6 Developing an innovative and collaborative assessment framework for proPIC Europa

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1.   Introduction

As discussed in Mann and Webb (2022, Chapter 1 this volume), each proPIC partner adopted an individual approach to integrate the project requirements into their academic programmes, using their own institute's frameworks of teaching and learning.

> "Partnerships in education are increasingly used to promote a joint navigation of complex dynamics and problematic situations that emerge in our multicultural and multilingual educational landscape. Indeed, the European Commission places stronger emphasis on building so-called strategic partnerships with the aim 'to support the development, transfer and/or implementation of innovative practices as well as the implementation of joint initiatives promoting cooperation, peer learning and exchanges of experience at European level' (European Commission, 2020, p. 100)" (Oesterle, Cuesta, & Whelan, 2021, n.p.).

However, in some instances, the creation of common resources, frameworks, and assessment criteria can be problematic, as each European institution in a partnership adheres to national and local guidelines and academic programmes.

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In this chapter, we aim to examine whether commonality can be found across different institutions' approaches to assessment in language teacher education, and whether elements of individuality in these unique settings can be incorporated into a common framework, which can then be used as a model to be adapted to suit each partner's needs and requirements. The background of our research was a collaborative development of an evaluation framework using a variety of already existing frameworks, e.g. the CEFR (Council of Europe, 2001) and the iPAC framework (Kearney, Schuck, Burden, & Aubusson, 2012). Together with the University of Karlsruhe in Germany (PHKA), we explored each of the existing assessment frameworks already used to evaluate projects we were aware of, and those used on a national or Europe-wide scale to assess skills such as information communication technology competence and language proficiency. In this chapter we aim to answer the following questions.

- Q1: To what extent can a common assessment framework be developed which encompasses the individual and combined requirements of the partner institution and the project output criteria?

- Q2: How successful might a common assessment framework be in meeting the individual and combined requirements of the partner institutions and the project output criteria?

- Q3: To what extent does a European partnership retain both individuality and commonality when developing an overall framework for assessment and evaluation that can serve as a blueprint for partners to devise and use in their individual context in the field of language teacher education?

2.   Literature review

2.1.   Developing an effective assessment and evaluation framework

A key component in any project which aims to develop a person's skills, competences, or knowledge is the development of an effective, reliable, and

robust assessment framework. In a transnational project like proPIC, the developers of such a framework can draw on their network of colleagues in order to access sources of knowledge that might otherwise be missed, frame research agendas in response to a broad range of needs and expertise, and disseminate the results of research. A drawback of some evaluation frameworks is that they often focus on single aspects of a course, rather than on the programme as a whole (Chmiel, Laurent, & Hansez, 2017). As this project incorporated many aspects of blended learning or hybrid learning (Bliuc et al., 2012; Graham, 2006), it was necessary to develop a framework which integrated digital technologies and allowed partners to incorporate a variety of resources, tools, and learning activities around a learner-centred pedagogy (Garrison & Vaughan, 2008; Stein & Graham, 2014). We therefore followed a development procedure suggested by Chmiel, Shaha, and Schneider (2017), to establish robust evaluation principles and standards, give them a structure and ensure all partners are involved in the development, and define what to measure and select the appropriate tools (p. 173).

2.2. Key criteria of effective frameworks in transnational partnerships

Definitions of an effective assessment framework vary, but at the heart is always the concept of drawing together ideas and theories into a working relationship which can adapt to suit the purpose, audience, and output. According to Bower and Vlachopoulos (2018), "[a]t their most basic level, frameworks and models assist in translating academic theory into operational practice" (p. 102), while Hsu and Ching (2015) define a framework as delineating "the conceptual relationships among components and hypotheses grounded in related theories" (p. 102).

