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D5.5. Transfer toolkit Digital Teacher Academy



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1. Projects approach

1.1 About the Teacher Academy

The Teacher Academy aims to empower educators by providing them with a supportive environment where they can learn from each other, refine their teaching methods, and ultimately improve student outcomes.

Its purpose is to create a collaborative online community for educators, where they can:

1. Share their teaching experiences, challenges, and successes.
2. Reflect on their teaching practices and engage in professional development.
3. Seek guidance, advice, and support from experienced mentors.
4. Access a database of real-world case studies and resources to enhance their teaching strategies.
5. Connect and collaborate with fellow educators from different backgrounds and levels.

1.1.1 Glossary

Table 2

Glossary

Experience	A specific instance or scenario encountered by an educator during their teaching journey. It could include challenges faced, successes achieved, innovative teaching methods used, or any other notable events or insights gained in the classroom. Experiences are shared by educators on the platform to inspire, inform, and engage with the learning community.
Case study	A real-world example or scenario that serves as a teaching tool or point of discussion. In the context of the platform, case studies consist of detailed descriptions of classroom situations, challenges, or teaching strategies, along with the outcomes and reflections associated with them. Educators can access these cases to learn from real-life examples and apply insights to their own teaching practices.
Resource	Any materials, tools, or information that educators can use to support their teaching development. This could include lesson plans, teaching guides, research articles, multimedia content, and more. Resources are

	valuable assets for educators to enhance their teaching methods, gain new knowledge, and stay updated on best practices in education.
Theme	An overarching topic or category that represents a major area of focus within the platform. Themes are derived from the needs analysis of the DigitalTA project and encompass broad aspects of education or teaching. Themes serve as high-level organizational structures to help users navigate and explore content related to specific areas of interest or expertise.
Tag	A specific keyword or label that users can freely assign to individual pieces of content within the platform. Tags are user-generated and represent more granular details or attributes associated with content. Users can add tags to their shared experiences, case studies, or resources to provide additional context and facilitate searching, browsing, and filtering of content. Tags may include topics covered, teaching methods used, grade levels, specific challenges addressed, or any other relevant descriptors. Users have the flexibility to create and use tags based on their unique needs and preferences.

1.1.2 In-Platform guidance

While this user manual serves as a comprehensive support document for general guidance on using the Teacher Academy, we also provide in-platform guidance to enhance your user experience. Throughout the platform interface, you will encounter various forms of assistance, explanations, instructions, tooltips, and other supportive elements designed to help you navigate and interact with the platform more effectively.

These in-platform guidance features are strategically integrated into different sections of the platform to provide context-specific help and support as you explore its features and functionalities. Whether you're sharing an experience, exploring case studies, or accessing resources, you can expect to receive timely guidance and assistance to facilitate your learning journey.

Additionally, we continuously strive to improve our in-platform guidance based on user feedback and usability testing to ensure that your experience on the Teacher Academy platform remains intuitive, informative, and enjoyable.

Five main Modules for teacher's support (a quick description)

1. My experience:

The module is designed for platform participants to share their challenges and issues faced in the classroom. It provides a platform for them to articulate their specific teaching difficulties, seek advice, and receive support from other professionals within the learning community. Users can create posts, engage in discussions, and collaborate to find effective solutions.

2. Reflection Management tool:

The Reflection Management module (REFL) offers a structured approach for pre and in- service teachers to engage in self-reflection about their teaching practices. It provides tools and frameworks to guide teachers in analyzing their classroom experiences, identifying strengths and areas for improvement, and setting goals for professional growth.

3. My Tutoring:

The MyTutoring module (TUTO) is aimed at participants, providing them with an avenue to reflect on their teaching issues and challenges. They can seek assistance and guidance from experienced professionals across different education levels. This module facilitates one-on-one or group interactions, enabling pre-service teachers to receive personalized mentoring and support to enhance their teaching skills.

4. My study-cases:

The OurCases module (CASE) serves as a database of real study cases that teachers can use for their reflection process. It provides a repository of practical scenarios and challenges encountered by teachers in various educational settings. Users can access these cases, analyze them, and engage in discussions to deepen their understanding, gain insights, and develop effective teaching strategies.

5. Resource repository:

The resource repository allows sharing helpful resources with other professionals in a learning community. The repository is being built thanks to users' experiences: from the main page, participants can visit the "Resources" section to explore a diverse range of resources available on the platform, from lesson plans and teaching guides to research articles and multimedia materials. Filters and search functionality are available to narrow down your search and find resources relevant to your teaching context, subject area, or professional interests. Filter resources by theme, educational level, format, and more to discover content that aligns with your needs.

1.2 Why

From the review of the studies that precede this initiative, we have detected that one of the problems that affect the teaching staff is located in the transition period from initial training to the first years of their professional practice in the classroom.

A period in which this collective cease to be teachers in training, experiencing the transition from learning to teach to teaching to learn (Herrington, Herrington, Kervin, & Ferry, 2006).

This is an important step for most young and inexperienced teachers who report feeling alone in encountering the complexities of the practices. In many cases, they are overwhelmed by the lack of resources, space, time, and the need for support to reflect on their daily activities.

We developed this learning community to support students and newly qualified teachers to engage in collaborative critical reflection on teaching practices. In this way, we seek to avoid conformity to dominant school practices (De Roiste et al., 2012) and engage participants in an enriching socialization process, which promotes the improvement of their practices.



1.3 Targetgroup

The table below categorizes different members of the learning community within an educational platform, each serving distinct roles and responsibilities.

Table 1

Learning community members

Mentor	<ul style="list-style-type: none"> Experienced colleague teacher (ranging from pre-primary to secondary schools) who formally or informally supports novice teachers and helps them to get used to professional work. Based on voluntary work.
Tutor	<ul style="list-style-type: none"> Academic/ university teacher, hired in Higher Education Institutions (HEI) Engaged in the preparation of student teachers on various courses. Supports and mentors student teachers and evaluate their practice while on placement.
Pre-service teacher	<ul style="list-style-type: none"> Any student enrolled on an initial teacher education programme (teacher training/teacher preparation programme)
Newly Qualified Teacher	<ul style="list-style-type: none"> A graduate of higher education institution entitling to practice as a teacher for a period of employment of up to 5 years, usually in official or unofficial period of induction. Teachers who been out of the classroom for a long time (more than 5 years) and come back to school. Teachers with a lot of experience who are facing new challenges (e.g. new technology issues).
In service teacher	<ul style="list-style-type: none"> Educators who are currently employed in schools and actively teaching.

1.3.1 What it means to be a mentor/tutor

Mentoring has been described as a professional building experience for both mentors and mentees wherein both are regarded as ‘co-learners on a voyage of discovery’ (Patton et al. 2005): a process which is reciprocal rather than a solely one-directional mentor-to-mentee learning space (Rabin 2020; Hudson and Hudson 2018). **This foundational concept applies across different educational contexts and roles and its dynamic can be effective in any educational setting where there is a mentoring relationship, including tutors (university teachers), and school mentors.**

To ensure the efficacy of this reciprocal process, the complex level of pedagogy involved in mentoring must be acknowledged (Arnesson and Albinsson 2017); particularly the “ways in which mentees learn and the pedagogical knowledge and skills that mentor teachers need to support them to learn effectively” (Chambers et al. 2012, p. 347).

Mentoring is deemed most successful when the mentoring practices are personalised and adapted to suit the precise needs of the mentee (Hee et al. 2019; Rakicioglu-Soylemez 2014). This signals mentoring as a form of deliberative practice, as part of which, strengths are highlighted along with areas for improvement. In both cases, these are scaffolded by advising how such improvements could be achieved (Leshem 2012; Betlem, Clary and Jones 2019). This democratic approach allows thoughts, reflections, and knowledge to be consolidated by means of open dialogue, collective learning, and challenging assumptions (Mullen and Klimaitlis 2021; Arnesson and Albinsson 2017).

It is evident that the early stages of teaching can be daunting and intimidating for student teachers and NQTs, the support of a mentor may aid the socialisation process by reducing their stress levels and enabling them to maximise their learning about teaching potential (Geng et al 2017; Caires et al. 2012). Identified as the key facilitator, a mentor may also act as a ‘counsellor’ or ‘critical friend’ (Kwan and Lopez-Real 2005).

Research states that the most effective mentors are perceived as supportive, reassuring, generous with time, constructive in terms of feedback and advice on teaching in a safe learning environment, and influential in the development and shaping of professional identity (Alves et al. 2018; Bullock 2017; Hobson et al. 2009). Nikoceviq-Kurti and Saqipi (2022) add to this by stating that the quality of mentoring is enhanced when mentors display hospitality, openness to collaboration, a non-judgmental approach, space for engagement, and encouragement to take initiative.

The approach to mentoring adopted within the project aligns with the research and with the reflective practitioner model of mentoring (Maynard and Furlong 1995; Wang and Odell, 2007), which positions the mentor as critical friend and co-inquirer with the student teacher. Care, developing positive and

supportive relationships, developing a sense of professional agency and critical reflection are central to the role of the mentor (Hargreaves 2003; Mooney Simmie and Moles, 2011). Rather than solely focusing on giving advice to students, the mentor, in a caring and thoughtful way, asks probing and engaging questions and prompts to encourage the student teacher to think more deeply about their practice and views. Importantly, all participants on the platform can develop learning communities through the sharing of knowledge and skills and through interactions between student teachers, NQTs, mentors and tutors. Student teachers and NQTs can benefit from a variety of enriching experiences through the structured participation of mentors on the platform.

1.3.2 Role of a DigitalTA mentor (must)

- A mentor should familiarize themselves with and learn all the functionalities of the platform.
- He or she should familiarize themselves with the content already available on the platform – Case studies, experiences, and resources.
- He or she should establish contact and connect with a pre-service or newly qualified teacher and provide support where needed.
- A mentor should comment on experiences posted onto the platform in a constructive and supportive manner.
- He or she should be able to collate and upload quality resources and good practices into the platform's resource repository.

1.3.3 Role of the DigitalTA tutor

- Tutors provide feedback on the experiences shared by pre-service teachers, offering insights and advice to enhance learning outcomes and practical application of teaching concepts.
- They review detailed teaching experiences shared by pre-service teachers to identify those that could be developed into case studies for future training.
- Tutors need to be well-versed in available case studies and familiar with the criteria for creating new case studies and using them effectively. They use these case studies as teaching tools to illustrate real-world teaching challenges and solutions.
- They are involved in uploading high-quality educational resources and best practices. When working with pre-service teachers who upload resources, tutors perform quality control

checks, so that all materials shared on the platform meet high standards of educational value and relevance.

- Tutors actively participate in chats and discussion forums on the platform. They engage directly with pre-service teachers, facilitating real-time communication, answering questions, and encouraging discussions that enhance understanding and collaboration.
- They collaborate with other tutors to share insights, strategies, and resources.
- A critical part of a tutor's role is to fully understand and utilize all functionalities of the educational platform to effectively guide and support pre-service teachers in navigating and making the best use of the platform for their learning and development.



