European conference for initial teacher education 2025

Advancing basic skills and innovation through eTwinning for future teachers

27 - 29 November 2025

Erasmus+
Enriching lives, opening minds.

School education

eTwinning

Introduction

[eTwinning for future teachers](#) brings together initial teacher education (ITE) institutions that include eTwinning in their teacher education activities. The aim is to introduce teacher educators and student teachers to eTwinning so that they can benefit from an international and professional community and have the opportunity to implement innovative pedagogical methodologies with their peers.

Background of the conference

Basic skills – [literacy, numeracy, science, digital literacy and citizenship](#) – are fundamental for active citizenship, social inclusion and access to lifelong learning. Citizenship is now considered part of the basic skills set. This is a crucial novelty as we are increasingly operating in a context of rising political polarisation, eroded trust in institutions and increasing information manipulation.

Despite ongoing investment in education and training, data from international assessments[1] continue to reveal significant skill gaps across EU Member States, particularly in basic skills.
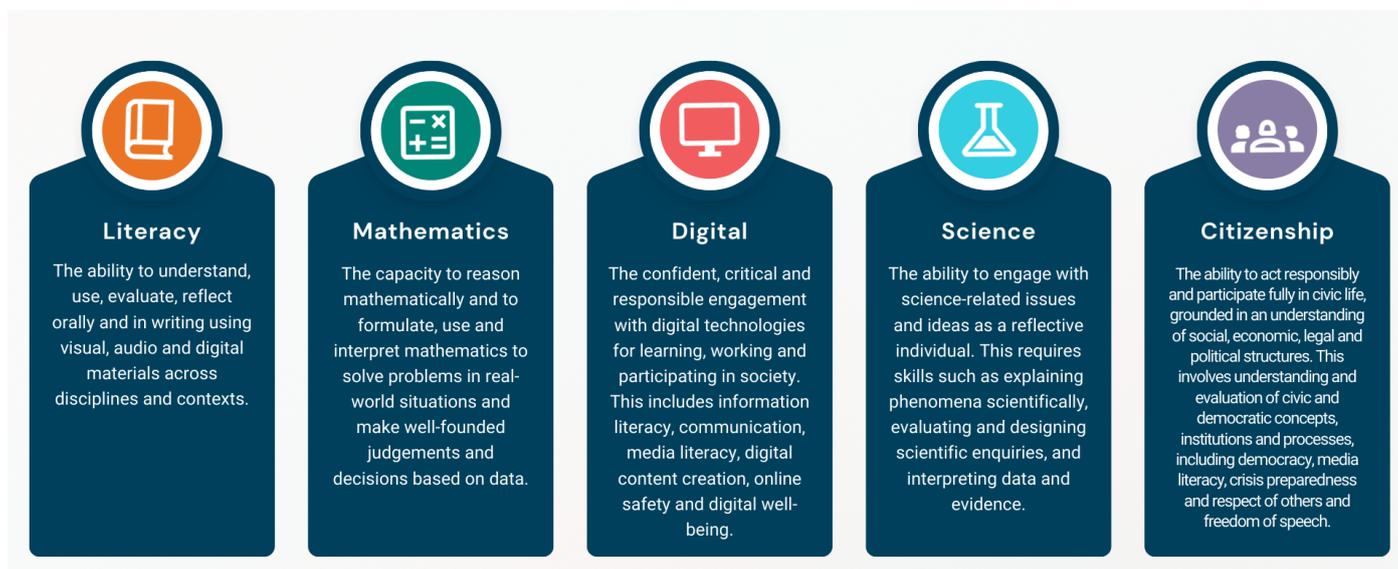
A critical concern is the declining proficiency in basic skills among school-age populations. Nearly 30% of European 15-year-olds fail to reach minimum proficiency in mathematics, while approximately one in four underperform in reading and science ([OECD, 2022](#)).

Another enduring challenge is the impact of socioeconomic disadvantages on learning outcomes. Evidence indicates that students from lower socio-economic backgrounds are more than six times as likely to underachieve in basic skills compared to their more advantaged peers ([European Commission, 2024](#)).This learning gap reinforces cycles of inequality and underscores the need for targeted, equity-focused interventions.

