# Project information

**Project acronym:** EDiTE  
**Project title:** European Doctorate in Teacher Education  
**Project number:** 527604 LLP–1–2012–1–AT–ERASMUS–EMCR  
**Sub-programme or KA:** Erasmus Multilateral Projects  
**Project website:** www.edite.eu  

**Reporting period:** From 01.10.12 To 30.09.13  
**Report version:** 1  
**Date of preparation:** 21.10.13  

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This project has been funded with support from the European Commission.

This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.
Executive Summary

Core objective of the project is the development and implementation of an innovative and transnational European Doctorate in Teacher Education (EDiTE). Five European universities are pooling their expertise in this field, working out a joint curriculum, leading to a pioneering interdisciplinary doctoral programme in teacher education.

The following universities are members of the project consortium: University of Innsbruck, Austria (coordinator); Eötvös Loránd University, Budapest, Hungary; University of Lower Silesia, Wroclaw, Poland; University of Lisbon, Portugal; and University of Bucharest, Romania. The European Network on Teacher Education Policies (ENTEP) acts as an advisory board representing the broader academic and policy perspectives of 27 countries.

All project partners share the common desire to overcome current lack of cooperation between higher education institutions and share experience on an innovative Doctoral Programme in Teacher Education with a desire for an encompassing European vision. Their academic expertise covers all areas of teacher education research, such as history of education and theory of education systems, school leadership, adult education and teacher education at large, inclusion, gender perspective in education, subject-specific didactics, assessment processes, teacher professional and personal development, comparative education, quality assurance of education and training, school and teacher evaluation, computer-supported learning environments, higher education management, research methodologies – and curriculum development, accreditation and implementation. Partners’ innovative approaches have impact on lifelong learning and education policy development in the consortium countries, through a wide network with national education institutions and policy authorities, and support international collaboration bridging theory and practice.

Based on the expertise of consortium members, a well-defined and well-justified division of roles and responsibilities was established. Through consultation processes – which form part of the internal quality monitoring and exploitation strategy of the project – openness towards a network of teacher education professionals, doctoral students, the national and international scientific community, and key actors of schools and policy is ensured. Sustainability is a horizontal issue appearing as a key aspect in all implementation issues, discussed by the consortium from the beginning of the project.

Five major achievements can be reported which clearly support the overall project aim: the development of a joint doctoral curriculum in teacher education:

1) The EDiTE Curriculum Framework outlines the aims and structure of the doctoral curriculum, its values and general principles, mobility aspects, the target group and related qualification profile, competences, module specifications, the research orientation of the programme and quality assurance procedures.

2) The Joint Seminar on the “State of the art of research in teacher education” resulted in fruitful discussions, supporting the implementation of the EDiTE programme, and reflecting high engagement and interest of participants in the themes and the project.

3) A national and European consultation process with stakeholders from the field of teacher education was implemented to inform the joint curriculum development and identify important exploitation aspects. While overall trust is placed in the EDiTE consortium for its expertise to implement the curriculum, challenges are mainly seen as resulting from multiculturalism and differences in teacher education systems, although beneficial at the same time.

4) The EDiTE Knowledge Portal is currently developed as resource basis for future students and researchers, with a focus on networking and knowledge sharing and information on the PhD programme. It is a milestone for the realization of the EDiTE programme as it is directly targeted at supporting the PhD students’ research.
5) The scenario based implementation plan for the realization of the EDiTE is the key output for ensuring the future and sustainability of the PhD programme. Future plans include – among others – the delivery of the second joint seminar with a focus European teacher education policies and a piloting procedure for pre-testing curriculum components.

EDITE is the first European inter-institutional initiative dedicated to structuring the process of teacher training / education through doctoral studies, thus having a major impact on the European Higher Education Area. Through participation in EDiTE, young researchers and teaching professionals can advance their career development and profit from increased chances for professional and academic access. Students have the chance to develop a critical view on their own system and to gain a broader perspective on teacher education, through mobility and by conducting research in an international environment.

