

University of Groningen, University of Coimbra, University of Eastern Finland, University of Tartu, University of Regensburg, University of Oviedo, University of Trento, Charles University Prague, Eszterházy Károly College

- Promoting internationality and co-operation between teacher educators, teachers, teacher students and post-graduate students in Europe with the help of research based online courses (OCWs and related study groups)
- 20 online courses (mathematics, history, foreign language, science, ICT in education etc.)

## Implementation

### Technological Pedagogical Content Knowledge – TPACK (3ETCS)

**RQ:** What kind of TPACK do pre-service teachers and in-service teachers have in different countries?

**Duration:** 18 weeks

**Students:** 12 pre-service teachers from Finland and Estonia

**Tools:** Moodle, Getwapps, Google form

**Research method:** Questionnaire



### Teaching methods and tools in Digital age (ICTM) (3ETCS)

**RQ:** How teaching methods using technology relate on school settings, goals of learning and individuality of students?

**Duration:** 14 weeks

**Students:** 18 pre-service teachers, post graduate students and in-service teachers from Finland, Estonia, Russia, Czech Republic, Hungary

**Tools:** Moodle, blog, ACP, Coggle, Getwapps, Padlet, Google form

**Research method:** Observation

## Experiences

*"Due to a very tight schedule, online working was a perfect choice for me."* (Student, TPACK)

*"I would suggest that the research part (data collecting and analyzing) occurs in groups of 2 or 3 as it demands too much time and energy for one person."* (Student, TPACK)

TPACK mean (n = 10)	Subscales ( $\alpha > .7$ )	ICTM mean (n = 12)
3.8	Course as a whole	4.6
3.7	Course instructions	4.6
3.7	Course instructors' support	4.8
4.1	Relevance of the topic	4.5
3.7	Interaction	3.6
3.5	Peer support	3.4
3.1	Climate of trust	3.7

Likert type statements, scored on a 1-6 scale (1= Strongly disagree, 6= Strongly agree)

*"I wanted to be part of the international course, to use English, to cooperate online to learn about new ICT methods."* (Student, ICTM)

*"I would recommend it because it really helps to think about your own teaching and you can have very good ideas from the course and from your group mates."* (Student, ICTM)

## What we learnt?

- Two instructors needed – shared responsibility
- Online teaching and learning proved quite time-consuming
- Working in groups is crucial for students' success in online learning and conducting a research
- Collecting data and implementing a research was difficult for participants (permission, finding respondents, analysis etc)
- Participants' varied educational backgrounds affect their level of contribution
- Participants' culture and language differences may create misconceptions
- Students' feedback must be taken into account in developing courses