



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

Marcin Kleban, Simon Ensor, Christine Blanchard Rodrigues

<https://tinyurl.com/rtxbee56>



The Language Centre



JAGIELLONIAN UNIVERSITY  
IN KRAKÓW

# 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 & TEACHER PROFESSIONALISM

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

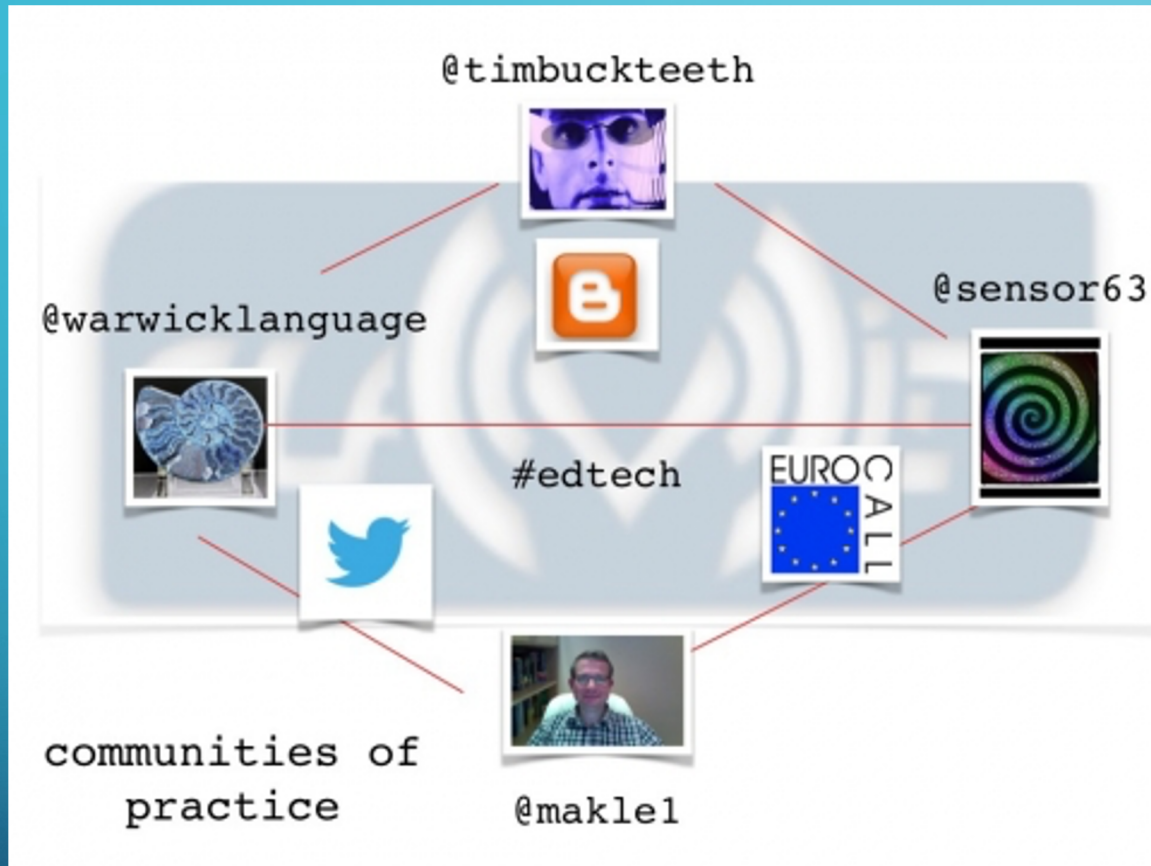
- CLAVIER module documents 2011-21
  - [CLAVIER History document](#), modules, publications, evolutions 2011-21
  - KRACLER course documents with CLAVIER integration 2011-21
  - Photos/videos of pedagogical/CLAVIER activities 2011-21
  - Teacher actions/reflection in documents, blogs, personal narratives, 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)



# 2011-2012 CLAVIER/KRACLER EMERGENCE - ACTION - RESEARCH



## "building bridges?"



investigating perceptions of second language learning affordances in online exchanges

[bit.ly/TEzyru](http://bit.ly/TEzyru) #warcler

@sensor63 @warwicklanguage

Simon Ensor, Christine Rodrigues



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

# 2012-13 CLAVIER KRACLER EMERGENCE

**FRIDAY 26 OCTOBER 2012**  
**CLASS 6**

CONTACT YOUR POLISH PARTNER

**Poland: Compare French and Polish education systems**  
school age/timetable/class time/holidays

**Teacher status**  
salary/working hours/qualifications

**Exams/certificates/diplomas through school years**

Ask and answer your partner about school systems. Then give your opinion

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  $\longrightarrow$  Hybrid Exchange