The progress of the project and curriculum development process is documented on the EDiTE website (www.edite.eu). The website will be further developed in the next months and will be enriched with the contents of the EDiTE Knowledge Portal.
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1. Project Objectives

Innovative schools and excellence in education are key factors for future knowledge-based societies. Professionals in teaching and learning have to meet the challenges set by new scientific knowledge and changing environments. These developments require effective ways of teacher education (TE) and teacher professionalism which target the emerging challenges both theoretically and practically, embedded in a complex network of social developments, political interests, national cultures and traditions. There is a focus within and across existing teacher education programmes throughout Europe on preparing teachers for European co-operation. It is crucial that teacher educators and researchers are at the forefront of advancement in this area. International mobility should be recognized as having an added value for the career development of early stage researchers.

The current policy development and doctoral programme landscape in the countries of the consortium reflect the growing need for a European Doctorate in Teacher Education – EDiTE. Consequently, a core objective of the project is the development and implementation of an innovative and transnational doctorate in TE. Five European universities are pooling their expertise in this field, working out a joint curriculum, leading to a pioneering interdisciplinary doctoral programme in teacher education.

EDiTE aims to create a closer link between teacher education and the research area by promoting engagement with research topics that cross conventional boundaries between practice, policy and research. An increase in the strengths and capabilities of participating research departments is expected through the integration of expertise from the field in a joint curriculum, thus addressing priorities of innovation and contributing to the development of the European Higher Education Area. Through participation in EDiTE, young researchers and teaching professionals can advance their career development and profit from increased chances for professional and academic access. Students have the chance to develop a critical view on their own system and to gain broader perspective on teacher education, through mobility and by conducting research in an international environment.

Through consultation with national and European teacher education experts, such as education policy makers, teachers and head teachers, PhD students and researchers, and cooperation with TE institutions in the consortium countries and on the European level, the EDiTE programme aims to contribute to a European understanding of modern schools and education that involves different educational systems, and social and cultural conceptions. The European alignment offers PhD students and national institutions from all over Europe new perspectives on educational processes and promotes new forms of mobility and professionalization in teacher education. EDiTE wants to overcome the high fragmentation in the teacher education sector in Europe and provide future teachers and researchers with a doctorate that supports their European mobility, and enables them to cross the boundaries between practice, policy and research.
2. **Project Approach**

**Consortium & Network**

Five universities from the European Higher Education Area have formed a consortium and initiated the ERASMUS multilateral project “European Doctorate in Teacher Education”.

**List of consortium members (partners) and contact persons**

- University of Innsbruck, Austria, Prof. Michael Schratz
- Eötvös Loránd University, Budapest, Hungary, Prof. Gábor Halász
- University of Lower Silesia, Wroclaw, Poland, Dr. Rozalia Ligus
- University of Lisbon, Portugal, Dr. Ana Curado
- University of Bucharest, Romania, Prof. Romita Iucu

The European Network on Teacher Education Policies (ENTEP), with the president Prof. Romita Iucu, has been pivotal in the foundation of this project through its aims to build a European dimension of education in teacher education programmes. ENTEP acts as an advisory board representing the broader academic and policy perspectives of 27 countries.

Partners’ academic expertise covers all areas of teacher education research, such as history of education and theory of education systems, school leadership, adult education and teacher education at large, inclusion, gender perspective in education, subject-specific didactics, assessment processes, teacher professional and personal development, comparative education, quality assurance of education and training, school and teacher evaluation, computer-supported learning environments, higher education management, research methodologies – and curriculum development, accreditation and implementation. Partners’ innovative approaches have impact on lifelong learning and education policy development in the consortium countries, through a wide network with national education institutions and policy authorities, and support international collaboration bridging theory and practice.

Perceived importance, clearly-defined targets, and team members’ common purpose were important for achieving the project’s stated objectives and for producing the project’s joint outcomes. Simple but effective decision-making processes were established in order to guarantee achievement of the key milestones and deliverables that the project has signed up for, while simultaneously allowing for a satisfying degree of academic freedom.

