spaces
Institutional Networks - Personal Learning Networks - Academic Networks
Global Inspiration - Local Implementation - Global Dissemination
2013-2014 KRACLER EVOLUTIONS - ERASMUS STUDENT/TEACHER MOBILITY

Global Inspiration - Local Implementation - Global Dissemination
Connections via Personal/Professional/Academic Affinities
Virtual Exchange → Hybrid Exchange
Virtual Exchange → Hybrid Exchange
Connections via Personal/Professional/Academic Affinities
Global Inspiration - Local Implementation - Global Dissemination
2018-2020 CLAVIER NETWORK

Connected Learning And Virtual Intercultural Exchange Research Network
Virtual Exchange → Hybrid Exchange
Connections via Personal/Professional/Academic Affinities
Global Inspiration - Local Implementation - Global Dissemination
2018-2021 CLAVIER NETWORK LOCAL INSTITUTIONAL RECOGNITION

Virtual Exchange ➔ Hybrid Exchange
ERASMUS + TRANSNATIONAL VIRTUAL EXCHANGE PROJECT
Connections via Personal/Professional/Academic Affinities
Global Inspiration - Local Implementation - Global Dissemination
TRIGGERS FOR TRANSFORMATIONAL TURNING POINTS

ONLINE PERSONAL LEARNING NETWORKS

ONLINE/OFFLINE ACADEMIC LEARNING NETWORKS

CLAVIER ONLINE/OFFLINE MEETINGS

EU PROJECT LEARNING NETWORKS

INSTITUTIONAL ENVIRONMENT/NETWORKS/TENSIONS
THE TURNING POINTS TRANSFORMING KRACLER

• Personal curiosity and dissatisfaction with institutional technologies/pedagogical frameworks
• Participation in online personal learning networks x 2
• Meeting offline at academic conferences x2
• Personal, prior experiences of setting up a VE,
• Academic conferences and literature
• Physical staff mobility
• Erasmus+ VE training
TRANSFORMATION OF INTER-HUMAN RELATIONSHIPS

- Transformation of students’ roles
- Intercultural learning
- Transformation of teachers’ roles
CONCLUSIONS

● Global inspiration and experience resulted in the creation of local knowledge and skills leading to a transformative model of VE.

● The VE led to transformations of inter-human relations: between students and between teachers and students.

● Transformational professionalism in VE implies the reflective ability to innovate locally taking into account multiple local and global inspirations.
REFERENCES


