

**Material I: Concept Sketch**  
**Teacher education newly connected:**  
**Virtual exchange through profession-oriented e-tandems**  
**Example guide for : *Les TICE et l'apprentissage en tandem binational.***

An e-Tandem project between the PH Freiburg and the University of Nice



**Fig.1: Student colloquium at the Université Nice Sophia Antipolis, France**

Concept sketch

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## **1. Introduction: Teacher education newly connected**

When we think of "good" foreign language teaching, we usually have certain principles in mind: For example, we expect French, Spanish or German as a foreign language lessons to be holistic, cooperative and creative in the sense of the neo-communicative paradigm (cf. Meißner / Reinfried 2001). Language competencies should be taught in a networked way and quasi "along the way", the lessons should be as action- and project-oriented as possible, allow authentic insights into other cultures, stimulate critical discussion and, above all, take into account the individual interests and dispositions of the learners... - these are just some of the things we usually expect from prospective foreign language teachers.

If we now look with these expectations at our own "practice" in teacher education, we can ask ourselves whether and to what extent we also take similar principles into account in our teaching - where we consider this to be justified or even important, why perhaps not always or to what extent. Finally, in the course of current discussions on competence- and coherence-orientation (or coherence through competence-orientation), it seems not insignificant to also reconsider a certain "coherence" of training principles and to choose teaching-learning formats that are able to trigger reflection among students not only on the imparted content and focused qualification goals, but also on the way of acquisition and on their own role (as learners and later teachers) in this process.

The attempt to open thematic (subject-related, subject-related didactic or partially integrated) seminars for a transnational dialogue, to enable course participants to experience valuable changes of perspective and thus to deepen their intercultural communicative and methodological competencies, was the starting point for the conception of an e-tandem cooperation between the Institute of Romance Studies of the Freiburg University of Education and the Institute of German Studies (and partly with the Institutes of English and Hispanic Studies) of the Université Nice Sophia Antipolis. In the end, the focus was also on the question of what potential the interactive structures of Web 3.0 or 4.0 could hold for self-regulating and yet cooperative transnational teaching-learning arrangements.

In the winter semester 2015/16, the e-tandem project "Teacher Education Newly Networked" was carried out for the first time within the framework of two foreign language didactic courses (2015/2016 on the topic "New Media in the FSU. *Les TICE et l'apprentissage en tandem binational*") and concluded with a "project meeting" in Nice. In the context of a continuous further development, the tested combination of a thematic e-tandem (during the semester) and student final colloquium (towards the end of the semester) is to take place once a year in the future with different thematic focuses. - In the first project cycle, the initiative (including travel expenses for the students) was supported by the Franco-German Youth Office, among others.

## 2. Target group: A bi- or transnational community of practice

The participants of the first project year of "Teacher Education Newly Networked" were students of French (at the PH Freiburg) and German (at the University of Nice) who voluntarily took part in a virtual course cooperation of their two institutes during the winter semester. Within the framework of two foreign language didactic courses (PH Freiburg: *Apprentissage de la grammaire et du lexique* - University of Nice: *Audiovisual Media in Foreign Language Teaching / DaF*), tandem structures were finally established on the teaching and learning level, which allowed two institutionally separate seminars to be virtually networked via common guiding questions and German and French students to enter into a dialogue about their courses, their teacher training and their educational culture in general.



Fig. 2 / 3: Slides of the joint presentation of the tandem partners Karin N. and Bartosz B.

The offer was developed in the context of a transnational teaching-learning environment and is explicitly aimed at student teachers in their current learner and later teaching role; they were thereby encouraged to reflect on the potential of new media for the teaching and learning of foreign languages in a theory-guided way and to experience it concretely in the context of their own binational tandem work or also to question it critically (cf. Hoven 2007, 135 f.). In addition to promoting a critical approach to new media, the e-Tandem project also promises to promote selected linguistic, intercultural, subject-specific and didactic-methodological competencies in the area of teacher training through the examination of the target language and culture studied. For students of integrated teacher training programs, it can also serve as a first bridge to study in a binational cohort or in the respective target culture.