Compounding these academic challenges are low levels of student motivation and engagement, which teachers across the EU identify as key barriers to skill development. A survey conducted through the European School Education Platform noted that diminished motivation, lack of parental involvement and high rates of non-educational screen time interfere with effective learning ([ESEP, 2024](#)). In addition, teachers reported insufficient preparation in ITE and limited access to continuous professional development, hindering their ability to implement effective strategies for teaching and assessing basic skills.

Against this background, the European Commission's [Action Plan on Basic Skills](#), adopted in 2025 accompanying the [Union of Skills](#), sets out a comprehensive strategy to tackle these gaps by highlighting the need to focus on the quality of instruction, systemic support for skills development and the central role of teachers. The plan emphasises that equipping teachers, especially those in ITE, with the tools and competences to teach and assess basic skills is a critical precondition for progress.

Literacy

The ability to understand, use, evaluate, reflect orally and in writing using visual, audio and digital materials across disciplines and contexts.

Mathematics

The capacity to reason mathematically and to formulate, use and interpret mathematics to solve problems in real-world situations and make well-founded judgements and decisions based on data.

Digital

The confident, critical and responsible engagement with digital technologies for learning, working and participating in society. This includes information literacy, communication, media literacy, digital content creation, online safety and digital well-being.

Science

The ability to engage with science-related issues and ideas as a reflective individual. This requires skills such as explaining phenomena scientifically, evaluating and designing scientific enquiries, and interpreting data and evidence.

Citizenship

The ability to act responsibly and participate fully in civic life, grounded in an understanding of social, economic, legal and political structures. This involves understanding and evaluation of civic and democratic concepts, institutions and processes, including democracy, media literacy, crisis preparedness and respect of others and freedom of speech.

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1 - PISA (for literacy, maths, science), International Computer and Information Literacy Study ICILS (for digital); International Civic and Citizenship Education Study ICCS (for citizenship).

The Action Plan on Basic Skills also introduces a range of systemic initiatives to strengthen the professional ecosystem around teacher development. Most importantly, it announces an EU Teachers and Trainers Agenda for 2026, to focus on improving educators' working conditions, training and career prospects.

Furthermore, it announces a mentoring system for early career teachers in all subjects, and promotes [Erasmus+ Teacher Academies](#) and a new community of practice on the European School Education Platform to disseminate evidence-based practices and facilitate transnational collaboration among teacher educators.

In this context, this conference seeks to provide a platform for dialogue, reflection and exchange of concrete eTwinning practices on basic skills within ITE. It aims to promote innovation in teacher education and foster systemic cooperation in support of the Basic Skills Action Plan.

The conference brings together teacher educators to explore how ITE can more effectively support the development of pupils' basic skills – with the support of eTwinning as a key enabler of collaborative online international learning and pedagogical innovation. eTwinning, through the [European School Education Platform](#), offers a dynamic space for prospective and in-service teachers to engage with learning resources and initiate collaborative projects with other partners. Importantly, eTwinning fosters motivation and engagement – two factors identified as critical in reversing underachievement – by encouraging creativity, critical thinking and digital collaboration among teacher educators, student teachers, schoolteachers and pupils.

As such, eTwinning serves not only as a tool for European collaboration but also as a practical and scalable means for embedding the principles of the Basic Skills Action Plan into ITE and everyday school practice.

Goals of the conference

- To examine the role of eTwinning for future teachers in promoting basic skills (literacy, numeracy, science, digital and citizenship skills) in the context of initial teacher education (ITE).

- To explore the implications of the Basic Skills Action Plan for ITE across the EU.

- To identify innovative pedagogical approaches and curricular models that support the teaching of basic skills in ITE.

- To highlight good practices and collaborative projects between ITE institutions and schools focusing on basic skills.

- To foster peer learning and networking among teacher educators committed to embedding basic skills development in teacher education programmes.

