EDUCATION TRANSFER KNOWLEDGE

O5. REPORT ON IN-SCHOOL PLACEMENTS NEEDS AND POSSIBILITIES OF THE TECHNOLOGIES

Project Information

Project acronym:	EKT
Project title:	Education Knowledge Transfer
Agreement number:	xxxx
Authoring partner:	José António Brandão Carvalho, Carlos Silva, António J. Osório; Fernando Guimarães, Floriano Viseu, José A. Lencastre; Luís Dourado (University of Minho – Portugal ()
	M Carmen Fernández Morante, Beatriz Cebreiro López, Martin Leranoz Iglesias and Enrique Latorre Ruiz (USC)
Date of preparation:	November 2021

Table of contents

1. Executive summary

The WP2 of the EKT project aimed at describing how in-school placement (ISP) is organised and developed in the initial teacher training in the countries participating in the EKT project (Austria, England Ireland, Portugal and Spain). In order to achieve this goal, two main procedures were developed: the characterization of national ISP systems, based on the analysis of institutional documentation (legislation, tools, guides, regulations, protocols, reports...) identified and described by the EKT teams in each country; the identification of the perspectives and conceptions of tutors or supervisors involved in ISP, working either Higher Education institutions (HEI) where Initial Teacher Education (ITE) is developed or at the schools where ISP takes place. For this sake, a questionnaire was designed and applied to a sample of 347 tutors from the different countries involved in the project

The analysis pf the different ITE systems enabled the identification of many common features. In fact, all the countries have ITE systems that involve the HEI and nursery/primary/secondary schools where ISP takes place. In most situations, ITE involves consecutive programmes (at graduation and post-graduation levels). And despite some variation on the length of these consecutive programmes (6 + 3/4 semesters or 8 + 2/3 semesters), the extension of the whole ITE process is less variable, the same happening with the global number of ECTS units involved in any ITE process regardless the country. In some countries (e.g. Spain), and concerning, mainly but not exclusively, nursery and primary school teachers' preparation, ITE may take place at graduation level. It is also worth mentioning the case of England, where two different teacher training paths can be found: HEI routes and School-led postgraduate (consecutive) routes that involve different kinds of programmes: School-centred initial teacher training (SCITT) programmes (no salaried); School Direct Training programmes (non-salaried); School Direct Training programmes (salaried); Teach First (salaried); Postgraduate Teaching; Apprenticeship (PGTA) (salaried). No matter the country, ITE processes imply in-school placement. The characteristics of these placements may vary according not only to the features of each national educational system but also to the respective ITE programmes and the school level training refers to. In general ISP is developed under agreements established between HEI where ITE programmes are developed and schools where ISP takes place and involves both HEI teachers and school teachers as tutors. The

selection of these school tutors varies from country to country as well as the role they play and their participation in the students´ evaluation. There also seems to be some variation regarding the tasks, the number of hours involved and the kind of materials students have to produce and deliver as a result of their practices during ISP. Despite this variation, it is possible to recognize that there is, in most cases, a concern with the promotion of a reflection on the practice by the use of adequate practices and instruments, such as the construction of portfolios that make possible a critical attitude towards the teaching activities developed.

The questionnaire enabled the identification of academic and school tutors' perspectives and conceptions about ISP and focused on different aspects involved in the process, such as: the relevance of different internship activities and the degree of collaboration between academic and school tutors in their development; the responsibility for the definition of the curricular framework of ISP; the aspects included in ISP guides; the relation between the student teacher and the tutors and the kind of activities they are involved in during the whole ISP process; the structure of student teachers' final report or dissertation; the aspects focused on tutors' observation and supervision during ISP; the structure and content of the Portfolio of in-school placement teaching practice. The design of the questionnaire took into account the complexity of the ISP process, and the multiplicity of aspects involved, by offering the respondents rather long lists of the items they should express their position about. As far as the relevance of the activities involved in ISP, all the items were valued above 3,10 in a scale that varied from 1 (nothing) to 5 (very much), regardless of the group (country), what may be seen as the recognition of the diversity and complexity of ISP. Despite the existing significant statistical differences, it is possible to say that there are some items, whose relevance is recognized (generally rated above 4), namely those related to the definition of standards and procedures and those concerning classroom observation, feedback, student-teacher evaluation, and collaborative work involving students and tutors. Collaboration between academic and school tutors throughout the ISP process and regarding the different activities involved is highly valued although the comparison of data regarding the degree of real cooperation and the data regarding the degree of cooperation that should exist suggests the necessity of its enhancement. Regardless of the country, the definition of the curricular framework of ISP depends mainly on the HEI, either the HEI coordinator or their tutors. In-school placement guides tend to include several items but tutors responding to the questionnaire highlight those related to the definition of the different roles involved and to the teaching practices and their assessment. The planning of activities integrated

into the school activity emerges as the most important aspect of the relationship between the student teacher and the tutors. Before the placement, activities concerning class teaching planning and the selection of materials and other resources seem to be the most frequent activities involving tutors, either from HEI or schools, and student teachers. During the in-school placement, the most frequent activities involving tutors and student teachers concern not only teaching planning and materials selection but also teaching activities; pupils' assessment is also highlighted as a frequent activity that involves school tutors and student teachers. Activities developed after the placement are valued in the questionnaire; the most highlighted regard pupils´ assessment and the production of students´ progress reports. The model for the student teacher's final report or dissertation include not only the monitoring procedures during its preparation and presentation, but also writing rules and procedures, as well as guidelines and rules for the use of data collected by the trainee, the extent/length of the report and formatting standards and references. The structure and content of this report dissertation are defined at the HEI level.

2. Method

The WP2 of the EKT project aimed at describing how in-school placement (ISP) is organized and developed in the initial teacher training in the countries participating in the EKT project [Austria (AT), England (EN), Ireland (IE), Portugal (PT) and Spain (SP)].

Following the strategy and calendar previously designed by the project team (Annex 1), two main procedures were developed in order to achieve the goals of the WP2: the characterization of national ISP systems, based on the analysis of institutional documentation (legislation, tools, guides, regulations, protocols, reports...) identified and described by the EKT teams in each country; the identification of the perspectives and conceptions of tutors or supervisors involved in ISP, working either Higher Education institutions (HEI) where Initial Teacher Education (ITE) is developed or at the schools where ISP takes place.

In order to analyse the characteristics and methodological proposals for in-school placements that are being developed in initial teacher education (ITE) and describe the temporary and structural conditions in which in-school placements are developed in the five countries (AT, EN, IE, PT, SP), a data collection form and guide for document analysis was constructed (Annex 2). Its construction implied a previous identification of the relevant aspects that had to be considered in the analysis. The form had different sections, each one including a certain number of questions, regarding different aspects, such as: Initial Teacher Education (Bachelor and Master) curricula and the importance of In-School Placement in their context; programs and teaching materials on In-School Placement, considering different educational levels; the organization of In-School Placement, training activities developed and people involved placements (tutor profile and selection, requirements of schools, recognition of tutors, duration, participation of the educational administration, regulatory agreements, ...). All the partners participated in data collection, in regard to their respective national contexts, considering not only the national legislation and institutional documents but also their involvement in ISP activities in their own institutions. All this information was then analysed, enabling the comparison between the countries involved with the identification of what is similar and what is different.

For the sake of identifying the perspectives and conceptions of tutors involved in ISP, a questionnaire was designed and applied to a sample of 347 tutors from the different countries involved in the project (Annex 3).

This questionnaire focused on different aspects of ISP, such as: the relevance of different internship activities and the degree of collaboration between academic and school tutors in their development; the responsibility for the definition of the curricular framework of ISP; the aspects included in ISP guides; the relation between the student teacher and the tutors and the kind of activities they are involved in during the whole ISP process; the structure of student teachers' final report or dissertation; the aspects focused on tutors' observation and supervision during ISP; the structure and content of the Portfolio of in-school placement teaching practice. Data were analysed following quantitative statistical procedures in order to identify main tendencies and significant differences between groups in pairs (One-Way Anova and Bonferroni multi-comparison test).

The research design and procedures were authorized by the USC Research Ethical Committee (November, 2020). (Annex 4)

3. Results

A) Characterization of ITE in-school placements: curricula of the official ITE degrees, programs and teaching materials on in-school placements, organization of in-school placements

The analysis of the initial teacher training routes in the five countries involved in the project (Austria, England, Ireland, Portugal and Spain) reveals several common aspects as well as the natural specificities concerning each national context. Each country has its own regulations and procedures defined in official documents, which not only state the length and the correspondent ECTS units of their pre-service teacher training programmes and their inclusion in the set of degrees awarded by their Higher Education Institutions (HEI), but also other aspects, such as in-school placement periods throughout the training process, institutions and people involved, requirements for accessing the training programmes or acquiring the professional teaching status.

Characterization of ITE in-school placements in Austria

In Austria, teachers in the pre-primary education field are prepared in teacher training colleges for early childhood education. These are five-year colleges for higher vocational education. In addition to pre-primary educational training content, general educational content is also taught throughout the entire training course. Specialisation in the area of day-care pedagogy is possible during the training. The qualification includes in-depth practical training in various early childhood educational institutions.

The qualification for teaching at primary, general secondary and vocational secondary levels implies the attendance of a graduation and a master programme. Primary school teacher training is provided by university colleges of teacher education; secondary education teacher training takes place within a joint programme involving a university and a university college of teacher education.

The admission requirement to a Bachelor's degree course for a teaching qualification is a general university entrance examination (school leaving certificate, vocational school leaving

certificate or university entrance examination) as well as necessary auxiliary examinations for the so-called "Studienberechtigungsprüfung.

ITE programmes (eight-semester bachelor's programmes with 240 ECTS and at least two- to three-semester master's programmes with at least 60/at least 90 ECTS) contain a joint "pedagogical core" (scope: at least 60 ECTS) which guarantees a uniform basis in general educational fundamentals. In addition, the practical aspects of the teaching position are covered here in the form of practical teaching experience (including in-service courses). After this, according to the different branches of study, there are special focuses or specialisations. For all teacher training programmes, a one-semester introductory and orientation period (Studieneingangs- und Orientierungsphase or StEOP) is required. New teachers are accompanied by a mentor in their first year of service (one-year induction year). Programmes for the primary level comprise the following areas: general educational fundamentals; primary level pedagogy and primary level didactics; practical teaching experience. Study programmes for secondary level comprise: general educational fundamentals; subject-specific academic theory and subject-specific didactics; practical teaching experience.

The school internship consists of: lessons (private lessons/team teaching) / observation in class; a didactic reflection/practice day at the school with the mentor; didactic reflections at the teacher training college with the practice tutor according to the schedule/appointment; completion of written assignments: preparation of lessons, other written tasks (reflections, observation orders, etc.). Certified practical teachers and mentors provide supervision for students in pedagogical practical studies.

School internship takes place at a school in a class with a mentor at certain times, determined by the HEI. The assignment is made by the practice tutor (lecturer/teacher at the HEI), who is also the contact for questions about the Pedagogical-Practical Studies.

The practice tutor is the head of the school internship course. He/she determines the content, the type of tasks, scope and assessment. All written tasks are documented in a portfolio. The selected form, platform (Mahara, etc, ...) has to be agreed upon with the practice tutor, the schedule for submitting the portfolio is communicated by the practice tutor at the beginning of the

semester. Usually, teacher trainees have to hand in a report which is graded/feedbacked by a mentor. [1]

Characterization of ITE in-school placements in England

In England, two different teacher training paths can be found: HEI routes and School-led postgraduate (consecutive) routes. In the HEI routes, there are two different methods. One of them is a HEI-led undergraduate concurrent programme, led by a higher education institution (HEI) which is the accredited provider, selects applicants and teaches the programme (primary and secondary programmes exist, but the great majority of programmes are for primary teaching). There are 3 and 4-year programmes with classroom experience of 24 or 32 weeks, respectively. These programmes lead to professional accreditation (QTS) and academic qualification (a bachelor's degree such as the BEd). The other one is the Postgraduate method (PGCE/PRGCE), involving HEI-led consecutive programmes. The HEI, as the accredited provider, selects applicants and teaches a 1-year programme, with classroom experience of 24 weeks. There are Primary and Secondary teacher training programmes, leading to a professional accreditation (QTS) and an academic qualification (Postgraduate Certificate in Education / Professional Graduate Certificate in Education (PGCE)).

The School-led postgraduate (consecutive) route involves different kinds of programmes: School-centred initial teacher training (SCITT) programmes (no salaried); School Direct Training programmes (non-salaried); School Direct Training programmes (salaried); Teach First (salaried); Postgraduate Teaching; Apprenticeship (PGTA) (salaried).

A PGCE programme implies 2 ISP distinct blocks (1 (a/b) and 2), corresponding to 24 weeks and 30 and 40 credits. Block 1a is an induction phase where student teachers have 5 weeks (unassessed to induct themselves) then 1b is the assessed second phase (same school) of 6 weeks. Placement 2 is 13 weeks long (split by Easter) and is assessed.

In a Bed programme, in Year 1, there are 3 x 2-week blocks in pairs (1 per term roughly); in Year 2, there is 1-week induction (hopefully volunteering established), then a 7-week block and, in year 2, a 10-week block separated by Christmas (total: 24 weeks). A core content framework introduced by OfSTED (Office for Standards in Education) is a suggested content for all ITE providers to follow. School tutors and University tutors work to support students to fulfill the tasks and also

compile their evidence to meet the standards – this is a holistic practice and not just judged on the teaching in the classroom.

Students should be inducted into their placements similar to new members of staff – there will be a professional tutor (who could be different from their classroom teacher) who will ensure the student has an adequate timetable (to be compliant) and meets all safeguarding within the school. Student teachers should be treated like qualified members of staff in terms of duties and roles. [2] [3] [4] [5] [6] [7] [8] [9] [10]

Characterization of ITE in-school placements in Ireland

In Ireland, initial teacher training of primary and post-primary teachers involves concurrent (undergraduate) and consecutive (postgraduate) programmes: the former refers to an Undergraduate Teacher Degree (4 years); the latter implies the attendance at a 3/4 year undergraduate programme followed by a 2-year postgraduate programme, the Professional Master in Education (PME). Afterwards, teachers enter "an integrated professional induction framework for newly qualified teachers" (Droichead) […] designed in collaboration with the profession to reflect the importance of induction for new teachers as they are formally welcomed into the most important profession in society. It is grounded in the belief that those best placed to conduct this formal welcome are their experienced colleagues who have relevant and in-depth knowledge of teaching and learning in their respective schools" (https://www.teachingcouncil.ie/en/teacher-education/droichead/).

During his/her ITE process, a student-teacher is supposed to spend 20 weeks in schools over the course of any of the programmes referred to above. The second half of the programme must include one 10-week block. Students are required to agree with the school, in advance of the 10 week ISP placement, a plan of work for the school-based activity block. The school-based activity block plan should be structured around the four key themes identified in Droichead, namely: Professional Communication and Conversations, School Administration, Developing my Initiative and Contribution to my School Community. Students are expected to actively engage with these projects/ activities for the full two weeks of the school-based activity block. Students are expected to plan for an additional SET (Special Education Teaching) block in consultation with the class teacher (s). Both the SET and School-Based Activity blocks areassessed through the Professional Portfolio

and the Post-Placement Interview. Students may have a visit from a School Placement Tutor during the School-based Activity block and/or SET block. These visits are formative in nature and involve the observation and/or dialogue with the student and/or school personnel.

The Teaching Council's Guidelines on School Placement provide a structure for the school placement blocks and are aimed at promoting collaboration and balance of responsibility between teacher education programme providers and schools. They contain useful information about the duration, structure and timing of the placement, the settings and activities which are appropriate and the roles of all the key stakeholders.

Students must complete a vetting agreement with the national police force before they can go out to a school. They must also comply with the Code of Behaviour requirements. Every school placement experience must be passed by achieving a grade of at least 40% in both the areas of Teaching & Learning and Planning & Preparation. The main teaching model is to support teaching and learning, and planning and preparation. This all happens during the Professional Studies module in the PME and BEd programmes, which is included in each course on an annual basis.

The student teacher is very much a guest at the placement school. Initial teacher training is facilitated by the school but has nothing to do with the school or its management. Expectations for professional engagement are made clear to all students. Students may have a visit from a School Placement Tutor during the School-based Activity block and/or SET block. These visits are formative in nature and may involve observation and/or dialogue with the student and/or school personnel.[11] [12] [13]

Characterization of ITE in-school placements in Portugal

Teacher training in Portugal takes place at public or private polytechnic institutes and universities (nursery and primary school teachers) or exclusively at universities (secondary school). It involves the attendance of a graduation (6 semesters) and a master programme (3 semesters, in the case of nursery school and primary school teachers, 4 semesters, in the other cases). The structure of these programmes is defined by the government in what concerns the different areas involved and the correspondent ECTS units. Trainers are teachers at the polytechnic institutes and universities, most of them holding a PhD degree. At schools and nursery schools, students have, as a local tutor, a teacher, chosen by the respective headmaster taking his/her profile into account

(among the preference conditions, holding post-graduate specialization in didactics and supervision).

A bachelor's grade in Elementary Education is the condition to access nursery and primary school teacher training master programmes. The attendance of a secondary school teacher training programme, implies a bachelor's' grade and a predefined minimum of ECTS units in the content area(s) of the programme. Students' selection is mainly based on the marks obtained in the graduation.