### **3. Approach and objective of the format**

The image or idea of tandem structures in teaching is by no means new and is increasingly gaining acceptance in transnational as well as in inter- and intradisciplinary contexts when it comes to developing holistic teaching-learning formats. Tandem work has long been of particular value in the field of language and cultural mediation (cf. Bechtel 2001, 151 f.). In the context of Franco-German cooperation, for example, the Franco-German Youth Office, which also contributed significantly to the implementation of the project outlined here, promoted initial approaches to comprehensive linguistic and cultural cooperation through tandem structures as early as the 1970s. Due to the rapid development and spread of Web 2.0, tandem work in recent years and decades has been accompanied by profound technical changes - not least with regard to foreign language teaching in schools. Thus, *e-twinning* is still far from being as popular at many schools as the tried-and-tested student exchange, but it is nevertheless a useful supplement or even preparation for stays in the target language culture.

Approaches of (e-)tandem work are in any case just as established in the context of holistic foreign language didactic and methodological approaches as excursion didactic concepts and student colloquia when it comes to promoting reflective, research-based teaching and learning. Against this backdrop, the project outlined here, consequently does not see itself as a comprehensive innovation, but rather as an integrative further development - and above all also linking - of proven concepts, personalizing or differentiating approaches, and current technical possibilities. The focus of concept is on the effort to use the possibilities of Web 3.0 and 4.0 for transnational project work in which the advantages of linguistic-intercultural (e-)tandem work are contextualized and designed in a content- as well as product-oriented way in order to promote a holistic development of competencies (of a functional-communicative, intercultural, didactic-methodical and subject-related nature), which is perceived as enriching and motivating by the students, not least through the final excursion to the target country.

### **4. Concept and exemplary process of the first e-tandem 2015/16**

In the context of two action-oriented seminars with different but complementary focuses and common guiding questions, the first project cycle of the online teaching cooperation between the Institute of Romance Studies of the PH Freiburg and the Institute of German Studies of the Université Nice Sophia Antipolis started in the winter semester 2015/16. On both sides, students reflected from different perspectives, both in national course groups and (voluntarily) in binational tandems, on their own language learning biographies, the foundations of language acquisition and language learning, the dimensions of "communicative competence" and the potential of new media in the context of foreign language teaching.

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It may seem surprising that a course on media didactics on the French side was coupled with a course on the role of linguistic resources in French teaching on the German side - for the tandem tasks guided in each case by the common question of the potential of new media for a - in many respects - "networked" foreign language teaching, in which linguistic resources should not be understood in isolation, but as complementary components of the cultural system of language or of a holistic intercultural communicative competence. In particular, it was also a matter of giving prospective foreign language teachers an insight into the possibilities and challenges of new media in foreign language teaching by "trying them out" themselves and discussing them with fellow French students.

### Framework of the e-tandem concept for bi-/international teaching cooperations

#### *Before the semester begins...*

1. "Matching" courses that are suitable for tandem collaboration (common guiding question, common framework topics).
2. Selection of a framework topic (possibly also superordinate to the individual courses) and definition of the respective competence objectives - as well as subordinate sub-objectives, guiding questions and learning tasks
3. Early application for funding (e.g. from the German-French Youth Office) in order to make the final excursion cost-neutral for the participants.
4. Timetable that takes into account the partially different semester times in Germany and France and, if necessary, provides for complementarity of tasks

#### *During the semester...*

5. "Matching" of the participants or tandems
6. Guiding the first e-tandem meetings
7. Guidance on guiding questions and learning tasks on selected topics relevant to the course, which are discussed by the students in binational (and also linguistic) tandems in each case - also already in preparation for the concluding final colloquium, the program of which the students help organize
8. Preparation of joint contributions in tandems and / or individual workshop offers

#### *Towards / after the end of the semester...*

9. Final excursion with binational Colloquium (students, lecturers, teachers) in the sense of a transnational *community of practice*.
10. Production of a final *e-book* with impressions of the tandem work, the colloquium and selected contributions

**Fig. 4: Course-accompanying tandem structure**

The tandem cooperation on both the German and the French side ran parallel to and complemented the regular course. In the following, the conception and function of the video portraits as well as the concluding colloquium will be discussed in particular.

#### a. In focus: language learning biographies and e-tandem

The first introduction of the tandem partners took place in October / November 2015 via short videos on their own language learning biography, in which the participants reflected in three minutes - and in the respective target language - on their language learning and teaching experiences.