Audience of the conference

The audience of the conference includes:

- new teacher educators;

- teacher educators nominated for the European award and their student teachers;

- teacher educators with a national ITE label and their student teachers;

- any other interested teacher educators and their student teachers.

Programme

Venue: Quark Hotel Milano, Via Lampedusa 11/a - Milano (MI), Italy

Day 1   27 November – Plenary All times indicated are CET (Central European Time)

14.00–15.00	Registration
15.00–15.30	**Opening** **Welcome remarks,** Italian Ministry of Education and Merit (MIM) and the Italian eTwinning National Support Organisation – INDIRE **Skills for life: connecting policy and practice,** DG Education, Youth, Sport and Culture, European Commission
15.30–16.00	**Developing basic skills through virtual exchange and blended mobility in Europe** Robert O'Dowd, Professor, Universidad de León, Spain
16.00–16.45	**European ITE award ceremony** The video of the award-winning initial teacher education institution will be displayed and the representative teacher educator(s) of the institution will present their work, their lessons learned and future steps to provide inspiration and support.
16.45–17.15	*Break*
17.15–18.30	Networking activity
19.30	*Dinner at the hotel*

Day 2   28 November All times indicated are CET (Central European Time)

	Workshop session 1 - 4 in parallel
09.30–11.00	**WS1:** Integrating eTwinning into initial teacher education: models, formats and examples of eTwinning projects, Richard Powers, Professional School of Education Stuttgart Ludwigsburg, Germany **WS2**: eTwinning story bridge: Transnational collaboration through AI-supported digital storytelling, Burcu Sezginsoy Şeker, Balıkesir University & Ümit İzgi Onbaşılı, Mersin University, Türkiye **WS3:** Our languages to tell our story, Hélène Claeys, Institut National Supérieur du Professorat et de l'Education (INSPE) & Bien Dobui, University of Picardie Jules Verne, France **WS4:** Re-thinking basic skills' assessment through eTwinning: Methods, tools and perspectives, Jacopo Condò & Alexandra Tosi, INDIRE, Italy

11.00–11.30	*Break*

Workshop session 2 - 4 in parallel

11.30–13.00

WS5: Literary Literacy: (e)Twinning Words, Worlds and Wonder, Ivana Milković, Faculty of Teacher Education, University of Zagreb, Croatia

WS6: Teaching in the age of AI: Critical literacy and responsible integration, Ylenia Falzone, University of Palermo, Italy

WS7: Diversity and social cohesion in virtual collaboration in eTwinning, Anatoli Rakhkochkine, Friedrich-Alexander-Universität Erlangen-Nürnberg, Germany

WS8: Enhance self-regulation skills in early years. Teaching practices in classrooms, Sophia Goria, University of Thessaly, Greece

13.00–14.30	*Lunch*

14.30–15.30 **Consultation about the European Teachers and trainers agenda**

Short introduction by the European Commission followed by world café discussions

15.30–16.00	*Break*

16.00–17.30 **Practice sharing session**

This session will allow participants to present their experiences in relation to curriculum integration, project implementation and research in eTwinning.

PS1: Curriculum integration and research

- Integrating the curriculum: Designing and implementing a multidisciplinary learning unit by an eTwinning project as a part of teaching practice, Merja Kukkonen, University of Eastern Finland (UEF) Teacher Training School, Finland

- eTwinning as a tool for developing competences in pre-service teachers: A comparative European perspective, Marzia Luzzini, Università Cattolica di Milano, Italy

- Teaching global competences and exploring Europe's cultural kaleidoscope, Frederik De Laere, Howest University of Applied Sciences, Belgium

- The combined impact of Erasmus+ short-term mobilities and eTwinning virtual projects on the linguistic, intercultural and digital dimensions of internationalisation in secondary school, Francesca Favino, University of Padova, Italy

- Integrating eTwinning projects into ITE practicum courses: Empowering pre-service ECE teachers with 21st-century competencies, Anastasios Siatras, University of Thessaly, Greece