ISP takes place in schools under a protocol established between HEI and the schools. ISP has a minimum number of correspondent ECTS units that vary according to the teaching level of the programme (32 to 48). Different subjects contribute to ISP, by focusing on contents and/or methods implied in practice. ISP includes modules, taught in HE institutions, that provide students with theoretical and methodological knowledge that is implied in practice. Students have to follow the norms established at each HEI. The achievement of the teaching professional award depends on the approval of the Practice Report, presented and discussed by a jury.

The ISP aims at the development of trainees' professional skills by promoting an attitude oriented towards the permanent improvement of learning and is conceived in a training perspective, articulating knowledge and the ways/means for its transmission; it includes observation and participation in supervised situations of education and teaching practice in the classroom; it provides trainees with planning, teaching and assessment experiences, according to the committed to the teacher, inside and outside the classroom. (Art. 114º DL 79/2014)

ISP involves the design, development and evaluation of a Supervised Pedagogical Intervention Project, supervised by the HEI tutor with the collaboration of the School tutor. This project must attend to general some principles: adequacy to contexts of practice; orientation to practice; ethical-conceptual basis; research at the service of pedagogy; training potential. Practices aim at promoting reflexive and experiential teaching and assessment methodologies, including diverse professional learning tasks: guided inquiry; observation and analysis of contexts and practices; design, implementation and evaluation of a pedagogical intervention project; writing a teaching portfolio and other reflexive records; self/co-assessment. The project has a core role and is supported by the training tasks. [14]

Characterization of ITE in-school placements in Spain

In Spain, teacher training programmes are provided by public and private universities and, within them, by their respective Faculties of Education. Nursery school and primary school teachers' training is achieved through a 8 semester graduation programme; compulsory secondary education and bachillerato teachers have to attend a 8-semester graduation programme in the specific disciplinary area and a 2-semester postgraduate programme focused on didactic and pedagogical training. The structure of both, undergraduate and postgraduate, programmes involve a pre-defined number of compulsory and optional ECTS units in different áreas, including the Practicum. HEI trainers belong to different departments according to their knowledge areas. Active teaching staff from non-university educational centers (part-time associate lecturers) may collaborate in the teaching of highly specialised subjects related to specific functions (management, educational inspection, educational guidance, ...).

To access Early Childhood Education Teaching and Primary Education Teaching graduation programmes, candidates are selected and ordered according to the average mark obtained in the official university entrance examinations. In what concerns secondary education and bachillerato, vocational training and language teaching programmes, there are two general requirements for access: a university degree and a proof of command of a foreign language equivalent to level B1 of the CEFR (European Framework of Reference for Languages); admission is granted by selecting the average mark of the degree in order. Each speciality and route of the master's degree requires, as a guide, a type of access degree.

The internship is carried out in both public and private educational centers using specific agreements that regulate the rights and obligations of all parties and agents: faculties of education, schools, trainees, school and university tutors. The agreement format is similar in all cases. There are general agreements with the educational administration under which the practice is formalized in all educational centres supported with public funds. In the nursery and primary school teachers training undergraduate programmes, there are two internship periods (Practicum I and II, corresponding to 42 ECTS credits (out of 240). To obtain the qualifying mentions for the Infant Education Teacher's degree or the Primary Education Teacher's degree, it is compulsory that during the Practicum II the student carries out a project work linked to the mention/specialty he/she is studying, which is awarded 6 credits out of the total of 24 credits included in this Practicum. The

project requires the execution of skills and knowledge developed in the different subjects of the degree. In compulsory secondary education bachillerato, and vocational training postgraduate programmes, Practicum I and II correspond to 12 ECTS units (out of 60). The Practicum allows students to reflect critically and apply the knowledge acquired in the different subjects of the master's degree in a real institutional and work context, through observation, analysis, planning and intervention activities that enable them to acquire skills to work as teachers or to develop educational guidance tasks. In the formal training of teachers, of infant and primary education, the approach would be a generalist one and the roles to be developed, the professional tasks, would be related to understanding the teacher as an educator/researcher and the teacher as a manager and promoter. Initial teacher training for secondary school teachers involves a completely different approach, with the curriculum more focused on specialties and areas of knowledge.

In the degree courses in early childhood education and primary education, we can differentiate the characteristics of the training program of Practicum I (3rd grade) and the characteristics of Practicum II (4th grade). The main purpose of the Practicum is to develop a process of mutual enrichment between what is learned in the university classes (which will help to read, understand and interpret better what happens in the nursery and primary education centers) and what is lived and experienced in the practice centers, establishing the appropriate relationships with the theoretical and practical contents acquired. Practicum I brings students closer to nursery schools and primary schools in order to enable them to better understand the characteristics of daily life in the classroom are, the activities and tasks carried out there, what the students do and their behaviour in the school context, as well as the development of the teaching-learning process. This first contact, through the Practicum I will be extended and specialized in the Practicum II. Students plan, develop and evaluate, with the advice of the school's tutoring teachers and the academic tutor, an educational intervention during Practicum II. An analysis of the innovation and improvement processes carried out in the school and in the classroom is also requested, and it is valued that the students take the initiative by detecting needs in the classroom practice and making proposals for change/innovation, correctly based concerning the improvement of the teaching-learning process.

In the case of the University Master's Degree in Teaching of Compulsory Secondary Education and Bachillerato, Vocational Training and Language Teaching, the Practicum is also oriented towards the enrichment and implementation of theoretical and practical learning of the subjects of the degree and the analysis and guided experimentation of the main professional skills.

Students plan, develop and evaluate, with the advice of the school tutor and the academic tutor, an educational intervention during the Practicum II corresponding to their speciality.

Students usually record the process of their Practicum in a classroom diary that serves as a basis for their practice report. This instrument has no specific format and it is the academic tutor in collaboration with the school tutor who guides the student in their preparation and application. The whole process of observation and intervention that is carried out throughout the Practicum must be accompanied by critical reflection and permanent interaction with the tutors in order to adequately interpret what happens in the development of the practices. Students must write a report on each stage of the work placement, explaining the context of the centre (functional organisation, relations with the community and family, involvement in innovation projects, etc.), their observation of the teaching process developed at the centre, the tasks they have carried out in collaboration with the work placement tutor, their planning of a teaching proposal or educational guidance action, as well as their evaluative conclusion on the training contribution of the work placement experience.

In the Infant and Primary Education Teacher grades, the evaluation of the practicum is based on the student's performance at the in-school placement center, the reports and products that the student must make to present to the university supervisory faculty and active participation in the preparation, follow-up and reflection activities programmed by the university's supervising faculty.

In the case of the University Master's Degree in Teaching of Compulsory Secondary Education and Bachillerato, Vocational Training and Language Teaching, the evaluation of the Practicum was carried out jointly by the head of the secondary school and the academic tutor, with each one's qualification being weighted at 50%. The student-teacher must comply with a schedule similar to that of his/her tutor for the entire period of the internship and if he/she fails to do so by more than a third, his/her stay at the center is considered non-assessable. For his part, the university professor makes his evaluation based on the tasks carried out in the work sessions with the student and the review of the internship report. [15] [16] [17] [18] [19] [20] [21]

Transnational (comparative) analysis of the ITE in-school placements: common or different aspects

The analysis of the different ITE systems enabled the identification of many common features. All the countries have ITE systems that involve the HEI and nursery/primary/secondary schools where ISP takes place. In most situations, ITE involves consecutive programmes (at graduation and post-graduation levels). And despite some variation on the length of these consecutive programmes (6 + 3/4 semesters or 8 + 2/3 semesters), the extension of the whole ITE process is less variable, the same happening with the global number of ECTS units involved in any ITE process regardless the country. In some countries (e.g. Spain), and concerning, mainly but not exclusively, nursery and primary school teachers' preparation, ITE may take place at graduation level. It is also worth mentioning the case of England, where two different teacher training paths can be found: HEI routes and School-led postgraduate (consecutive) routes that involve different kinds of programmes: School-centred initial teacher training (SCITT) programmes (no salaried); School Direct Training programmes (non-salaried); School Direct Training programmes (salaried); Teach First (salaried); Postgraduate Teaching; Apprenticeship (PGTA) (salaried).

No matter the country, ITE processes imply in-school placement. The characteristics of these placements may vary according not only to the features of each national educational system but also to the respective ITE programmes and the school level training refers to. In general, ISP is developed under agreements established between HEI where ITE programmes are developed and schools where ISP takes place and involves both HEI teachers and school teachers as mentors or tutors. The selection of these school tutors varies from country to country as well as the role they play and their participation in the students´ evaluation. There also seems to be some variation regarding the tasks, the number of hours involved and the kind of materials students have to produce and deliver as a result of their practices during ISP. Despite this variation, it is possible to recognize that there is, in most cases, a concern with the promotion of a reflection on the practice by the use of adequate practices and instruments, such as the construction of portfolios that make possible a critical attitude towards the teaching activities developed.

B) Tutors' perspectives and conceptions about In-School Placement

Aiming at improving school placement for ITE in Europe for future European pre-school, primary and secondary teachers, the EKT project assumed as one of his main objectives, the development of a transnational analysis (in 5 countries, i.e., Austria, England, Ireland, Portugal and Spain) of the difficulties, problems and requirements concerning In-School Placement. To carry on this analysis, an inquire to teachers with experience in tutoring ISP was developed. It aimed at identifying tutors' perspectives and conceptions about ISP. This questionnaire focused different aspects of ISP, such as: the relevance of different internship activities and the degree of collaboration between academic and school tutors in their development; the responsibility for the definition of the curricular framework of ISP; the aspects included in ISP guides; the relation between the student teacher and the tutors and the kind of activities they are involved in during the whole ISP process; the structure of student teachers' final report or dissertation; the aspects focused on tutors' observation and supervision during ISP; the structure and content of the Portfolio of in-school placement teaching practice.

In this section, we analyse the data collected through the EKT Questionnaire for university and school tutors who collaborate on in-school placements in pre-service teacher training programmes existing in Higher Education Institutions from the five countries involved in the EKT project.

The sample

The questionnaire was answered by 347 tutors in Austria, England Ireland, Portugal and Spain. as shown in Table 1:

Table 1
Participants in the study

Country	Frequency Distribution (%)
Austria	18 (5,2%)
England	26 (7,5%)
Ireland	8 (2,3%)
Portugal	93 (26,8%)
Spain	202 (58,2%)
Total	347

As there was a little number of respondents from Austria, England and Ireland, it was decided to gather the respondents from these three countries in one group, to enable certain statistical comparisons. Therefore, for the sake of the data analysis, we considered three groups, as referred in table 2:

Table 2
Groups considered in the data analysis

Country/Group of countries	Frequency Distribution (%)	HE Tutors	School Tutors
Austria, England, Ireland	52 (15%)	28	24
Portugal	93 (26,8%)	42	51
Spain	202 (58,2%)	47	155
Total	347	117	230

Data analysis procedures

Data that emerged from questions that involved a Likert scale, varying from 1 (nothing) to 5 (very much), were analysed through the One-Way Anova and, in order to see significant differences between groups in pairs, the Bonferroni multi-comparison test.

In the questions that allowed the choice of more than one item, we focussed on the frequency distribution, expressed in the percentage regarding each item.

Further analyses are considered necessary, regarding aspects such as the tutor's gender and the school level of the in-school placement. The qualitative analysis also needs to be deepened, with the definition of more accurate categories and a better comparison of the groups involved.

**Results**

1. Relevance of internship activities

When questioned about the relevance of a set of internship activities, the participants in the study rated, on average, all the activities above 3,10 (mean) on a scale that varies from 1 (nothing) to 5 (very much) (Table 3).

Table 3

Mean of rates and p-value in concerning the relevance of different activities involved in the internship process, according to countries/group of countries (n = 347)

Internship activities	Mean (in different countries /group of countries)			p-value
	A+E+I	Portugal	Spain	
Contacts, meetings, curricular coordination between Higher Education Institution and the School	3,85	4,17	3,77	0,026*
Recruitment of schools (profile, criteria...)	3,10		3,81	0,000*
Allocation of tutors	3,31	4,32	3,88	0,000*
Establishment of standards, rules, procedures, communication, applicable in the in-school placement	4,23	4,42	4,13	0,040*
Development of guidelines for the organization of the in-school placement	3,81	4,48	4,17	0,000*
Development of guidelines for the organization of the Final Report	3,78	4,33	4,11	0,005*
Orientation of the Student-Teacher in registering and reporting the in-school placement experience	3,56	4,37	4,17	0,000*
Pre-training planned for the Student-Teacher	3,75	4,30	4,24	0,001*
Contextualization of the in-school placement in the local community, the school and the class/pupils	3,49	4,46	4,20	0,000*
Development of instruments/tools and criteria for the assessment of pupils by student-teacher	3,62	4,54	4,09	0,000*
Preparation, writing and presentation of training materials, learning resources, evaluation tools and reports	3,65	4,57	4,15	0,000*
Collaborative work between university tutor and school tutor	4,10	4,41	3,89	0,000*
Shared monitoring in-school placement process	4,19	4,40	3,93	0,001*
Class/teaching practice observation	4,33	4,62	4,38	0,075
Written or oral feedback to the Student Teacher	4,35	4,70	4,35	0,002*
Supervision of activities, tasks and lesson planning by student teacher	4,08	4,64	4,43	0,000*
Supervision of the preparation of teaching support materials/resources by student teacher	3,62	4,54	4,33	0,000*
Evaluation of the Student Teacher's progress	4,33	4,67	4,26	0,000*
Motivating student-teacher for educational innovation and its implementation	4,17	4,68	4,54	0,000*
Collaborative work between Student-teacher and Tutors	4,10	4,72	4,16	0,000*

(Significant statistic differences $p < 0,05$)

Comparing the means of the responses of tutors from the three groups involved through the One-Way Anova, it appears that there are statistically significant differences in all items, except for the item *Class/teaching practice observation* (Graph 1).
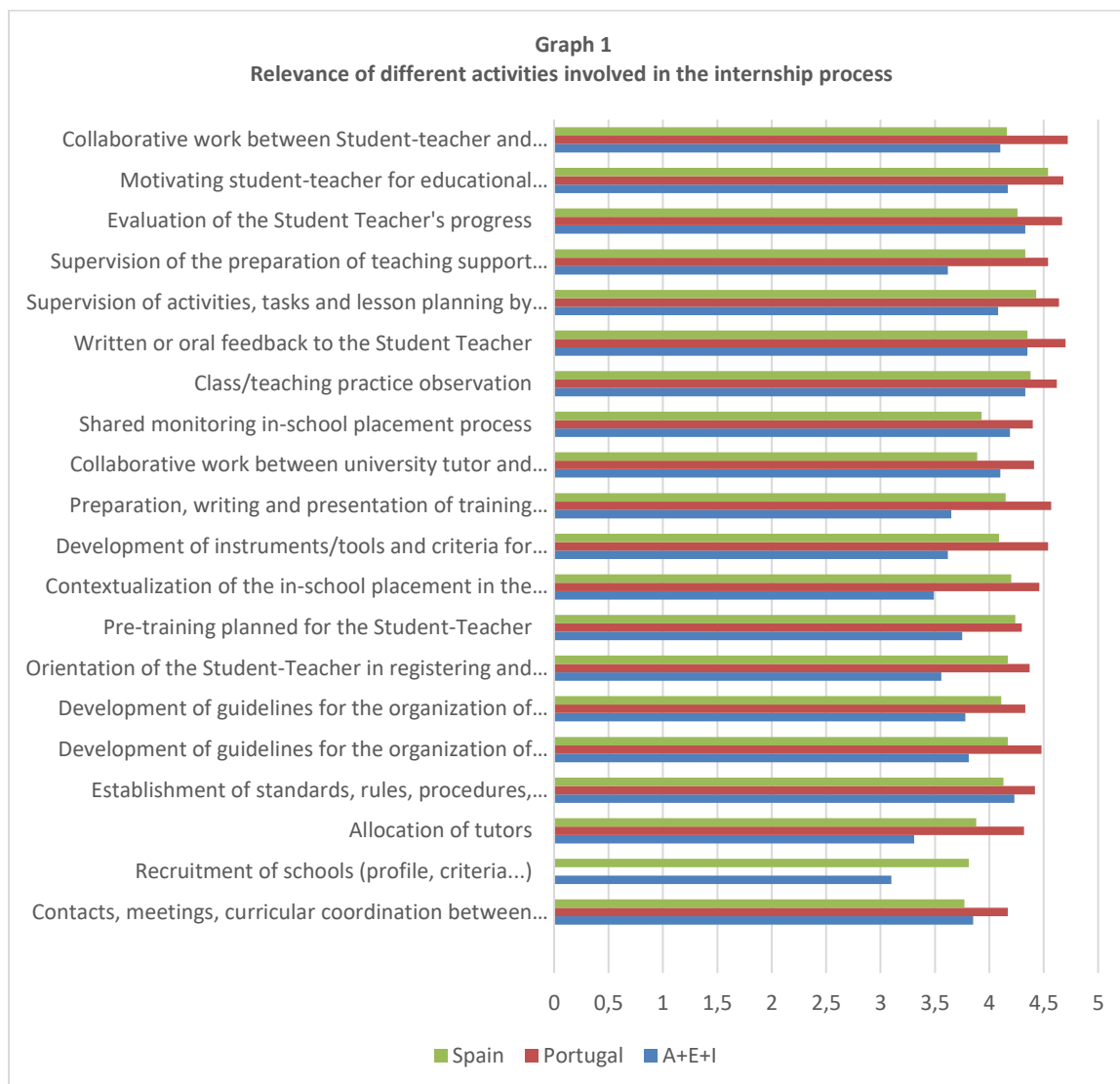
Graph 1
Relevance of different activities involved in the internship process

In the items *Contacts, meetings, curricular coordination between Higher Education Institution and the School*, *Establishment of standards, rules, procedures, communication, applicable in the in-school placement*, *Collaborative work between university tutor and school tutor*, and *Shared monitoring in-school placement process*, there are significant differences between tutors in Portugal and tutors in Spain.