2. Theoretical background

2.1 Pedagogical approach

The pedagogical approach of the model is based on the consideration that learning derives from three main aspects:

1. **Collaborative learning:** the consideration that learning is a complex interaction of individuals who feel linked to a specific community where identification among member peers will increase. Communication based on experiences in the classrooms and the daily life of the centers will favor recognition and identification, increasing the sense of belonging of the group of participants. Collaborative learning is also enforced by the development of an intercultural and transnational learning community.
2. **Meta reflection in learning:** reflection on practice is essential for learning and continuous improvement and the construction of professional identity during periods of transition. From this we can derive the emerging concept of extended community, where each person is an author and a user at the same time. **Project propose to develop a cyclical process for the self-reflection:** the proposed reflective process is framed, among other things, around a cyclical process that encourages in-service teachers to draw on experience (what?), to consider what learning they can draw from other sources (peers, literature, etc.) (so what?), and to consider what action can emerge from the reflective process (now what?). Encourage critical reflection: The proposed reflective process encourages and inspires teachers to consider how they can transform their practice, and how that transformation can be ongoing. It also supports research-informed decision- making. Finally, the mediation of mentors for reflective learning will help to personal reflection (self-directed and/or accompanied by mentors and tutors), users will be able to go through the environment, passing through a space dedicated to the development of a personal challenge (which can also be worked on self-directed, accompanied, or at community level)

3. **Connected learning:** the reflexivity is mediated by a technological device as a valuable tool for the development of reflection at different stages of the learning process, and the digital environment is a favorable space for the construction of learning networks and the connection with other teachers who are going through similar processes.

Therefore, the project proposes the creation of a teaching/educational knowledge base, which can be continuously updated based on individual and group professional experience and emerging research, thanks to the participation of teachers in the social network of peers.

This collaborative network of reflections consists of an organized collection of knowledge open to teachers through a digital platform. A common virtual environment with free access for teachers in transition (trainee or student teachers, newly qualified teachers, beginning or in-service teachers), school mentors, HEI teachers, and continuing education teachers, among many other professionals involved in classroom teaching.

2.2 Reflective methodology for teaching training

Six overarching, and oftentimes connected, principles guide the development of the reflective practice process proposed below. These principles emerged from and are informed by the research literature and reflective practice models (presented in Table 1). The principles include a focus on experience and action, supported by a cyclical process; a focus on transformation and change; a focus on critical reflection; a focus on self, a focus on dialogical reflection and providing a process that is open, flexible and provides choice for the user. The reflective practice models, outlined in Table1, informed the proposed process as outlined below. The six principles are as follows:

Principle 1: A Focus on a Cyclical Process

The proposed reflective process is framed, amongst other things, around a cyclical process that encourages pre-service and in-service teachers to draw on experience (what?), to consider what learning they can draw from other sources (peers, literature etc.) (so what?) and to consider what action can emerge from the reflective process (now what?). The process encourages users to acknowledge their learning from the cycle and to consider what other issues this raises for them through a constant cycle of inquiry. Having completed the reflective process cycle, users can re-engage with it based on the (new) issues that have emerged as a result of the initial reflection. This approach supports the development of a view of reflection that is on-going, sustained and leads to further reflection. Users are also encouraged to engage in meta-reflection, by reflecting on their reflections^[1]

to see what further learning they can garner, regarding their beliefs and values, from their reflection. The following models, as outlined in Table 1, informed this principle: Borton (1970), Kolb (1984), Boyd and Fales (1983), Schon (1983), Driscoll (1994), Rolfe et al., (2001), Cowan and Stroud (2016).

The cyclical process supports pre-service and in-service teachers to link theory and practice. Collin et al. (2013) identified the on-going contestation of the theory/practice gap. This reflective practice process challenges this conceptualisation and rather argues that practice is theory and theory is practice. By linking to the original trigger or experiential aspect – the user can be supported to develop their understanding from both a theory and practice perspective. Saric and Steh's (2017) conceptualisation of reflection as needing to be 'systematic and analytical' is important, as this recognises the busyness of the teacher's life and the many competing professional demands of the role. Adopting a cyclical model that is clear, practical, and easy for busy teachers to follow, was central to this principle. The reflective practice process as we have devised here is cognisant of the notion of the "reflective zombie" - therefore, the process encompasses a number of prompts/doors where the user has flexibility in terms of engagement. We challenge this perspective as we draw from and across a number of models – supporting user flexibility, choice and agency.

Principle 2: Potential for Transformative Learning

Linked to principle 1, but worthy of focus in its own right, the reflective practice model has a strong focus on transformation, with the aim of influencing practice. A number of models place a particular focus on transformation, and transformative learning, oftentimes with beginner or novice teachers e.g., Boyd and Fales (1983); Mezirow (1981); Gibbs (1988) and Jasper (2013). The proposed reflective process encourages and scaffolds teachers to consider how they can transform their practice and how that transformation can be ongoing. It also supports research informed decision making.

Principle 3: A Focus on Critical Reflection

Linked to principle 2 above, the reflective process provides capacity for pre-service and in-service teachers to raise and consider critical questions regarding questioning issues of power and preconceived ideas and assumptions, drawing on the work of Valli (1997), Brookfield (2005), Yost et al., (2000) and Zeichner and Liston (2004).

Principle 4: A Focus on Self

The 'self' is central to reflection. The proposed model places the 'self' as central to reflective practice, considering emotions, feelings and preconceived ideas and assumptions, as identified by Atkins and Murphy (1995), Yost et al., (2000); Korthagen (2001) and Brookfield (2005). Many authors have argued that practitioners that engage in the reflective practice cycle may have a high level of consciousness about their audience, and therefore engage in socially desirable ways rather than true authentic engagement (McGarr and Ó'Gallchóir, 2020; (Hobbs, 2007; Ross, 2014). Reflections demanding honesty and openness often provoke hostile, strategic responses from students (Hobbs, 2007; in McGarr and Ó Gallchóir, 2020), as reflections are inherently restricted by their academic nature (Ross, 2014). The authors have attempted to plan for this by including scaffolds in the shared learning space that promote: active listening; tolerance of error; suspension of judgment, as well as drawing on multiple perspectives on the trigger or experiential piece.

Principle 5: Flexibility, Choice, and Options

The model provides users with options, flexibility of use and choice. Users will not be required to engage with stages of the reflective process in a particular order, nor will they be required to complete specific tasks. Rather the reflective process provides users with choice and options in terms of the approaches they may use to reflect on their process and also how they may capture these reflections. Users are provided with a rationale for each task (why am I being asked to consider this), as a way of encouraging them to see the benefits of completing and engaging with tasks, rather than being forced to do so.

Principle 6: Dialogic Learning – Shared Experience

The reflective process supports pre-service and in-service teachers to engage in shared learning and dialogue and to share experiences. This enables international peer to peer interaction, the development of intercultural awareness and supports users to integrate additional and alternative sources of 'knowledge' beyond their own context and understanding (Vella, 1994). Developing trust, and ensuring participants respect and are respectful to others are central to effective dialogical learning and interaction.

- This digital reflective cycle process supports agency and choice.
- **Case studies** may not be the first engagement with the platform: rather they may be introduced as part or as a scaffold for the pedagogical processes. Cases may be the entry point for those who identify a particular trigger/experiential piece. However, the reflective practice process has been developed and designed to also support a process orientated approach to

reflection where the user is supported to explore and gain a deeper understanding for the issue or challenge.

- The reflective process included below is informed by a variety of reflective models, as reflected in the literature review and the principles listed above.
- Each 'door' option reflects and includes a number of common experiences:
 - o Critical Piece
 - o Dialogue (Professional Learning Community, PLN) - Learning/Sharing
 - o Metacognitive dimension in each section - explaining the process and why they are being asked these questions.
 - o Link to 'Cases'
- Each 'door' includes prompts/questions to consider at an individual and/or shared level.
- Each 'door' includes process/pedagogical approaches to support engagement with the prompts (as evidenced across the literature review).
- The reflective process embeds metacognitive approaches to teach about reflection while engaging in the process: users should develop greater understanding and positive views towards reflection through engagement in this model, as they are clearly provided with a rationale for what they are doing and why.

Digital TA Reflective Cycle Process

Platform Home Page	Prompt Questions within the door	Processes/Pedagogies options within each door
Lobby: <ul style="list-style-type: none"> - 4 Doors - Notice board / discussion board: read, what, task - Discussion forum - Search engine to search for cases / challenges - Peer to peer engagement 		

Door 1: What is reflection?	<ul style="list-style-type: none"> - What is reflection? - What are the features of reflective practice? 	<ul style="list-style-type: none"> - Pre- Recorded Piece - Video captures teachers' testimonies. - Supportive mentoring - Commentary/Forum - Further interactivity to build this piece ... similar to 'building a Wiki' - Metacognition and rationale for learning about reflection – embedded within this session but also throughout all other sessions below.
	<ul style="list-style-type: none"> - Why do we reflect/rationale for reflection? 	<ul style="list-style-type: none"> - Pre- Recorded Piece. - Commentary/Forum - Supportive mentoring
	<ul style="list-style-type: none"> - Busting the myths of reflection. 	<ul style="list-style-type: none"> - Pre- Recorded Piece
	<ul style="list-style-type: none"> - What do my international peers think? - How do you engage in reflection? - How does reflection happen? (Dialogue/PLN) 	<ul style="list-style-type: none"> - Discussion Forum with national/international peers. - Learning/Sharing - Literature/blog - Video diary. - Supportive mentoring
	<ul style="list-style-type: none"> - Where next? 	<ul style="list-style-type: none"> - Further 'Menu' options available on the platform (Doors 2-4); User Choice in terms of where to go next.
Door 2: What?	<ul style="list-style-type: none"> - Describe what is happening in your class? - What is the issue/challenge? 	<ul style="list-style-type: none"> - Video Blog - Blog - Short narrative reflection - Could possibly link to 'cases' - Supportive mentoring

	<ul style="list-style-type: none"> - Describe what is happening for you? - Why do you think this is happening? - What were you thinking and feeling (Gibbs 1988)? 	<ul style="list-style-type: none"> - Video Blog - Blog - Short narrative reflection - 'Roll on The Wall' activity - Supportive mentoring
	<ul style="list-style-type: none"> - Developing our understanding of what is happening in our class/Accessing alternative lenses: What do my international peers think? 	<ul style="list-style-type: none"> - Critical Incident Questionnaire (CIQ) - Peer Observation - Sharing learning - Supportive mentoring - Discussion Forum with national/international peers. - Literature/blog - Video diary
Door 3: So What?	<ul style="list-style-type: none"> - Where and how do I source additional information on the issue? 	<ul style="list-style-type: none"> - Cases - Literature Sources - Supportive mentoring - Engagement with national/international peers - Engagement with professional networks (national and international)
	<ul style="list-style-type: none"> - What does the literature/policy suggest? 	<ul style="list-style-type: none"> - Engagement with relevant literature (relative to the challenge/issue). - Engagement with relevant policy (relative to the challenge/issue). - Supportive mentoring
	<ul style="list-style-type: none"> - Additional Perspectives: what did others find and experience about this issue? What do my international peers think? 	<ul style="list-style-type: none"> - Sharing learning - Discussion Forum with national/international peers. - Literature/blog - Supportive mentoring - Video diary
	<ul style="list-style-type: none"> - What interventions are described in the literature or the cases? What is the effectiveness of these? 	<ul style="list-style-type: none"> - Engagement with relevant empirical literature (relative to the challenge/issue). - Engagement with 'Cases' - Supportive mentoring