PS2: Project implementation

- Weaving cultures: Multilingual digital storytelling in initial teacher education - From eTwinning to inclusive teaching through local myths and traditions, Cristina Dati & Marcella Russo, Suor Orsola Benincasa University of Naples, & Ylenia Falzone, University of Palermo, Italy

- Innovative pedagogical approaches and curricular models: Engaging students in learning ICT via eTwinning projects, Maria Xesternou, University of Peloponnese Greece

- Building Language Skills through eTwinning Collaboration, Burcu Sezginsoy Şeker, Balıkesir University, Türkiye

- Engaging minds, reducing waste: Science and citizenship for a sustainable world, Alessandra Lovato, University of Verona, Italy
- Building bridges in teacher education: eTwinning and Erasmus BIP for future-oriented pedagogies, Ümit İzgi Onbaşılı, Mersin University, Türkiye

18.00–20.30	Cultural activity
20.30	*Dinner at Ristorante pizzeria Dogana*

Day 3   **29 November** All times indicated are CET (Central European Time)

09.30–10.00	**Erasmus+ Teacher Academies as a means of international co-creation** Višnja Rajić, PhD, Associate Professor, Faculty of Teacher Education, University of Zagreb, Croatia
10.00–12.00	**Co-creation session** This session will allow participants to develop collaborative partnerships in eTwinning and engage in co-creation processes regarding curriculum integration, project implementation and research in eTwinning.
12.00–12.30	Closing of the conference
12.30	*Lunch boxes*

KEYNOTES

KN 1 Developing basic skills through virtual exchange and blended mobility in Europe

Robert O'Dowd, Professor, Universidad de León, Spain | 27 October, 15.30 – 16.00

This presentation examines the emerging role of Virtual Exchange (VE) and Blended Mobility (BM) in initial teacher education (ITE), exploring how online intercultural collaboration can enhance teacher training programmes in Europe. Virtual Exchange can be defined as the many different ways that learners are engaged in online intercultural interaction and collaboration with partners from other cultural contexts as an integrated part of course work and under the guidance of educators (O'Dowd, 2023).

eTwinning is an important example of how the European Commission has promoted and supported VE in Europe. Blended Mobility combines stages of online collaboration with short periods of physical mobility and has been popularised by the introduction of Blended Intensive Programmes (BIPs) in the current Erasmus+ programme (O'Dowd & Werner, 2024).

In this session we will examine three ways which VE and BM are being implemented in ITE: Class-to-class exchanges between student teachers from different countries; VE as part of blended mobility programmes and finally, Virtual Innovation and Support Networks which connect student teachers with in-service educators.

Drawing on research from the VALIANT project (O'Dowd & Vinagre, 2024) and other collaborative initiatives, the presentation demonstrates how VE addresses challenges in traditional teacher mobility, particularly professional isolation in rural areas and offers opportunities for the development of basic skills such as citizenship education, digital literacy and language skills. The presentation will emphasise that VE success depends on careful task design and instructor mentoring rather than simple 'match and learn' approaches.

While not replacing physical mobility, VE serves as a powerful complement to traditional exchange programmes. Institutional support through curriculum integration, academic recognition and teacher training are identified as crucial for sustainable implementation of Virtual Exchange in teacher education programmes.

Robert O'Dowd is full professor for English Studies at the Universidad de León, Spain. He has taught at universities in Ireland, Germany and Spain. He has published extensively on the application of Virtual Exchange in higher education and has coordinated three Erasmus+ projects, including the European Policy Experiment 'Virtual Innovation and Support Networks for Teachers' (VALIANT) (2021-2024). He collaborates with organisations on the promotion and integration of Virtual Exchange in Higher Education and his most recent book is Internationalising Higher Education and the Role of Virtual Exchange (2023, Routledge). He was recently listed in Stanford University's 'Ranking of the World Scientists: World´s Top 2% Scientists.

KN 2 Erasmus+ Teacher Academies as a means of international co-creation

Višnja Rajić, PhD, Associate Professor, Faculty of Teacher Education, University of Zagreb, Croatia | 29 November, 09.30 – 10.00

Participation in international collaboration through the Erasmus+ Teacher Academies offers immense potential for institutions of initial teacher education (ITE), not only fostering institutional development but also driving broader educational innovation and systemic transformation. By bringing together diverse perspectives, experiences and expertise, these international projects can inspire creativity, challenge conventional assumptions and promote more inclusive and contextually relevant practices.

