



European Teacher Education Network

Annual symposium of the European Teacher Education Network (ETEN)

“Educators in the Cultural Landscape: Awareness, Positionality, and Global Action”

Program for the annual symposium 2025, Hasselt, Belgium

Wednesday May 7th

13.30-14.45: Registration and ‘meet and greet’ for all participants

- Entrance Nespresso bar

15.00-15.30: Opening ceremony/Welcome

- Pacioli

15.30-16.30: Keynote

- Pacioli

16.45-17.00: Group Photo

- Central Hall

17.00-18.00: Reception

- Central Hall/outside paviljoen



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Thursday May 8th

All the presentations and workshops of our TIG will take place at PXL NeXT in the room Pierre Cox

9.00-9.30: Welcome, round of presentations, practicalities etc

9.30-10.15: **Thomas Eberle** - Learning and developing strategies for future challenges through outdoor training

10.15-10.30: **Reflection time**

Triple loop, Thinking moves, Three brains and a coin,...

10.30-11.00: **Refreshment and mingle**

11.00-12.00: **Tinne van Kamp** - Facilitating in-depth reflection through triple loop learning and by providing dilemmas, cases and viewpoints.

12.00-12.30: **Reflection time**

Triple loop, Thinking moves, Three brains and a coin,...

12.30-13.30: **Lunch**

13.30-14.15: **Lisa van Strejdonck** - Experiences of Student Teachers, Newly Qualified Teachers, Tutors, and Mentors with a Digital Learning Environment

14.15-14.45: **Jill Duncan** - Engagement for all - the impact of gallery engagement upon the student experience and wider classroom practice.

14.45-15.00: **Reflection time**

Triple loop, Thinking moves, Three brains and a coin,...

15.00-15.30: **Coffee break and mingle time**

15.30-16.00: **Rochelle Helms** - Sitting with discomfort: Cultural sensitivity beyond the buzzwords

16.00-16.30: **Jana Boussier** - O3: A Novel Framework for Master's Thesis Research and Design



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16.30-17.00: Plenary discussion and reflection

Triple loop, Thinking moves, Three brains and a coin,...

17.00-> : Social activities and/or dinner together with TIG or other participants

- Keep the evening for dinner with TIG'ers



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Friday May 9th

9.00-10.00: **Camilla Sandström Prytz, Marie- Louise Höög, Caroline Appelgren, Ann- Sofie Wedin, Marcus Samuelsson:** Preparing Pre-Service Teachers for Professional Challenges through Simulation-Based Learning

10.00-10.15: **Reflection time**

- Triple loop, Thinking moves, Three brains and a coin,...

10.15-10.45: **Closing debate and reflection: What did we learn?**

11.00-12.00: **Closing ceremony**

- Pacioli PXL NeXT

12.00-13.00: **Lunch**

- Foyer PXL NeXT

13.30-15.00: **Educational and cultural activities**

- Start at entrance PXL NeXT Hall

18.00-19.00: **Reception, dinner and party**

- Restaurant at PXL-NeXT



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Abstracts

Title: Facilitating in-depth reflection through triple loop learning and by providing dilemmas, cases and viewpoints.

Authors: Tinne Van Camp, Leen Alaerts, Anne Decelle, Pascale Janssens

Abstract:

How can teacher education programs train change-competent professionals who are ready to function in changing secondary education? The Center for Expertise in Education and Development (UCLL) started a project (2022-2024) that brought together all Flemish teacher training programs Bachelor Secondary Education in a network to do research and inspire each other on this topic.

One of the project outputs involved writing an inspiration guide for teacher educators. In this guide, the practitioner-researchers put forward five building blocks for training change-competent professionals: (1) transformative learning, (2) agency, (3) grammar of schooling, (4) broad teaching and (5) congruent education (Van Camp et al., 2025).

They also present Argyris' Triple Loop Learning model (Argyris, 2003; Janssen, 2015) as an effective framework to encourage students to engage in in-depth reflection. This model challenges them to question their own beliefs (transformative learning), critically examine the structures of education (grammar of schooling), and continuously connect these insights to the choices they make in their own teaching practice (agency).

Because students' educational perspectives and beliefs are still developing and often not yet sufficiently represented in their teaching practice, reflective practice without input from the teacher educator tends to remain superficial and offers little challenge in refining students' perspectives and beliefs. To facilitate in-depth reflection through triple loop learning, it is useful for the teacher educator to provide cases and viewpoints (both pro and contra) for students to reflect on.

Another project output involved writing a handbook for (future) teachers: *Educational Dilemmas. Reflecting on the grammar of schooling in secondary education* (Alaerts et al., 2025). This handbook presents various educational dilemmas through concrete cases, opposing viewpoints and historical and pedagogical context.

In this workshop, we will work with one case from the handbook. We will explore and discuss the described perspectives and viewpoints and engage with several reflective questions. We



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will then explore with participants whether cases like this can help students reflect on a deeper level (double and triple loop).



