

**PREPARE:  
Promoting reflective practice  
in the training of teachers  
using e-portfolios**



This project is a collaboration between the Universities of Education in Freiburg (Germany, project leader) and in Vienna (Austria), Institut de Formation continue (Luxembourg), The German Education Resort, Bolzano (Italy) and the software developing company, Ghost thinker (Germany), together with the Association of Open Learning (Austria). This project will operate from 01/2016 until 12/2018 with a budget of 664.897 € and will be co-financed by the European Commission ("Forward-Looking Cooperation Projects"). Project evaluation will be conducted by Prof. Dr. Stefan Keller (University of Education; Basel/Switzerland)

**Project summary**

The project aims for the development of a political agenda to strengthen the requirement of reflective practice in the training of teacher students as a central means of self-regulation in the profession. School internships throughout college show a special potential for shaping professional competence through reflective practice. Therefore, different types of school internships will be used as areas of research in this project in order to demonstrate the necessary systemic change in the collaboration among interns and between interns, their instructors at the university and their school mentors.

In order to make this need for reform visible, the project will use a video- and Web 2.0-based digital learning system for the support of (self-)reflective competence, teaching competence, and the competence of information management. The learning system, consisting of a video annotation platform and an electronic portfolio, will be used to document, analyze and evaluate the interns' activities in professional situations (e.g. teaching, facilitating, supporting) and their effort to reflect professional practice seen in these videos, to communicate their insights with peers, instructors and school mentors alike and to adjust their future action accordingly.

Based on the outcome of the study described above, changes will be made to the educational resources provided in the digital learning system and to the overall interactive system between interns, instructors, and school mentors, including task design, communication procedures and assessment. These adjustments toward the authentic needs of the interns will be monitored by an international team of policy makers who will collaboratively develop a political agenda with the aim to strengthen the requirement of reflective practice in the training of teacher students as a central means of self-regulation in the profession. For the future realization of this agenda, concrete steps will be outlined.

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