Numerous opportunities for co-construction and collaboration exist among ITE institutions, with one notable example being the emerging community of practice formed by Erasmus+ Teacher Academies participants on the European School Education Platform. Co-creation and co-construction refer to processes in which diverse stakeholders actively contribute to the design, development and implementation of educational practices, ensuring shared ownership and a collective approach to problem-solving.

However, despite this significant potential, meaningful collaboration and authentic co-creation are not guaranteed outcomes. These require thoughtful design, trust-building and a collective commitment to shared learning.

Associate Professor at the University of Zagreb, Faculty of Teacher Education, Dr. Višnja Rajić, specialises in teacher education, teacher competencies, adult education, as well as Education for Democratic Citizenship (EDC) and Human Rights Education (HRE). She is a member of the Erasmus+ Teacher Academies ContinueUP project team. Additionally, Professor Rajić serves as a moderator for the Erasmus+ Teacher Academies community of practice on the European School Education Platform (ESEP), which is also hosting the eTwinning community.

WORKSHOPS

WS 1

Integrating eTwinning into initial teacher education: models, formats and examples of eTwinning projects

Richard Powers, Professional School of Education Stuttgart Ludwigsburg, Germany | 28 November, 09.30-11.00

This workshop aims to equip teacher educators and teacher trainers with practical strategies and adaptable models for integrating eTwinning into initial teacher education (ITE) curricula. Participants will explore effective formats for eTwinning integration, ranging from short-term activities to full project cycles and analyse successful examples that have enhanced student teacher engagement, intercultural competence and digital collaboration.
By the end of the session, participants will be able to identify different models of eTwinning integration in ITE, such as modular, semester-long, or interdisciplinary approaches; design or refine their own course-based eTwinning implementation strategy; and recognise how eTwinning projects support professional identity formation, internationalisation at home and pedagogical innovation among student teachers.
The workshop aligns with the conference's focus on developing basic skills for future teachers, specifically in the areas of collaboration, digital competence, intercultural understanding and project-based pedagogy. The content will include interactive examples from cross-institutional student projects within transnational didactic frameworks, with particular emphasis on how eTwinning fosters future-ready educators who can effectively navigate multilingual, digital and inclusive classrooms.

Richard Powers is a professor and faculty trainer at Stuttgart University. He specialises in digital pedagogy, eTwinning and international teacher education. His institution won the 2023 European award for 'eTwinning for future teachers' for innovation in initial teacher education.

WS 2

eTwinning story bridge: Transnational collaboration through AI-supported digital storytelling

Burcu Sezginsoy Şeker, Balıkesir University & Ümit İzgi Onbaşılı, Mersin University, Türkiye | 28 November, 09.30-11.00

This workshop aims to equip teacher educators with the skills and pedagogical strategies needed to design and implement AI-supported digital storytelling activities within the eTwinning context. Participants will learn how to critically and creatively use generative AI tools – such as those for text, visuals and sound – to co-create short digital narratives that align with curriculum goals. The intended outcomes include enhanced digital literacy, responsible AI use in education, intercultural collaboration and the development of multimodal literacy skills relevant to 21st-century teaching. The workshop directly supports three basic skills: digital, where participants will engage hands-on with AI tools to practice the safe, ethical and effective use of generative AI for educational content creation and collaborative online communication; literacy, as participants will design narrative-based educational content that combines text, visuals, sound and storytelling techniques; and citizenship, as the workshop fosters democratic participation and intercultural understanding by embedding storytelling activities within transnational, inclusive and civic-oriented themes of eTwinning projects, such as sustainability, equity and digital inclusion.