	<ul style="list-style-type: none"> - Challenging our assumptions: what are we taken for granted here? - Where does the power lie in this issue? - What other dimensions (politics, societal, economic) inform or influence this issue? 	<ul style="list-style-type: none"> - Exploration of my 'world view' - what informs this world view? - Exploration of our beliefs and values - Exploration of our philosophy of education - Exploration of our strengths and areas for development - Sharing learning - Supportive mentoring
Door 4: Now What?	<ul style="list-style-type: none"> - What will you do? - What action can you take? Why will you take this particular action? - What evidence can you collect to let you know how effective this action was? <p>Now try it out</p>	<ul style="list-style-type: none"> - Video Blog - Narrative Reflection. - Sharing learning - Supportive mentoring
	<ul style="list-style-type: none"> - What did you do? - What impact did this have on your professional practice? How do you know this? 	<ul style="list-style-type: none"> - Video Blog - Narrative Reflection. - Sharing learning - Supportive mentoring
	<ul style="list-style-type: none"> - What did you learn from this? - What else/what next? 	<ul style="list-style-type: none"> - Video Blog - Narrative Reflection. - Sharing learning - Supportive mentoring
	<ul style="list-style-type: none"> - What did my international peers find (share my findings with peers) - Looping back to my understanding – what other issues does this raise for me to consider (can start the cycle again)? 	<ul style="list-style-type: none"> - Sharing learning - Discussion Forum with national/international peers. - Supportive mentoring

	<ul style="list-style-type: none"> - What do my reflections tell me about myself and my views? (meta-reflection) - Considering hidden assumptions etc. within reflections: look back at your reflections. What assumptions are evident within it? What do you take for granted? What does this tell you about your views on teaching, learning, students etc? 	-Supportive mentoring
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3. User guide: how to use the platform effectively

3.1. Registering on the Teacher Academy

To ensure a secure and personalized experience, access to the Teacher Academy requires registration and login. Follow these steps to register and unlock the full potential of the Teacher Academy:

1. Navigate to the [Registration Page](#).
2. Select User Type and fill in the necessary data.
3. Submit the registration form.
4. Check your email for the automatically generated password.
5. Log in using your registered username and the provided password.
6. Complete your profile with any additional information.
7. Start exploring the platform!



PARTNERS



[Forgot your password?](#)

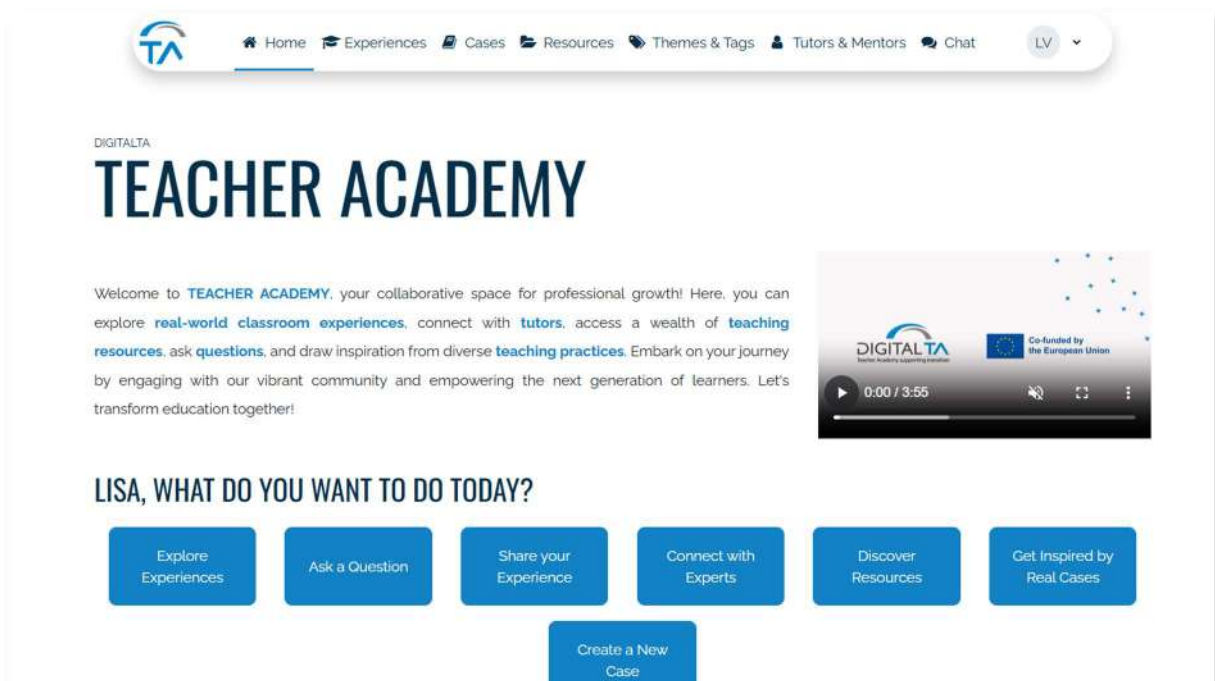
LOGIN

No account? [Register](#)

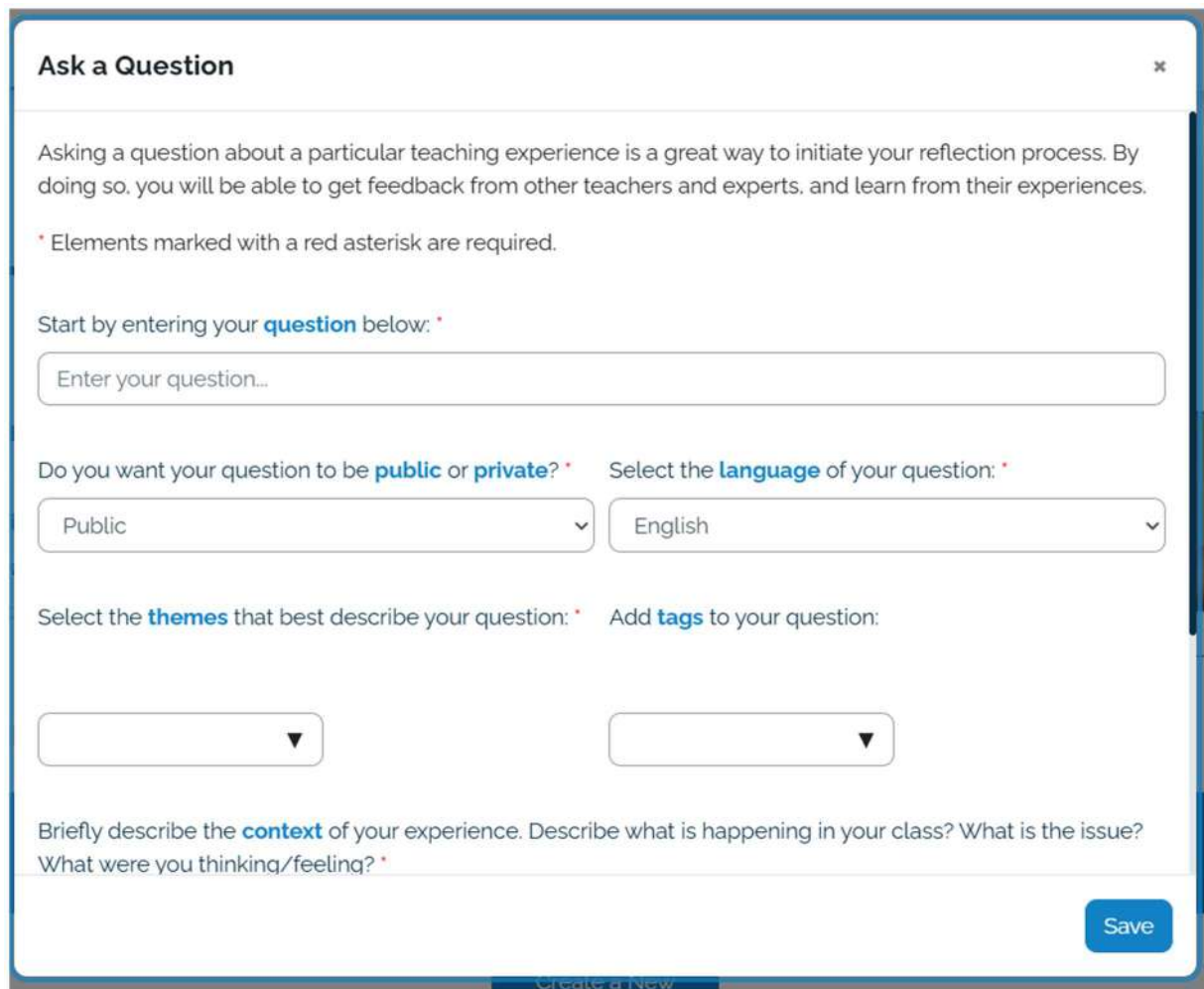
3.2 Navigating the main page

The [main page](#) serves as a central hub for accessing all functionalities and resources available within the Teacher Academy. Users can explore a comprehensive overview of the platform's features and options for engagement:

1. Introduction to the Teacher Academy, including a [video presentation](#).
2. Options for user action, such as asking a question, sharing an experience, browsing [existing experiences](#), exploring [case studies](#), and accessing [resources](#).
3. [Categorized list of themes](#) for filtering content based on interests or areas of expertise.
4. Showcase of the latest experiences and cases shared by educators.



3.3 Asking a question or sharing an experience

A screenshot of a web form titled 'Ask a Question' with a close button (X) in the top right corner. The form contains the following elements: a paragraph explaining the purpose of asking a question; a note that elements marked with a red asterisk are required; a prompt to start by entering a question below a text input field labeled 'Enter your question...'; two dropdown menus for 'Do you want your question to be public or private?' (with 'Public' selected) and 'Select the language of your question:' (with 'English' selected); two dropdown menus for 'Select the themes that best describe your question:' and 'Add tags to your question:'; a prompt to briefly describe the context of the experience; and a 'Save' button in the bottom right corner. A 'Create a New' button is partially visible at the bottom of the form.

Asking a question or sharing an experience on the Teacher Academy platform is a simple and straightforward process. Whether you're seeking advice, sharing insights, or initiating a discussion, this section provides guidance on how to effectively contribute to the platform's collaborative learning community:

1. On the main page, click on your desired option.
2. Provide a concise and descriptive title for your question or experience. This title should serve as a brief summary or headline for the content you are creating.

3. Enter the language, visibility settings, theme, and tags of your question or experience. Take into account that public experiences will be available for anyone on the platform.
4. Provide a detailed description or context for your question or experience. This description serves as the beginning of the reflection process and should offer additional information, background, or context related to the content you are sharing.

MYEXPERIENCE

HOW TO ELEVATE YOUR LESSON PLANNING USING BLOOM'S TAXONOMY



Isairis Martinez
1 Week ago



classroom management

curriculum planning and development

pedagogia

assessment

planning

public

english

REFLECTION

What?

So What?

Now What?

Resources

Bloom's Taxonomy, a hierarchical classification of learning objectives, offers a powerful framework for enhancing lesson planning. By consciously aligning activities with different cognitive levels, educators can move beyond rote memorization and foster deeper understanding. Let's consider a history lesson on the American Civil War to illustrate this.