In the item *Development of guidelines for the organization of the Final Report*, there are significant differences between tutors from Portugal and tutors from Austria, England and Ireland.

In the items *Recruitment of schools (profile, criteria...)*, *Orientation of the Student-teacher in registering and reporting the in-school placement experience*, *Pre-training planned for the Student Teacher*, *Contextualization of the in-school placement in the local community, the school and the*

class/pupils, Supervision of activities, tasks and lesson planning by student teacher, Supervision of the preparation of teaching support materials/resources by student-teacher and *Motivating student- teacher for educational innovation and its implementation*, there are significant differences between tutors in Portugal and tutors In Austria, England and Ireland and, as well, there are significant differences between tutors in Spain and tutors In Austria, England and Ireland

In the items *Allocation of tutors, Development of instruments/tools and criteria for the assessment of pupils by student-teacher* and *Preparation, writing and presentation of training materials, learning resources, evaluation tools and reports*, there are significant differences between tutors from Portugal and tutors from Austria, England and Ireland, between tutors in Spain and teachers from Austria, England and Ireland and also between tutors in Portugal and Spain.

Concerning the items *Development of guidelines for the organization of the in-school placement, Written or oral feedback to the Student Teacher, Evaluation of the Student Teacher's progress* and *Collaborative work between university tutor and school Tutor*, there are significant differences between tutors in Portugal and tutors from Austria, England and Ireland and also between tutors from Portugal and Spain.

2. **Degree of collaboration that currently exists between the university tutor and the school tutor: scale 1 (nothing) to 5 (very much)**

When questioned about the degree of collaboration that currently exists between the university tutor and the school tutor, the tutors that participated in the study the participants in the study rate, in average, all the activities above 2,46 (mean) in a scale that varies from 1 (nothing) to 5 (very much) (Table 4/Graph 2).

Table 4
Mean of rates and p-value in concerning the degree of collaboration that currently exists between the university tutor and the school tutor, according to countries/group of countries ($n = 347$)

Internship activities	Mean (in different countries /group of countries)			p-value
	A+E+I	Portugal	Spain	
Contacts, meetings, curricular coordination between Higher Education Institution and the School	3,54	3,81	2,48	0,000*
Recruitment of schools (profile, criteria...)	2,48	3,76	2,56	0,000*
Allocation of tutors	2,46	3,69	2,54	0,000*
Establishment of standards, rules, procedures, communication, applicable in the in-school placement	3,21	4,03	3,07	0,000*
Development of guidelines for the organization of the in-school placement	2,81	4,17	3,09	0,000*
Development of guidelines for the organization of the Final Report	2,79	4,11	3,07	0,000*

Orientation of the Student-Teacher in registering and reporting the in-school placement experience	2,81	4,06	3,12	0,000*
Pre-training planned for the Student-teacher	2,71	3,81	3,05	0,000*
Contextualization of the in-school placement in the local community, the school and the class/pupils	2,67	3,94	3,21	0,000*
Development of instruments/tools and criteria for the assessment of pupils by student teacher	2,83	4,02	3,00	0,000*
Preparation, writing and presentation of training materials, learning resources, evaluation tools and reports	2,83	4,18	3,13	0,000*
Collaborative work between university tutor and school Tutor	3,35	3,86	2,56	0,000*
Shared monitoring in-school placement process	3,63	3,89	2,73	0,000*
Class/teaching practice observation	3,71	4,02	3,12	0,000*
Written or oral feedback to the Student Teacher	3,79	4,37	3,37	0,000*
Supervision of activities, tasks and lesson planning by student teacher	3,31	4,26	3,39	0,000*
Supervision of the preparation of teaching support materials/resources by student-teacher	3,35	4,20	3,29	0,000*
Evaluation of the Student Teacher's progress	3,35	4,21	3,22	0,000*
Motivating student-teacher for educational innovation and its implementation	3,35	4,23	3,46	0,000*
Collaborative work between Student-Teacher and Tutors	3,38	4,37	2,88	0,000*

(Significant statistic differences $p < 0,05$)
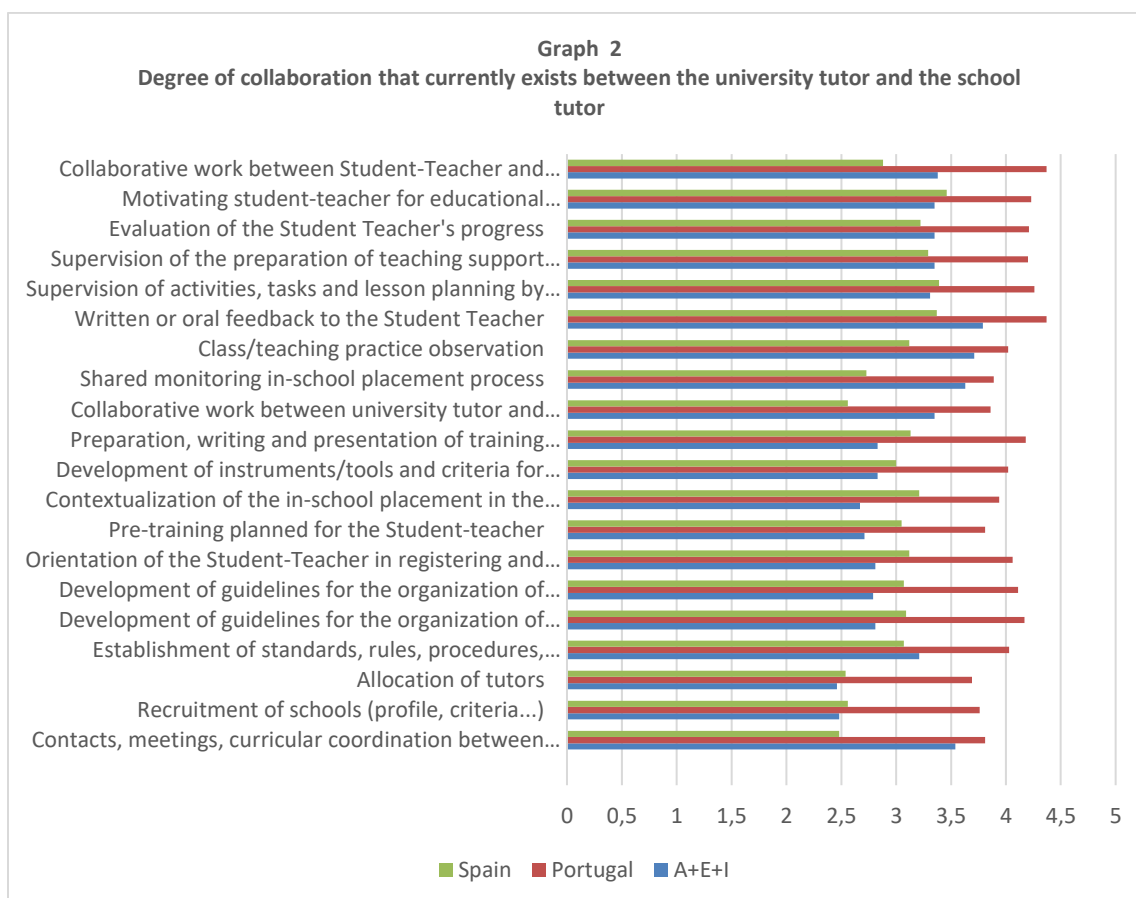
Graph 2
Degree of collaboration that currently exists between the university tutor and the school tutor

Comparing the means of the teachers' rates concerning the degree of collaboration that currently exists between the university tutor and the school tutor in the development of several internship activities, through the One-Way Anova, it appears that there are statistically significant differences concerning all the items of the question.

In the item *Contacts, meetings, curricular coordination between Higher Education Institution and the Schoo*l, there are significant differences between tutors from Portugal and Spain and between tutors from Spain and tutors from Austria, England and Ireland.

In the items *Recruitment of schools (profile, criteria...)*, *Allocation of tutors*, *Establishment of standards, rules, procedures, communication, applicable in the in-school placement*, *Development of guidelines for the organization of the in-school placement*, *Development of guidelines for the organization of the Final Report*, *Orientation of the Student -Teacher in registering and reporting the in-school placement experience*, *Pre-training planned for the Student Teacher*, *Development of instruments/tools and criteria for the assessment of pupils by student teacher*,

Preparation, writing and presentation of training materials, learning resources, evaluation tools and reports, *written or oral feedback to the Student Teacher, Supervision of activities, tasks and lesson planning by student teacher, Supervision of the preparation of teaching support materials/resources by student teacher, Evaluation of the Student Teacher's progress* and *Motivating student-teacher for educational innovation and its implementation*, there are significant differences between tutors from Portugal and Spain and between tutors from Portugal and tutors from Austria, England and Ireland.

In the items *Contextualization of the in-school placement in the local community, the school and the class/pupils*, and *Shared monitoring in-school placement process*, there are significant differences between tutors from Portugal and Spain, between tutors from Portugal and tutors from Austria, England and Ireland and between tutors from Spain and tutors from Austria, England and Ireland

In the items *Collaborative work between university tutor and school Tutor*, *Shared monitoring in-school placement process* and *Class/teaching practice observation*, there are significant differences between tutors from Portugal and Spain and between tutors from Spain and tutors from Austria, England and Ireland.

In the item *Collaborative work between Student Teacher and Tutors*, there are significant differences between tutors from Spain and tutors from Austria, England and Ireland, between tutors

from Portugal and tutors from Austria, England and Ireland and Spain, and between tutors from Portugal and Spain.

3. Degree of collaboration that should ideally exist [scale 1 (NONE) to 5 (very much)]

In what concerns the degree of collaboration that should ideally exist, the participants in the study rate, on average, all the activities above 3,35 (mean) in a scale that varies from 1 (nothing) to 5 (very much) (Table 5/Graph 3).
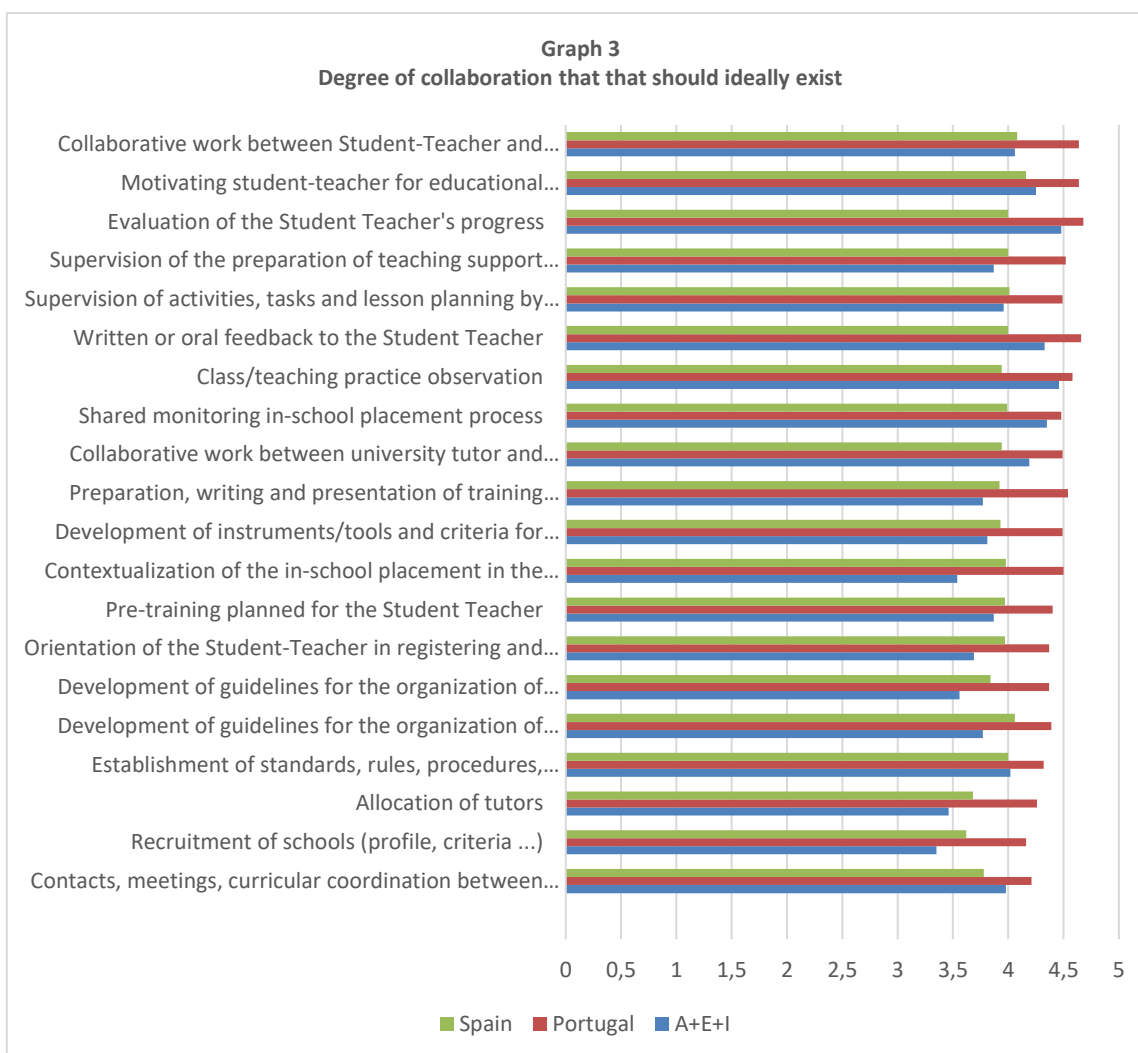
Table 5
Mean of rates and p-value concerning the degree of collaboration that should ideally exist, according to countries/group of countries (n = 347)

Internship activities	Mean (in different countries /group of countries)			p-value
	A+E+I	Portugal	Spain	
Contacts, meetings, curricular coordination between Higher Education Institution and the School	3,98	4,21	3,78	0,009*
Recruitment of schools (profile, criteria …)	3,35	4,16	3,62	0,000*
Allocation of tutors	3,46	4,26	3,68	0,000*
Establishment of standards, rules, procedures, communication, applicable in the in-school placement	4,02	4,32	4,00	0,042*
Development of guidelines for the organization of the in-school placement	3,77	4,39	4,06	0,002*
Development of guidelines for the organization of the Final Report	3,56	4,37	3,84	0,000*
Orientation of the Student-Teacher in registering and reporting the in-school placement experience	3,69	4,37	3,97	0,000*
Pre-training planned for the Student Teacher	3,87	4,40	3,97	0,001*
Contextualization of the in-school placement in the local community, the school and the class/pupils	3,54	4,50	3,98	0,000*
Development of instruments/tools and criteria for the assessment of pupils by student-teacher	3,81	4,49	3,93	0,000*
Preparation, writing and presentation of training materials, learning resources, evaluation tools and reports	3,77	4,54	3,92	0,000*
Collaborative work between university tutor and school Tutor	4,19	4,49	3,94	0,000*
Shared monitoring in-school placement process	4,35	4,48	3,99	0,000*
Class/teaching practice observation	4,46	4,58	3,94	0,000*
Written or oral feedback to the Student Teacher	4,33	4,66	4,00	0,000*
Supervision of activities, tasks and lesson planning by student-teacher	3,96	4,49	4,01	0,000*
Supervision of the preparation of teaching support materials/resources by student-teacher	3,87	4,52	4,00	0,000*
Evaluation of the Student Teacher's progress	4,48	4,68	4,00	0,000*
Motivating student-teacher for educational innovation and its implementation	4,25	4,64	4,16	0,000*
Collaborative work between Student-Teacher and Tutors	4,06	4,64	4,08	0,000*

(Significant statistic differences $p < 0,05$)

Comparing the means of the teachers' rates concerning the **degree of collaboration that currently exists between the university tutor and the school tutor** in the development of several internship activities, through the One-Way Anova, it appears that there are statistically significant differences between different groups of tutors, in all the items of the question.

In the items *Contacts, meetings, curricular coordination between Higher Education Institution and the Schoo*l, *Establishment of standards, rules, procedures, communication, applicable in the in-school placement*, *Collaborative work between university tutor and school Tutor*, *Shared monitoring in-school placement process* and *Written or oral feedback to the Student Teacher*, there are significant differences between tutors from Portugal and tutors from Spain.