For assuring cooperation among partners a well-defined and well-justified division of roles and responsibilities between consortium members involved was established. The project is embedded into partners’ parallel activities and at the same time, through consultation processes, open towards a network of teacher education professionals, doctoral students, the national and international scientific community, and key actors of schools and policy. The consultations create opportunities not only for the identification of important stakeholder views, but also to involve them in project activities grounding their commitment towards the project and program aims. **For example, at University of Lower Silesia twelve months of participation in the project have changed the public discourses among scientific bodies and teachers practitioners on teacher education in Poland, identifying many challenges for which answers yet have to be found.**
Partner universities were engaged in several initiatives which are motivated by the EDiTE project, intensifying project work and creating a wider collaborative space around EDiTE, reaching beyond the project. For example, the Doctoral School of Education of the Eötvös Loránd University launched a new research on doctoral education. Currently four doctoral students and two teachers are intensively working on producing knowledge on the curriculum of doctoral education programmes or on doctoral programs on teachers’ work and TE.

Implementation & Knowledge Sharing

The continuous thinking on implementation – i.e. running the EDiTE programme after the end of the project period – supports the awareness of each partner for topics of programme realization and the involvement of important university stakeholders. The consultation initiated fruitful discussion processes e.g. on the topics of accreditation and recognition procedures, or the long-term sustainability of the programme. In each partner university, actors who can positively influence the launching and running of the future of the program are directly involved in the project. For example, at the University of Innsbruck, an expert on the development and implementation of European joint curriculums is constantly counselling the coordinator on the progress of the project.

The knowledge flow around several project activities, like the outcomes produced by the joint seminars or the products produced by the curriculum development is supported by a “Knowledge Portal” (www.edite.eu/knowledge_portal). It provides visibility for project materials on the research, development and innovation of teacher education and creating knowledge base for the future doctoral program. The knowledge sharing is supported on the internal level through a virtual content sharing space that creates transparency of all project management process for all consortium members. For example, while the knowledge portal provides full public documentation of the first joint seminar on the state of the art in teacher education research, the University of Lisbon has provided additional information required for the preparations, organizational planning and content structuring of the seminar in the internal collaboration space.

The project implementation follows three interrelated phases, leading from mapping the field of teacher education, to the development of a doctoral curriculum, to the agreement and recognition of the curriculum structures (see Figure 1).

This process forms the basis for the future joint provision of the doctoral programme within the universities of the consortium and possibly other European Higher Education institutions from outside the project consortium. For example, the “EDiTE Curriculum Framework” – a document outlining key aspect and requirements of the joint curriculum – was developed during Phase 2 under the lead of the University of Bucharest, based on a literature review, technical consistency analysis and an overview of existing teacher education research in the partner universities (Phase 1), and is now scheduled for implementation through the alignment with intra-institutional agreements and recognition procedures (Phase 3).
**Quality Plan**

Throughout the project, the quality is monitored via a set of interlinked activities and tools. The design of the activities is described in specific quality assurance guidelines, which raise partners’ awareness of the evaluation procedures and findings. The results are considered in decisions or actions that affect the programme and those who participated in the evaluation process have had a beneficial experience. The EDITE project evaluation is developed according to standards of utility, feasibility, propriety, accuracy and accountability. The utility standards evaluate the extent to which stakeholders find processes and products valuable to meet their needs. The *feasibility standards* evaluate the project’s effectiveness and efficiency. The *propriety standards* evaluate the extent to which the project supports what is fair, legal, and right. The accuracy standards evaluate the dependability and truthfulness of the project’s interpretations, propositions and findings. The *accountability standards* evaluate the extent to which there is adequate documentation and a meta-evaluative perspective focused on improvement and accountability.

The quality assurance processes include the monitoring of the internal quality at regularly planned intervals through satisfaction questionnaires for the project meetings and a consultation with key stakeholders\(^1\). The plan foresees regular reporting to the project consortium to support implementation of the evaluation results. The criteria used for assessment were consistent throughout the reporting period: i) the contents are considered in terms of usefulness, clarity and interest; ii) the relationships, working climate and meaningful contribution for developing the project’s identity and to build a future EDITE programme. Results from the internal monitoring show that partners positively assessed the EDITE meetings, either face-to-face or online. Especially the online meetings were considered as important for supporting partners’ commitment to the project. The first joint seminar on the “State of the art of the research in teacher education” also ranked very high in the partners’ assessment, and especially its overall contribution to the project implementation was appreciated.