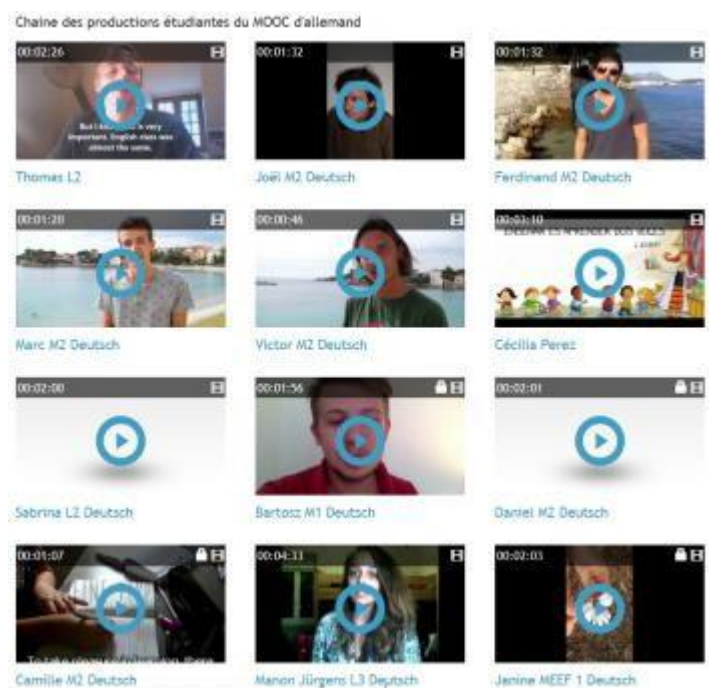


Fig. 5: Presentation videos on the joint YouTube channel

Following the video projects in national teams, Franco-German tandems were formed to discuss the various videos, their impact and the influence of the respective educational cultures. By linking the discussion back to the individual experiences and impressions of the course participants, the videos were also often perceived as "dry" perceived discussions on language acquisition and learning theories a new relevance and motivation. For example, Bartosz B.'s video raised questions about the

relevance of languages of origin in foreign language learning, that of Marianne S. or Johann M. according to the different motivations of language learning and teaching.<sup>4</sup>



**Fig. 6 / 7 / 8: Screenshots of selected videos**

The creation of the multimedia language learning biographies, for which the participants could choose from different guidelines, fulfilled several functions of presentation, reflection and discussion at this point: On the one hand, the videos served to introduce themselves to the respective other group of students. In preparation for this, the students often first went back to their (drawn and written) language portraits made in the first session for the preparation of their *storyboards*, usually rearranging them, selecting relevant information and thus also reflecting with a certain critical attitude on their own experiences, impressions and theories of teaching and learning foreign languages.

For the subsequent video shoot, they consulted with the Center for Information and Communication Technology ("ZIK") to find out about technical possibilities and then worked as a team on their video portraits - which, according to the feedback of the participants themselves, "was a lot of work, but also a lot of fun."<sup>5</sup> Based on joint reflections on the influence of one's own language learning biography and subjective theories on one's later work as a teacher, German-French tandems were subsequently formed and, after the first guided tandem meetings, questions were discussed that also served to prepare the content of the student colloquium on March 2 in Nice, which was to deal with the potential of new media in the context of foreign language teaching and learning after the end of the semester.

Within the framework of the binational tandems, this potential was reflected upon during the semester in a theory-guided manner as well as tested, questioned and discussed in an exchange with the respective tandem partners. Against this background, the students had to complete work assignments during the tandem appointments and prepare their contributions for the colloquium (or the associated *e-book*). In addition to communication via Skype and e-mail, the platforms ILIAS, *Jalon* (UNS) and EdX (platform of the EU project SoNetTE) were also used - but far less frequently than the social media chosen by students themselves (including WhatsApp and Facebook).



In the group discussions during the course, the students mostly took a double perspective and reflected on their own experience as language learners - during the shooting of the language biographies or during the first e-tandem sessions - as well as on things they would have done differently from a teacher's perspective. The feedback rounds thus served both for the students' self-reflection - in the context of their own experience but also already as impulses for their later work as teachers (who might work with *e-twinning* or other forms of telecollaboration and then, as one student put it, "very careful to provide very precise instructions and goals for tandem communication") - as well as to further develop the course format.