Traditionally, a lesson might focus on "remembering" facts: dates, key figures, and battles. Students could be assigned to read a chapter and answer simple recall questions. However, by applying Bloom's Taxonomy, we can aim for higher-order thinking. Instead of merely remembering, we can challenge students to "analyze" the causes of the war. For instance, we could provide primary source documents, like excerpts from Lincoln's speeches and Southern secession declarations, and ask students to identify recurring themes and underlying assumptions. We could then move to

3.4 Reflecting on your experience

Congratulations on creating your experience! Now it's time to reflect and grow from your teaching journey. Here are some options for reflection:

1. **Exploring Existing Cases:** Inspire yourself by diving into real-life cases similar to yours. Gain insights and perspectives from others who have faced similar challenges.
2. **Browsing Support Resources:** Explore resources tagged in the same themes as your experience. Access additional materials, tools, or guidelines to enhance your understanding and practice.
3. **Seeking Accompaniment from a Tutor or Mentor:** Get personalized guidance and support from a tutor or mentor. They can offer valuable insights and feedback tailored to your specific needs and challenges.
4. **Engaging with the Learning Community:** Join discussions, ask questions, or share your experiences with fellow educators. Collaborate and learn from others in the community.
5. **Self-Reflecting:** Take time to reflect on your own experience. Analyze your teaching journey, identify strengths, areas for improvement, and set goals for your professional growth.



While there's no right or wrong way to reflect, consider how each option can support your growth as an educator. The following sections provide detailed instructions on how to engage with each reflection option, empowering you to make the most of your reflective practice and professional development journey on the Teacher Academy.

3.4.1 Completing the self-reflection

Completing the self-reflection process empowers you to gain deeper insights into your teaching practice, identify areas for growth, and take proactive steps towards professional development.

Reflective practice is a key element of teacher development. The purpose of the reflective practice element of this platform is to enable student teachers and NQTs to develop a reflective, enquiry-oriented approach to their role as educators. Participants on the platform are afforded opportunities to reflect on their attitudes and beliefs and identify their assumptions about teaching and learning which inform and guide their professional practice.

Engaging in this element of the platform with open-mindedness, wholeheartedness, and the assumption of personal responsibility (Dewey 1933) will ensure that student teachers and NQTs “can develop a greater level of self-awareness about the nature and impact of their performance, an awareness that creates opportunities for professional growth and development.” (Osterman and Kottkamp 2004, p.2).

This provides student teachers and NQTs with an opportunity to examine and reflect on their development and develop a ‘disposition to inquiry’, which will enable them to “structure or restructure actions, beliefs, knowledge and theories that inform teaching for the purpose of professional development” (Zwozdiak-Myers 2012, p.5).



STRUCTURING YOUR REFLECTIONS USING ROLFE *et al.* 2001

Three key questions:

What? (descriptive)

So what? (feeling/analysing/reasoning)

Now what? (exploring options/linking to action)

In the **WHAT?** section we ask that you detail what your question, issue, dilemma or success is, using the prompts below. Try to be as detailed as possible to enable mentors to support you in the reflective process.



WHAT? (Descriptive)

- Issue for consideration?
- What was my role?
- What was I trying to do?
- What did I/others do?
- What were the consequences for the learners? Myself? Others?
- What were the positive and negative aspects of the experience?

In the **SO WHAT?** section, with the help of your mentors and/or peers, the aim is to engage with others to analyse, make-sense-of and draw insights from the event/issue described.

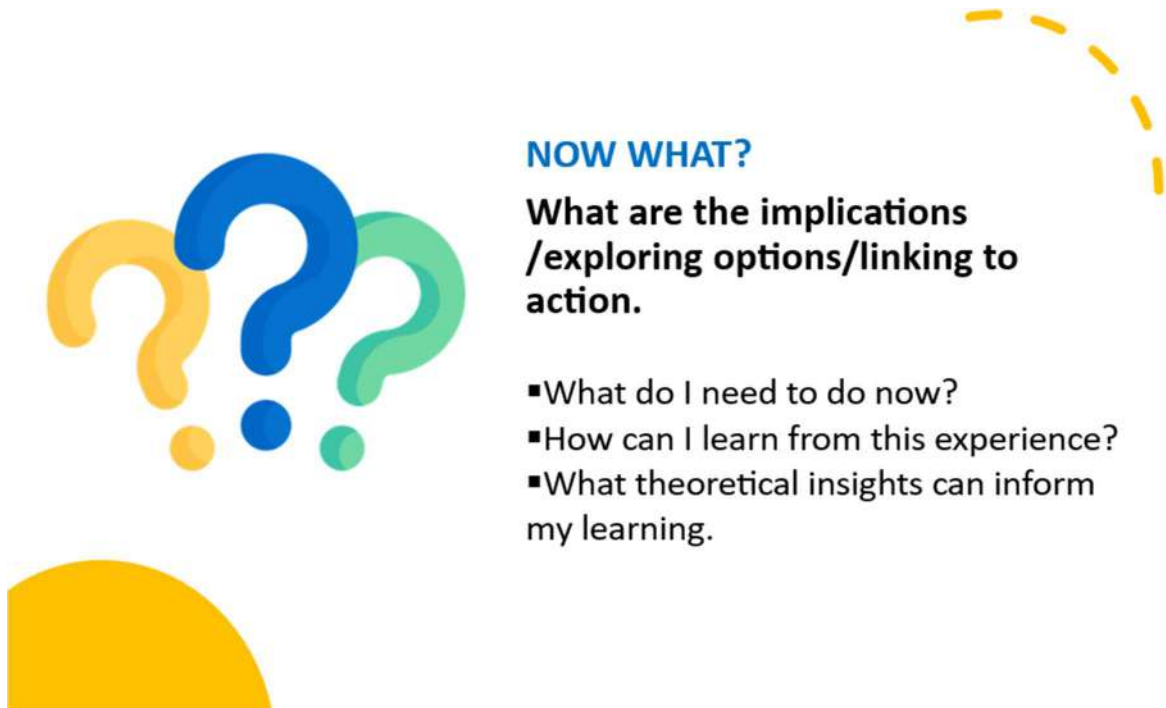


SO WHAT? (Analysing /reasoning)

Why is this important?

- What can I learn from this experience?
- What was my thought process as I acted?
- What knowledge can I bring to the situation now?
- What could I have done to prevent it or make it better?
- What is my new understanding of the situation?
- What wider issues arise from this experience?

In the **NOW WHAT?** section, you are considering the next steps. Responding to the prompts below will enable you to determine solutions and apply these to your experience of teaching and learning in the future.



NOW WHAT?

**What are the implications
/exploring options/linking to
action.**

- What do I need to do now?
- How can I learn from this experience?
- What theoretical insights can inform my learning.

You can address these steps by adding textual information, multimedia content, recording yourself, or supporting your contributions with resources from the platform's repository.

TUTORS

Tutors are a great way to get personalized support and guidance on your teaching practice. You can request tutoring sessions with experienced educators who can help you reflect on your experiences, provide feedback, and offer valuable insights.

 Search for tutors or mentors...

[See all tutors](#)

Reflecting on your experience – Looking for a tutor or a mentor

The MyTutoring module within the experience allows you to engage with tutors and mentors to enhance your reflective practice:

1. [Explore a repository of experts](#). Filter, it based on educational level, expertise in themes, and other criteria to find the most suitable match for your needs.

2. Send a request to a tutor/mentor whom you believe can provide valuable insights and guidance for your experience. Alternatively, you may also receive requests from tutors/mentors interested in accompanying your experience.
3. Once the request is approved, you can engage in both synchronous and asynchronous interactions with your tutor/mentor, including real-time discussions, video calls, messaging, and receiving notes or feedback from the tutor/mentor.

Seeking guidance from a tutor or mentor can greatly enrich your reflective practice and professional development journey. Take advantage of this opportunity to gain valuable insights and enhance your teaching practice.

Reflecting on your experience – Interacting with the community

Engaging with the Teacher Academy community can enhance your reflective practice and provide valuable insights from peers and experts. Here's how you can interact with the community:

1. Ensure that the visibility of your experience is set to public. This allows other users from the platform to interact with your experience, including adding comments, liking, disliking, and reporting problematic experiences.
2. Use the visibility of your public experience to initiate conversations with other experts or individuals who share similar circumstances. Encourage discussions, share insights, and seek feedback from the community to enrich your reflective process.

By actively participating in the Teacher Academy community, you can broaden your perspectives, learn from others' experiences, and contribute to a collaborative learning environment.

Reflecting on your experience – Linking case studies and resources

Integrating [case studies](#) and [resources](#) into your reflection process can provide valuable insights and support your development journey. Here's how you can link case studies and resources to your experience:

1. Navigate to the repository section of the platform to search for case studies or resources relevant to your experience. You can use filters or keywords to narrow down your search and find the most suitable materials.

2. Once you've found a relevant case study or resource, select it and add an explanation of why you find it useful or relevant to your experience. Describe how the material aligns with your teaching context, challenges, or goals, and how it contributes to your reflection process.
3. After adding your explanation, link the case study or resource to your experience. This ensures that other users who view your experience can access the material and understand its significance within the context of your reflection.

Exploring experiences

From the main page, navigate to the ["Experiences" section](#) to access a list of all public experiences available on the platform. You can browse through the list to discover experiences relevant to your interests, or teaching context. Once you've found an experience that interests you, engage with it by interacting with the following options:

Comment: Share your thoughts, insights, or questions about the experience by leaving a comment. Engage in discussions with other users and provide feedback to the experience creator.

Like: Show appreciation for a valuable or insightful experience by liking it.

Dislike: If you disagree with the content or find an experience unhelpful, you can express your opinion by disliking it. Your feedback is private and helps improve the platform's content curation.

Report: If you encounter any problematic content within an experience, you can report it to the platform administrators to ensure that the platform remains a safe space for all users.

Browsing case studies

From the main page, navigate to the ["Case Studies" section](#) to access a comprehensive list of available case studies. You can browse through the collection to discover case studies relevant to your teaching context, interests, or professional development goals.

Click on a case study to view its details, including the teaching scenario, challenges faced, strategies employed, and outcomes achieved. Dive deep into each case to understand the complexities of real-world teaching experiences and learn from educators' insights.

Classroom Management

One student avoids completing any of the tasks assigned and instead, they disrupt the other students.

Structure of case study:

@classroommanagement @teachyourstrategies



WHAT?

1. Introduction: Classroom Management

I am student teacher of a 4-year undergraduate teacher education degree program, and I am currently on my final ten-week school placement in a secondary school. I have 1 class in particular where I am experiencing a range of classroom management issues.

2. Problem context:

It is Thursday on Week 4 of school placement. I have a 2nd year practical class (90 minutes). During these longer practical lessons for the duration of School Placement, the class are working on a project. Students are engaged in a demonstration, while I give an overview of the tasks to be completed in today's lesson. One student avoids completing any of the tasks assigned and instead, they disrupt the other students. This brings a lot of unwanted disruption to the class. This particular student has done this in previous lessons, even though last week I had spoken to the student individually after class and they said that this would not be an issue in future. I find my attention being drawn to this one student and feel like I am spending a lot of time and energy considering how I respond and manage this situation in the lesson. However, this is then taking my attention away from other students in the lesson and therefore, management of the learning environment. I feel frustrated as I believed I had dealt with this issue last week, yet I find myself here again today. I am left wondering what do I do next?