Graph 3
Degree of collaboration that that should ideally exist

Item	
Collaborative work between Student-Teacher and…	
Motivating student-teacher for educational…	
Evaluation of the Student Teacher's progress	
Supervision of the preparation of teaching support…	
Supervision of activities, tasks and lesson planning by…	
Written or oral feedback to the Student Teacher	
Class/teaching practice observation	
Shared monitoring in-school placement process	
Collaborative work between university tutor and…	
Preparation, writing and presentation of training…	
Development of instruments/tools and criteria for…	
Contextualization of the in-school placement in the…	
Pre-training planned for the Student Teacher	
Orientation of the Student-Teacher in registering and…	
Development of guidelines for the organization of…	
Development of guidelines for the organization of…	
Establishment of standards, rules, procedures,…	
Allocation of tutors	
Recruitment of schools (profile, criteria …)	
Contacts, meetings, curricular coordination between…	

Legend: ■ Spain   ■ Portugal   ■ A+E+I

In the items, *Recruitment of schools (profile, criteria ...)*, *Allocation of tutors*, *Development of guidelines for the organization of the in-school placemen*t, *Development of guidelines for the organization of the Final Report*, *Orientation of the Student-Teacher in registering and reporting the in-school placement experience*, *Pre-training planned for the Student-Teacher Development of instruments/tools and criteria for the assessment of pupils by student teacher*, *Preparation, writing*

and presentation of training materials, learning resources, evaluation tools and reports Supervision of activities, tasks and lesson planning by student teacher, *Supervision of the preparation of teaching support materials/resources by student teacher*, *Motivating student-teacher for educational innovation and its implementation* and *Collaborative work between Student-Teacher and Tutors*, there are significant differences between tutors from Portugal and tutors from Austria, England and Ireland and between tutors in Portugal and tutors in Spain.

In the item *Contextualization of the in-school placement in the local community, the school and the class/pupils*, there are significant differences between tutors Spain and tutors from Austria, England and Ireland, and between tutors from Portugal and Spain.

In the items *Class/teaching practice observation* and Evaluation of the *Student Teacher's progress*, there are significant differences between tutors from Austria, England and Ireland and tutors from Spain and between and between tutors from Portugal and Spain.

4. **Who defines the organisational and curricular framework for in-school placements (I-SP)?**

In table 6, we can find the frequency distribution (percentage) of the tutors' answers, according to the respective countries/group of countries, about who is responsible for the definition of the organisational and curricular framework for in-school placements.

Table 6
Frequency distribution (percentage) concerning who is responsible for the definition of the organisational and curricular framework for in-school placements, according to countries/group of countries ($n = 347$)

Organization	Portugal N=93	Spain N=202	A+E+I N=52
The university tutor	20,4	34,2	34,6
The I-SP coordination of the Higher Education Institution	63,4	47,0	44,2
The school tutor	5,4	12,9	23,1
The I-SP coordination of the school	6,5	7,9	0,0
Jointly defined by the university and school tutors	16,1	6,9	11,5
The school tutor and the student-teacher	6,5	14,4	15,4
None of the above situations	6,5	8,9	0,0

In any of the three groups of tutors that participated in the study, the majority selects the I-SP coordination of the Higher Education Institution as responsible for the definition of the organisational and curricular framework for in-school placements (Graph 4).

Graph 4
Responsability for the definition of the organisational and curricular framework for ISP

Legend: A+E+I N=52, Spain N=202, Portugal N=93

Categories (top to bottom):
- None of the above situations
- The school tutor and the student-teacher
- Jointly defined by the university and school tutors
- The I-SP coordination of the school
- The school tutor
- The I-SP coordination of the Higher Education Institution
- The university tutor

5. Elements that are usually included in the programme or the practice guide
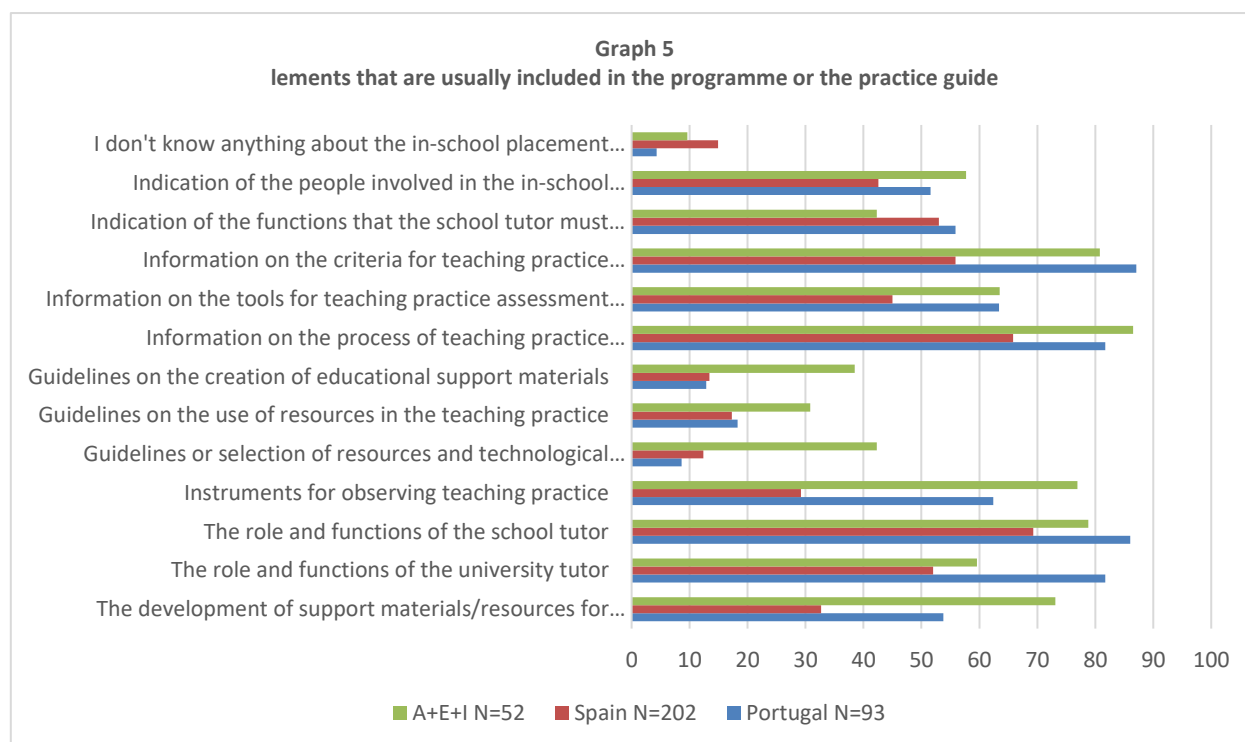
Table 7 shows the frequency distribution (percentage) of the tutors' answers, according to the respective countries/group of countries, concerning the elements that are usually included in the programme or the practice guide

Table 7 – Frequency distribution (percentage) concerning the elements that are usually included in the programme or the practice guide (n = 347)

Elements that are usually included in the programme or the practice guide	Portugal N=93	Spain N=202	A+E+I N=52
The development of support materials/resources for teaching practice	53,8	32,7	73,1
The role and functions of the university tutor	81,7	52,0	59,6
The role and functions of the school tutor	86,0	69,3	78,8
Instruments for observing teaching practice	62,4	29,2	76,9
Guidelines or selection of resources and technological media	8,6	12,4	42,3
Guidelines on the use of resources in the teaching practice	18,3	17,3	30,8
Guidelines on the creation of educational support materials	12,9	13,4	38,5
Information on the process of teaching practice assessment of the student-teacher	81,7	65,8	86,5
Information on the tools for teaching practice assessment of the student-teacher	63,4	45,0	63,5
Information on the criteria for teaching practice assessment of the student-teacher	87,1	55,9	80,8
Indication of the functions that the school tutor must share with the student teacher	55,9	53,0	42,3
Indication of the people involved in the in-school placement process and their functions	51,6	42,6	57,7
I don't know anything about the in-school placement Program or Activity Guide	4,3	14,9	9,6

All the groups of tutors highlight the role and functions of tutors as well as information on teaching practice and tools/criteria for its assessment. Portuguese and Austrian/English/Irish tutors

also highlight the development of support materials and the instruments that support practice observation (Graph 5).

Graph 5
lements that are usually included in the programme or the practice guide

I don't know anything about the in-school placement…
Indication of the people involved in the in-school…
Indication of the functions that the school tutor must…
Information on the criteria for teaching practice…
Information on the tools for teaching practice assessment…
Information on the process of teaching practice…
Guidelines on the creation of educational support materials
Guidelines on the use of resources in the teaching practice
Guidelines or selection of resources and technological…
Instruments for observing teaching practice
The role and functions of the school tutor
The role and functions of the university tutor
The development of support materials/resources for…

■ A+E+I N=52   ■ Spain N=202   ■ Portugal N=93

6. What does the relation between the student teacher and the school tutor include?

In table 8 we can see the frequency distribution (percentage) of the tutors' answers, according to the respective countries/group of countries, about what is included in the relation between the student teacher and the school tutor.

Table 8 – Frequency distribution (percentage) concerning what is included in the relation between the student teacher and the school tutor ($n = 347$)

What does the relation between the student teacher and the school tutor include?	Portugal N=93	Spain N=202	A+E+I N=52
The existence of a formal or informal protocol to welcome the student teacher	72,0	74,8	55,8
The planning of activities integrated into the school activity planning/project	68,8	68,3	57,7
The forecast of meetings for analysis and reflection on teaching practice	78,5	55,0	61,5

7.1. Activities, *prior to the placement*, in which Tutors and Student Teachers work together

In this section, we analyse the activities, prior to the placement, in which tutors and student teachers work together.

Table 9 refers to school tutors' answers.

Table 9
Frequency distribution (percentage) concerning the activities, prior to the placement, in which school tutors and student teachers work together (n=230)

Activities, prior to the placement, in which school tutors and student teachers work together	Portugal N=51	Spain N=155	A+E+I N=24
Class teaching planning	86,3	55,5	66,7
Classroom organization	47,1	40,0	54,2
Teaching practice materials/resources selection	54,9	47,1	50,0
Learning materials/resources production	51,0	31,6	41,7
Teaching	25,5	36,8	54,2
Design, develop or adapt assessment tools	35,3	23,9	16,7
Pupil assessment	19,6	18,7	16,7
Provide feedback to Pupils	33,3	23,9	16,7
Provide feedback to Parents	13,7	5,8	4,2
Communication with other teachers, subject/department coordinators or directors	31,4	21,3	37,5
Meeting with other subject/department/school teachers	29,4	18,7	8,3
Support students with special educational needs	29,4	14,8	12,5
Coordinate the curriculum (select curriculum areas, topics or program units)	23,5	21,3	29,2
Write student progress reports	13,7	10,3	0,0

Some items deserve to be highlighted: class teaching planning, the most referred, and classroom organization; teaching practice materials/resources selection; learning materials/resources production (Graph 6).
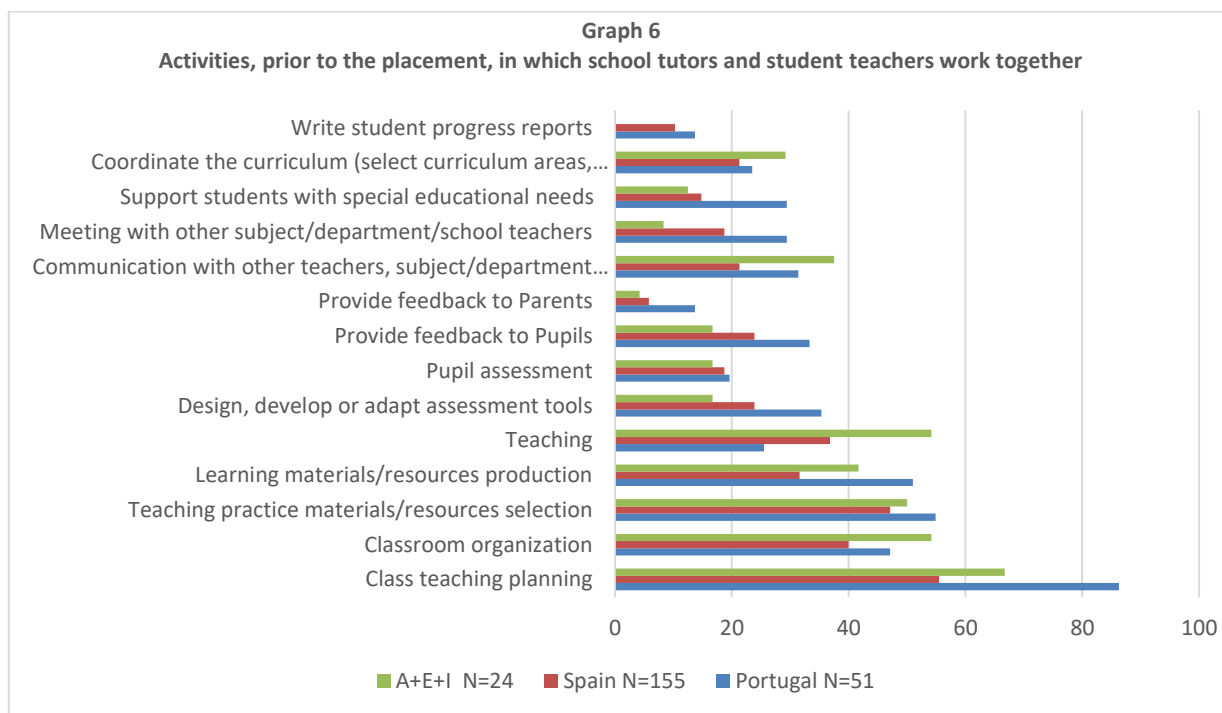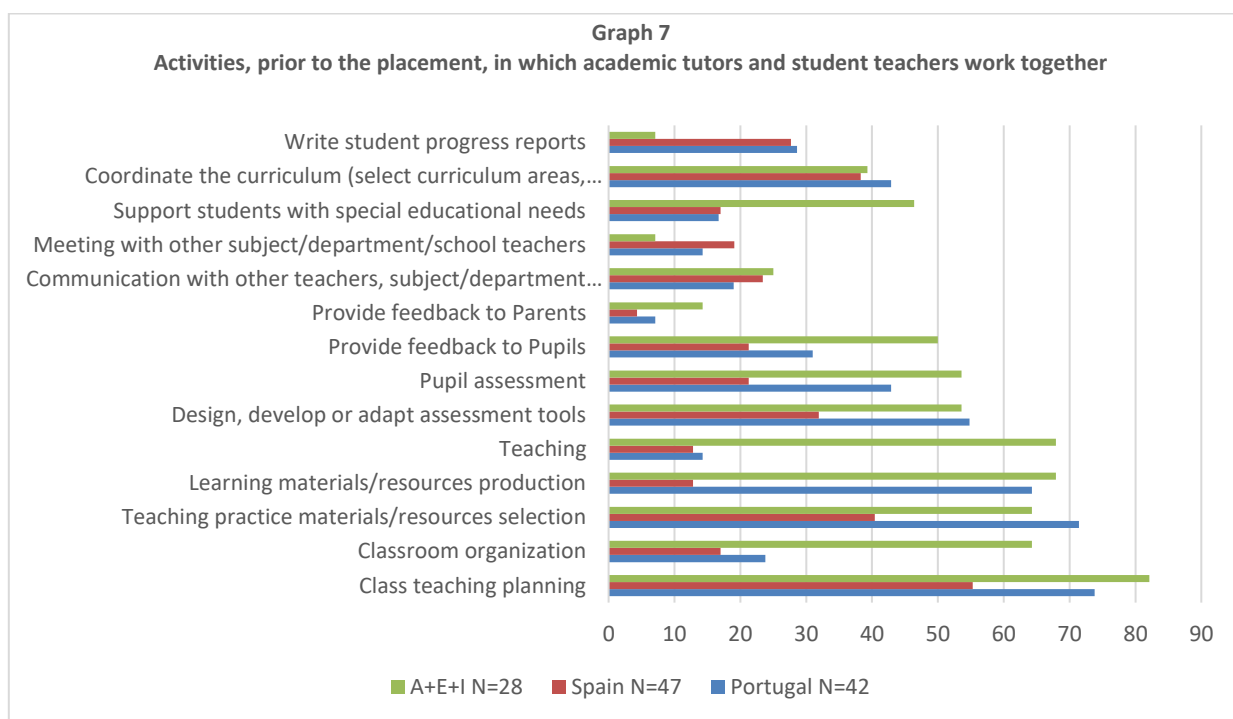

Graph 6
Activities, prior to the placement, in which school tutors and student teachers work together

Table 10 refers to academic tutors' answers.

Table 10
Frequency distribution (percentage) concerning the activities, prior to the placement, in which ccademic tutors and student teachers work together (n=117)

Activities, prior to the placement, in which academic tutors and student teachers work together	Portugal N=42	Spain N=47	A+E+I N=28
Class teaching planning	73,8	55,3	82,1
Classroom organization	23,8	17,0	64,3
Teaching practice materials/resources selection	71,4	40,4	64,3
Learning materials/resources production	64,3	12,8	67,9
Teaching	14,3	12,8	67,9
Design, develop or adapt assessment tools	54,8	31,9	53,6
Pupil assessment	42,9	21,3	53,6
Provide feedback to Pupils	31,0	21,3	50,0
Provide feedback to Parents	7,1	4,3	14,3
Communication with other teachers, subject/department coordinators or directors	19,0	23,4	25,0
Meeting with other subject/department/school teachers	14,3	19,1	7,1
Support students with special educational needs	16,7	17,0	46,4
Coordinate the curriculum (select curriculum areas, topics or program units)	42,9	38,3	39,3
Write student progress reports	28,6	27,7	7,1

Class teaching planning is the most referred activity in any of the groups (Graph 7).

Graph 7
Activities, prior to the placement, in which academic tutors and student teachers work together

7.2   Activities, *during the placement*, in which Tutors and Student Teachers work together

This section concerns the activities, during to the placement, in which tutors and student teachers work together. Table 11 refers to school tutors' answers.