Prof. Dr. Burcu Sezginsoy Şeker is a faculty member at Balıkesir University, Necatibey Faculty of Education, Department of Primary Education. She is also an eTwinning initial teacher education (ITE) ambassador and has actively contributed to national and international teacher education initiatives. Her research focuses on social studies education, digital storytelling and the pedagogical integration of technology and artificial intelligence. She has participated in eTwinning projects integrated into Erasmus Blended Intensive Programmes (BIPs) and has recently completed a UNICEF-supported project on inclusive education. She continues to develop innovative, practice-based learning experiences for pre-service teachers, with an emphasis on civic values and digital pedagogy.

Assoc. Prof. Dr. Ümit Izgi Onbaşili is a faculty member at Mersin University, Faculty of Education, Department of Primary Education. As an experienced educator and researcher, she has led and collaborated on numerous eTwinning and Erasmus+ projects, including two eTwinning projects integrated into Erasmus Blended Intensive Programmes (BIPs). She serves as an eTwinning initial teacher education (ITE) ambassador and has significantly contributed to international teacher training through innovative, cross-cultural educational practices. Nationally, she has coordinated projects aimed at enhancing AI literacy among in-service teachers. Most recently, between 16–20 June 2025, she successfully conducted a nationally supported professional development program, delivering a 40-hour AI literacy training to 24 in-service teachers. This program placed particular emphasis on the practical use of AI-supported digital storytelling in education. Her current research focuses on pre-service teachers and investigates the pedagogical integration of generative AI within the GenAI-TPACK framework. Her academic interests include teacher education, sustainability, primary science education, digital storytelling and intercultural learning.

WS 3   Our languages to tell our story

Hélène Claeys, Institut National Supérieur du Professorat et de l'Education (INSPE) & Bien Dobui, University of Picardie Jules Verne, France | 28 November, 09.30-11.00

The Institut National Supérieur du Professorat et de l'Education (INSPE) participated in the Allophone Teacher Academy and developed the Languages Outside and Languages Inside app. This app aims to raise plurilingual and intercultural awareness among teachers, student teachers and both primary and secondary students, helping to celebrate the diverse cultures of migrant and native students. The project was primarily implemented by French student teachers for their international peers during a Blended Intensive Programme (BIP), with the online component hosted on eTwinning.
The main objective of the workshop is to demonstrate how the app can serve as a useful and easy-to-implement tool for Universal Design for Learning (UDL), promoting cohesion and inclusion in the classroom for all students while also fostering European citizenship skills.
For this workshop, participants will need their phones to take pictures during a short walk around the venue (approximately 30 minutes). The goal is to capture the various visible and invisible languages spoken in the urban area. Afterward, participants will share and discuss the photos in small groups to raise awareness about the language landscapes around us. Topics for discussion will include: Which languages are visible or invisible in Europe? Are people generally monolingual or plurilingual? How visible are the languages of migrant communities?
In the third step, participants will compare and analyse the language biographies of students, including those of migrant students, to identify commonalities and differences. Participants will then collaborate to assess the pedagogical and training potential of language landscapes and biographies for classroom use, research and online work with eTwinning.
To conclude, an example of an activity implemented by students during the Blended Intensive Programme (BIP) – involving both an online eTwinning component and the face-to-face meeting – will be shared. Additional examples from student teachers working with migrant and native students in regular classes will also be provided, showing how language biographies and landscapes can enhance inclusion for all students. These lessons were developed by student teachers during and after an eTwinning project with their peers in Italy.

Hélène Claeys is a teacher trainer and the international coordinator at the Teacher Training Institute (INSPE) of UPJV - Université de Picardie Jules Verne in France. She works with both pre-service and in-service teachers, focusing on interculturality, plurilingualism and inclusion through languages. Additionally, she is responsible for promoting internationalisation at home and fostering international openness among all her students. Her goal is to contribute to the internationalisation of the training courses and curriculum at her institution of initial teacher education (ITE). As an eTwinning ambassador, she actively promotes international online and hybrid projects, aiming to equip participants with the essential skills needed by teachers in an increasingly interconnected world. She has both created and participated in projects using the European eTwinning platform. Furthermore, Hélène is a PhD student and her research focuses on education for interculturality.