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O3: A Novel Framework for Master’s Thesis Research and Design

Jana Boussier

Objectives

The traditional master's thesis in education falls short in bridging theory and practice. To tackle this, Hasselt University's Master of Educational Studies has introduced O3, a course designed to cultivate essential skills for modern educators, including interdisciplinary collaboration, critical thinking, and design-based learning. O3 emphasizes the development of practical educational designs, ensuring direct relevance to real-world educational challenges. Central to the course is the development of a practical educational design that functions as either the subject or the outcome of research, ensuring direct relevance to real-world educational practice.

Instruction

The O3 course replaces the traditional thesis format with a dynamic research and design process. Students, working collaboratively in interdisciplinary teams, investigate self-selected educational challenges within their contexts. Guided by a systematic research cycle, they (1) review relevant literature, (2) formulate research questions, (3) collect and analyze data, and (4) develop and implement innovative educational designs. Iterative feedback, peer assessment, and supervision from mentors ensure robust support throughout the process.

Evaluation

Students in O3 are required to deliver two key outcomes: a scientific article adhering to academic standards and a creative, user-friendly design evaluated for its pedagogical and practical impact, ensuring relevance to educational practice. By integrating theory and practice, O3 aims to equip students with essential skills for modern educators.

This session

This session will showcase the O3 framework, a novel approach to the Master's thesis in Education. We will explore its structure, highlighting its transformative impact on student learning. Through examples, attendees will gain insights into how O3 integrates research and practice, empowering students to address educational challenges and innovate within their teaching contexts. An open forum will facilitate dialogue and exchange of ideas on innovative and inclusive approaches to teacher education that contribute to global action.



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Preparing Pre-Service Teachers for Professional Challenges through Simulation-Based Learning

Camilla Sandström Prytz, Marie- Louise Höög, Caroline Appelgren, Ann- Sofie Wedin, Marcus Samuelsson,

Internationally, pre-service teachers often feel unprepared when transitioning to professional teaching roles, particularly in leading learning and managing classroom conflicts. Teacher education programs are frequently criticized for being overly theoretical and lacking effective integration of theory and practice. Our simulation-based project at Linköping University's teacher education program addresses these gaps by strengthening prospective teachers' leadership skills in educational processes through reflective learning and thinking, promoting metacognitive awareness and equipping them with tools to analyse and adapt their practices.

The project utilized two videos recorded in TeachLivE, a semi-virtual simulation platform with virtual students representing various grade levels. In the videos, a real teacher engages with the avatars in a teaching scenario. During a workshop, pre-service teachers analysed the videos using the Teaching Through Interactions (TTI) framework, which highlights the role of emotional support, classroom organization, and instructional support in effective teaching. Reflective learning and teaching for thinking principles were integrated into the analysis process, encouraging pre-service teachers to engage in metacognitive reflection about their own teaching practices and strategies.

The evaluation revealed that the workshop enhanced pre-service teachers' preparedness for their forthcoming school placements. They expressed a desire for more practical elements in their education and showed interest in utilizing the simulation as a micro-teaching opportunity by personally teaching the avatars. Engaging in simulation-based learning allows pre-service teachers to practice and analyse classroom scenarios in a safe and controlled environment. This process improves their readiness for the teaching profession and equips them with the skills and strategies needed to lead complex and dynamic classroom interactions.



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Learning and developing strategies for future challenges through outdoor training

Thomas Eberle & Simon Taschka, Friedrich Alexander University Erlangen-Nürnberg

Specific experience-orientated learning environments, so-called experiential learning settings, provide opportunities self-reflection, insights in self-concept and for change (Eberle, 2004; Kolb, 1984; Luckmann, 1996).

Leaving the comfort zone (Brown, 2008; Luckner & Nadler, 1997), exploring and overcoming one's own limits, surpassing oneself, strengthening self-concept and self-efficacy expectations (Eberle, 2010; Eberle & Fengler, 2018; Markus et al., 2018), dealing with stress and challenging situations - these and other key points of theory outline a complex topic area that is important for experiential education and outdoor training.

Empirical evidence shows that participants who push themselves to the limits and/or overcome limits tend to have comparatively higher effects on self-concept and team competence (Eberle, 2010). However not every limit experience has positive effects. In some cases, negative effects can be observed. However, the initial slump in self-concept can be part of an overall positive further development with subsequent positive self-concept effects (cf. ‘sleeper effect’ (Neill, 2002, 77)).

In addition, individually different processing methods must be taken into account; supported by elements of reflection during the training and, if necessary, afterwards. In reflection phases, current impressions and emotions are articulated, different points of view are made clear and possible alternative courses of action are developed (Thiagarajan, 1993; Wagner, 2003). Reflection Methods are used to review and evaluate impressions and experiences. This helps to enable learning, changes in one's own behaviour or expansion of the individual behavioural repertoire (Vogel, 2005).

A training design and training organization that avoids - as far as possible - excessive demands or even traumatisations is a prerequisite for developments that promote learning. It is therefore more a case of exploring boundaries in a protected space than a counterproductive and irresponsible ‘the harder the better’.