The internal monitoring processes are supplemented by independent external evaluation, provided in the frame of a subcontract. The external evaluation has a focus on various aspects of the programme, including the outcomes and implementation processes. According to the report by the external evaluator, the project development follows the intended plan, but is still meeting some challenges that need to be addressed in the next year of the project runtime:

- “In summary, the activities and project deadlines have been met, with small adjustments that contribute to its effectiveness and the quality of the final product - the doctoral curriculum in Teacher Education. In its current form, the curriculum framework is already a solid and coherent document that articulates a balanced approach to the main issues of teacher training and the gradual integration of students in research, ensuring its framework in the context of European research. The structure of the sub-modules, which is the main task of the next few months, should be clear, but not too rigid, given the diversity of national contexts of partners and institutions that are likely to adopt the EDITE Program. The sub modules for methods and also to research activities should be subject to further discussion between partners, seeking consensus as to what is meant by “research-based and project-based learning theory” and the form in which students will integrate the research teams” (Leite, 2013, p. 5).

- “The quality assurance procedures, although they have been much discussed by the partners still require some work to find common procedures and be accepted by the universities”. (Leite, 2013, p. 5).

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\(^1\) For more details on the consultation process see section 3 of this report.
• “The project aims to specify the formal procedures necessary to implement the doctoral program, cautioning the adverse effects of an incomplete procedural definition. To this end, the team actively sought to combine the specific requirements of each country/university, identifying common aspects and looking for solutions when the differences were accentuated” (Leite, 2013, p. 5).

Dissemination Activities

The project reaches a wide audience and broad user groups in Europe on national and regional level, and promotes closer links between the European Higher Education Area and The European Research Area. Specifically, the dissemination activities addressed universities, higher education institutions, in-service and initial teacher training institutions, different types of educational organizations, schools, teachers and teacher candidates, academic and practitioner associations, students and potential students, policy makers at national and European level.

The dissemination activities include the development of a website (www.edite.eu), with a knowledge portal for sharing the major outputs and results of the project, the distribution of promotional materials (e.g. leaflets, bookmarks, poster; see Figure 2), and the presentation of the project at various events by consortium members.

Two joint seminars are planned during the project runtime, which also can be considered as major dissemination events, focusing on the “State of the art of the research in teacher education” (Joint Seminar 1, Lisbon, September 2013); and “Teacher education and teacher education policies in the European Union (Joint Seminar 2, Budapest, July 2014). The seminars will also feed into the common European reflection on the development of teacher education and teacher education policies in Europe.

Up to now it is possible to assess that there is a very good attitude toward the EDiTE project in partners’ countries among the educational stakeholders and different types of target groups. Great interest comes from the Doctoral Councils and related bodies in different countries as well as doctoral students. Another group that shows real interest in the EDiTE development are the national policy makers and Educational Ministries. The positive response from the European Higher Education Area and policy makers is important for the future realization and sustainability of the programme and its anchorage in the national and European field of teacher education, going beyond the current consortium countries.

The dissemination activities targeted at head teachers and teachers, potential students and professionals in the field of formal and non-formal education are considered a basic requirement for attracting the first cohort of EDiTE students, with an expected multiplying effect for the future programme implementation and exploitation.

Figure 2. EDiTE Poster.
3. Project Outcomes & Results

This section describes the five major achievements which clearly support the overall aim of the EDITE project: the development of a joint doctoral curriculum in teacher education.

EDITE Curriculum Framework & Module Content

The EDITE Curriculum Framework was developed on the basis of a substantial technical consistency analysis. It can be considered the most important outcome of the first year of the project, as it outlines all relevant curriculum aspects. These include the aims and goals of the doctoral curriculum, its values and general principles, a shared concept of teaching and teacher education, mobility aspects, the definition of the target group and related qualification profile, competence specifications for research in TE and professional practice, the curriculum structure (see Table 1) and module specifications and the research orientation of the programme. Additionally, the basic requirements for the admission procedures, credit accumulation and recognition, student assessment and dissertation are outlined. The document is supplemented by a glossary, providing an overview about the EDITE curriculum terminology, in order to support the common understanding among consortium members, across different institutional and cultural backgrounds.

While the University of Bucharest was responsible for coordinating the production of this outcome, the authorship was equally attributed to all consortium members who personally contributed to the development of the documents. This decision was taken to support identification with the product and commitment to the agreements specified in the text itself. Currently, the full document is a confidential product, available for consortium members only.