Bien Dobui is an Assistant Professor at the University of Picardie Jules Verne, specialising in linguistics with a focus on theoretical frameworks of phonology and morphology. He applies these advancements to language didactics, particularly in multilingual contexts and supports efforts in minority language maintenance. His research primarily examines indigenous languages in Mexico (Amuzgo, Chinantec) and France (Picard), as well as multilingual classrooms. Bien works with both pre-service and in-service teachers to develop plural approaches in their teaching practices, including language awareness, plurilingual pedagogy and interculturality. His goal is to enhance language education by fostering inclusive and diverse learning environments that support the preservation and promotion of minority languages.

WS 4

Re-thinking basic skills' assessment through eTwinning: Methods, tools and perspectives

Jacopo Condò & Alexandra Tosi, INDIRE, Italy | 28 November, 09.30-11.00

The main goal of the workshop is to present the methods and findings of a quasi-experimental study measuring the impact of eTwinning projects on students' basic skills, using a triangulated evaluation design.
Participants will gain insight into how different data sources – student self-assessments, teacher evaluation grids and reflective teaching logs – can be integrated to estimate skills development in a robust and multidimensional way. The session also aims to stimulate critical reflection on how research can inform educational policy and practice.
The workshop addresses the development and assessment of basic skills in the areas of personal, social, civic, digital and entrepreneurial learning. It introduces a harmonised taxonomy built from major European frameworks (DigComp 2.2, LifeComp, EntreComp, etc.) and illustrates how this informed the design of the research instruments. The session invites participants to collaboratively reflect on the potential usability of these tools in schools, their relevance for teacher education and their possible contribution toward a shared European skills assessment culture.

Jacopo Condò is a postdoctoral researcher at INDIRE, where he works on a study on the impact of eTwinning on students' basic skills in lower and upper secondary schools. His work focuses on skills assessment, educational evaluation and the integration of European frameworks such as DigComp 2.2 and LifeComp. He has a background in philosophy and linguistics and has worked in both teaching and international research projects. At INDIRE, he contributes to developing innovative tools and mixed-method strategies for skills-based assessment in education.

Alexandra Tosi is a researcher at INDIRE and coordinates the eTwinning team in Italy. She has authored several publications on eTwinning, focusing in particular on its impact on teacher professional development and initial teacher education (ITE). She is currently part of a research group investigating the development of students' key competences through eTwinning projects.

WS 5   Literary Literacy: (e)Twinning Words, Worlds and Wonder

Ivana Milković, Faculty of Teacher Education, University of Zagreb, Croatia | 28 November, 11.30-13.00

The main objective of this workshop is to explore how literary literacy – as the ability to interpret, engage with and reflect on literary texts – can be effectively integrated into initial teacher education (ITE) and in eTwinning projects. Participants will gain insights into how literary experiences can enrich initial teacher education and eTwinning projects and how they can help develop both literary literacy and 21st-century skills, including critical thinking, creativity and intercultural understanding.

By the end of the session, participants will understand the concept of literary literacy, be familiar with examples of eTwinning projects focused on literature and storytelling and gain practical ideas for initiating or enhancing literary literacy projects with student teachers. The focus of the workshop is on how literature can serve as a powerful medium for connecting words, worlds and learners across borders.

Ivana Milković is an Associate Professor at the Faculty of Teacher Education, University of Zagreb, where she teaches courses in children's literature, culture and the teaching of literature in English as a foreign language. She is the eTwinning coordinator at the faculty and an eTwinning initial teacher education (ITE) ambassador, actively promoting international collaboration in teacher education. Her research focuses on children's literature and culture, translation of children's literature and the role of literature in language teaching.

WS 6   Teaching in the age of AI: Critical literacy and responsible integration

Ylenia Falzone, University of Palermo, Italy | Friday, 28 November, 11.30–13.00

This workshop will help participants develop essential AI literacy skills for 21st-century educators, focusing on how to responsibly evaluate, integrate and teach artificial intelligence tools in educational settings. Teachers will gain practical experience using artificial intelligence (AI) for lesson planning, assessment design and differentiated instruction while creating frameworks to guide students in ethical AI use, digital critical thinking and creativity.