In the field of adventure education and outdoor-training very little research has been carried out into how participants deal with situations that they experience as challenging, stressful or overwhelming.

We have been investigating this question intensively recently. The presentation will show research methods and results on dealing with stress and strain during experiential education programs.

By means of qualitative guided interviews shortly after challenging kayaking situations and in retrospect after 7-14 days, various processing and coping strategies could be identified and categorised. As this work has not been completed, we would like to discuss our findings.



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1.1.1 Enhancing Reflective Practice in PLCs Through Digital Innovation

Tali Berglas Shapiro

Reflective practice is essential in teacher education, fostering continuous professional growth and instructional improvement (Anderson, 2020). This study examines collective reflection in five discipline-based Professional Learning Communities (PLCs) and its impact on participants and facilitators. PLCs provide a structured space for shared inquiry, critical reflection, and professional development (Spicer, 2011; Philpott & Oates, 2017).

A key focus is the implementation of the PLC Evaluation App, an innovative tool designed to assess and enhance reflective practices. The app facilitates structured reflection, collaborative decision-making, and systematic evaluation across five dimensions:

1. relationship between PLC members.
2. Community structures and routines
3. Collaborative professional learning
4. Data-driven learning
5. The impact of PLC participation

The app fosters collective agency, collective reflection, and individual reflection, providing real-time tracking, structured prompts, and analytic insights to enhance collaboration, accountability, and pedagogical refinement.

This study examines the extent to which app usage influences facilitators' decision-making, PLC facilitation, and community functioning in the evaluated dimension. Initial findings highlight the transformative impact of collective reflection in strengthening professional learning and pedagogical innovation. The research underscores the need to move beyond ritualistic reflection toward authentic, data-driven professional inquiry and demonstrates how reflective practices shape facilitators' decisions and instructional strategies.

This study advances the discourse on sustainable reflective practices in teacher education by integrating digital tools, collaborative inquiry, and structured professional learning. It offers valuable insights for teacher educators, policymakers, and researchers on technology-enhanced strategies to promote reflective teaching and strengthen PLCs.



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Engagement for all - the impact of gallery engagement upon the student experience and wider classroom practice.

Jill Duncan

Engaging with partners and gallery provision has been an integral part of the art and design curriculum for Northumbria’s undergraduate initial teacher education (ITE) students and helps to support the three domains of knowledge identified in current policy (Ofsted, 2023). Both generalists and specialists have had the opportunity of engaging with The Baltic Centre for Contemporary Art to enhance their subject knowledge.

Supporting an inclusive pedagogy (Oleson, 2023) generalist students attend gallery tours and workshop-style delivery designed to promote the gallery experience as an accessible resource for children. In addition, specialists choosing to enhance their subject knowledge of art and design engage in further gallery experience involving cross discipline collaborative activity and continuing professional development (CPD) through the achievement of the arts award accreditation designed to promote communication, teamwork, creativity and leadership among young people (Trinity College, 2024).

Impact evidence drawn from sketch-book portfolio material highlights the development of subject knowledge linked to government policy (DfE, 2013) and a range of skills including communication, visual literacy, imagination and creativity helping to support citizenship (Robinson, Paraskevopoulou and Hollingworth, 2019). Examples of pupil's work make links between gallery provision including collaboration with artist’s work and relevant school-based practice. Recognition of effective practice, pupil engagement and partnership links are provided by school leaders who are very much in support of a creative pedagogy (Cremin and Chappell, 2021) being instilled within their school culture.

Opportunities for both generalists and specialists make a positive contribution to the student learning experience, can enhance their autonomy and agency (Cremin and Chappell, 2021) and have enormous potential to support children’s creative development.

This presentation will include both narrative and visual stimuli together with reference to artefacts. Recommendations for sustained future practice will also be outlined.



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Experiences of Student Teachers, Newly Qualified Teachers, Tutors, and Mentors with a Digital Learning Environment

Lisa Van Streydonck

The **Digital Teacher Academy (DTA)** is an innovative platform designed to foster professional growth through guided reflection. By interacting with the platform—whether as students or mentors—users are naturally encouraged to engage in self-reflection. Additionally, we actively nudge users towards deeper reflection through targeted questions and a structured reflective process.

During this presentation, we will explore the platform together, highlighting its key features and its role in promoting reflective learning. Participants will then take on assigned roles (student or mentor) to navigate the platform firsthand. Finally, we will gather feedback on their experiences, encouraging an open discussion on the platform’s effectiveness in fostering meaningful professional reflection.



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Rochelle Helms –

Title: Sitting with discomfort: Cultural sensitivity beyond the buzzwords

This session explores resistance as an educational force, drawing on Meirieu’s ideas about the value of discomfort in learning. We reflect on the emotional and political tensions around cultural sensitivity, and consider how to navigate—not eliminate—resistance by practicing with a reflective model and approach to generative listening.