SO WHAT?

3. How did I find out more?

Before I approached my cooperating teacher, I decided to look further into research on classroom management to see what actions I could take to resolve the issue and what might be causing it. I also went back to lecture and tutorial notes from my college weeks to see what strategies I could use. Through this process, I found lecture/tutorial notes related to understanding student behaviour; the four goals of disruptive behaviour; the hierarchy of management interventions; Macrone's (2003) effective aspects of classroom management; basic prevention strategies and Disruption/Distractors/Diffusion strategies. I also read engaging with a TED Talk on Restorative Practice which may be worth exploring again https://www.ted.com/talks/rachelle_kerove_empathy_the_heart_of_difficult_conversations/transcript.

Discovering useful resources

From the main page, visit the ["Resources" section](#) to explore a diverse range of resources available on the platform. From lesson plans and teaching guides to research articles and multimedia materials, you'll find resources to meet your specific needs and interests.

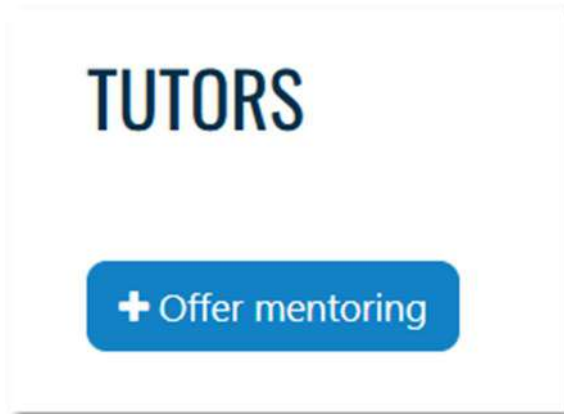
Use filters or search functionality to narrow down your search and find resources relevant to your teaching context, subject area, or professional interests. Filter resources by theme, educational level, format, and more to discover content that aligns with your needs.

Click on a resource to view its details, including a description, and any accompanying materials.

Tutoring or mentoring an experience (tutors/mentors only)

As a mentor or tutor on the Teacher Academy platform, you have the opportunity to provide guidance and support to educators.

1. Explore [the list of public experiences](#) to identify those that align with your expertise and interests. Consider factors such as teaching context, challenges faced, and thematic relevance.
2. Send and receive requests. Accept those that you feel confident in supporting based on your knowledge and experience.



3. Engage in meaningful interactions with educators by providing guidance, answering questions, and offering insights relevant to their experiences. Foster a supportive and collaborative learning environment by encouraging dialogue and sharing best practices.
4. Leave personalized notes or feedback on educators' experiences to provide constructive criticism, commend their efforts, and offer suggestions for improvement. Use your expertise to help educators reflect on their teaching and develop strategies for growth.

Developing new case studies (tutors/mentors only)

As a tutor, you have the opportunity to contribute to the collective knowledge by developing new case studies. You can:

Generate new [case studies](#) from scratch by crafting scenarios, challenges, and teaching experiences from scratch. Consider real-world teaching situations, common challenges faced by educators, and innovative strategies employed to overcome them.

Transform existing experiences that are considered complete or comprehensive into case studies. Select experiences that provide valuable insights, lessons learned, and reflective narratives suitable for further analysis and discussion. Adapt the experience content into a structured case study format, incorporating additional context, analysis, and resources as needed.

Experiment with different formats and mediums to present your case studies effectively. Combine textual descriptions, multimedia elements, audiovisual recordings, and interactive components to engage learners and facilitate deeper understanding and reflection.

3.5 Our cases

A case study is a real-world exploration of a particular educational challenge or success. These studies delve deep into specific instances where teaching methods, classroom management strategies, or other educational practices have been used. They are crafted to support the decision-making and theoretical work of educators at all stages of their careers by focusing on real-life examples and offering practical insights and guidance.

3.5.1 Purpose of Case Studies

The primary purpose of a case study is to serve as an educational tool that:

- Demonstrates good practices: each case study highlights effective strategies and methodologies used in education. These are not just theoretical approaches but practical actions taken by educators that led to successful outcomes in dealing with specific classroom challenges.
- Inspires educators: by showcasing real examples of how other teachers have navigated challenges and implemented innovative solutions, case studies inspire both pre-service and in-service teachers. They provide a source of motivation and creative ideas that can be adapted to various educational contexts.
- Offers solutions: case studies provide detailed scenarios and solutions, helping educators understand how they might address similar issues in their own classrooms. This problem-solving approach is directly applicable and can be a valuable resource in teacher training and development.

To ensure quality and reliability, each case study is carefully processed and reviewed by experienced tutors. This review ensures that all case studies meet high academic and practical standards, making them trustworthy sources of information.

Educators can use case studies to learn from examples, seeing firsthand how different strategies work in actual classrooms and understanding the reasoning behind certain educational decisions. These studies bridge the gap between theory and practice by demonstrating how theoretical concepts are applied in real-life scenarios. By reflecting on the outcomes and methods used in case studies, educators can consider how to adapt these techniques to their own teaching environments.

Case studies might serve as useful tools for learning and improvement, providing a foundation for developing practical skills and innovative practices. They are great resources for any

educator looking to enhance their teaching effectiveness and positively impact their students' learning experiences.

3.5.2 Case study construction

When constructing and reviewing educational case studies, it is essential for tutors to follow a structured approach that facilitates clear communication and effective learning. This section outlines the recommended structure, which is based on Framework for Reflexive Learning (Rolfe et al. 2001). Each case study should consist of three main components dealing with context, information gathering, and decision focus of the case.



The Framework for Reflexive Learning model which encompasses the stages of "**What?**", "**So What?**", and "**Now What?**", provides a robust framework for developing educational case studies. In the previous chapter, "Reflecting on Your Experience – Completing the Self-Reflection," you find more information on this structured reflection model that assists teachers, particularly pre- service and newly qualified ones, in critically evaluating their teaching experiences.

This model helps in identifying and analyzing teaching experiences, leading to actionable insights and improvements in educational practice. Below is an overview of each stage, designed to assist tutors through the process of creating meaningful case studies.

Each stage of the case study development should serve as a step in a continuous cycle of reflection and improvement. Tutors should ensure that pre-service teachers engage deeply at each stage, providing a detailed narrative that not only describes the experience but also analyse it and plan for future improvements. This reflective process is crucial for professional development and enhances the overall quality of teaching and learning.

3.6.3 Criteria for case study in the international context

In developing educational case studies, it is essential to recognize the national specifics such as legislation, culture, and social context that shape educational experiences. Each case study naturally embodies these elements, providing a rich, context-specific insight into the educational challenges and strategies pertinent to that environment. However, to maximize the utility and relevance of these case studies across diverse geographical and cultural boundaries, we encourage authors to adhere to the following criteria. These guidelines are designed to help tutors craft case studies with a broader international appeal, ensuring that the lessons and strategies they encompass are accessible and applicable to a global audience. By focusing on these criteria, we aim to foster an inclusive platform where educational insights transcend local specifics and contribute to a collective, international educational discourse.

Table 3:

Criteria for case study development

CRITERIA CATEGORY	CRITERIA
Case Study Selection	Is the case study oriented on classroom-based challenges? Is the case study applicable to general situations? Have the ethical criteria been observed?
Problem Related Criteria	Is the focus of the case study oriented on selected topics? Is the aim of the case study comprehensible? Does the case study provide sufficient context/background? Does the case study provide analysis of the issue? Does the case study provide a clear decision focus?
Organisation of Case Study	Does the case study have a clear structure? Does the case study present information in an unbiased way?
Data/Sources Criteria	Does the case study provide credible sources? Does the case study provide data relevant to an international audience?
Reflection Criteria	Does the case study support professional development? Does the case study provide reflective questions?

3.5.4 Case study formats

When developing case studies for educational purposes, the format plays a crucial role in how information is conveyed and received. The choice of format can significantly affect the depth of information provided and the ease with which it is understood. On our platform, we recognize the importance of flexibility in content presentation, allowing case study creators (typically tutors responsible for both content and form) to choose the format that best suits the material's complexity and audience needs.

Case studies can be presented in a variety of formats, each offering different advantages for content consumption and engagement. These range from traditional text documents such as PDFs, which are excellent for detailed, linear narratives, to more dynamic formats like videos and podcasts that can enhance engagement through audio-visual elements. Additionally, creative formats like comic strips can be employed to visually depict scenarios in an engaging and accessible manner, making complex information easier to grasp.

To accommodate diverse learning preferences and ensure comprehensive understanding, multiple formats may be combined. This approach allows creators to leverage the strengths of each format, such as the depth of written content with the engaging appeal of visual or audio media.

Below, we suggest several options that case study creators might consider.

1. Podcast format: A novice teacher's monologue (narration/explanation):

- Structure: a novice teacher follows the scenario of the case study.
- Technically friendly solution.
- Engagement: a bit difficult to hold attention for the listeners and then work with the information.

2. Podcast format: Semi-structured interview:

- Participants: a novice teacher and a moderator.
- Structure: follows a core structure of case study, but allows for additional sub- questions, details, personal experiences, etc.
- Engagement: more engaging than a monologue due to the interactive format.

- Focus on reflection: encourages deep reflection through targeted questions (e.g., feelings, seeking help, interactions with experienced teachers, personal growth, sharing experiences, needs for support).
- Flexibility: can focus on specific parts of the interview/video, enabling listeners to propose their own ideas, conclusions, etc.

3. Comic Strip Creation

- Content: should have a plot, development, and a story as described in the CS.
- Dynamic element: essential to include elements that bring the story to life.
- Format: a simple comic, ranging from 9 to 12 panels, with short texts in speech bubbles or beneath images.
- Art style: open to professional illustrations or simpler drawings (even child-like sketches).
- Efficiency: the small amount of text involved makes working with the CS manageable.
- Consideration: possible to explore different approaches given the format's flexibility.

4. Interactive Poster Design:

- Composition: dominated by text and graphic elements (colored areas, bold fonts, arrows, exclamation marks, question marks) for an informative approach, or a central photo/image of a beginning teacher surrounded by information boxes.
- Content focus: information boxes can follow the CS or highlight areas crucial to the beginning teacher (e.g., information sources, significant colleagues, peers, family, reflective experiences, undergraduate preparation, professional beliefs).

5. Treasure Hunt Concept:

- Basis: gamification, inspired by children's board games, focusing on a character's journey, including obstacles, successes, rewards...
- Structure: emphasizes clear progression and development, outlined as start → journey → goal.
- Milestones: each box within the game represents significant milestones as described in the CS, with potential use of colours (inspired by traffic lights) for visual appeal and clarity.

- Versatility: designed to be visually attractive and offer clear progression, suitable for a range of follow-up activities (e.g., individual, pairs, small groups).

Concept Map/Mind Map:

- Purpose: serves for visualization, clarification, summarization, and clear arrangement of hierarchical relationships (subordination and superiority).
- Creation: can be created independently following specific instructions (e.g., the structure of the map) or by adding to an existing map with examples and comments.
- Flexibility: offers the possibility to create maps online, enhancing accessibility and convenience.
- Variety: compatible with working with different types of maps, accommodating diverse needs and preferences.