## b. In focus: Student final colloquium


	
<p align="center"><b>Programme – Journée d'études e-tandem</b></p> <p align="center">« Lehrerbildung neu vernetzt – Les TICE et l'apprentissage en e-tandem binational »</p> <p align="center">2 mars 2016 – H122 (UNS, Campus Carlone)</p>	
8:45-9:00	Empfang / Accueil des participants
9:00-9:10	Eröffnung / Ouverture (Dr. Christine Schmider, Responsable MEEF Allemand, UNS, JP Dr. Katja Zaki, PH Freiburg, Bianca Fuchs, UNS)
9:10-9:30	Transnational communities of practice in language teacher education (Stina Hacklin, University of Eastern Finland, Dr. Christine Schmider, Responsable MEEF Allemand, JP Dr. Katja Zaki, PH Freiburg)
9:35-9:55	e-tandem UNS Nice / PH Freiburg : L'apprentissage en tandem binational (Barosz Biel, étudiant MEEF 1 Allemand, UNS, Karin Nieburg, Lehramtsstudentin, PH Freiburg)
10:00-10:20	SoNetTE (Social Networks in Teacher Education) – A project's portrait / Présentation du projet SoNetTE (Dr. Jan Folkert Dethum, Associate Professor of Educational Sciences, University of Groningen)
10:25-10:45	itilt - Interactive Technologies in Language Teaching - (Dr. Shona Whyte, MCF/HDR, Responsable MEEF Anglais, UNS) / Présentation du projet itilt
	Diskussion / Discussion
11:00-11:30	Kaffeepause / Pause café
	BEST PRACTICES mit studentischen Kurzvorträgen und Workshops (Studierende / étudiants Master MEEF 1 + 2 UNS / PH Freiburg)
11:30-13:00	<div>Workshops zu Kommunikation und Interaktion im Web 2.0 Les outils de présentation pour les enseignants</div> <div>Workshop zu Präsentationstools im Web 2.0 L'utilisation des outils de présentation avec les élèves</div>
13:00-13:30	Mittagspause / Pause midi
13:30-16:30	<div>Workshops zu Auditiven Lern-Lehr-Ressourcen &amp; Tools Les ressources et les outils auditifs (audacity, Pratt etc.)</div> <div> <div>Workshop e-Twinning e-Twinning – un réseau étendu d'enseignants</div> <div>Workshop zu Audiovisuellen Tools Les outils audiovisuels (Vocaroo, etc.)</div> </div>
16:30-17:00	Abschlussdiskussion / Table ronde

Fig. 9: Program of the colloquium organized by the students.

The final project meeting took place after the end of the semester from 28.02. to 03.03. 2016 in Nice, in order to continue and deepen the virtual course cooperation, which had existed since October 2015, within the framework of a face-to-face meeting and to discuss the results achieved so far. At the center of the four-day program was the student colloquium, which had been prepared jointly by the students during the winter semester. The colloquium was guided by the question of how foreign language teaching in schools as well as teacher training at universities can and must be "newly networked" in the 21st century, and what resources and interactive potential Web 3.0 and 4.0 have to offer.



Fig. 10 / 11: Karin N. (PHF) and Bartosz B. (UNS) on e-tandems in teaching.

For this purpose, the students prepared presentations and workshops, some of which they subsequently wrote down for the final *e-book*. The e-tandem cooperation itself, for example, was discussed here with regard to its potential in teacher training as well as for later foreign language teaching in schools (*e-twinnig*).