# 2014-2015 KRACLER EVOLUTIONS



Virtual Exchange  $\longrightarrow$  Hybrid Exchange  
Connections via Personal/Professional/Academic Affinities  
Global Inspiration - Local Implementation - Global Dissemination





# 2018-2020 CLAVIER NETWORK → ERASMUS + VE



Erasmus+ Virtual Exchange

TRAINING TO DEVELOP VIRTUAL EXCHANGE PROJECTS

ADVANCED+



Erasmus+ Virtual Exchange

TRANSNATIONAL VIRTUAL EXCHANGE PROJECT

★★★ COORDINATOR



Erasmus+ Virtual Exchange

TRANSNATIONAL VIRTUAL EXCHANGE PROJECT

PARTICIPANT

Connected Learning And Virtual Intercultural Exchange Research Network

Virtual Exchange → Hybrid Exchange

Connections via Personal/Professional/Academic Affinities

Global Inspiration - Local Implementation - Global Dissemination

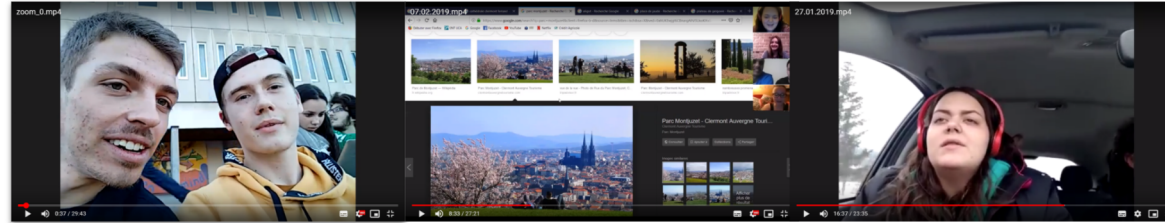




# 2018-2021 CLAVIER NETWORK LOCAL INSTITUTIONAL RECOGNITION

4th International Teaching Forum  
"Innovative Teaching Pedagogies, Interculturality and Transversal Skills"  
14-15 November 2019  
Clermont Ferrand, France

[tinyurl.com/yy7vb4la](https://tinyurl.com/yy7vb4la)