Participants will learn to critically assess AI-generated content, understand algorithmic bias and develop strategies for fact-checking in an AI-driven landscape. They will explore educational AI tools such as ChatGPT and Perplexity, focusing on prompt engineering, output evaluation and academic integrity.

The workshop also addresses privacy concerns, data protection and intellectual property, while teaching students about AI transparency and ethical decision-making. Additionally, participants will learn to develop policies and practices for AI use in teaching, create student guidelines and communicate transparently with parents and administrators about AI integration.

Ylenia Falzone holds a PhD and serves as a lecturer at the University of Palermo. Her main research areas include digital citizenship education, service-learning pedagogy and the application of artificial intelligence (AI) in educational contexts. Since 2021, she has been actively involved in eTwinning, collaborating on numerous international initiatives with partners from various European countries.

WS 7   Diversity and social cohesion in virtual collaboration in eTwinning

Anatoli Rakhkochkine, Friedrich-Alexander-Universität Erlangen-Nürnberg, Germany | 28 November, 11.30-13.00

The objective of the workshop is to provide insights into the multifaceted aspects of diversity and social cohesion in virtual collaborations with a particular focus on eTwinning. It is based on a literature review and reflections on experiences gained from integrating eTwinning into initial teacher education within an ongoing project on the Internationalisation of Teacher Education at the University of Erlangen-Nürnberg in Germany.

The workshop will begin by analysing diversity within eTwinning projects, examining the significance of social cohesion and core eTwinning values and exploring parallels between social cohesion in virtual and real settings during international collaboration. Furthermore, it will initiate a discussion on the evolving landscape of 'post-platform education' and the challenges this presents for social cohesion and the European, intercultural and international dimensions within eTwinning, emphasising the connection between virtual and physical learning environments. These issues are directly linked with the advancing of basic skills in the areas of digitalisation and citizenship. The workshop will develop reflections and considerations, aiming to encourage teacher educators and future teachers to critically examine their own practices and explore innovative ways to strengthen diversity and cohesion in their eTwinning virtual classrooms.

Anatoli Rakhkochkine is Professor (Chair) of Diversity Education and International Educational Research at Friedrich-Alexander University Erlangen-Nürnberg (FAU). His research focuses on issues of teacher professionalism, the teaching profession and teacher education from a comparative perspective and in the context of migration, as well as comparative research into schooling, curriculum and didactics. He is responsible for teaching Educational Sciences to future teachers. Currently, he oversees a research and development project, 'FAU Teacher Education International,' which aims at the sustainable internationalisation of initial teacher education. In 2021, he initiated FAU's participation in 'eTwinning for future teachers.'

WS 8 — Enhance self-regulation skills in early years. Teaching practices in classrooms

Sophia Goria, University of Thessaly, Greece | Friday, 28 November, 11.30-13.00

This interactive workshop aims to help early childhood educators deepen their understanding of self-regulation – its emotional, behavioural and cognitive dimensions – and why it is vital for young children's development. Participants will reflect on the role of the educator in supporting self-regulation and explore practical, developmentally appropriate strategies to apply in everyday classroom practice.

The workshop encourages critical reflection and creative planning, equipping participants with tools to enrich their practice and better support their students' growth. The content connects to key basic skills: literacy (through storytelling and emotional expression), mathematics (via routines and problem-solving games), science (by encouraging observation and inquiry), digital (with optional use of simple tools to support self-monitoring) and especially citizenship, by promoting empathy, cooperation and responsible behaviour – core elements of self-regulation and active participation in group life.

Goria Sophia holds a master's degree in Contemporary Learning Environment and Design of Teaching Materials in Humanities (University of Thessaly, Greece) and a Ph.D. in Multimodal Literacy in Early Childhood Education. She teaches various subjects: innovative learning and teaching approaches, educational use of ICT in online learning and digital skills development for appropriate implementation in everyday curriculum, educational assessment and teachers' training for professional development.