Table 11
Frequency distribution (percentage) concerning the activities, during the placement, in which school tutors and student teachers work together (n=230)

Activities, during the placement, in which school tutors and student teachers work together	Portugal N=51	Spain N=155	A+E+I N=24
Class teaching planning	100,0	63,9	83,3
Classroom organization	68,6	54,2	70,8
Teaching practice materials/resources selection	92,2	60,6	83,3
Learning materials/resources production	88,2	52,9	75,0
Teaching	74,5	69,0	100,0
Design, develop or adapt assessment tools	62,7	23,2	58,3
Pupil assessment	56,9	32,3	83,3
Provide feedback to Pupils	70,6	49,7	83,3
Provide feedback to Parents	23,5	12,9	45,8
Communication with other teachers, subject/department coordinators or directors	35,3	34,2	75,0
Meeting with other subject/department/school teachers	31,4	29,7	58,3
Support students with special educational needs	58,8	50,3	70,8
Coordinate the curriculum (select curriculum areas, topics or program units)	33,3	36,8	62,5
Write student progress reports	17,6	22,6	62,5

Class teaching planning, classroom organization and teaching are the activities more frequently performed together by school tutors and student teachers (Graph 8).
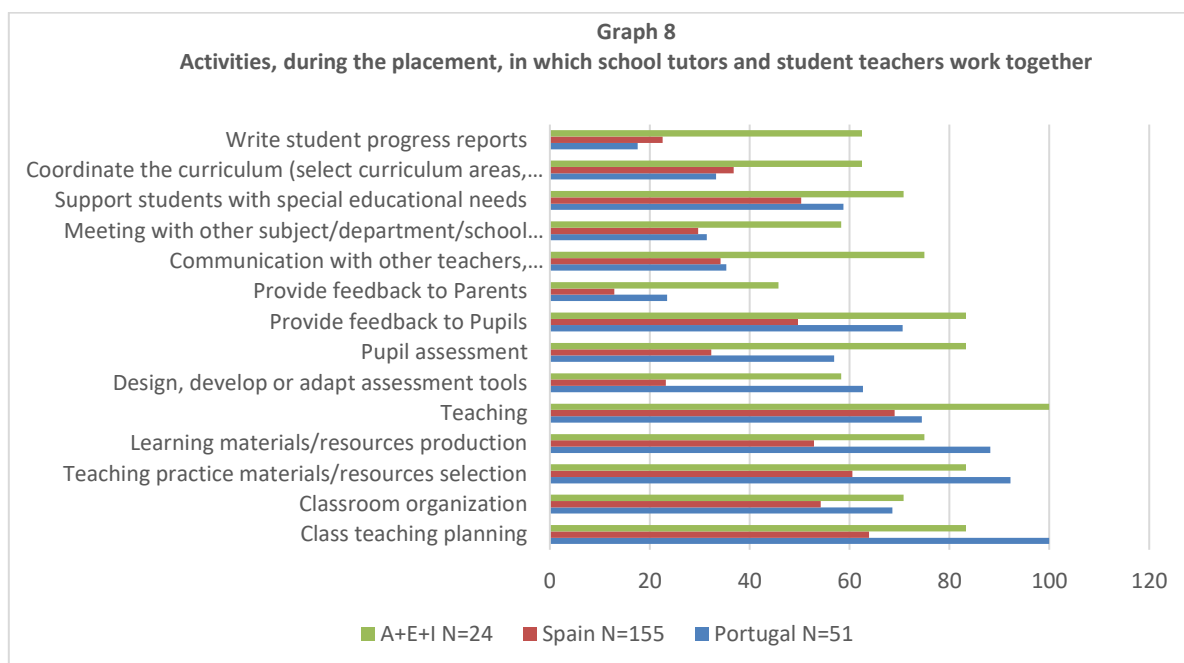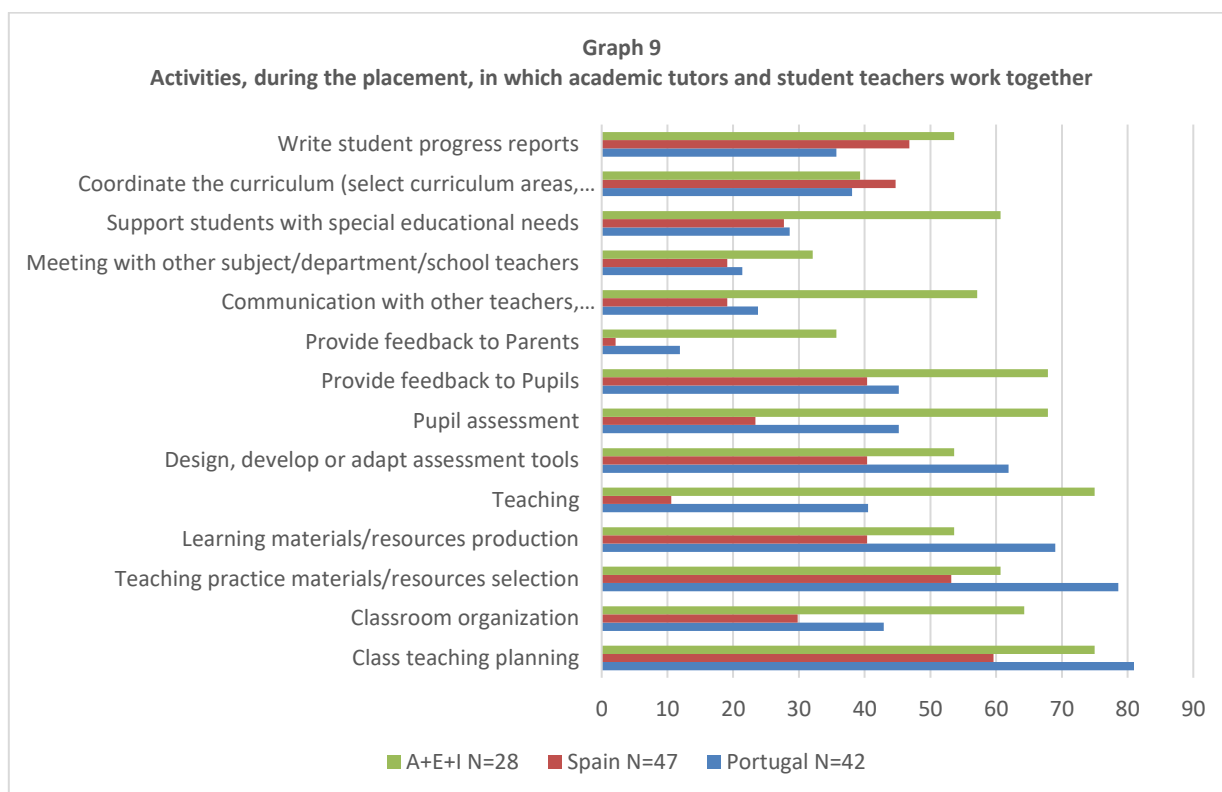
Graph 8
Activities, during the placement, in which school tutors and student teachers work together

Legend: ■ A+E+I N=24   ■ Spain N=155   ■ Portugal N=51

Table 12 refers to academic tutors' answers.

Table 12
Frequency distribution (percentage) concerning the activities, during the placement, in which academic tutors and student teachers work together (n=117)

Activities, during the placement, in which academic tutors and student teachers work together	Portugal N=42	Spain N=47	A+E+I N=28
Class teaching planning	81,0	59,6	75,0
Classroom organization	42,9	29,8	64,3
Teaching practice materials/resources selection	78,6	53,2	60,7
Learning materials/resources production	69,0	40,4	53,6
Teaching	40,5	10,6	75,0
Design, develop or adapt assessment tools	61,9	40,4	53,6
Pupil assessment	45,2	23,4	67,9
Provide feedback to Pupils	45,2	40,4	67,9
Provide feedback to Parents	11,9	2,1	35,7
Communication with other teachers, subject/department coordinators or directors	23,8	19,1	57,1
Meeting with other subject/department/school teachers	21,4	19,1	32,1
Support students with special educational needs	28,6	27,7	60,7
Coordinate the curriculum (select curriculum areas, topics or program units)	38,1	44,7	39,3
Write student progress reports	35,7	46,8	53,6

Class teaching planning, learning materials/resources production/selection and the design, development or adaption of assessment tools are the most frequent activities referred by Academic tutors (Graph 9)

Graph 9
Activities, during the placement, in which academic tutors and student teachers work together

Activity	A+E+I N=28	Spain N=47	Portugal N=42
Write student progress reports			
Coordinate the curriculum (select curriculum areas,…)			
Support students with special educational needs			
Meeting with other subject/department/school teachers			
Communication with other teachers,…			
Provide feedback to Parents			
Provide feedback to Pupils			
Pupil assessment			
Design, develop or adapt assessment tools			
Teaching			
Learning materials/resources production			
Teaching practice materials/resources selection			
Classroom organization			
Class teaching planning			

■ A+E+I N=28   ■ Spain N=47   ■ Portugal N=42

7.3   Activities, *after the placement*, in which Tutors and Student Teachers work together

The focus of this section is the activities, after to the placement, in which tutors and student teachers work together. Table 13 refers to school tutors' answers.

Table 13
Frequency distribution (percentage) concerning the activities, after the placement, in which school tutors and student teachers work together (n=230)

Activities, after the placement, in which school tutors and student teachers work together	Portugal N=51	Spain N=155	A+E+I N=24
Class teaching planning	23,5	10,3	8,3
Classroom organization	15,7	7,1	16,7
Teaching practice materials/resources selection	21,6	15,5	8,3
Learning materials/resources production	19,6	14,2	4,2
Teaching	11,8	8,4	4,2
Design, develop or adapt assessment tools	19,6	11,6	8,3
Pupil assessment	49,0	31,0	16,7
Provide feedback to Pupils	35,3	21,9	8,3
Provide feedback to Parents	19,6	3,2	0,0
Communication with other teachers, subject/department coordinators or directors	11,8	13,5	8,3
Meeting with other subject/department/school teachers	17,6	9,7	4,2
Support students with special educational needs	7,8	9,0	4,2
Coordinate the curriculum (select curriculum areas, topics or program units)	29,4	29,0	12,5
Write student progress reports	19,6	27,1	70,8

Portuguese and Spanish tutors highlight the pupil' assessment while the Austrian/English/Irish tutors refer to the writing of the students' progress reports as the most frequent activity (Graph 10).
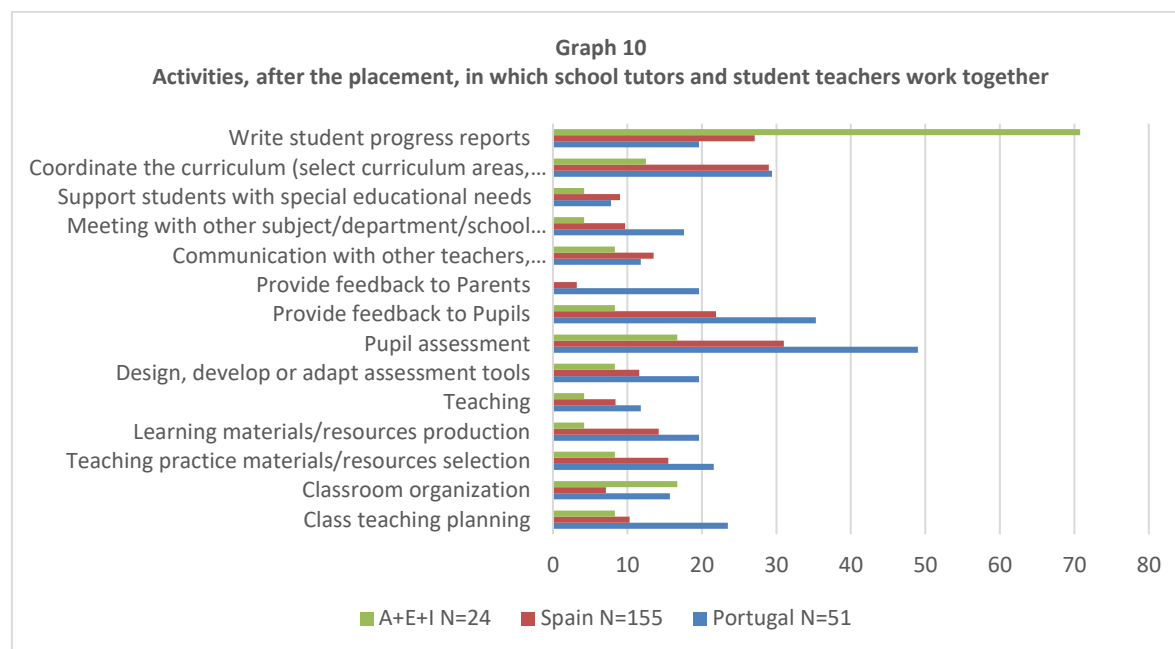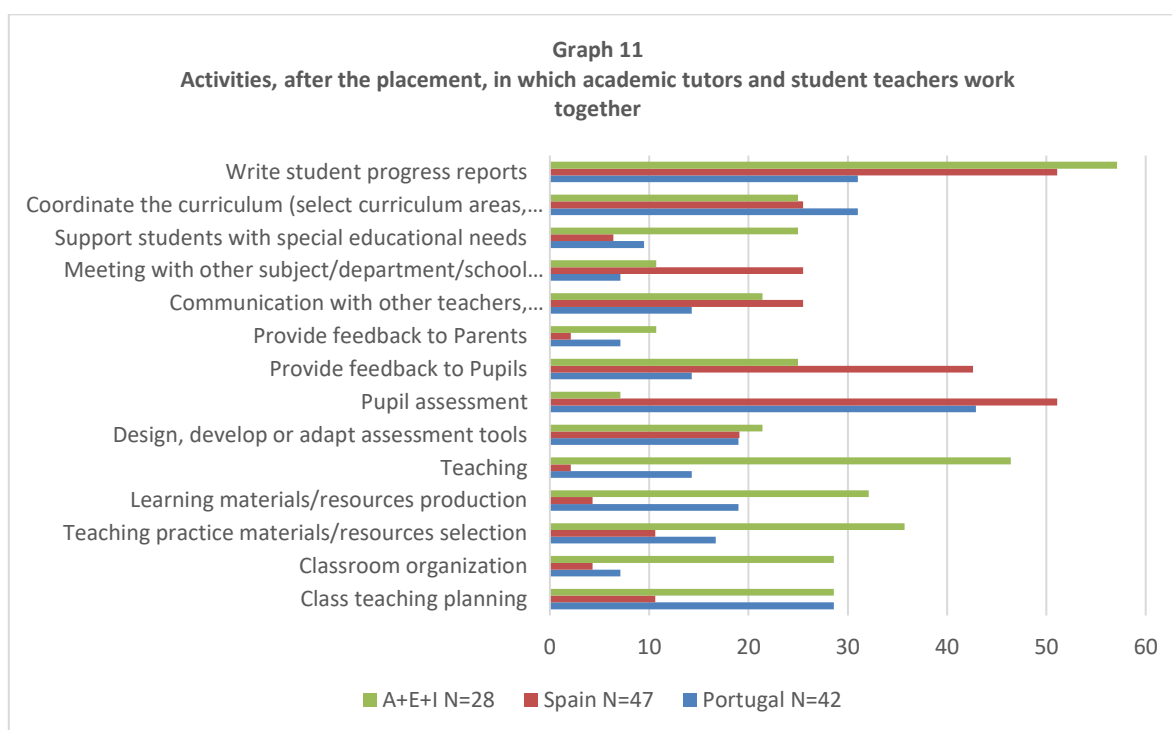

Graph 10
Activities, after the placement, in which school tutors and student teachers work together

Table 14 refers to academic tutors' answers.

Table 14
Frequency distribution (percentage) concerning the activities, after the placement, in which academic tutors and student teachers work together (n=117)

Activities, after the placement, in which academic tutors and student teachers work together	Portugal N=42	Spain N=47	A+E+I N=28
Class teaching planning	28,6	10,6	28,6
Classroom organization	7,1	4,3	28,6
Teaching practice materials/resources selection	16,7	10,6	35,7
Learning materials/resources production	19,0	4,3	32,1
Teaching	14,3	2,1	46,4
Design, develop or adapt assessment tools	19,0	19,1	21,4
Pupil assessment	42,9	51,1	7,1
Provide feedback to Pupils	14,3	42,6	25,0
Provide feedback to Parents	7,1	2,1	10,7
Communication with other teachers, subject/department coordinators or directors	14,3	25,5	21,4
Meeting with other subject/department/school teachers	7,1	25,5	10,7
Support students with special educational needs	9,5	6,4	25,0
Coordinate the curriculum (select curriculum areas, topics or program units)	31,0	25,5	25,0
Write student progress reports	31,0	51,1	57,1

Portuguese and Spanish tutors consider the pupils' assessment as the most frequent activity while Spanish and Austrian/English/Irish tutors highlight the writing of students' progress reports (Graph 11).