The following citations from the document outline important key elements:

“...The overall goal of the EDITE doctoral programme will be the training of researchers and highly skilled professionals in teacher education and related fields. Formally, the PhD programme could be offered in two different ways – a joint degree or a double degree. The EDITE project consortium decided to develop a joint degree programme, supporting the delivery of the curriculum in an inter-university collaboration. The EDITE Programme uses the following definition of joint degree:

The same degree issued by each institution providing the given programme.

A joint degree is the ‘result’ of a joint programme (a study programme developed and/or provided jointly by two or more higher education institutions, possibly also in cooperation with other institutions, leading to the award of a double, multiple or joint degree). The joint diploma will be issued in addition to the national diplomas provided by each institution.

According to the conclusion drawn by the EDITE project consortium at the kick-off meeting in Innsbruck (October, 2012), the nature of the programme is midway between academic and professional – a PhD for Professionals. This decision strongly determines the philosophy and values of the curriculum. The most important implication of this is that EDITE students are trained to do high-level expert and professional work requiring the use of research methods.

The whole curriculum will be consistent with relevant European recommendations and directives such as the Bergen Communiqué, the London Communiqué, the EUA Salzburg Principles and the ERA Steering Group on Human Resources and Mobility principles regarding innovative doctoral training (research excellence, attractive institutional

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3 [http://www.edite.eu/knowledge_portal/Competences_in_teacher_education](http://www.edite.eu/knowledge_portal/Competences_in_teacher_education)
environment, interdisciplinary research options, exposure to relevant employment sectors, international networking, transferable skills training, quality assurance)

“From the perspective of lifelong learning (LLL) the EDiTE Programme takes into consideration professionals involved in teaching and learning in the wider area of TE in a very broad educational meaning. This group includes – but is not restricted to – qualified teachers with a specific diploma, for instance in physics, maths etc., professionals with a post-graduation in TE, with MA/MSc in Educational Science or TE, and other professionals in the area of teacher education.

Additionally, practitioners with a different, but related, pedagogical background, according to their profession, are among the target group (for instance: teachers from different scientific areas, educators in organisations who deal with human resources, educational centres, experts and practitioners in early childhood education and care, pedagogical supervisors, mentors, tutors who promote LLL development in a humanistic paradigm, different kinds of social workers in an educational context).

Generally speaking the target group includes those who can combine praxis with the critical view of teachers’ competences” (EDiTE, 2013, p. 10).

“The EDiTE Programme runs across three academic years (six semesters) and corresponds to 180 ECTS credits. The curriculum and ECTS credits are structured in two consecutive modules with thematic sub-modules, as presented in the following table:

<table>
<thead>
<tr>
<th>TITLE</th>
<th>ECTS</th>
<th>SUB-MODULES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1: Advanced Studies</td>
<td>30</td>
<td>Advanced Pedagogical Studies</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Transversal Studies</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>Research Methodology and Management</td>
</tr>
<tr>
<td>Module 2: Individual Research</td>
<td>120</td>
<td>Research activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Residential Research Activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Defence of PhD</td>
</tr>
</tbody>
</table>

Table 1. Curriculum Structure

A mobility phase is part of the EDiTE Programme. The doctoral candidates will conduct part of their studies at a partner university of the EDiTE consortium. The mobility phase and individual student research is supported by a supervisory system with two supervisors. The first supervisor should be from the home university of the student, the second supervisor should be from the partner university where the doctoral candidate studies during the mobility phase of the programme”. (EDiTE, 2013, p. 17).

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The specification of the “Curriculum Module Content”, however, is already published on the EDiTE Website. It provides support for future teaching staff and supervisors in the EDiTE partner universities to develop their teaching within the doctoral programme. It can also serve as a starting point for PhD students’ individual research activities. Supportive literature is listed for the majority of topics of the two modules. Exemplary cases and student activities are proposed to provide insight into teacher education practices within the EDiTE consortium. The document can be downloaded in the knowledge portal5.