In this line, Gross Stein, Stren, Fitzgibbon, and MacLean (2001) outline three key facets of an effective framework, stating that they should

> "produce new knowledge through transdisciplinary research as they are experienced across international boundaries in different contexts;

produce 'operational' knowledge, acquired through context-bound interactions among multiple sectors of expertise, and disseminate knowledge by blurring the boundaries between participants and researchers, thereby ensuring that 'global' knowledge is introduced locally, and that 'local' knowledge shapes and, at times, redefines global knowledge" (p. 4).

A transnational framework design must meet the individual needs of the partners as well as the overall requirements of the project. Healey, Flint, and Harrington (2014) suggest that in higher education, an assessment or evaluation framework is most effective when, amongst other criteria, "it is used to engage students in productive learning; students and lecturers become responsible partners in learning and assessment; and assessment provides inclusive and trustworthy representation of student achievement" (p. 22). The concept of assessing students' achievement was core to the proPIC framework, but the needs were varied, and assessment was not as simple as providing students with certification of participation (Broadfoot & Black, 2004). Rather, the assessment framework aimed to facilitate and direct the students in their own learning processes and allow each partner to evaluate and refine their own institutional teaching practices (Boud et al., 2010; Villarroel et al., 2018; Wiliam, 2007).

Alongside the academic requirements of each partner, there was a desire for their engagement in the project and their eventual assessed outputs to "develop students' lifelong learning abilities for sophisticated relativist thinking and autonomous complex decision-making" (McLean, 2018, p. 2, in Thomas, Ansari, & Knowland, 2019, p. 547). These skills and competences are essential for not just prospective language teachers, but also for well-informed global citizens.

2.3.   Maintaining individuality in a common framework

A transnational partnership is a network of individual institutions, sharing some commonality but with many singular needs and characteristics. Gross Stein et

al. (2001) define a network such as this as "a spatially diffuse structure, with no rigidly defined boundaries, consisting of several autonomous nodes sharing common values or interests, linked together in interdependent exchange relationships" (p. 4). In each 'node', the differing institutional environments will impact effective assessment design and use and can in fact enable or constrain it, as "lecturers manage tensions, agendas and requirements at institutional, departmental and personal levels" (Meyer et al., 2010, in Thomas et al., 2019, p. 547).

As part of another Erasmus+ project, Kearney et al. (2012) developed the iPAC evaluation framework through a rigorous process which included needs analysis, interviews, and surveys with potential users and feedback from workshop participants (Burden & Kearney, 2017; Kearney, Burden, & Rai, 2015).

The design of the iPAC framework was adapted and modified as a result of the information gathered, and this enabled the final output to suit all needs. However, the finished framework was a standalone output, intended to be used by all partners, irrespective of their individual needs and requirements. It was clear that like the iPAC project, constant communication and revisions made through consultation with and feedback from all partners would be essential in proPIC, but unlike iPAC, the final framework would need to be individualised to suit each partner's requirements. This will be explored in the next section.

3. How can a common assessment framework be developed which encompasses the individual and combined requirements of the partner institution and the project output criteria?

It became clear as we began to look at developing a framework that many factors needed to be taken into consideration, the two key areas being the individual requirements of each partner, and the combined requirements of the project output criteria. We will examine these requirements in the two sections which follow.

3.1. Examining the individual requirements of the five partners

Two challenges presented themselves when we began to consider how to develop an assessment framework which would effectively serve the diverse needs of five different institutions in four European countries.

3.1.1. Challenge 1: the different elements of the proPIC programme

Each partner institution used a variety of different materials and resources with their students, and collated their outputs using different media, some digital and some physical. Alongside this, students were asked to keep a reflective e-portfolio, although these differed somehow across the partners in the time committed to them and the resulting quality (for more information on this part, see Clausen & Hoinkes, 2022, Chapter 10 this volume). In each institution, these elements were already assessed in different ways, and some elements were not generally assessed at all (Table 1).