Graph 11
Activities, after the placement, in which academic tutors and student teachers work together

Legend: A+E+I N=28, Spain N=47, Portugal N=42

8. The information included in the model or structure of student teachers final report or dissertation
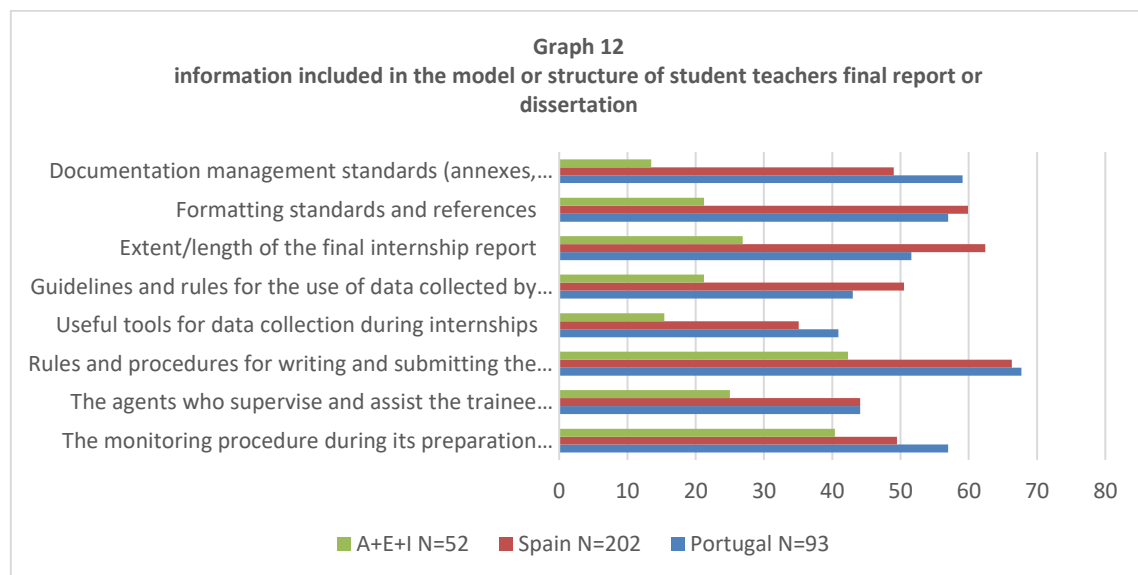
Table 15 shows the frequency distribution (percentage) of the tutors' answers, according to the respective countries/group of countries, concerning the information included in the model or structure of student-teachers final report or dissertation.

Table 15
Frequency distribution (percentage) concerning the information included in the model or structure of student teachers final report or dissertation ($n = 347$)

The information included in the model or structure of student teachers final report or dissertation	Portugal N=93	Spain N=202	A+E+I N=52
The monitoring procedure during its preparation and presentation	57,0	49,5	40,4
The agents who supervise and assist the trainee during the preparation	44,1	44,1	25,0
Rules and procedures for writing and submitting the Final Internship Report	67,7	66,3	42,3
Useful tools for data collection during internships	40,9	35,1	15,4
Guidelines and rules for the use of data collected by the trainee	43,0	50,5	21,2
Extent/length of the final internship report	51,6	62,4	26,9
Formatting standards and references	57,0	59,9	21,2

Documentation management standards (annexes, specific examples, materials produced, bibliographic references)	59,1	49,0	13,5

All the groups highlight the rules and procedures for writing and submitting the Final Internship Report as well as the the monitoring procedure during its preparation and presentation (Graph 12).

Graph 12
information included in the model or structure of student teachers final report or dissertation

9. **Areas included in the observation and supervision of the in-school placement made by the tutors**
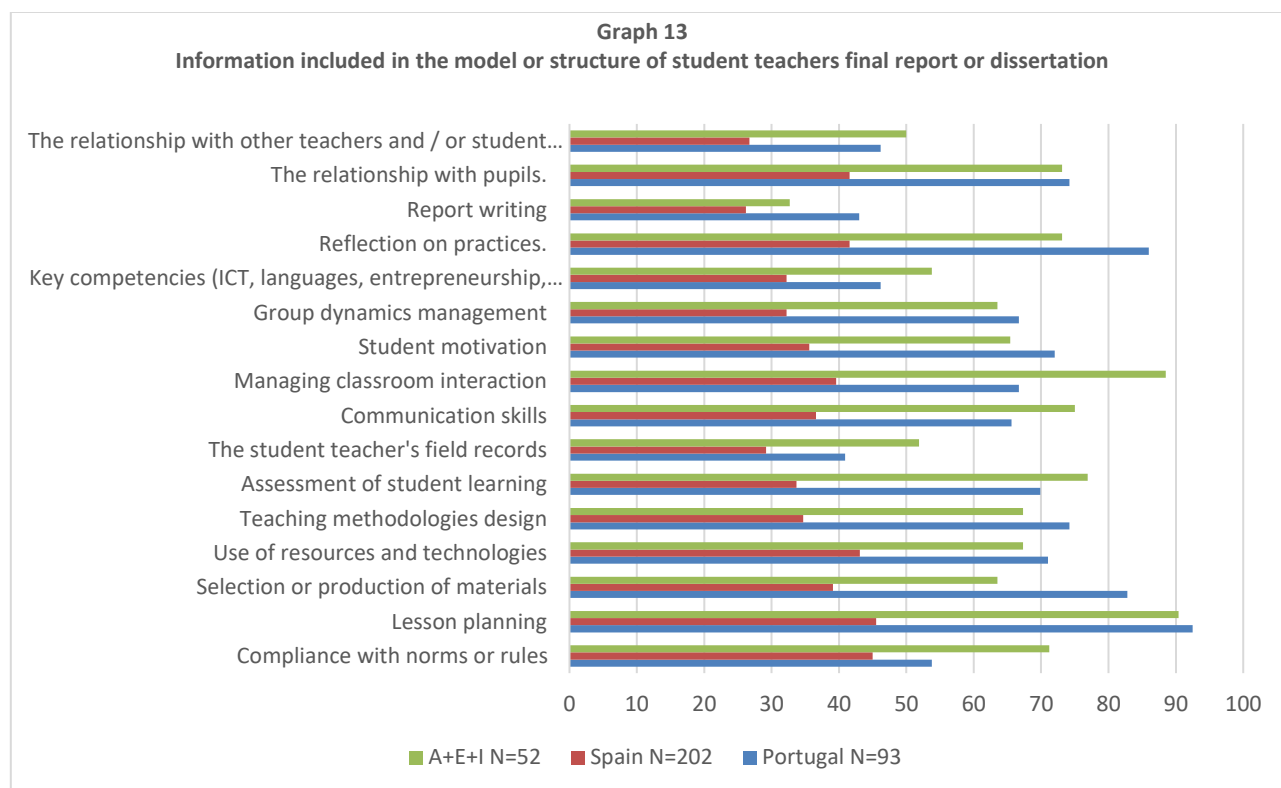
This section concerns what is included in the observation and supervision of the in-school placement made by the tutors (Table 16)

Table 16
Frequency distribution (percentage) concerning the areas included in the observation and supervision of the in-school placement made by the tutors (n=347)

Areas included in the observation and supervision of the in-school placement made by the tutors	Portugal N=93	Spain N=202	A+E+I N=52
Compliance with norms or rules	53,8	45,0	71,2
Lesson planning	92,5	45,5	90,4
Selection or production of materials	82,8	39,1	63,5
Use of resources and technologies	71,0	43,1	67,3
Teaching methodologies design	74,2	34,7	67,3
Assessment of student learning	69,9	33,7	76,9
The student teacher's field records	40,9	29,2	51,9
Communication skills	65,6	36,6	75,0
Managing classroom interaction	66,7	39,6	88,5
Student motivation	72,0	35,6	65,4
Group dynamics management	66,7	32,2	63,5
Key competencies (ICT, languages, entrepreneurship, teamwork, leadership...)	46,2	32,2	53,8
Reflection on practices.	86,0	41,6	73,1

Report writing	43,0	26,2	32,7
The relationship with pupils.	74,2	41,6	73,1
The relationship with other teachers and / or student teachers.	46,2	26,7	50,0

Lesson planning, compliance with norms or rules, resources/technologies, reflection on practices, classroom interaction and relationship with pupils emerge as the most frequently referred aspects involved in tutors' supervision during the in-school placement (Graph 13).

Graph 13
Information included in the model or structure of student teachers final report or dissertation

10. The structure of the Portfolio of in-school placement teaching practice

Table 17 refers to the frequency distribution (percentage) of the tutors' answers, according to the respective countries/group of countries, concerning the structure of the Portfolio of in-school placement teaching practice.

Table 17
Frequency distribution (percentage) concerning the structure of the Portfolio of in-school placement teaching practice (n=347)

The structure of the Portfolio of in-school placement teaching practice	Portugal N=93	Spain N=202	A+E+I N=52
The structure of the Portfolio is common to all HEI student teachers.	37,6	8,4	50,0
The structure of the Portfolio is common to all student teachers at the school, regardless of the HEI of origin.	7,5	0,5	11,5

The structure of the Portfolio is flexible, negotiated between the university tutor and the student-teacher.	28,0	1,5	15,4
The structure of the Portfolio is flexible, negotiated between the school tutor and the student-teacher.	3,2	0,5	1,9
The structure of the Portfolio is flexible, negotiated between the tutors and the student-teacher.	8,6	0,5	1,9
The structure of the Portfolio is totally free, the sole responsibility of the student-teacher	10,8	5,4	5,8

In general, and regardless of the context (country), the structure of the Portfolio is common to all HEI student teachers.
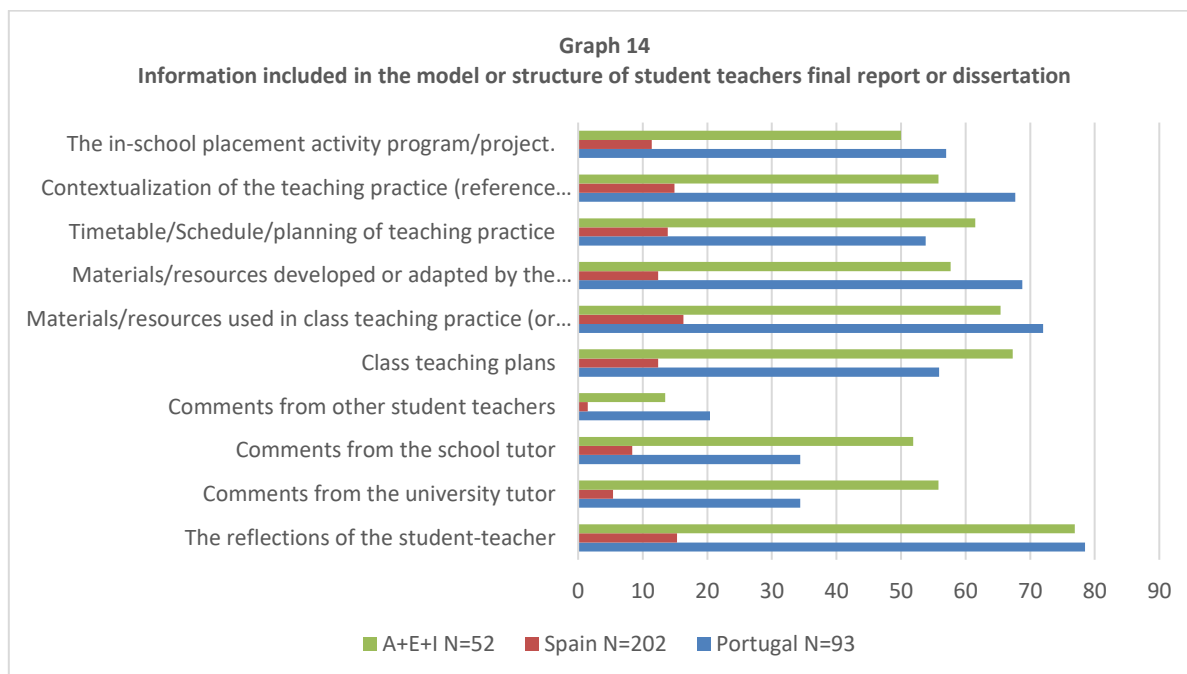
11. The content of the in-school placement teaching practice Portfolio

In this section (table 18) we can find data concerning the content of the in-school placement teaching practice Portfolio.

Table 18 – Frequency distribution (percentage) the elements included in the Portfolio of in-school placement teaching practice (n=347)

The content of the in-school placement teaching practice Portfolio	Portugal N=93	Spain N=202	A+E+I N=52
The reflections of the student-teacher	78,5	15,3	76,9
Comments from the university tutor	34,4	5,4	55,8
Comments from the school tutor	34,4	8,4	51,9
Comments from other student teachers	20,4	1,5	13,5
Class teaching plans	55,9	12,4	67,3
Materials/resources used in class teaching practice (or the respective listing/referencing)	72,0	16,3	65,4
Materials/resources developed or adapted by the student teacher	68,8	12,4	57,7
Timetable/Schedule/planning of teaching practice	53,8	13,9	61,5
Contextualization of the teaching practice (reference to the context of the school, class, pupils, discipline/subject)	67,7	14,9	55,8
The in-school placement activity program/project.	57,0	11,4	50,0

The reflections of the student-teacher, the materials/resources developed or adapted by the student-teacher and the contextualization of the teaching practice are the most frequently aspects referred by any of the groups (Graph 14).

Graph 14
Information included in the model or structure of student teachers final report or dissertation

The in-school placement activity program/project.
Contextualization of the teaching practice (reference…
Timetable/Schedule/planning of teaching practice
Materials/resources developed or adapted by the…
Materials/resources used in class teaching practice (or…
Class teaching plans
Comments from other student teachers
Comments from the school tutor
Comments from the university tutor
The reflections of the student-teacher

0   10   20   30   40   50   60   70   80   90

■ A+E+I N=52   ■ Spain N=202   ■ Portugal N=93

A synthesis of the results

As referred above, the use of the questionnaire aimed at identifying academic and school tutors' perspectives and conceptions about ISP and focused on different aspects involved in the process, such as: the relevance of different internship activities and the degree of collaboration between academic and school tutors in their development; the responsibility for the definition of the curricular framework of ISP; the aspects included in ISP guides; the relation between the student teacher and the tutors and the kind of activities they are involved in during the whole ISP process; the structure of student teachers' final report or dissertation; the aspects focused on tutors' observation and supervision during ISP; the structure and content of the Portfolio of in-school placement teaching practice. The design of the questionnaire took into account the complexity of the ISP process, and the multiplicity of aspects involved, by offering the respondents rather long lists of the items they should express their position about.

As far as the relevance of the activities involved in ISP, all the items were valued above 3,10 in a scale that varied from 1 (nothing) to 5 (very much), regardless the group (country), what may be seen as the recognition of the diversity and complexity of ISP. Despite the existing significant

statistical differences, it is possible to say that there are some items, whose relevance is recognized (generally rated above 4), namely those related to the definition of standards and procedures and those concerning classroom observation, feedback, student-teacher evaluation and collaborative work involving students and tutors.

Collaboration between academic and school tutors throughout the ISP process and regarding the different activities involved is highly valued although the comparison of data regarding the degree of real cooperation and the data regarding the degree of cooperation that should exist suggests the necessity of its enhancement. Regardless of the country, the definition of the curricular framework of ISP depends mainly on the HEI, either the HEI coordinator or their tutors.

In-school placement guides tend to include several items but tutors responding to the questionnaire highlight those related to the definition of the different roles involved and to the teaching practices and their assessment. The planning of activities integrated into the school activity emerges as the most important aspect of the relationship between the student teacher and the tutors. Prior to the placement, activities concerning class teaching planning and the selection of materials and other resources seem to be the most frequent activities involving tutors, either from HEI or schools, and student teachers. During the in-school placement, the most frequent activities involving tutors and student teachers concern not only teaching planning and materials selection but also teaching activities; pupils' assessment is also highlighted as a frequent activity that involves school tutors and student teachers. Activities developed after the placement are valued in the questionnaire; the most highlighted regard pupils´ assessment and the production of students´ progress reports.

The model for student teacher's final report or dissertation include not only the monitoring procedures during its preparation and presentation, but also writing rules and procedures, as well as guidelines and rules for the use of data collected by the trainee, the extent/length of the report and formatting standards and references. The structure and content of this report dissertation are defined at the HEI level.

The supervision process involves the whole range of activities developed throughout the internship. The student teachers' portfolios include mainly teaching plans, material and resources developed by the student teachers, as well as their reflection on their own practices.

they are involved during the whole ISP process; the structure of student teachers' final report or dissertation; the aspects focused on tutors' observation and supervision during ISP; the structure and content of the Portfolio of in-school placement teaching practice. The analysis of results concerning these questions might suggest that these aspects tend to be less valued by Spanish tutors than by tutors from other countries.

4. Recommendations

Data collected in this study enabled the characterization of Initial Teacher Education (ITE) and in the different countries involved in the project, as well as the identification of diverse and complex aspects involved in In-School Placement (ISP).

In the study, ITE, in general, and ISP, in particular, emerge as complex realities involving multiple aspects at different levels. Regardless of the specificities of each country and its culture, there are common aspects that need to be referred. ITE and ISP are defined according to national legislations although it is possible to see that there is a tendency to make these processes somewhat similar according to the guidelines of the European institutions in which the different countries participate.

Due to its relevance and the implications they have regarding the development of the project, three aspects should be highlighted: the diversity of institutions and people with different roles and statuses involved in ISP; the diversity and complexity of tasks and activities of the ISP process; ISP as a learning context and as a personal and personal and professional development process.

Considering the first issue, it must be taken into account that ISP involves both Higher Education Institutions and Schools of different educational levels and that people involved in ISP process (Coordinators, Academic Tutors, School Tutors and Students Teachers, …), have different statutes and roles and communication between them appears as a complex aspect and a difficulty factor that is not easy to overcome.

