

# Teacher trainee eTwinning pilot evaluation final report



# Teacher trainee eTwinning pilot evaluation final report: summary

This overview highlights the key benefits, successes and challenges identified in the eTwinning pilot evaluation.

## How can eTwinning support initial teacher training courses?

Overall, it was clear that a well designed eTwinning teacher trainee programme would be a welcome and valuable addition to teacher training institutions provision. Teacher training institutions stand to gain by offering provision and experiences that increase trainees' employability through meaningful and tangible classroom based activities, such as eTwinning. It enables a range of professional development skills to flourish through planning, leading and delivering projects in collaboration with experienced teachers on an international project. eTwinning was also found to address key learning, school and curriculum priorities, such as citizenship, international partnerships, PSHE, Modern Foreign Languages and cultural awareness.

*"It's always a good experience if students can be involved in an active project where they gain much more hands on experience of delivering a project... often their experience is one of ghosting others... the chance to work on a project that can help them think about action planning, resource management and give them direct experience of leading such a project in the classroom is invaluable... there is more and more pressure on universities to deliver a student experience that gives them an advantage over others... this is the type of project that could do that..."* (Course leader).

## What are the benefits of eTwinning for trainee teachers?

A number of actual and potential benefits for trainees were identified, these included:

- practical experience in the classroom;
- enhanced teaching and pedagogical skills;
- enriched and engaging learning and teaching activities;
- improved planning and organisational skills;
- increased confidence;
- collaboration, team working skills and cross organisational working;
- learning from creative and experienced teachers;
- knowledge of other pedagogies and practices;
- ICT skills and confidence using IT tools for international development;
- international partnership and collaborations awareness and experience.

A number of *benefits for pupils* were also identified, such as: improved motivation and engagement; enriched and meaningful learning experiences; enhanced cultural awareness and respect for others; and improved ICT skills.

*“I’ve realised now how important the international links are... it was the children’s reactions that were the most important, they loved finding out about other people, countries and cultures... even when we were only sharing things, they got very excited...”*  
(Trainee).

## How best to involve teacher training institutions in eTwinning?

### Components of a successful project

Based on the evidence, the following clear components contribute to successful projects involving trainees. These need to be addressed and embedded in the future ‘roll out’ of the teacher trainee initiative. Projects are more likely to be successful when they:

- establish international partnerships and related roles, responsibilities and processes earlier;
- allow adequate time and opportunities for planning;
- have partnerships between schools and training institutions in place and agreed early;
- demonstrate flexible and open communication between universities, students and schools;
- have a back-up plan should partnerships break down;
- involve experienced teachers and experienced partner institutions;
- are supported by clear structures, processes and guidance, tailoring training and support at the point of need;
- are supported by senior management teams;
- match school and training institutions core priorities and curriculum and learning aims;
- identify areas for trainee skills and professional development clearly;
- have clearly identified and communicated benefits for learners, participants and institutions;
- support students to tackle challenges confidently and relate this back to skills development;
- have an experienced eTwinning teacher/partner supporting students;
- have professional support matched to sector;
- are a compulsory part of teacher training courses and accreditation;
- are active and creative;
- are less prescriptive, enabling greater ownership over approach for trainees and teachers;
- enable trainees to communicate and share resources;
- have support materials and resources that are user-friendly and intuitive;
- enable all children’s work to be showcased.