Joint Seminar 1

The first joint seminar was organized under the title “State of the art of research in teacher education” with about 80 participants and nearly as many enquirers following the online live stream of the event. Most participants were Higher Education professors or researchers. Still, there was a relevant participation of students. The products of the seminar (e.g. papers, presentation, photos) are published in the knowledge portal6.

To provide a scientific background to the Lisbon seminar, the team of the University of Lisbon produced an “issue paper”, focusing on some key issues, namely: i) the definition of a competence profile for teacher educators to be used as a starting point to discuss critical dimensions to promote the quality of teacher education; ii) the definition of a curriculum calling for integrated curriculum scenarios underlining the scientific and academic nature of teacher education, where the relevance of practical experience/knowledge is potentiated as well as the possibility for collaboration between teachers, teacher educators and researchers; iii) the policy environments centred on standardised examination results and restricted notions of teacher accountability that have emerged recently in several countries.

At the beginning of the seminar, Kari Smith, from the University of Bergen, and Head of the Steering Board of Norway’s National Doctoral (Research) School in Teacher Education, gave the keynote presentation on “Educating the teachers of teachers”. The state of the art of research in teacher education was then reflected in different presentations provided by the consortium members and discussed with the international audience during the panel sessions and continued in thematic workshops. Final remarks on the seminar were offered by Romita Iucu, acting in his role as ENTEP representative.

List of presentations

- Educating the teachers of teachers, by Kari Smith, University of Bergen
- The role of the research on professional practices on Portuguese teachers’ professional development, by João Pedro Ponte, University of Lisbon
- Trends in graduate dissertations, by Luis Tinoca. University of Lisbon
- Beyond the reach of Teaching: Vignette research of learning as experience, by Michael Schratz, University of Innsbruck
- New perspectives on Teacher’s Doctoral Education - from knowledge transmitters to knowledge creators, by Anca Nedelcu, University of Bucharest
- Research on Student Teachers’ and Teachers’ Beliefs and the Influences of this Research Field, by Orsolya Kálmán, Eötvös Lorand University
- The role of knowledge, skills and teacher education in the prevention of professional burnout, by Małgorzata Sekulowicz, University of Lower Silesia

5 http://www.edite.eu/files/del_2.2_curriculum_modules_content_130926_APA_final.pdf
6 http://www.edite.eu/knowledge_portal/State_of_the_art
In their reflection upon the seminar proceedings, partners agreed that it had been well organized, very high-yielding, interesting and inspiring. The keynote presentation was much appreciated and it was argued that some issues that emerge from Kari Smith's presentation should be considered for reflection, as it can support the implementation of the EDiTE programme. It was noted that the participants were much engaged and very interested on the seminar themes and also in the EDITE Project. The discussion that emerged from the presentations gave rise to a constructive and positive atmosphere, continued during the small group discussions in the afternoon workshops.

Consultation Process
The EDiTE project builds on stakeholder consultations to inform the joint curriculum development and identify important exploitation aspects. The basic aim is to increase the relevance and quality of the EDiTE programme through consultation with national and European level stakeholders' views on several aspects of the project and the programme. Up to now, 38 stakeholders (students, teachers, academics, policymakers) were consulted on their opinion of a doctoral program in teacher education.

For the consultation process a common interview template was used by all consortium members, however, partners could also adapt the process to their institutional and national requirements. For example, the Hungarian team conducted mainly face-to-face interviews, but also a telephone interview. In Austria, most stakeholders were interviewed in person, however, some responded to the interview template in writing, as was also the case with European level experts. During the Polish consultation process, doctoral students were in a first stage invited to a debate over the EDiTE project's values and weaknesses; they met again one month later and collected detailed questions and created the image of “a future doctoral student”, as starting point for further national consultations.

While the full report on the results from the consultations with 38 key stakeholders from European and national education authorities, research departments and schools is planned for the end of 2013, preliminary analysis suggests that overall trust is placed in the EDiTE consortium for its expertise to implement the suggested joint curriculum, expecting the fulfilment of the project objectives through innovative European orientation and research. A wide range of competences is expected to be developed by graduates from the programme, supporting their professionalization and employability in positions that close the gap between research and practice in teacher education. Challenges are mainly seen as resulting from multiculturalism and differences in teacher education systems, while these aspects are considered beneficial at the same time, as they can broaden the perspectives in teacher education towards a European understanding.