Regarding the second aspect, the diversity and complexity of the activities involved in the ISP process is recognized by all those who took part in the study who also acknowledge the importance of most of them. These activities involve, among others, the preparation of the lessons, the

construction or selection of teaching materials, the teaching activities, the pupils' assessment, implying the interaction of student teachers with their own tutors but also with their pupils, other teachers and school staff, parents. The accomplishment of all these different activities, most of them developed simultaneously, is not easy and support from tutors, colleagues and other people involved in ISP, both from HEI and schools, is essential in this context, hence the need for tools that facilitate the entire process.

Besides these two aspects, it is important to look at ISP as a learning and professional development process, in which the student-teachers play the main role. Such development implies being continuously aware of the nature of the actions they carry out and their implications for the learning of their students and for their own development as teachers. This demands student-teachers to develop their ability to do research through their own practices and to reflect on the conclusions they draw from them in order to base their options and build their professional identity.

All these findings are relevant to the definition of the next EKT WP, namely to the construction of platforms that should not only aim at enhancing collaboration and communication between tutors and student teachers in the completion of the multiple and complex tasks involved in ISP, but also at promoting a reflexive and critical attitude of the student teachers regarding their activity and development as trainee teachers.

5. Reference lists

1. https://www.phwien.ac.at/files/VR_Lehre/Mitteilungsblatt/Ziff_5/Curricula%202019/PHW_Bachelorcurriculum_Primarstufe_Erl_2019_06_03.pdf
2. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final__002_____1___1_.pdf
3. https://www.gov.uk/government/publications/initial-teacher-education-ite-inspection-framework-and-handbook
4. https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice

5. https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework

6. https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework

7. https://www.gov.uk/government/publications/teachers-standards

8. https://www.plymouth.ac.uk/courses/undergraduate/bed-primary-fsks1-with-qts

9. https://www.plymouth.ac.uk/courses/undergraduate/bed-primary-ks1ks2-with-qts

10. https://www.plymouth.ac.uk/courses/undergraduate/bed-primary-special-educational-needs-with-qts

11. https://www.teachingcouncil.ie/en/teacher-education/initial-teacher-education/

12. https://www.education.ie/en/Education-Staff/Information/-New-Teachers/-Initial-Teacher-Education-ITE-Primary.html

13. https://www.education.ie/en/Education-Staff/Information/-New-Teachers/-Initial-Teacher-Education-ITE-Primary.html

14. Portugal – Ministério da Educação e Ciência (2014). Decreto-Lei nº 79/2014. In Diário da República, 1.ª série — N.º 92 — 14 de maio de 2014

15. https://www.boe.es/boe/dias/2007/12/29/pdfs/A53735-53738.pdf

16. https://www.boe.es/boe/dias/2007/12/29/pdfs/A53747-53750.pdf

17. https://www.boe.es/boe/dias/2007/12/29/pdfs/A53751-53753.pdf

18. https://www.boe.es/buscar/pdf/2007/BOE-A-2007-18770-consolidado.pdf

19. https://www.usc.gal/export9/sites/webinstitucional/gl/centros/ffp/descargas/Memoria_Mestre_Ed_Infantil_2ed.pdf

20. https://www.usc.gal/export9/sites/webinstitucional/gl/centros/ffp/descargas/Memoria_Mestre_Ed_Primaria_2ed.pdf

21. https://www.usc.gal/export9/sites/webinstitucional/gl/servizos/sxopra/memorias_master_USC/P3241_P3271_Profesorado_de_ESO_S_e_L_Min.pdf

EDUCATION
KNOWLEDGE
TRANSFER

Co-funded by the
Erasmus+ Programme
of the European Union

Project Partners

die Berater®
ZUKUNFT LERNEN

INSTITIÚID OIDEACHAIS
MARINO
INSTITUTE OF EDUCATION

BeezNest
Solutions opensource efficaces

lusoinfo multimédia | editora

netex
INNOVATIVE LEARNING EXPERIENCES

USC
UNIVERSIDADE
DE SANTIAGO
DE COMPOSTELA

UNIVERSITY OF
PLYMOUTH

CESGA

PH | Pädagogische Hochschule Wien
Wien

h2

EDUCATION
KNOWLEDGE
TRANSFER

Co-funded by the
Erasmus+ Programme
of the European Union

6. Annexes

Strategy and calendar previously designed by the project team

(Annex 1)

Output 5 - Report on in-school placements needs and possibilities of the technologies

STRATEGY AND CALENDAR

Carmen Fernández Morante

Beatriz Cebreiro López

(University of Santiago de Compostela)

TASKS	METHOD AND DATA SOURCES	WHO-ROLES	DATES
Analysis of characteristics and methodological proposals for in-school placements that are being developed in initial teacher education (ITE). Description of the temporary and structural conditions in which in-school placements are developed in the **five** countries (ES, EN, AT, PT, EI).	**Documentary analysis and reference to experts (partners). Topics to be addressed:** • Analysis of **the curricula of the official ITE** degrees (Bachelor and Master). How is the training of teachers and what weight/paper do they have in-school placements? Disaggregated by educational levels/titles and overall. • Analysis of existing **programs and teaching materials on in-school placements** (guides, evaluation forms, bibliography, competencies, requirements). • Analysis of the **organization of in-school placements** (tutor profile and selection, requirements of schools, recognition of tutors, duration, participation of the educational administration, regulatory agreements...). • **Contributions from Scientific literature on in-school placements** (Practicum): Authors, research and reference publications	UM: **Data collection form** about ITE-ISP **(doc 1)** USC/PU/PHW/MEI/UM: data and documents collection in their countries/faculties/institutes	20th February: UM sent data collection form (doc 1) 17th March: UM/USC/PU/PHW/MEI feedback to UM on doc 1 UM analysis of documents and bibliography for Report
Definition of needs for improvement of in-school placements of initial teacher education (ITE).	Questionnaire for tutors (school and university). Identification of the **strengths** and existing **difficulties**. The study will focus especially on the following aspects that can be actually improved: • Dynamics **coordinated work** between university and non-university teachers who supervise and accompany the student during the internship period. • The **individualized follow-up of students** in practice and their continued attention.	UM: **questionnaire for university tutors and school tutors that collaborate on in-school placements (doc 2)** USC/PU/PHW/MEI/UM: feedback to the questionnaire and collect data in their countries UM: data analysis and draft report	6th March – UM sends first draft questionnaire for tutors (doc 2) 6th -12th: March USC/PU/PHW/MEI contributions to questionnaire

	• The **reflexive self-learning process** that the prospective teacher must perform during the period of in-school teaching practice.	USC/PU/PHW/MEI/UM: feedback to data analyses report	16th March questionnaire final electronic version UM Ethical consents. All Educational partners upload institutionals protocols (2th march) 16th March to 13th April ? –questionnaire completion in each country (ES, PT,AT,EN,IE)
Analysis of e-learning resources and services developed by e-learning companies and technological partner members of the EKT Consortium. Utilities, functionalities, educational possibilities and requirements for their articulation/integration.	**Initial screening:** Extraction of the partners' knowledge (EKT educational group) about the requirements and first needs to be taken into account for the definition of the EKT technological system **EKT Technical group meeting** • to analyse the needs identified by the academic partners • to analyse of services and resources of EKT technical team/companies. • to develop a first basic architecture proposal (tools and functionalities) prioritizing the most urgent needs detected by the academic team in the screening	CESGA: **User requirements template (doc 3)** USC/PU/PHW/MEI/UM: feedback on user requirements form partners experience and knowledge of in-school placements	31th January CESGA upload template (doc 3) 14th February USC/PU/PHW/MEI/UM upload feedback on doc 3 Beginning of March (3rd-10thʰ) Technical group meeting about first design of architecture according to user requirements requested.

	• Establish a calendar of first actions to start developing the EKT technical solution		
Study of **in-school placements needs and possibilities of technologies**	**Two focus groups with all partners.** Alignment between services and resources strengths and existing difficulties detected Application possibilities and challenges of improving e-learning resources and services	CESGA-UM **focus group protocol (doc 4)** and execution All partners participation in focus group	Two dates to be scheduled in due course, in April – two focus groups with all partners
O5. Report on in-school placements needs and possibilities of the technologies	UM propose the structure of the report (index and list of authors), prepare a draft version and the final version with partners feedback and coordinate with USC and DIE BERATER the format and design of the publication.	UM: **Structure and report draft (doc 5)** All partners: Review and feedback Final report (UM)	8th May – UM first draft 22nd May – feed-back from partners 29th May – UM final report

Analysis of characteristics and methodological proposals for in-school placement (ISP) that are being developed in Initial Teacher education (ITE)

(Annex2)

WP2 Doc1 (FINAL VERSION)

Analysis of characteristics and methodological proposals for in-school placement (ISP) that are being developed in Initial Teacher education (ITE)

Data collection form for document analysis

Carmen Fernández Morante

Beatriz Cebreiro López

(University of Santiago de Compostela)

OBJECTIVE

To describe what the Practicum (in-school placements) is, how it is organised and developed in the initial teacher training in the countries participating in the EKT project (ES, EN, AT, PT, EI). The analysis will be based on both institutional documentation (tools, guides, regulations, protocols, reports...) and on the knowledge of experts and the existing academic literature on the subject.

SECTIONS

1. **Analysis of the curricula of the official Initial Teacher Education (Bachelor and Master).** How is the ITE and what importance/paper do they have in-school placements?

    1.1. What is the framework, system or regulation that guides **Initial Teacher Education** at the country level/ at a regional or local level (whether existing)? Disaggregated by educational levels/titles. Please describe and, if available, provide or indicate an official/institutional document (cite them and attach them as bibliography at the end)

    1.1.1. Type of training: official university studies, regulated curricula in the state/regions/local area, specialities/itineraries within the qualifications, Disaggregated by educational levels/titles if necessary.

    1.1.2. Duration (years, courses, ECTS credits) Disaggregated by educational levels/titles if necessary.

    1.1.3. Characteristics of the study plans: teaching profile, type of training contents and their organization (compulsory subjects, optional subjects, duration, semester...). Disaggregated by educational levels/titles if necessary.

    1.1.4. Profile of the Responsible Centres/Institutions? Disaggregated by educational levels/titles if necessary.

    1.1.5. Profile/s of the trainers. Disaggregated by educational levels/titles if necessary.

    1.1.6. Access requirements. Disaggregated by educational levels/titles if necessary.

    1.2. What is the framework, system or regulation that guides **In-school Placement** at the country level/ at a regional or local level (whether existing)? Please

describe and, if available, provide or indicate an official/institutional document (cite them and attach them as bibliography at the end)

1.2.1. Characteristics of the subject in the study plans: number of credits, number and type of subjects, courses in which they are located, duration, semester…

1.2.2. Linking IST with other subjects in the degree. Existing mechanisms, strategies, initiatives.

1.2.3. There are some requirements that must be met by the student-teacher in order to carry it out? (e.g. having passed a number of credits of the degree, official certifications, specific regarding work with minors, causes of incompatibility or exclusion if any).

1.3. Main problems and training needs detected (in any of the previous sections specify which)

2. **Analysis of existing programs and teaching materials on In-School Placement**. How is the ISP Disaggregated by educational levels/titles and overall.

2.1. **Teaching model**: the type of teaching staff to be trained. Teaching and learning models, competencies to be developed, functions to be developed by the student-teacher.

2.2. Describe the **ISP training programme**: objectives, contents, professional competences and skills to be worked on, teaching methodology and evaluation methodology. (cite them and attach them as a bibliography at the end)

2.3. Describe the main **ISP materials and resources** used for the development of the ISP With reference to internal documents or specific resources (e.g. sexual offences certificate, code of ethics, field diary, observation sheets, monitoring sheets, evaluation Rubrics, etc.) (cite them and attach them as a bibliography at the end)

2.4. Does the university tutor and school tutor participate in the design and monitoring of the **ISP** training programme and in the development of the materials and resources used for the **ISP** development?

2.5. How does the student-teacher fit into the organisation chart of the work placement centre he/she joins? Does the work placement centre's educational project include initial teacher training? Is there a welcome and action protocol?

2.6. Is the individual student-teacher in school practices expected to design and/or implement a **intervention project**? What are the rules and procedures applicable for this effect? Is there a progressive sequence? at what point? are educational innovation projects developed and implemented? Is there `educative innovation´ or 'research' being conducted by the students while on their placement, of an intervention they design?

2.7. Is the in school practices expected to be **documented along the process**? How is this regulated and registered. (if there is a specific format indicate, describe and provide at the end)

2.8. Is the individual student-teacher in school practices expected to produce a **final** in school practices **report or dissertation**? how is it monitored- who is it monitored by? What are the rules and procedures applicable for this effect? What are the tools for data collection that the student-teacher is encouraged or supposed to apply or use in this reporting process?

2.9. How is the in school practices **evaluated**? Who is involved in these processes? Are there evaluation instruments such as rubrics or similar? Provide indicators and evaluation criteria. (cite and attach the instruments as a bibliography at the end).

2.10. Main problems and needs detected (in any of the previous sections specify which)

3. **Analysis of the organization of in-school placements** How is this training activity organized and who is involved? Disaggregated by educational levels/titles and overall.

3.1. Who are the intervenient (individual people or institutional organisations) in the ISP process?

3.2. How are the internship centres selected? Are there requirements, which ones, are they carried out in public and/or private centres? Does the educational administration collaborate in the selection/provision of centres, do other private entities collaborate? If so, is there a framework/agreement that defines this collaboration? (cite them and attach them as a bibliography at the end) Do students have a choice in this?

3.3. What is the assignment process for internship centres like? Is there a specific figure who coordinates the assignment process? What are his functions? Does he have any kind of recognition?

3.4. Number of actual hours (total and per week) that the student-teacher is in the practice center. Are they developed in parallel or not with other subjects of the ITE? (Disaggregated by educational levels/titles if necessary)

3.5. is there time specifically dedicated to informal learning (extra curricular activities, clubs participation, staff meetings visits and staff discussions)?

3.6. How university tutors are selected. What are the requirements for university tutors? How is the process of assigning students to university tutors? Is there a specific figure who coordinates the process? What are their functions and responsibilities?

3.7. How school tutors are selected. What are the requirements for school tutors? How is the process of assigning students to school tutors, is there a specific figure who coordinates the process, and what are their roles and responsibilities?

3.8. how is the participation of the centres and tutors recognised? is it considered among their professional obligations? are they taken into account in the professional career? is there any type of remuneration or incentive? hours of dedication? recognition in their professional activity? (break down according to profile: work experience centre, university tutor)

3.9. How are ethical or deontological issues addressed? Data processing, work with childrens, data of minors etc.

3.10. What functions does the university tutor have with the student-teacher before-during-after ISP?

3.11. What functions does the school tutor have with the student-teacher before/after ISP?

3.12. What functions does the university tutor have with the school tutor before - during - after ISP? How are both tutors coordinated during the process? Is there communication between them?

3.13. Is there communication with School principal? how they participate in the process?

3.14. Is the ISP subject to observation and supervision by university tutor? How is this regulated, conducted and registered? (if there is a specific format indicate, describe, and provide at the end)

3.15. Is the ISP subject to observation and supervision by school tutor? How is this regulated, conducted and registered? (if there is a specific format indicate, describe, and provide at the end)

3.16. How is the student-teacher orientated/accompanied before during and after ISP?.

3.17. Main problems and training needs detected (in any of the previous sections specify which)

4. **Contributions from Scientific literature on in-school placements** (Practicum): Authors, research and reference publications

Please describe and, if available, provide or indicate recent papers/articles/bibliography that analyse or deal with ISP in the context of each partners' intervention. (last 5 years and/or reference literature)

	Title	ISP In school placements: What Research/educational Litherature Tells Us		
	File name	Full Reference (APA)	What is this paper important?	Uploaded by
18	HartellStrimel20	Hartell, E., & Strimel, G. J. (2018). What is it called and how does it work: examining content validity and item design of teacher-made tests. International Journal of Technology and Design Education. https://doi.org/10.1007/s10798-018-9463-2 doi or url	About technology teachers'assessment practices particularly tests designed by teachers. NOT very good....teachers need support to forrmulate questions and assessment design in general.	USC

EDUCATION
KNOWLEDGE
TRANSFER

Co-funded by the
Erasmus+ Programme
of the European Union

EKT Questionnaire for university and school tutors who collaborate on in-school placements (I-SP)

(Annex 3)

EKT Questionnaire for university and school tutors who collaborate on in-school placements (I-SP)

DOC 2 QUESTIONNAIRE

EKT Project overview

The EKT (Educational Knowledge Transfer) project aims at improving the quality of the Initial Teacher Education (ITE) of student teachers during their professional training period (practical experience period) through the implementation of ICT services and resources, developed jointly between e-learning companies and universities. Detailed information on the project may be consulted in the EKT project's web page: https://ektproject.eu/.

Questionnaire focus/aim

A transnational analysis (in 5 countries, i.e., Austria, England, Ireland, Portugal and Spain) of the difficulties, problems and needs to improve school placements for ITE in Europe for future European pre-school, primary and secondary teachers. This analysis will allow the identification of solutions to increase the educational impact of in-school placements for teaching practice in schools. For this reason, we turn to you as a teacher with experience as an internship tutor. Your experience

and knowledge are fundamental to carry out this initial analysis that will guide the following steps of the EKT project.

The questionnaire has 4 parts; the first part is descriptive and three further parts oriented to find out about your contributions around the three elements that we consider key for the improvement of in-school placements:

- coordination of work between university and school tutors;
- individualized follow-up of student teachers on in-school placement teaching practice and their continued attention;
- reflective self-learning process by the student teacher.