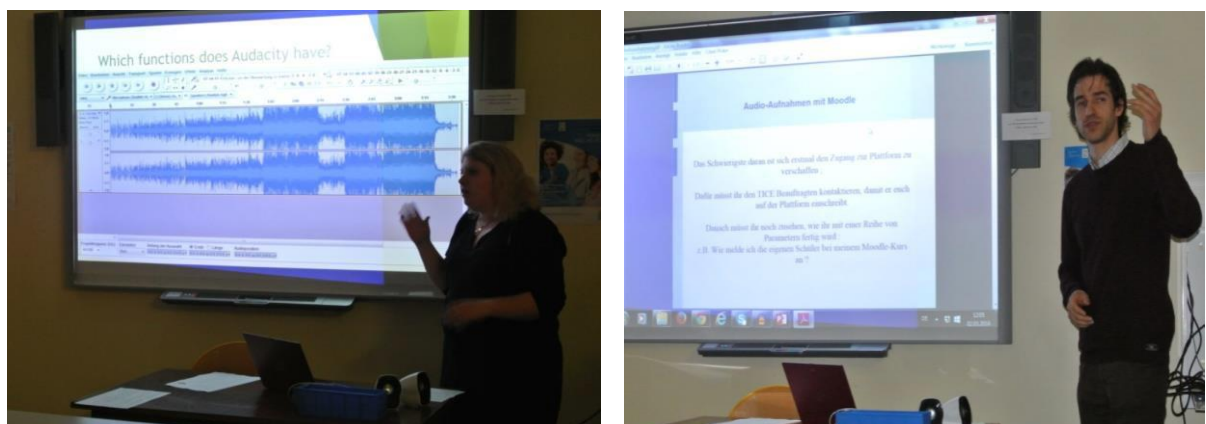


Fig. 12 / 13: Marianne S. (PHF) and Nicolas B. (UNS) on the potential of *Audacity* in the context of pronunciation didactics and phonetics.

The colloquium was framed by joint activities (visit of seminars at EPSE and university, school visit at *Collège Alphonse Daudet*, exchange with representatives of the EU project *SoNetTE*, cultural program) and reflections on the educational and media cultures in both countries. Thus, the German participants were able to gain complementary insights into various areas of teacher training of their French tandem partners and to compare these with their own experiences. The event also took place in the context of a project meeting of the associated EU LLP program *SoNetTE* (*Social Networks in Teacher Education*) and, in addition to the focused Franco-German perspective, also provided insights into the educational systems and ideas of other European participants.



**Fig. 14 / 15: Job shadowing at Collège Alphonse Daudet**

The continuous dialogue between the tandem partners - as well as, selectively, also with *SoNetTE* project members from the different parts of Europe - enabled not least a constant change of perspective, which, through the confrontation with the new, also triggered a reflection on one's own culture, one's own educational system, one's own ideas, and sustainably promoted the development of an inter/transcultural competence. In this context, the heterogeneity of the participants also resulted in a variety of impulses on the content level that went beyond the individual tandems and had a lasting impact on the entire colloquium.

For the German students, the stay on site ultimately enabled not least a temporary immersion in the language, culture and education system of the target country, in the context of which both linguistic and intercultural competencies were required and promoted, while the "actual" topic, the potential of new media in neo-communicative foreign language teaching, was developed from a bi- and international perspective. The competencies that were to be and could be further developed and deepened within the framework of the tandem project were consequently of a more comprehensive didactic-methodological, (inter)cultural and functional-communicative nature.

**Program of the final project week with colloquium**

Sunday		Arrival
	15.00	City tour, organized by the French tandem partners Museum visit of your choice
	19.30	Dinner with the french tandem partners and organizers
Monday	9.00-	<b>Uni/ESPE day with the French tandem partners</b>  Lunch with the members of the EU project SoNetTE
	19.30	Dinner with tandems and other participants of the course / colloquium
Tuesday	8.30-14.00	<b>"School day" with the French tandem partners</b> (Visit to the <i>Collège Alphonse Daudet</i> ; lunch)
	15.00	Preparation of the content of the colloquium
	19.30	Dinner with representatives of the EU-LLP project SoNetTE (Social Networks in Teacher Education)  Exchange of views on e-tandems and internet-supported teaching-learning cooperations in general.
Wednesday	9.00-17.00	<b>Student colloquium at ESPE Nice-Toulon</b>
	19.00	Dinner together
Thursday		Discussion of the contributions for the e-book
		Departure

**Fig. 16: Program of the final Tandem project meeting in Nice**

## **5. Evaluation and further development**

The e-tandem project "Teacher Education Newly Networked" is currently understood as a *work in progress*, so that the present concept sketch should be seen more as a "workshop report" than as a project portrait. An initial evaluation of the project as well as of the entire course cooperation was carried out by the EU project group SoNetTE (*peer review of the course concept in advance, survey of participants*) as well as by group discussions and individual interviews with students. On this basis, the focus of further development is now on the overall content and didactic-methodological concept, the individual phases of the procedure (cf. Fig. 4) as well as the technical and logistical framework.