Website & Knowledge Portal
The EDiTE website (www.edite.eu) is – in addition to various promotional materials such as leaflets, poster, and flyer – the most important outcome for the dissemination of the project results. While the sub-sites about the project, the consortium and the curriculum development provide visitors with information about the aims and objectives, the expertise of the partnership and a roadmap for the project progress, the sub-sites about the doctoral programme and especially the knowledge portal are most important for the exploitation of the project results with programme participants. The website will be further developed in the next months and will be enriched with the contents of the EDiTE Knowledge Portal. It is a tool for students and academics, providing public and research resources (e.g. literature lists, documentation from the joint seminar, module contents, and papers).
The knowledge portal also sets a focus on blended learning resources, to be used during the implementation of the doctoral programme after the runtime of the project. The main objectives of the knowledge portal can be summarized as follows:

- Creating and enriching the resources available for the future students of the EDiTE programme;
- Enhancing knowledge sharing and networking among academics participating in the EDiTE programme;
- Creating a resource basis of future collaborative research initiatives;
- Promoting a high level of transparency and open access to the specific EDITE PhD programme information.

In its final version, the knowledge portal should include a section specifically created for all participants of the program, i.e. students, teachers and colleagues of participating universities. A basic principle in operating the knowledge portal is the constant development of the portal and the constant refreshment of contents, which will be ensured by sharing of products produced by the participating doctoral schools.

**Implementation Plan**

An important outcome of the first project year is the draft of the EDiTE implementation plan which establishes not only the realization of the programme but also the long-term sustainability of it. The task of detailed elaboration of the implementation plan is divided among project partners resulting in important dynamic discussions on key implementation issues. Sustainability is a horizontal key aspect in every implementation issue. The early start of and the constant thinking on implementation issues and on the sustainability of the programme creates awareness and initiates discussions with relevant stakeholders inside partner universities. The processes of exploring accreditation and implementation issues motivate discussions with university administration, faculty leaders and administration and with the actors of universities' doctoral schools.

The first draft of the plan (a confidential document at this stage of the project) follows a scenario approach for future planning, the plan covers aspects, such as the organisational and financial structure and requirements of the programme and the participating universities, administrative processes, the mobility phase planned as constitutional part of the curriculum, the supervision processes, and the pilot procedure (i.e. first intake of students).

As part of the implementation process, the consortium plans to put the EDiTE programme into practice with a winter school in February 2015, organized by the project coordinator University of Innsbruck, in Obergurgl, Tyrol/Austria. Its main objective is the implementation of pilot modules and realizing the first intake of students.
4. Partnerships

Under the management of the University of Innsbruck, with ENTEP as an associated advisory board, five universities from the European higher education area have established the EDITE consortium and initiated the project in October 2012. All project partners share the common desire to overcome current lack of cooperation between higher education institutions and share experience on an innovative doctoral programme in teacher education, with a desire for an encompassing European vision.

In the context of the project’s dissemination activities, in each partner’s institution there has been the possibility to cross national borders and to reach audience from other European universities, giving EDITE an increased international orientation, beyond initial expectations. The consultation process with key stakeholders from the field of teacher education, as well as the first joint seminar (see section 3 for details), also marked an important step for creating new partnerships that can offer benefits for collaboration processes during the realization of the doctoral programme.

The working climate among consortium members is highly friendly and appreciative. Given the regional distance between project partners, the multilateral project meetings, hosted by the different consortium partners in turn, are considered essential for creating a mutual understanding and shared basis for the different project tasks. The meetings further allow an insight in the working processes at the different partner institutions and the whole team supporting the EDITE, in the fore- and background. As the face-to-face meetings can only be held at certain intervals (every 6 months), the role of on-line meetings for creating the specific atmosphere of trust and collaboration was appreciated by the consortium members.