3.6 Themes

To help users navigate and connect with relevant topics and discussions, the content is organised into specific [themes](#).

Our thematic exploration of the needs and challenges faced by newly qualified teachers (NQTs) across Belgium, Ireland, the Czech Republic, Poland, and Spain synthesizes insights from both a comprehensive literature review and detailed focus group discussions. These sources include scoping review (O'Flaherty et al., 2023) which highlighted common issues across these nations, and feedback from the Erasmus project's focus groups, which provided firsthand accounts from NQTs in the Czech Republic, Poland, and Spain. The themes we describe on our platform reflect a blend of these approaches, ensuring a robust and nuanced understanding of the various dimensions impacting pre-service and NQTs today.

Each theme acts as a tag that you can use to find conversations that interest you or to tag your own posts. Here's a brief overview of each theme:

3.6.1 Digital Technology

In the [theme of Digital Technology](#), questions and experiences might focus on various aspects of integrating technology into teaching practices. These could include inquiries into how digital tools can enhance instructional methods, the potential for technology addiction among students, and the challenges educators face in fostering digital literacy. Other questions may explore the adequacy of current technical equipment for implementing digital education, any limitations and restrictions associated with the use of such technologies, and whether teachers possess sufficient theoretical knowledge to effectively utilize these tools. Additionally, discussions might consider the organizational benefits of digital technology for lesson planning and the broader implications of artificial intelligence on the educational process.

Here are some examples of the issues related to Digital Technology theme:

1. How can digital technology help improve my teaching?
2. What are your experiences with teaching using digital technologies?
3. Can digital technologies be addictive?
4. Is it difficult for me to enhance students' digital literacy if I am not an IT expert?
5. How do students react to teaching using digital technologies?
6. Do I have sufficient technical equipment for teaching with digital technologies?
7. Are there any limits and restrictions on the use of digital technologies?
8. Do I have enough theoretical knowledge about the possibilities of using digital technologies in teaching?
9. How can digital technologies help me better organize my teaching preparations?
10. How can artificial intelligence affect the education process?
11. How might students and teachers use artificial intelligence in education?

3.6.2 Classroom management

Involved teacher actions to create a learning environment that encourages positive social interactions, active engagement in learning, and self-motivation. Many issues come to mind regarding [classroom management](#), such as rules and procedures, guiding and reinforcing appropriate behavior, addressing inappropriate behavior, motivating and engaging students in instruction, teacher-student relationships, and a host of related topics.

Examples of included issues might be related to these questions:

1. What strategies do you use to collaboratively create classroom expectations and rules with your students?
2. How do you ensure that classroom expectations and rules are clear, understandable, and relevant to students' needs and experiences?
3. How do you communicate classroom procedures to students and ensure their understanding and compliance?
4. How do you differentiate classroom procedures to meet the diverse learning needs and preferences of your students?
5. How can you reinforce classroom expectations and rules at the beginning of the school year or course?
6. How do you address instances where students may struggle to meet classroom expectations, and what strategies do you use to provide additional support and encouragement?
7. How do you provide opportunities for students to take on leadership roles or responsibilities in supporting classroom management efforts?
8. How do you adapt your teaching style and instructional methods to accommodate diverse learning preferences and ensure all students are actively engaged in classroom management processes?
9. How do you establish and communicate clear consequences for misbehavior while maintaining a supportive and respectful learning environment?
10. How do you reflect on and evaluate the effectiveness of your responses to misbehavior, and what adjustments do you make to improve classroom management practices?

3.6.3 School culture

School culture is founded on a mutual understanding of the school's purpose, goals, and values. These common beliefs shape the actions and interactions among teachers, students, and administrators. School culture is reflected in established norms and practices such as routine classroom activities, communication patterns, and decision-making processes. These conventional methods contribute to a stable and predictable school environment. The deeply embedded nature of school culture often makes it resistant to external changes, like new educational trends or broader societal shifts. This resistance may be due to a preference for preserving traditions or a fear of the unknown.

Examples of included issues might be related to these questions:

1. How can I create a classroom environment where every student feels safe and valued?
2. What are effective ways to foster a nurturing supportive atmosphere in my class?
3. What measures can I take to address ethical dilemmas in the classroom?
4. How can I ensure that students understand the importance of adhering to school guidelines?
5. How can I incorporate school traditions into my classroom to reinforce shared values?
6. What are some effective ways to engage local businesses and community organizations in our school's activities?
7. What should I do if I encounter resistance from students or parents regarding school rules?
8. What do you think are the most important values that a school culture should promote?

3.6.3 Curriculum, Planning and Development

The concept of curriculum encompasses the processes, tools, and environments necessary to achieve specific educational goals. It refers not only to the content of the curriculum, such as what subjects are taught and how they are organized, but also to the broader educational program of an institution, which includes objectives, teaching methods, and means of assessment. Essentially, the curriculum is a comprehensive plan that guides both the instructional content and the broader educational experiences that students encounter. It integrates the sequence of subjects, specific content, teaching methodologies, resources used, and even the preparation of teachers, to ensure a cohesive and holistic educational journey for students.

Examples of questions included may be related to the following:

1. What strategies would you use to effectively plan and implement curriculum-aligned instruction?
2. How would you evaluate the effectiveness of your teaching in the context of the curriculum objectives?
3. What challenges and obstacles would you expect to face in implementing the curriculum in practice? How would you address them?
4. How would you deal with any discrepancies between your pedagogical approaches and the requirements of the curriculum?
5. What do you think are the key elements that should be included in the curriculum preparation of future teachers?
6. What practical experiences would you recommend for student teachers to gain a deeper understanding of the curriculum and its implementation?
7. How could teacher preparation programs better focus on developing the skills needed to work effectively with curriculum in the classroom?
8. What roles do educators play in curriculum formation and innovation?

3.6.4 Communication and Relationship building

Communication is the process of sending and receiving information in order to achieve understanding. Communication is therefore a two-way way of conveying information through some medium (sound, written text, signs, symbols, body movements, etc.). It can take place by verbal or non-verbal methods; face-to-face or through communication devices. Part of the process is also creating a safe and welcoming space for communication.

Good relationships are based on good communication. Relationship building is a set of soft skills that a person uses to create positive relationships, integrate into a group, and build understanding between themselves and others. Openness, honesty, appreciation of others and trust are essential. Valuable skills to develop are active listening and emotional intelligence - the ability to recognise how emotions affect us and those around us.

Examples of included issues might be related to these questions:

1. How to support the building of relationships between pupils?
2. How to support the building of relationships between teachers (between teachers and school management)?
3. How to develop students' emotional intelligence necessary for building good relationships?
4. Where can teachers find sources of information for developing communication and building relationships between students?
5. How has communication and relationship building developed in recent years?
6. How does usual communication differ in different countries/cultures?
7. Is there space for building soft skills in education?
8. What are the consequences of ineffective communication for those involved (teachers, pupils, parents)?
9. How can you adequately respond to manifestations of inappropriate communication in the school environment?

3.6.5 Professional Collaboration and Development

Professional cooperation and development can take place between two or more professionals, in our case teachers. Collaboration is a broad term that covers various types of interpersonal interaction, such as consultation, joint planning, joint teaching and coaching (in a broad sense, the sharing of best practices). Professional collaboration recognizes the expertise of each person involved and is based on positive relationships, respect, reciprocity and effective communication. For professional cooperation and development realized in this way, it is necessary to provide teachers with emotional support and an open environment so that they can balance all the demands of the external environment and themselves. The goals must be perceived as shared and focus on the student as a priority. Thus, professional collaboration and development can benefit students by contributing to high-quality teaching practices, targeted support and consistency in their learning experiences.

Examples of included issues might be related to these questions:

1. What are the challenges teachers may face in implementing professional collaboration and development?
2. What roles do school management and colleagues play in supporting professional collaboration and development?
3. How could teacher preparation programs better focus on developing the skills needed to effectively collaborate and share with colleagues?
4. What roles can student teachers play in professional collaboration and development in schools?
5. What are the different models and approaches to professional collaboration and development?
6. How can professional collaboration and development contribute to an inclusive and supportive school environment?
7. What examples of professional collaboration and development are important to share?
8. How can schools use peer coaching and mentoring to support teachers' professional development?

3.6.6 Diversity and Inclusion

Diversity means respect for the uniqueness of each individual (e.g. with regard to their age, gender, family background, origin, health situation or place in which they live). The following examples of diversity can be given: cultural, linguistic, ethnic or diversity in the given environment (school, work). Diversity helps to discover the diversity of the bearers and its sharing is beneficial to society, for example because it brings a greater variety of opinions, different work styles, the opportunity to speak more languages, learn more cultures, etc. Adapting to new conditions with different customs and traditions can be challenging, it is necessary work to promote positive relations between all participants and strive to establish equal opportunities.

Inclusion is a concept that can be perceived in a broader sense as social inclusion (this is the integration of disadvantaged individuals into society) and in a narrower sense as school inclusion. This is about the inclusion of all pupils, regardless of their individual needs or specifics, in joint education. The benefits of inclusive education primarily include joint education for all pupils, breaking down social barriers, and pupils learn to understand differences and respect them. An inclusive school facilitates access to education by allowing all pupils to attend mainstream schools close to where they live. Inclusion in schools should be supported by everyone - teachers, parents, pupils and the whole society. Inclusive schools have the potential to offer diversity in teaching and to provide space for making friends, mutual respect and understanding. Inclusion is a process, not a permanent state; therefore, an inclusive school is seen as a school in motion.

Diversity and inclusion care about respecting the differences of each individual, their maximum development and the creation of an environment where everyone can participate in all events.

Examples of included issues might be related to these questions:

1. Why is diversity important in school?
2. What challenges do teachers face in connection with the diversity of the class or school collective?
3. What support does a teacher need to master teaching strategies in a diverse school environment?
4. How can you work with different traditions and cultures of pupils in teaching?
5. What factors contribute to an inclusive school environment?
6. How can interaction with parents be supported within an inclusive school?

7. If you know, can you present examples of good practice of schools that can be described as functionally inclusive?
8. Are you in contact with teachers from other schools or institutions in order to gain inspiration and share your experiences? If so, introduce them.
9. What other benefits do both individuals and institutions derive from diversity and inclusion in practice?
10. How did your institution prepare to become inclusive and promote diversity?

4. How to implement the DigitalTA platform in your institution

4.1 Implications of the platform

The model will have important implications for continuing teacher education. In the first place, since it implies a change in the role of the trainer, who will have to act as a facilitator and guide in the knowledge construction process (Schön, 1987). Second, it implies the need to create communities of practice in which teachers can interact and collaborate to collectively construct knowledge (Wenger, 1998). Third, it implies the need to incorporate reflective strategies in teacher training, such as observation of one's own practice and critical reflection on it (Zeichner and Liston, 1996). Participation in this ecosystem implies going through different levels of reflection in which participants will be able to develop and/or expand transversal skills and knowledge related to:

- Critical understanding of reality: teachers must develop a critical perspective on the social, political, and cultural reality in which their teaching practice takes place, in order to understand the challenges and opportunities that arise. Teachers are invited to make a critical analysis of their educational reality in order to identify the problems and challenges they face. It promotes reflection on one's own practice and the construction of knowledge based on experience.
- Dialogue, collaboration, and teamwork: dialogue and collaboration among teachers are essential to collectively build knowledge, exchange perspectives, and develop new ideas. Teamwork and the collective construction of knowledge is encouraged through the exchange of experiences and perspectives. Learning focuses on building support networks and identifying resources to address educational problems collectively.
- Shared reflection and transformation of teaching practice: shared reflection and transformation of teaching practice is promoted based on critical analysis and collaborative dialogue.
- Development of metacognitive and emotional skills. Teachers need to develop metacognitive skills to critically reflect on their own thinking and learning process, as well as emotional skills to manage stress and emotions associated with teaching practice.