**Hybrid pedagogical design in an international exchange project**

Marcin Kleban @makle1, Simon Ensor @sensor63, Christine Blanchard Rodrigues



The Language Centre



Virtual Exchange → Hybrid Exchange

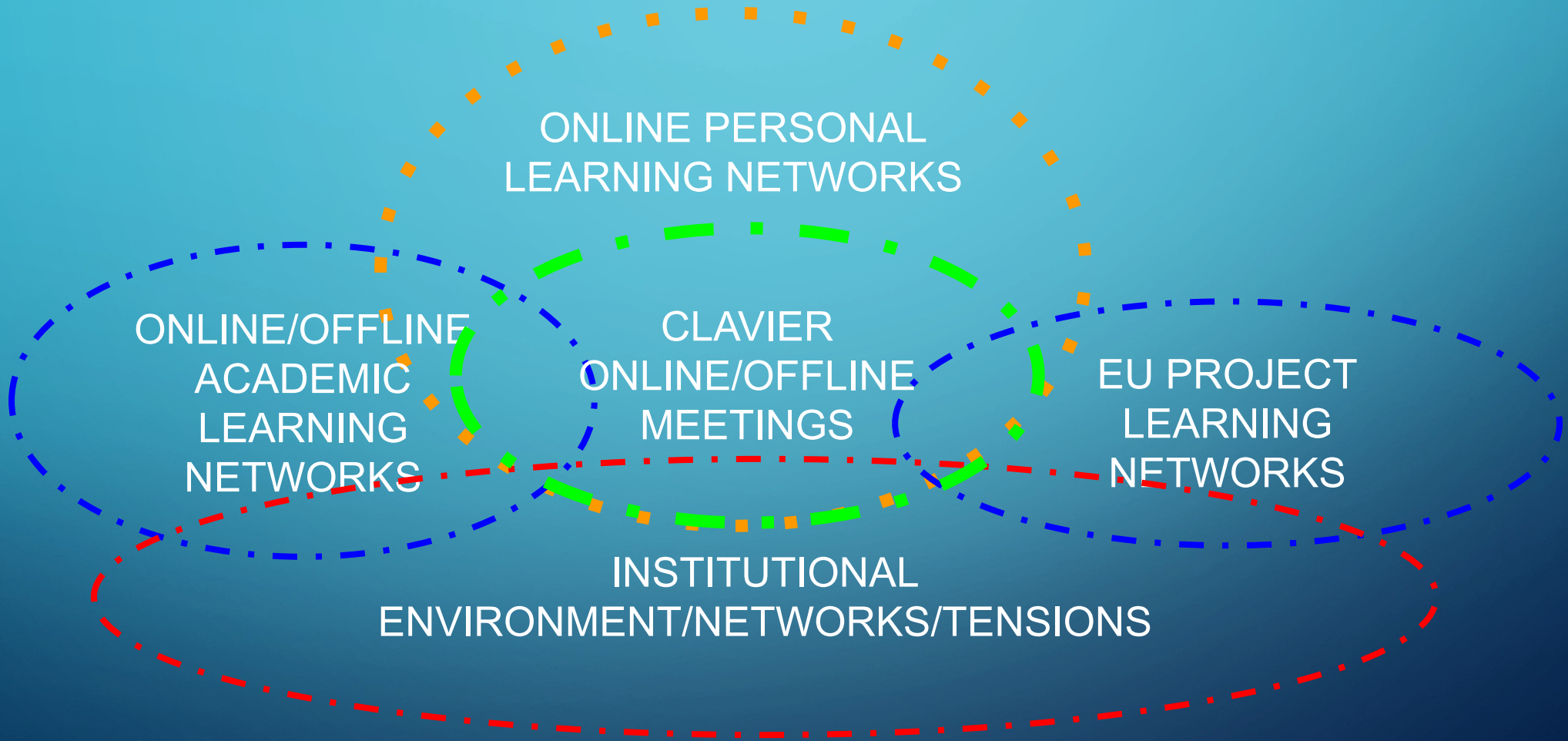
ERASMUS + TRANSNATIONAL VIRTUAL EXCHANGE PROJECT

Connections via Personal/Professional/Academic Affinities

Global Inspiration - Local Implementation - Global Dissemination



# TRIGGERS FOR TRANSFORMATIONAL TURNING POINTS





# 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

- Cohen, L., Manion, L., Morrison, K. (2018) *Research methods in education 8<sup>th</sup> edition*. Abingdon: Routledge.
- Ensor, S., Kleban, M., Rodrigues, C., (2017) Telecollaboration: foreign language teachers (re)defining their roles. *ALSIC*, Vol 20, N°2, 2017, Potolia A., Stratilaki, S., (Eds) *Regards croisés sur la télécollaboration/Exchanging views on telecollaboration*. <https://doi.org/10.4000/alsic.3140>
- Kleban, M., Ensor, S., Blanchard Rodrigues, C., (2021) Hybrid pedagogical design for intercultural competence. Brassier Rodrigues, C, Brassier, P., (Eds) *Internationalisation at home: a collection of pedagogical approaches to develop students' intercultural competences*. Peter Lang (in print)
- MacKinnon, T. (2019) Lived experience of connected practice: CLAVIER. Turula, A., Kurek, M., Lewis, T., (Eds), *Telecollaboration and Virtual Exchange across disciplines: in search of social inclusion and global citizenship* (pp 105-110). Research-publishing.net [https://research-publishing.net/10.14705/rpnet.2019.35.9782490057429](https://research-publishing.net/book?10.14705/rpnet.2019.35.9782490057429)
- MacKinnon, T., Ensor, S., Kleban, M., Trégoat, C., (2020) Recognising participation in Virtual Exchange: Open Badges and the CLAVIER contribution. Helm, F., Beaven, A.. *Designing and implementing virtual exchange - a collection of case studies*. (pp 141-152) Research-publishing.net <https://doi.org/10.14705/rpnet.2020.45.1122>
- O'Dowd, R. (2013) Telecollaborative networks in university education: Overcoming barriers to integration. *The Internet and Higher Education*. Vol. 18, July 2013, (pp 47-53). <https://doi.org/10.1016/j.iheduc.2013.02.001>
- O'Dowd, R. (2018). From telecollaboration to virtual exchange: state-of-the-art and the role of UNICollaboration in moving forward, *Journal of Virtual Exchange* 1, 1-23.
- Ro, J. (2020). Curriculum, standards and professionalisation: The policy discourse on teacher professionalism in Singapore. *Teaching and Teacher Education*, 91.