The partners profit from the various expertise provided by the members, and the different cultural and institutional backgrounds broaden the research perspectives of the project – although reconciliation in a joint curriculum is challenging. In caring out the specific tasks assumed, the consortium members benefited from the high technical and functional expertise of others team members representing universities involved within the project consortium. Their professional expertise together with the appropriate and trustful collaborative partnerships established were significantly supportive for the first year of the project runtime and for shaping its major output: the EDITE Curriculum Framework.
5. Plans for the Future

The EDiTE project is the example of innovative thinking about the present studies but future shape of teachers’ professionalism and teacher education in Europe. The project opens the space for new research projects and creates new possibility of the teachers’ educational programmes in Europe that can be coherent and flexible at the same time and directed to the ‘wide range of actors’ involved in education. On the basis of the achievements, outcomes and products created during the first year of the project, the next steps clearly focus on the specification of the curriculum components and finalization of the curriculum.

On the structural level, the final version of the programme will be developed through specification of suitable procedures, such as the quality assurance processes, recognition and dissertation procedures, accreditation etc. On the content level, i.e. the two consecutive modules and the mobility phase for students, the future activities related to “Module 2 – Research Intensive Module” will be oriented in applying the common principles agreed between partners on the structure and length of research activity, on procedures for reporting and evaluation of the number of credits allocated to research project, on designing the criteria for assessment of research process and research results. The final activity will be the design and development of appropriate organizational framework for doctoral student’s participation in research teams and activities. The alignment with other curriculum components – especially “Module 1 – Advanced Studies” will be ensured.

Specific tasks scheduled for the second year of the project include – among others – the delivery of the second joint seminar in Budapest, Hungary (July 2014), which will support the connection of the EDiTE to European teacher education policy. Further, the implementation of the knowledge portal and blended learning strategy for the EDiTE programme is a milestone for the realization of the EDiTE programme, as they are directly targeted at supporting the PhD students’ research. The development of project outcomes is framed by a summary account of the course architecture and curriculum description, comprising general information on the programme and its modules together, including a description of the planned pre-testing procedure (i.e. pilot modules/ first intake) of certain modules of the EDiTE.

For the pre-testing and first intake of students the consortium has discussed the possibility of the “EDiTE Winter School” (February 2015), in Obergurgl, Tyrol/Austria. This academic event will address teacher education PhD students and faculty staff of the consortium members, and offer them an intercultural research experience. Through disseminating of the results and experiences of the winter school a wider audience should be attracted towards the EDiTE, with a focus on countries from outside the consortium in a long-term perspective. The pre-testing results from the winter school are expected to support the realization of the full EDiTE programme in the partner universities, and allow them to realize the main objective of the project: to offer the European joint doctorate for teacher education.
6. Contribution to EU policies

EDITE is the first European inter-institutional initiative dedicated to structuring the process of teacher training / education through doctoral studies. EDITE will be the first European opportunity to try and to validate the initiative of educating teacher educators through a joint curriculum of a PhD programme as part of the main important European processes and policies dedicated to teacher education, thus having a major impact on the European Higher Education Area.

According to a report produced by the European University Association for the 2007 London Conference of Higher Education Ministers (EUA, 2007) universities are encouraged to enhance their efforts to support mobility at doctoral level within the framework of inter-institutional collaboration as an element of their broader institutional strategy. In 2009 the European Network of Teacher Education Policies (ENTEP), did a survey on the connections between teacher education, teacher career evolution and doctoral programmes among its members (Iucu, 2010). The survey revealed that in many European countries – including the consortium countries (Austria, Hungary, Poland, Portugal, and Romania) – the doctoral programmes in teacher education are not yet developed in a pro-active manner. There are obstacles for teachers to enter existing PhD programmes in Educational Science, the options for European mobility are limited, and career paths of teacher education rarely include the possibility of doctoral studies and post graduate research.

While the development and implementation of the European joint curriculum for teacher education is considered the prominent result of the EDiTE project, the secondary line of the project is to promote standards, procedures and unifying principles, minimum and mandatory principles for the design, organization and development of doctoral study programs in European teacher education. At the same time, the project intends to stimulate intra- and inter-institutional cooperation for the development of doctoral study programs content at national and European and international level (in this case the consortium is trying to stimulate the intensive research orientation of all teacher education programs in Europe which need to incorporate advanced research activities). The experience made inside this project will reflect a very broad perspective of a possible advanced curriculum focused on training and qualifying the teacher educators, mostly recognized as a hidden profession. The project will contribute to illuminate this new possible way of designing the advanced pedagogical training of teacher educators – through PhD programmes.
7. References


