International collaboration @ home with

eTwinning

Diana Groß, PPH Augustinum (Graz)

AQ Austria Jahrestagung 2026

Overview

1) Introduction
2) Internationalisation
3) eTwinning
4) Qualitative Study design
5) Results
6) Conclusion

Introduction

- Increasingly interconnected world
- Challenges for the education system – teachers & students
- New curriculum for teacher education (Primary + Secondary)
- More and more culturally diverse classrooms
- Needs: competences, Future Skills, cross-curricular learning, …

(BMBWF, 2023)

- Preparation?

INTERNATIONALISATION?

Internationalisation

- mostly physical mobilities
- Internationalisation @ home
  - Virtual Exchange
    - Foreign language learning
    - Democratic participation
    - Familiar learning environment at university
    - Pedagogical guidance

(Markovic, 2023)

Internationalisation

- COIL (Collaborative Online International Learning)
  - Joint projects with another university
  - Curriculum-embedded programme
  - New learning processes possible through virtual setting

  - Challenging collaborative situations positive for learning
  - Broaden their existing perspectives
  - Possibility to promote openness and an interest in the other

(Markovic, 2023; Miller & Ali, 2025; O'Dowd, 2022)

eTwinning

- Founded in 2005 by the European Union
- Save european platform – data protected
- Space for holistic learning, not only school subjects (Gajek, 2022)
- Teachers / students: try new practices, improve their own practices and learn from others → „un moteur puissant“ (*powerful engine*) (Eid et al. 2016, p.62)

- <u>Various activities:</u>
    - partner finding
    - work in groups
    - collaboration in a Twinspace

(European Commission, 2022)

eTwinning in higher education

- Since 2021
- PPH Augustinum: 2022
- Lesson integrated (multicultural learning, political education)
- Presentation of the platform and projects in a Twinspace

- Projects with universities in France, Ukraine, North Macedonia, Italy, …
- Use for Blended Intensive Programms (BIP)
  - Document the project
  - Participants post output

Research question

What concrete benefits do collaborations through eTwinning offer for institutions, staff and students?

Study design

- Qualitative Data from *Google forms Survey*
  - Staff, Students from higher education (n= 291 eTwinners)
  - 24 countries (Italy, France, Turkey, Austria, North Macedonia,...)

- **deductive categorisation system**
  - Competence development (digital, linguistic,..)
  - New knowledge of pedagogical methods
  - Peer support
  - Community / Personal engagement

(European Commission, 2023)

Results

Benefits for the higher INSTITUTION:

- Teacher educator from North Macedonia:

  „It's the ability to give students different opportunities."

Benefits for the staff members:

- Teacher educator from Austria:

  „eTwinning gives us the possibility to experience first-hand what ourstudents need: e.g. communication, collaboration, language and digital skills" .

Benefits for the student teachers:

- Student teacher from France:

  „I found new friends while learning new tools for my job."

Results

- Professional Development
- New teaching approaches
- Developing deeper connections with other colleagues / student teachers
- Bridging the gap between theory and practice

Conclusion

- eTwinning projects are a benefit for the institution, staff members + students (European Commission, 2023)
- Promote the aim of a « comprehensive internationalisation strategy » (Beelen & Jones, 2015, p.8)
- Promote future oriented skills (creativity, communication, …) → positive for « Union of Skills » (European Union, 2025; Horn & Seidl, 2024)
- Sustainable internationalisation needs personal engagement (Sonnenburg, 2020)

Conclusion – relevance for other HEI

Not:

Virtual collaboration

OR

Physical Mobility

But:

Virtual collaboration

AND

Physical Mobility

Thank you for your attention!

References

- Beelen, J. & Jones, E. (2015). Looking back at 15 years of internationalization at home. *Forum Winter*, 6-8. https://www.researchgate.net/publication/340377253_Looking_back_at_15_years_of_internationalisation_at_home
- Bundesministerium für Bildung, Wissenschaft und Forschung (BMBWF). (2023). *Lehrplan der Volksschule [Primary school curriculum]. Bundesgesetzblatt II Nr.204/2024 (Anlage 1, version of September 1, 2024)*. https://www.ris.bka.gv.at/NormDokument.wxe?Abfrage=Bundesnormen&Gesetzesnu mmer=10009275&Artikel=&Paragraf=&Anlage=1&Uebergangsrecht=
- Eid, C., Englebert, A., Geron, G. (2016). *Francais langue ardente Actes du XIVe congrès mondial de la FIPF*
- European Commission: European Education and Culture Executive Agency (2022). *Exploring the impact of eTwinning in early childhood education and care and initial vocational education and training – Monitoring report.* Publications Offie of the European Union. https://etwinning.at/fileadmin/Dokumente/etwinning.at/Bereichsbilder/eTwinning/Kindergarten/exploring_the_impact_of_etwinning_in_early_childhood-EC0122167ENN.pdf
- European Commission: European Education and Culture Executive Agency. (2023). *The impact of eTwinning on initial teacher education – Placing teacher educators and student teachers in the spotlight – Full monitoring report.* Publications Office of the European Union. https://data.europa.eu/doi/10.2797/908466
- European Union (2025): *Erasmus to Erasmus+: history, funding and future.*
- Gajek, E. (2022*).* Application of crowdsourcing in education on the example of eTwinning: the Polish experience. *Sloveščina 2.0*, 10(2): 184-201. https://doi.org/10.4312/slo2.0.2022.2.184-201 ,23.02.2025.
- Gilleran, A. (2019). *eTwinning in an era of change – Impact on teachers' practice, skills and professional development opportunities, as reported by eTwinners. Full Report.* Central Support Service of eTwinning – European Schoolnet, Brüssel.
- Horn, C. & Seidl, T. (2024). Interkulturelle Kompetenz und Kreativität im internationalen Kontext kollaborativ weiterentwickeln. In: H. Koch, C. Schneider & U. Wilke (Hrsg). *Future Skills lehren und lernen. Schlaglichter aus Hochschule, Schule und Weiterbildung. Stifterverband für die Deutsche Wissenschaft e.V.*, 298-305. https://doi.org/10.5281/zenodo.13944245
- Markovic, M. (2023): Systematischer Überblick virtueller Austausche im Fremdsprachenbereich. Einflussfaktoren, Potenziale und Herausforderungen. In: Dvorecký, M., Reitbrecht, S., Sorger, B. & Schweiger, H. (Hg.): *Sprachliche Teilhabe fördern. Innovative Ansätze und Technologien in Sprachunterricht und Hochschulbildung.* 5 Bände. Berlin: Erich Schmidt Verlag GmbH & Co. KG (idt.2022 mit.sprache.teil.haben, 3), S. 95–107.
- Miller, A. L. & Ali, R. (2025): Collaborative Online International Learning (COIL). *Union: Jurnal Ilmiah Pendidikan Matematika.* 13 (2), S. 381–401. https://doi.org/10.30738/union.v13i2.19588
- O'Dowd, R. (2022). *Virtual Exchange in der internationalen Hochschulbildung: eine Einführung.* (DAAD Forschung kompakt, 4). Bonn: Deutscher Akademischer Austauschdienst e.V. (DAAD). https://doi.org/10.46685/ DAADStudien.2022.08
- Sonnenburg, N. (2020). Veränderungen durch die Digitalisierung in der Schule – wie können digitale Tools Lehrkräfte unterstützen? In: K. Kaspar, M. Becker-Mrotzek, S. Hofhues, J. König & D. Schmeinck (Hrsg.) *Bildung, Schule, Digitalisierung*. Waxmann. https://doi.org/10.31244/9783830992462