Finally, a section with open questions so that you can send us all the comments or suggestions that you consider appropriate to make a good diagnosis of in-school placements.

Data protection:

1-By answering this questionnaire you accept your participation in this research and the

processing of the information derived from it.

2- This questionnaire will be anonymised in accordance with data protection regulations.

3- Participation in this research is voluntary; once it has been completed, the data will be

destroyed.

4- The results of the research linked to this questionnaire will be published (in different

journals or other publications).

5- Privacy and data protection policy of the USC:

https://www.usc.gal/es/normativa/protecciondatos/Politica-privacidade.html

(https://www.usc.gal/es/normativa/protecciondatos/Politica-privacidade.html)

The contact details of the data protection delegate of the University of Santiago de

Compostela (USC) are: dpd@usc.es (mailto:dpd@usc.es)

I. GENERAL DATA

1. Please, choose the language to answer this questionnaire.

[List (Radio). Collects an option from a proposed list.]

Deutsch

English

Spanish

Portuguese

2. In which educational level do you teach?

[Multiple choice with comment; It collects several options from a set of proposals. Possibility of adding new items.]

Kindergarten/Early years

Primary

Compulsory secondary / lower secondary

Secondary / upper secondary

Vocational training

Higher education

Other (please specify): _____

3. **How many years have you been teaching?**

[Numerical input, integer. Collects input only as an integer.]

4. **Please indicate your age.**

[Numerical input, integer. Collects input only as an integer.]

5. **Please indicate your gender.**

[List (Radio). Collects an option from a proposed list.]

Male

Female

Other/non-binary

I prefer not to indicate

6. **Please indicate the geographical area where you were involved on in-school placements in 2019/2020.** Please tick only one option

[List with comment. Collects an option from a list of items or an item added by the respondent.]

Austria

England

Ireland

Portugal

Spain

Other (please specify): _____

7. **Please indicate if you are an in-school placement university tutor or school tutor**.

[List with comment. Collects an option from a list of items or an item added by the respondent.]

University tutor (Higher Education Institution staff who support the student-teacher activity in the process of teaching practice while on in-school placements)

School tutor (school teaching staff who support the student-teacher activity in the process of teaching practice while on in-school placements)

Other profile involved on I-SP (please describe it): _____

8. **What subject(s) do you teach?**

8.S1. If you are school tutor, choose from the following list.

[Multiple choice with comment; It collects several options from a set of proposals. Possibility of adding new items.]

Education/guidance practitioners
Experimental Sciences
Foreign Languages
Mathematics
Music
Native Language
Philosophy
Plastic and Visual Arts
Social Sciences
Technology and Information

Other (please specify): _____

8.S2. If your role is university tutor, choose from the following list.

[Multiple choice with comment; It collects several options from a set of proposals. Possibility of adding new items.]

Didactics
Pedagogy
Philosophy
Psychology
Other (please specify): _____

9. **Educational level of in-school placements you are involved with**- please choose from the following list.

[Multiple choice with comment; It collects several options from a set of proposals. Possibility of adding new items.]

Kindergarten/Early years

Primary

Compulsory secondary / lower secondary

Secondary / upper secondary

Vocational training

Higher education

Other (please specify): _____

10. **For how many years have you been working as an in-school placements tutor or supporting in-school placements?**

[Numerical input, integer. Collects input only as an integer.]

II. COORDINATION OF WORK BETWEEN UNIVERSITY AND SCHOOL TUTORS

11-12-13. Of the internship activities listed below, please rate from 1 (nothing) to 5 (very much) its **relevance to the training process**, the **degree of collaboration between the university tutor and the school tutor with whom they are currently working** and the **degree of collaboration between the two that you feel is required**.If you check 'Other', please add items.

[likert scale with comment. Collects several options from a set of proposals. Possibility of adding new items.]

In-school placement activities	11 Relevance to the training process scale 1 (nothing) to 5 (very much)	12 degree of collaboration that currently exists scale 1 (nothing) to 5 (very much)	13 degree of collaboration that it would be necessary/should exist scale 1 (nothing) to 5 (very much)
Contacts, meetings, curricular coordination between Higher Education Institution and the School			
Selection of schools (profile, criteria...)			
Selection of tutors (profile, criteria...)			

Establishment of standards, rules, procedures, communication, applicable in the in-school placement			
Development of guidelines for the organization of the in-school placement *Portfolio*			
Development of guidelines for the organization of the Final Report			
Orientation of the Student Teacher in registering and reporting the in-school placement experience			
Pre-training planned for the Student Teacher			
Contextualization of the in-school placement in the local community, the school and the class/pupils			
Development of instruments/tools and criteria for the assessment of pupils by student teacher			
Preparation, writing and presentation of training materials, learning resources, evaluation tools and reports			
Collaborative work between university tutor and school Tutor			
Common monitoring in-school placement process			
Class/teaching practice observation			

Written or oral feedback to the Student Teacher			
Orientation of the student teacher in registering and reporting the in-school placement experience			
Supervision of activities, tasks and lesson planning by student teacher			
Supervision of the preparation of teaching support materials/resources by student teacher			
Monitoring the Student Teacher's progress			
Motivating student teacher for educational innovation and its implementation			
Collaborative work between Student Teacher and Tutors			
Other: _____			

14. **How are the university tutor and the school tutor coordinated?**

[Array by column (checkboxes). Collects several options arranged in matrix (table) through checkboxes at the intersection of each row with each column.]

	Before I-SP	During I-SP	After I-SP
There is a pre-existing schedule of meetings			
The meetings between both are scheduled by mutual convenience			
There is no established coordination model			

15. **How do the university tutors communicate with the school tutors?**

[Array by column (checkboxes). Collects several options arranged in matrix (table) through checkboxes at the intersection of each row with each column.]

	Before I-SP	During I-SP	After I-SP
Directly, by telephone			
Directly, by e-mail			
Directly, by chat/messaging channels			
Through others (for example, I-SP coordinators, university/school directors …)			
Through formal communication channels of the respective institutions			
Through (informal) face-to-face communication			

16. **Who defines the organisational and curricular framework for in-school placements (I-SP)?**

[List (Radio). Collects an option from a proposed list.]

The university tutor
The I-SP coordination of the Higher Education Institution
The school tutor
The I-SP coordination of the school
Jointly defined by the university and school tutors
The school tutor and the student teacher
None of the above situations

17. **The in-school placement Program or Activity Guide provides or includes** (please tick all items that apply):

[Multiple choice with comment; It collects several options from a set of proposals. Possibility of adding new items.]

The development of support materials/resources for teaching practice

The role and functions of the university tutor
The role and functions of the school tutor
Instruments for observing teaching practice
Guidelines or selection of resources and technological media
Guidelines on the use of resources in the teaching practice
Guidelines on the creation of educational support materials
Information on the process of teaching practice assessment of the student teacher
Information on the tools for teaching practice assessment of the student teacher
Information on the criteria for teaching practice assessment of the student teacher
Indication of the functions that the school tutor must share with the student teacher
Indication of the people involved in the in-school placement process and their functions
Other (please add): _____
I don't know anything about the in-school placement Program or Activity Guide

18. What aspects do you consider necessary to improve the level of coordination of work between university and school tutors? What can you suggest for its improvement?

[Long free text. Collects input in a text field with more than one line or several paragraphs.]

Q. Which technological resources and tools could be useful to improve the level of coordination of work between university and school tutors?

[Long free text. Collects input in a text field with more than one line or several paragraphs.]

III. INDIVIDUALIZED FOLLOW-UP OF STUDENTS TEACHERS IN IN-SCHOOL PLACEMENT TEACHING PRACTICE AND THEIR CONTINUED ATTENTION

19. Do the in-school placement subjects/disciplines or areas of knowledge at the school relate to Course Units at the Higher Education Institution?

[Yes/No. Receive one of the inputs.]

20. Does the relation between the student teacher and the school tutor include:

[Multiple choice with comment. Collects several options from a set of proposals. Possibility of adding new items.]

The existence of a formal or informal protocol to welcome the student teacher
The planning of activities integrated into the school activity planning/project
The forecast of meetings for analysis and reflection on teaching practice
Other (please add): _____

21. In in-school placements, in what functions is the school tutor involved with the student teacher?

[Array by column (checkboxes). Collects several options arranged in matrix (table) through checkboxes at the intersection of each row with each column.]

	Before I-SP	During I-SP	After I-SP
Class teaching planning			
Classroom organization			
Teaching practice materials/resources selection			
Learning materials/resources production			
Teaching			
Design, develop or adapt assessment tools			
Pupil assessment			
Provide feedback to Pupils			
Provide feedback to Parents			
Communication with other teachers, subject/department coordinators or directors			
Meeting with other subject/department/school teachers			
Support students with special educational needs			
Coordinate the curriculum (select curriculum areas, topics or program units)			
Write student progress reports			

22. In in-school placements, in what functions is the university tutor involved with the student teacher?

[Array by column (checkboxes). Collects several options arranged in matrix (table) through checkboxes at the intersection of each row with each column.]

	Before I-SP	During I-SP	After I-SP
Class teaching planning			
Classroom organization			
Teaching practice materials/resources selection			
Learning materials/resources production			
Teaching			
Design, develop or adapt assessment tools			
Pupil assessment			
Provide feedback to Pupils			
Provide feedback to Parents			
Communication with other teachers, subject/department coordinators or directors			
Meeting with other subject/department/school teachers			
Support students with special educational needs			
Coordinate the curriculum (select curriculum areas, topics or program units)			
Write student progress reports			

23. Does the Final Report or Dissertation follows a model or structure fixed? (If you answer Yes, go to the next question. If you answer No, ignore the next question.)

[Yes/No. Receive one of the inputs.]

23[Y]. The model or structure includes information on:

[Multiple choice with comment. Collects several options from a set of proposals. Possibility of adding new items.]

How the progress of the Report or Dissertation is monitored?
Who monitors the progress of the Report or Dissertation?
Rules and procedures for writing and presenting the Report or Dissertation
Tools usable in I-SP data collection
Use of data collected by the Student Teacher
Document extension/length
Formatting and referencing standards
Document standards (*facsimile*, specific examples or bibliographic references).
Other (please add): _____

24. Who defines the Final Report/Dissertation format and structure?

[Multiple choice.]

University teacher training centres (university tutors)
Schools of practice (school tutors, others profiles involved in I-SP)
Both together

25. What areas are included in the observation and supervision of the in-school placement made by the tutors?

[Multiple choice with comment. Collects several options from a set of proposals. Possibility of adding new items.]

Compliance with norms or rules
Lesson planning
Selection or production of materials
Use of resources
Teaching methodologies design
Assessment of student learning
The student teacher's field records
Communication skills
Managing classroom interaction
Student motivation
Group dynamics management
Key competencies (ICT, languages, entrepreneurship, teamwork, leadership...)
Reflection on practices.
Report writing.
The relationship with pupils.
The relationship with other teachers and / or student teachers.
Other (please add): _____

26. Is there a system for recording the observations that tutors make of student teachers in the classroom?

[Yes/No. Receive one of the inputs.]

27. What tools do you use to record the tracking of students in practice?

[Long free text. Collects input in a text field with more than one line or several paragraphs.]

28. The tutors carry out some kind of joint analysis (the two tutors with the student teacher) on the activity of the student in practice?

[Yes/No. Receive one of the inputs.]

29. In parallel with the development of the in-school placement program, is there any kind of educational innovation or research project developed (please indicate the closest situation)?

[List (Radio). Collects an option from a proposed list.]

No
Yes, by the student teacher, with supervision of the school tutor
Yes, by the student teacher, jointly with both tutors
Yes, by the university tutor
Yes, by the school tutor
Yes, by both tutors
Yes, by the I-SP school

30. What kind of supervision and follow-up is done on this educational innovation or research?

[Long free text. Collects input in a text field with more than one line or several paragraphs.]

31. What aspects do you consider necessary to improve the individualized follow-up of student teachers in in-school placement teaching practice and their continued attention? What can you suggest for its improvement?

[Long free text. Collects input in a text field with more than one line or several paragraphs.]

32. Which technological resources and tools could be useful to improve the individualized follow-up of student teachers in in-school placement teaching practice and their continued attention?

[Long free text. Collects input in a text field with more than one line or several paragraphs.]

IV. REFLECTIVE SELF-LEARNING PROCESS OF THE STUDENT TEACHER

33. Are guidelines provided to the student teachers to enable/stimulate reflection on their practices? (If you answer Yes, go to the next question. If you answer No, ignore the next questions.)

[Yes/No. Receive one of the inputs.]

33[Y1]. Is there a model for recording the reflections of the Student Teacher?

[Yes/No. Receive one of the inputs.]

33. [Y2] you use some technological tool to support the student's reflection during the process? (If you answer Yes, go to the next question. If you answer No, ignore the next questions.)

[Yes/No. Receive one of the inputs.]

33. [Y2.1] In case affirmative, which tool?

[Short free text. Collects text input on one line.]

33[Y3]. Does the reflection of the student teacher have to relate to the objectives of the school's educational project, in addition to the specific objectives defined in the in-school placement program?

[Yes/No. Receive one of the inputs.]

33[Y4]. Does the reflection consider the objectives to be reached at the end of the in-school placement, the methodologies and the comments of others (for example: the tutors, other Student Teachers)?

[Yes/No. Receive one of the inputs.]

34. Does the Student Teacher keeps an in-school placement teaching practice *Portfolio*? (If you answer Yes, go to the next question. If you answer No, ignore the next question.)

[Yes/No. Receive one of the inputs.]

34[Y1]. How is structured the Portfolio of in-school placement teaching practice?

[Multiple choice with comment. Collects several options from a set of proposals. Possibility of adding new items.]

The structure of the Portfolio is common to all HEI student teachers.

The structure of the Portfolio is common to all student teachers at the school, regardless of the HEI of origin.

The structure of the Portfolio is flexible, negotiated between the university tutor and the student teacher.

The structure of the Portfolio is flexible, negotiated between the school tutor and the student teacher.

The structure of the Portfolio is flexible, negotiated between the tutors and the student teacher.

The structure of the Portfolio is totally free, the sole responsibility of the student teacher.

Other (please add): _____

34[Y2]. Does the evaluation of the in-school placement teaching practice *Portfolio* have a formal impact on the in-school placement assessment?

[Yes/No. Receive one of the inputs.]

34[Y3]. The in-school placement teaching practice *Portfolio* includes:

[Multiple choice with comment. Collects several options from a set of proposals. Possibility of adding new items.]

The reflections of the student teacher

Comments from the university tutor

Comments from the school tutor

Comments from other student teachers

Class teaching plans

Materials/resources used in class teaching practice (or the respective listing/referencing)

Materials/resources developed or adapted by the student teacher

Timetable/Schedule/planning of teaching g practice

Contextualization of the teaching practice (reference to the context of the school, class, pupils, discipline/subject)

The in-school placement activity program/project.

Other (please add): _____

34[Y4]. Is there an e-portfolios as well?
[Yes/No. Receive one of the inputs.]

35. What aspects do you consider necessary to improve the reflective self-learning process of the student teacher? What can you suggest for its improvement?

[Long free text. Collects input in a text field with more than one line or several paragraphs.]

36. Which technological resources and tools could be useful to improve the reflective self-learning process of the student teacher?

[Long free text. Collects input in a text field with more than one line or several paragraphs.]

V. FINAL SECTION

Open questions about in-school placements

37. If you could change one thing, what would that be?

[Long free text. Collects input in a text field with more than one line or several paragraphs.]

38. And what would you really like to keep?

[Long free text. Collects input in a text field with more than one line or several paragraphs.]

39. Any other comments about in-school placements?

[Long free text. Collects input in a text field with more than one line or several paragraphs.

Authorization by the USC Research Ethical Committee (November, 2020)

(Annex 4)

VICERREITORIA DE
INVESTIGACIÓNE
INNOVACIÕN
Oficina de Investigación e
Tecnoloxía
Servico de Convocatorias e Recursos
Humanos de I+S
Edi ficia CACTUS
— Campus Vida
15782 Santiago
de Compostela
Tel 981 547 040 - Fax 981 547 077
Correo
electrónico:
cittinfo@use_es
http:/fimaisd usc
es

JOSÉ MANUEL CIFUENTES MARTÍNEZ, PRESIDENTE DO COMITÉ DE BIOÉTICA DA UNIVERSIDADEDE SANTIAGO DE COMPOSTELA,

INFORMA:

Que o proxecto de investigación con rexistro USC-23/2020 titulado "EKT (Educational Knowledge Transfer)", do que é investigadora responsable Dona Carmen Fernández Morante, ten sido examinado por o Comité de Bioética desta Universidade, cumprindo o seu protocolo experimental os requisitos éticos esixidos.

Este documento non exime da obtención de permisos ou autorizacións e do cumprimento deoutras normativas de aplicación.

Lugo, 9 de novembro de 2020.

EDUCATION KNOWLEDGE TRANSFER

Co-funded by the
Erasmus+ Programme
of the European Union

Project Partners

die Berater®
ZUKUNFT LERNEN

INSTITIÚID OIDEACHAIS
MARINO
INSTITUTE OF EDUCATION

BeezNest
Solutions opensource efficaces

lusoinfo multimédia | editora

netex
INNOVATIVE LEARNING EXPERIENCES

USC
UNIVERSIDADE
DE SANTIAGO
DE COMPOSTELA

UNIVERSITY OF
PLYMOUTH

CESGA

PH | Pädagogische Hochschule Wien
Wien

h2