From both the German and French sides, the basic concept of a binational e-tandem was assessed as very good and sensible. A student from Freiburg once again emphasized how important it was to be introduced to principles and methods already during her studies, which she might otherwise shy away from later as a teacher because she had never really gotten to know them or even tried them out (cf. again also Hoven 2007, 135 f.). After her initial skepticism towards new media, she discovered their potential in the course of the semester and considered, for example, how the experience gained during the e-tandem could be used in later *e-twinning projects* with pupils.

What was regretted, despite all the support for the approach, was the - unfortunately hardly avoidable - dependence on the reliability of the tandem partners. While some students communicated daily or at least very regularly via various social media - even beyond the seminar - there were unfortunately also tandem combinations that were very difficult to keep "going". Another point that was generally very welcomed, but also criticized in detail, was the organization of the final colloquium with parallel events in the afternoon. Some of the students would have liked to have more time to attend all the events and to be able to exchange more with their French fellow students. Some logistical points and the room situation were also criticized.

The e-tandem concept is currently being further developed on the basis of the feedback; both the guidelines for concrete tandem communication (concrete guiding questions, smaller-step learning objectives and learning tasks, guidelines for language use) and the structure of the final excursion ("too short", "even more exchange with the French teachers would be nice", "you should have the opportunity to participate in all workshops") are being revised.

## **6. Outlook and prospects**

The attempt to develop a teaching-learning format which, in the context of a holistic approach, understands students as learners and teachers alike and attempts to convey core components or competencies of the curriculum in an integrated form has certainly not yet been fully successful in the first project run, but has become emphatically visible. One advantage of the cooperative transnational approach of the e-tandem project is

The main advantage of the course is certainly the creation of an open yet protected learning environment in which the students work holistically on a topic through reading, cooperative and individual learning tasks, group discussions, and work in tandem. Due to the heterogeneity of the group and the structure of the course, the students constantly change their perspectives and reflect on their own position (for example, when they first write their language learning biography individually, but then also explain it to others and present themselves).

The media-supported cooperation with French fellow students can, in addition to the reflective competence, also promote the media and methodological competence of the students, which they not only acquire theoretically, but also experience concretely with its advantages and disadvantages, special features and challenges. By communicating in the target language, they also deepen their functional communicative and intercultural competencies - both in the course of the e-tandem work during the semester and during the final tandem meeting, where intercultural encounters and differences (and sometimes also conflicts or misunderstandings...) are often experienced much more intensively than in the pure online communication before.

In particular, the final project excursion with school visits and the student colloquium has a very motivating effect on the students - and even writing a contribution for the joint e-book ultimately appears to many not as an effort, but as a "nice conclusion, because then you also know what you have done and have something in your hands." Both the preparation of the colloquium and the joint work on the individual contributions promote not only the individual methodological skills of the students but also the social skills that working in an intercultural group demands and promotes. The intended connection or "networking" of the outlined elements - from theory and practice, from individual and cooperative or transnational perspectives, from web communication and face-to-face meetings - ultimately aims at stimulating the students in holistic teaching-learning arrangements on the one hand to reflect on the main topic (in this case, therefore, the relative potential of new media in the context of teaching and learning foreign languages), but also to sensitize them to an increased role and professional awareness in general.

The next Tandem Colloquium is scheduled to take place in May 2017 in Freiburg - probably on the topic "Paysage linguistique. Visual Multilingualism". Within the framework of two (subject-specific didactic) courses, the aim will be to discover the cities then involved as (both multilingual, multicultural and multimodal) semiotic spaces, to represent them in audiovisual projects and to discuss them with theoretical contributions with regard to their value for intercultural and aesthetic learning in foreign language teaching (focus again on French on the German side and German as a foreign language on the French side). - To this end, the concepts of the e- tandem project are currently being further developed in the conviction that students can be sensitized to (inter-)cultural issues or the "handling of heterogeneity" in the long term if they not only experience them theoretically during their studies, but also learn about them themselves.

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