

## **Models, strategies and resources produced in EU projects for m-learning pedagogy development and training in Language Teacher Education.**

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In this workshop we will review key outputs and interim results of a number of EU projects that could contribute both to implementing mlearning in language teacher education and to enhancing current methodology curriculum modules on MALL in school practice.

We will report on four projects, two of which (iTILT and M-Lang) have a specific focus on the use of mobile technologies for language teaching and learning. We include two more projects (TABLIO and DEIMP) because of the relevance of their m-learning research on specific educational topics (differentiation, innovative design) and generic practical frameworks and toolkits to design and evaluate mobile teaching and learning scenarios.

Below we briefly introduce the projects mentioned.

Interactive Teaching in Languages with Technology (iTILT2, 2015-2017), is a professional development project researching the effective use of Interactive Whiteboards (IWB), tablet PCs, smartphones and videoconferencing software, both independently and in combination, to support interactive approaches to language teaching with classroom technologies. One of its results is a sample of video registrations of technology-mediated teaching practices showing how mobile technologies can be used inside and outside the classroom to encourage collaborative language learning. (Koenraad, 2016). For its realisation a collaborative action research approach was used, developed and refined during the preceding project (iTILT, 2011-2014) involving video stimulated reflective dialogue (Cutrim Schmid & Whyte, 2014; Whyte, 2015). Other outputs include an e-resource including related didactical/theoretical principles and practical design guidelines.

The M-Lang project (2014-2016), targeted at language teachers, is a sub-project of a Norwegian professional development initiative aiming to upskill teaching staff across educational sectors on the effective use of learner response systems and ICT tools for creating interactive learning.

The project 'Designing and Evaluating Innovative Mobile Pedagogies' (DEIMP, 2017-2020) is a R&D oriented partnerships between university based teacher educators, school teachers and school leaders in order to design, develop, test and refine innovative pedagogies using mobile technologies.

In addition to a scoping study on the current state of mlearning a key output is a mobile app to support the developing and evaluation of innovative mobile pedagogies, designed and tested between the partners and a network of 24 associated partner schools working as part of a transnational network. The project builds on the results of a preceding project 'Mobilising and Transforming Teacher Educators' Pedagogies project (MTTEP, 2014-2017; (Burden & Hopkins, 2016)), with results including the Mobile Learning Toolkit ([www.mobilelearningtoolkit.com](http://www.mobilelearningtoolkit.com)) and the

ground work for the Mobile Learning Network for Teachers launched earlier this year.

Finally the project 'Tablets for classroom inclusion and differentiation' (TABLIO, 2016-2019)

is developing a toolkit containing design principles & templates and evaluation criteria for the use of tablets for differentiation and inclusion purposes based on a joint literature research study by the project partners.

Delegates will be invited to further explore selected resources and strategies in small groups and share ideas on how to exploit these (and/or other contents used in their own practice) in teacher education, curriculum approaches based on collaboration with school practice schools and/or continuing professional development in language education.