4.2. Considerations

The model contemplates the integration of information, communication, knowledge, and digital learning technologies (TICCAD), through technological tools and digital educational resources in the training programs and/or learning units in the different modalities and levels of study. Technological tools have the function of providing support as a means of online communication, interaction, and collaboration for the construction of knowledge and learning, as well as the management of teaching processes in virtual environments. Digital educational resources focus on informing, supporting the understanding and acquisition of knowledge, facilitating the acquisition of skills, and assessing the development of competencies. To achieve this objective, it is important that the model allows flexibility and participation of the groups involved in the co-design and constant improvement of the training environment. The formative technology environment is then supported by the community and is conceived as a challenge management tool, ready for teachers in transition to describe, present, and share their personal experiences and follow up on problems with mentors and/or the learning community. Any platform to support reflective practice must be accessible, safe, and secure. It is important that it provides multiple modes of interaction, communication and representation of ideas, as well as multiple ways to engage in reflective practice. Thus, for example, the platform has to contain alternatives that allow us to go through such heterogeneous situations as, for example, the following:

- Participants need ample support and time when engaging with the reflection, especially in familiarizing themselves with the online approach; therefore, mentoring and coaching will be vital. Likewise, mentors require affective training to support commitment to the process. In both cases, technological mediation must make it possible to improve and expand the channels, means, and languages to promote effective communication among the members of the community.
- Teachers need scaffolding, so that they do not simply write or describe the subject matter but engage in a process of reflection that leads to new learning and practice. There must be a link between theory and practice as part of the cyclical process. The platform must therefore include elements that allow for an innovative and creative reconstruction of the cases. For this purpose, the use of interactive tools, immersive reality, or mixed reality, for example, is favored.
- It is important that the users (in-service or in-service teachers) do not feel that they are being accompanied indifferently or feel that they are reflecting for no one else but themselves. Otherwise, honesty and true criticality in reflection are compromised. The environment must contain safe spaces that promote data protection while enabling more ethical ways to share information and open the conversation to the educational community.

- Reflection and reflective practice should be explicitly defined so that pre-service/ in-service teachers feel comfortable and instructed to participate in the experience. Consideration of incentives and benefits for teachers to engage with the platform is important and important to make explicit and clear to the users.

The platform will be a common open virtual environment aimed at teachers in transition that, based on the needs detected within the communities, can be presented as follows:

1. A tool for the daily challenges of pre-service and in-service teachers. By providing a specific peer-to-peer social network combined with individual support to students and newly qualified teachers during their initial and induction stages, the environment can contribute to training by providing a safe space to address and alleviate some of the concerns that cause these teachers to consider leaving the profession.

2. A European platform for effective learning. Effective learning will be possible through the formation of a Community of Practice that will be sustained and grow from the reflection on the situated experiences of its participants.

3. A digital platform as a linkage tool. Conceived as an open space, the tool will provide meeting spaces where it will be possible to create a formal link between schools, teacher training institutions, and universities, during and after the development of the project. This is done by creating formal links between all stakeholders and between experienced teachers and newly qualified students/teachers.

4. A platform to support newly qualified teachers, students in training, and teachers who want to improve their educational practices in their schools. Support students and newly qualified teachers to engage in collaborative critical reflection. In this way, we seek to avoid conformity to dominant schooling practices (DeRoiste et al., 2012) and to engage participants in an enriching socialization process, improving their practices.

5. A European and intercultural tool. Finally, and through the linking of students, teachers, mentors, and recently graduated experts from different countries will allow these teachers to explore different European and cultural perspectives. The views of other teachers from a different culture, as well as the approaches of different educational systems, will enrich the new teachers.

Thus, the virtual learning environment must take into account the following elements in its construction in order to favor reflective practices and metacognition of the participants.

Starting from a multimodal approach. It is to promote the combination of educational modalities that are developed recognizing their benefits and potentialities, incorporating the principles of flexibility

of educational processes and academic innovation, which favors the consolidation and operability of the guiding principles of the Model. The multimodal approach is conceived as an element that facilitates reflection, as it promotes the use of TICCAD and the use of agile methodologies to promote learning, and for this purpose proposes different spaces and modalities of reflection that can work individually, mixed (teacher-tutor), collective (community of peers), according to the needs and conditions of each participant and the guidelines established for each reflective modality.

The incorporation of the multimodal approach has a positive impact on the coverage of the training environments designed, as well as on the support services and on the diversification of means and learning experiences during the trajectory of each participant within the space.

Technology platform or learning management system (LMS). The technological platform that supports this model is constituted as a virtual training space, aimed at facilitating a technologically mediated learning experience. Therefore, the environment has to integrate interconnected and feedback tools that collaborate with the development of the various actions that will take place in it, such as, for example:

- Tools for education: technological infrastructure necessary to meet the needs of academic training and digital information management for use in the learning units, with access to the services available to consolidate the Model project.
- Communication tools: are those that use information and communication technologies as a means to develop dialogue, discussion and debate, interaction and communication skills, and in short, information skills: Synchronous; Asynchronous.
- Tools for learning evidences: they are characterized by being developments that allow recognizing what the participant knows and/or can do in a given situation, in a given context, in relation to the monitoring criteria established in the reflective process: Learning Management Systems (LMS); Cloud-based file storage systems; Video-on-demand platforms; Productivity tools.

Among the characteristics foreseen for the choice of the platform are also the following elements:

- Centralization and automation of learning management.
- Flexibility. The platform can be adapted to the cases to be studied, as well as to the pedagogical and reflective style of the participants, which allows it to be organized very easily and quickly.

- Interactivity and personalization. Each participant becomes the protagonist of his or her own learning through self-management of the available inputs, which are put at the service of the topic, problem, or challenge that each member wishes to raise.
- Standardization. The reuse of previous resources is proposed, personalizing content and knowledge.
- Scalability. To ensure the comprehensive care required by society.
- Functionality. To meet the requirements and needs of users.
- Usability. Ease with which people can use the platform.
- Ubiquity. To generate peace of mind for the user and give them the certainty that they will find everything they need on the platform.
- Integration. To be able to integrate with other future applications still under development, allowing to measure the impact, effectiveness, and above all, the cost of training activities.

As an example, we could consider starting from a collaborative framework of free and open source content based on JavaScript. The framework consists of a basic content editor website and a content type sharing website, it can be installed or added as a plug-in for use in content management systems and can also be downloaded with a file format for HTML5 resource bundling.

An example could be the H5P. A tool for creating interactive web experiences, specifically designed for the world of education.

H5P can be integrated into Moodle (Global Classroom platform) and is an agile and efficient tool that allows to:

- Create rich content from Global Classroom.
- Share content quickly.
- Reuse and modify the content at any time.

This tool or work environment is free software, and within the licenses, it implements the MIT license. The MIT license allows you to reuse software within proprietary software. The text of the license is not copyrighted, which allows its modification. Therefore, it is a software license that does not prevent or limit its use in the creation of educational content. The important thing for the education sector is to use it for learning purposes, as it has done with other tools, such as the well-known LMS (Learning Management System) Moodle.

On the other hand, the tool provides integration with other existing publishing systems, such as:

- Canvas LTI integration
- Brightspace LTI Integration
- Blackboard LTI integration

Among the advantages of H5P, we can point out that:

- Its main objective is to create more engaging interactive content for the community.
- Helps to increase the motivation of participants with the presentation of interactive content.
- It allows you to create interactive content, activities, images, and videos.
- Interactive videos, for example, include the ability to create questions within the video itself, explanations, or feedback.
- The results of the activities can be reflected through the Global Classroom grade book.
- The resources created can be reused between virtual spaces.

H5P allows you to create, share, and reuse created content such as images, presentations, timelines, interactive scenarios and videos, a virtual tour, personality quizzes, questionnaires, etc. In addition, it gives access to many types of content that have been developed and shared using H5P. Among the resources available in H5P we find, for example:

- Interactive video: allows the introduction of information within the video itself, as well as questions that allow to evaluate the students' attention, generating a direct interaction.
- Branched scenario: allows the creation of bifurcated learning scenarios to adapt to the pace and needs of the learners.
- Interactive book: allows you to group a large amount of content, whether textual or visual, in the form of a book that can be interacted with.
- Image Hotspots: allows you to make an image interactive by including hotspots with which you can interact and to which you can add videos, text, other images, explanations, feedback...
- Dictation: it is a simple activity that allows to know the listening and spelling comprehension of the students through a dictation. This resource is very interesting for language learning.

All these types of content can be created from the H5P.org web interface itself as well as within the LMS or educational content management systems mentioned above, i.e., from Moodle or Wordpress. Portability between content managers is very simple. Therefore, the potential of the tool is also its versatility to allow sharing and creating a community of users who can benefit from the advantages of creating interactive content for related subjects and themes.

4.3 Examples

4.3.1 Example from the Czech Republic:

Incorporating an online platform into the curriculum as a tool for reflective practice in teaching provides a dynamic and collaborative approach to teacher education.



Platform as a source of inspiration:

At the beginning of their course on the didactic subjects, students would be introduced to the platform and trained on how to use it effectively, including creating their experience, finding sources and make comments to peer experience. The platform might be used as an innovative digital resource designed to enhance the reflective practice of teaching students (pre-service teachers) by enabling them to get to the sources of real experiences and challenges from the teaching profession that can be shared and commented on.

In a specific course focused on technology in education as part of the undergraduate teacher training (in the subject of didactic technology exercises), the possibilities of using the platform (digital technologies) in their own teaching can be discussed with the students. Furthermore, the preparation might be also focused on the process of forming the digital competences of students in individual educational areas.

Tutor/mentor connection

The platform offers the possibility to get connected with mentors (experienced teachers) from faculty schools or schools, that university cooperates with. In the bachelor's degree program for teachers, "Practice in the Educational Process" is included in the third year. It is a continuous practice, which means that the pre-service teacher independently visits a selected school during one semester and completes tasks according to methodical guidelines described in the following methodical guide.

In the subsequent master's degree program, "Continuous Practice" is included in the first and second years. The student is released from university classes and practices in a selected school in a continuous block (three weeks in the first year, four weeks in the second year) at the educational institution under the supervision of a mentor teacher, completing assigned tasks.

Students can be paired with mentors selected based on their expertise and commitment to fostering the next generation of educators. Mentors (as well as tutors) guide students through the reflective process using the Framework of Reflexive Learning model (What? So What? Now What?), helping them to analyze and learn from their practical experiences. This collaboration aims to deepen the students' understanding of teaching dynamics and improve their professional competencies.

