

PROPOSAL FOR WORK-IN-PROGRESS ORAL PRESENTATION

**The Role of Teacher Educators' Interaction with each other in the
Context of European Project Work**

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conference themes (minimum one; maximum three): Language, communication and the professions; Professional practice, discourse and the new media; Information and Communication Technologies (ICT) in professional contexts

abstract

This presentation will introduce the work-in-progress of a doctoral thesis, which analyses the role of teacher educators' interaction in the context of European project work. Ethnographically, it aims to describe the interactive processes between five teacher educators and their environment working at universities in the UK, Spain, Sweden and Germany, currently collaborating in an Erasmus+ project, the proPIC project ("Promoting professionalism, innovation and transnational collaboration in second language learning and teaching – integrating research-orientation and mobile-technologies in teacher education").

Although there has been an increasing focus on teachers and their profession in general, there has been little research on the profession of teacher educators and their professional development (Lunenberg, Dengerink & Korthagen 2014). This doctoral

thesis intends to systematically describe the interaction of teacher educators working together in a European project through physical and digital ethnographic fieldwork (Murthy 2008), such as face-to-face meetings, online discussions, seminars. By observing in the field and using mobile technologies (video, messenger applications, learning platforms, and blogs) data will be gathered in the context of the proPIC project and reconstructed using multimodal discourse analysis (Norris 2016), focusing on *how* interaction takes place and in what way it is mediated (Vygotsky 1978).

As the project has just started in September 2017, this presentation will describe interim findings, as well as discuss the pros and cons of some mobile tools as effective research instruments, especially in the field of digital ethnography. Further, it will consider the impact of interaction and its mediation on teacher educators' professional identity.