Collaborative Case Study Development:

Students are required to regularly submit reflections on their teaching experiences as part of their coursework. These reflections form the basis of the case studies they can develop on the platform with the supervision of the tutor.

Under the guidance of their tutors, students might use the platform to document specific teaching scenarios they have encountered. This involves describing the context (What?), analyzing the underlying factors and implications (So What?), and planning future actions (Now What?).

Students are encouraged to share their case studies with peers on the platform, fostering a collaborative learning environment. This allows for peer feedback and further refinement of their reflective practice.

Tutors play a crucial role in guiding the reflective process by providing expert feedback on the case studies. They help students to critically assess their teaching strategies and the outcomes of their actions. Tutors assist students in connecting their practical experiences with theoretical knowledge, ensuring that the case studies are grounded in educational theories and literature.

Reflective Discussions:

Regularly scheduled discussions might be held via the platform, where students and tutors collectively analyze and discuss various case studies. This helps to enhance understanding and application of the reflective process in real-world teaching contexts. These discussions are aimed at continuous professional development, encouraging students to iteratively refine their teaching practices based on reflective insights and peer feedback.

4.3.2 Example from Ireland:

Platform as a source of inspiration:

Development of the Digital TA Platform aimed to facilitate knowledge sharing and collaboration among pre-service teachers (PSTs), newly qualified teachers (NQTs), school-based mentors and higher education-based tutors. It provides a space for PSTs and NQTs to share their experiences from the classroom; engage with mentors across different education levels and from a variety of European contexts; access a database of relevant case studies and engage with an international learning community.

Pre-service teacher/mentor/tutor engagement:

It is envisioned that PSTs/mentors/tutors shall engage with the Digital TA platform across two distinct modules: EN6171 Planning for School Placement and EN6182 School Placement 1.

Module EN6171 Planning for School Placement is scheduled to occur during the Autumn term (September-December 2024). PSTs registered on this module shall be in the first semester of Year

1 of a two-year Professional Master of Education (PME) program. This module requires PSTs to take a detailed look at a variety of planning and teaching skills and concepts that combine to make a teacher effective in the classroom. PSTs are introduced to the complexities of planning and preparation for student-centred learning in preparation for their school placement in semester 2. A particular emphasis is placed on planning, implementing learning strategies, assessment, and evaluation of practice. This module will introduce students to the various elements required to establish and maintain an effective/positive learning environment. PSTs are introduced to models of planning/curriculum models; pedagogical / instructional frameworks; learning outcomes; planning and preparing units of learning and lesson plans. PSTs will have the opportunity to implement these plans in small group settings (Micro-Teaching) and reflect on their own learning from this experience. During this module, working with tutors (university-based teacher educators), PSTs shall be introduced to the Digital TA platform. PSTs shall be introduced to the features of the platform including 'Experiences'; 'Case Studies'; the resource data bank; the role of tutors and mentors; the reflective practice process; (What? So What? Now What? Rolfe et al., 2001).

Module EN6182 School Placement 1 is scheduled to occur during Spring term (February -April 2025). PSTs registered on this module shall be in the second semester of Year 1 of a two-year Professional Master of Education (PME) program. This module is facilitated on-line while students complete 10-weeks of a school-based practicum experience. This module provides students with the opportunity to successfully plan for, and reflect on, learning. The concept of students as reflective practitioners is

central to this module. Links between the sites of practice (university and school) are embedded in the module and the provision of online tutorials ensures that PSTs are afforded an opportunity to build meaningful links between theory and practice. To reduce the isolation PSTs may experience on placement the tutorials create a community of practice in which PSTs can engage with key learning to teach concepts. They also provide opportunities for co-inquiry and collaborative critical reflection on the successes and challenges of placement experiences. During the course of this online module:

- PSTs shall be facilitated to engage with the platform and reflect on challenges they experience whilst on placement (for example – upload an experience as relevant to their practicum). PSTs shall be facilitated to engage in discursive activities with peers (using comments, likes); and search/engage with resource repository as relevant. PSTs shall be facilitated to connect with a mentor (school-based teacher), and they may engage with the reflective practice process. This involves describing the context of the experience (What?), analysing the underlying factors and implications (So What?), and planning future actions (Now What?).
- Mentors/Tutors shall be introduced to the Digital TA Platform (features of the platform including ‘Experiences’; ‘Case Studies’; the resource data bank; the role of tutors and mentors; the reflective practice process; (What? So What? Now What? Rolfe et al., 2001)) and the various functionalities of the platform.
- Mentors/Tutors will engage with PSTs (connection, comment, chat/discussion) helping PSTs develop an understanding of their experience, bringing their attention to relevant resources, supporting them to analyse and learn from their practical experiences. Mentors may facilitate PSTs engagement with the reflective practice process using the Framework of Reflexive Learning model (What? So What? Now What? Rolfe et al., 2001). Tutors will review a number of ‘experiences’ and completed reflective practice processes with a view to developing additional cases.

4.3.3 Example from Spain

Platform as a source of inspiration:

For primary pre-service teachers (Bachelor degree), in Spain, practices at school during the initial teacher training are organized among 4 years, distributed in 660 hours. Pre-service teachers are doing practices in primary or secondary schools ("practice school").

For secondary pre-service teachers (Master degree), practice period is distributed among 2 years (300 hours of practices at school).

In our university we work with two main groups:

1. Primary pre-service teachers and initial students' Teachers trained to be teacher in primary schools (under 4 years of study).
2. Newly graduated students and pre-service secondary teachers; and Master degree students).

Platform use is planned, before, during and after internships at schools. ***All the activities will be related to the academic module called "Teaching Practice in School Context" (42 credits during the Bachelor degree, and 12 credits during the Master degree).*** This curricular module is developed between practices schools and the university: students are staying several periods (to 40 hours to 300 hours during the last year) during their study at the university, experiencing the daily life of the school and classroom.

These stays have a weekly seminar at the university, planned for students to reflect on their practice. In this framework, the platform will be used as a reflective resource. Case studies, resources and international experiences will be a starting point to then connect from the practice school with the school mentor, with the aim of sharing feedback with the student about their practice and reflexivity.

As platform's methodology allows users to navigate freely in the platform, is difficult to foresee how students and mentors will use the new tool, but in order to explore its potential, we will especially focus on the use of these for modules: my experience, the resource repository, Our cases, my tutoring.

Platform will be useful for 3 main reasons:

1. For an inter-institutional collaboration (and a connection between school mentors, university tutors and students in practice) during student practices in practice schools: DigitalTA platform will introduce improvements in the

coordination of trainings and will contribute to an integrated teacher training, between the university and practice school, enforcing the relationship between practice' tutor (HEI) and the school mentor (primary or secondary school).

2. To develop formal school-university links: the platform will help to support student and newly qualified teachers to engage in collaborative critical reflection.

3. To connect teachers in transition in a transnational learning community: the European platform for the practical training will help to connect teachers in transition virtually, and exchange ideas, opinions in relation with the shared experiences.

Pre-service teacher engagement:

Platform uses will be linked to the student's level of study. For initial student teachers during the first years, the case studies module will be very relevant, while in training second half, My experience module and My tutoring will be really useful. Every activity on the platform will be link to curricular module called "practices at school".

For pre-service secondary teachers, platform use will be promoted for sharing experience, looking for resources, working on cases-study.

Table 4*Pre-service teacher engagement in Spain*

Group	Student Activity	Module used
1. Primary pre-service teachers	To read international experiences	My experience
	To share an experience with learning community	
	To comment an experience	
	To prepare reflection seminars	Study Cases
	To reflect on their practice	
	Individual tutoring with HEI tutor and practice school mentor around the shared experience	My tutoring
	To look for resources in order to	Resource repository
	reflect on their own practice	
2. Secondary Pre-service teachers	To read international experiences	My experience
	To share an experience with learning community	
	To comment an experience	
	To prepare reflection seminars	Study Cases
	To reflect on their practice	
	To build cases with school mentor	

	Individual tutoring with HEI tutor and practice school mentor around the shared experience	My tutoring
	To look for resources in order to reflect on their own practice	Resource repository

Mentor/tutor engagement:

From a general perspective, tutor from the university and mentor from schools will have a similar activity: they can navigate in the platform, share experiences commenting posts, build cases- study, and offer support to students or newly qualified teachers.

From a curricular perspective, platform will be used for following student progress in practice school (using my tutoring module), ask student to prepare a reflection related to a case-study (study-cases module), offer support to transnational students (using my tutoring module, which allow to present tutor/mentor expertise).

Table 5

Mentor/tutor engagement

Group	Activity	Module used
1. Mentors/tutors	To share an experience with learning community	My experience
	To comment an experience	
	To build cases	Study Cases
	Individual tutoring with student and practice school mentor around the shared experience	My tutoring
	To upload resources in order to support student reflection	Resource repository

Appendix 1: Infographic

USER GUIDE

Digital Teacher Academy



Welcome to Teacher Academy, your collaborative space for professional growth! Here, you can explore real-world classroom experiences, connect with tutors, access a wealth of teaching resources, ask questions, and draw inspiration from diverse teaching practices. Embark on your journey by engaging with our vibrant community and empowering the next generation of learners.

STEP 1: REGISTERING ON THE TEACHER ACADEMY

- 1.Navigate to the registration page.
- 2.Select User Type and fill in the necessary data.
- 3.Submit the registration form.
- 4.Check your email for the automatically generated password.
- 5.Log in using your registered username and the provided password.
- 6.Complete your profile with any additional information.
- 7.Start exploring the platform!



STEP 2: NAVIGATING THE MAIN PAGE

- 1.Introduction to the Teacher Academy, including a video presentation.
2. Options for user action, such as asking a question, sharing an experience, browsing existing experiences, exploring case studies, and accessing resources.
- 3.Categorized list of themes for filtering content based on interests or areas of expertise.
- 4.Show case of the latest experiences and cases shared by educators.

STEP 3: ASKING A QUESTION/SHARING AN EXPERIENCE

- 1.On the main page, click on your desired option.
- 2.Provide a concise and descriptive title for your question or experience. This title should serve as a brief summary or headline for the content you are creating.
- 3.Enter the language, visibility settings, theme, and tags of your question or experience. Take into account that public experiences will be available for anyone on the platform.
- 4.Provide a detailed description or context for your question or experience. This description serves as the beginning of the reflection process and should offer additional information background, or context related to the content you are sharing.



STEP 4: REFLECTING ON YOUR EXPERIENCE

- 1.Exploring Existing Cases: Inspire yourself by diving into real-life cases similar to yours. Gain insights and perspectives from others who have faced similar challenges.
- 2.Browsing Support Resources: Explore resources tagged in the same themes as your experience. Access additional materials, tools, or guidelines to enhance your understanding and practice.
- 3.Seeking Accompaniment from a Tutor or Mentor: Get personalized guidance and support from a tutor and mentor. They can offer valuable insights and feedback tailored to your specific needs and challenges.
- 4.Engaging with the Learning Community: Join discussions, ask questions, or share your experiences with fellow educators. Collaborate and learn from others in the community.
- 5.Self-Reflecting: Take time to reflect on your own experience. Analyze your teaching journey, identify strengths, areas for improvement, and set goals for your professional growth.

LET'S TRANSFORM EDUCATION TOGETHER!