Table 1.   The five elements of the proPIC course, the materials used and the desired outputs

Parts of the study programme	Materials	Outputs
Face-to-face meetings CPD framework	Student and partner feedback	Concept – final CPD version and partner materials
Blended learning units Interactive tutorials	Student and partner feedback	Template(s) – final version of tutorials
Study week	Student and partner feedback	Framework – final study week guidelines
Reflection process	e-portfolios	Criteria – proPIC evaluation framework
Create products	Student outputs	Criteria – proPIC evaluation framework

3.1.2. Challenge 2: the variety of curricula and requirements of the students

Each partner's cohort of students were from different courses, spanning different time frames (Table 2). The students at three of the partner institutions were

accredited for their involvement as the programme formed part of their official studies, being embedded either into the curriculum or the course. For example, in Germany (PHKA and University of Kiel – CAU), outputs were not graded, though courses would still be accredited as part of a course module (pass/fail).

Table 2.   The five partners' students were from different courses of varying durations and accreditations

Partner	Name of course	Duration of course	Extracurricular; integrated (course embedded); separated (curriculum embedded)	Voluntary participation; unaccredited module; accredited module
1	State exam (teacher training)	3-4 years	Separated (curriculum embedded)	Accredited
1	BA / MA Teacher training	2-3 years	Separated (curriculum embedded)	Accredited
2	Ma Teacher training	2-3 years	Separated (curriculum embedded)	Accredited
3	BA Teacher training	2-3 years	Separated (curriculum embedded)	Unaccredited
4	MA Adult education	2-3 years	Integrated (course embedded)	Accredited
5	PGCE (Teacher training)	1 year	Extracurricular	Voluntary
5	MA EIP / TESOL (for teaching languages outside UK)	1 year	Extracurricular	Voluntary
5	PhD Education	3 years	Extracurricular	Voluntary
5	BA MFL	4 years	Extracurricular	Voluntary

These individual requirements for each partner's cohort needed to be taken into account, as an assessment framework would need to gauge the different types and qualities of outputs and provide formal evaluation which could be mapped onto an institute's own assessment framework in order to properly accredit the students.

3.2. Meeting the combined requirements of the project output criteria

The requirements of the proPIC project were divided into two tasks: process orientation, to reflect the process of the programme on the side of the students and educators; and product orientation, namely criteria against which the outcomes produced (e-portfolios and outputs) could be measured.

The framework was intended to help higher education educators to judge success and improvements, as well as grade students for accreditation. The use of an assessment framework would allow the study programme to be integrated effectively against a set of validated criteria.

4. Development of a framework which integrated the varying needs

Existing sources were used as starting points for this framework: the CEFR and iPAC frameworks as discussed above: the SOLO Taxonomy (Biggs & Collis, 1982), DigComp 2.1 (Carretero, Vuorikari, & Punie, 2017), and the Level 5 Reference System (INTRASOFT International, 2016).

Feedback on the initial use of the framework was discussed at the transnational meeting, leading to a series of critical conversations about the framework requirements, the differing partner needs, and the terminology used. The collaborative feedback and review cycle data allowed the authors to adapt the framework to generate a model, which each partner then adapted to suit their own context while retaining commonality across the partnership to allow comparison between institutions.

In this section, we will refer to the frameworks which were used to guide and inform the development of the proPIC framework and will identify the challenges and issues which emerged throughout the process.

4.1.   Meeting the product brief – assessing
different components of an output

The first issue which emerged was the product brief. The student output comprised several components, including an e-portfolio, a digital product, and participation in a transnational study week. This made assessment more complex than evaluating a single product, and partners immediately commented on the difficulty of judging work which (1) had been completed without access to an assessment framework, and (2) had been completed on a multi-structural level with no opportunity to enhance the work through collaboration or higher level thinking. It was recognised by the partners that criteria needed to be given prior to the start of the cohort, and all students need to be producing similar standards of output for similar purposes.

The second issue which emerged involved the diverse outputs which students were asked to produce. Although the partner institutions encouraged their students to regularly contribute to a personal e-portfolio, using a variety of platforms including Google Sites, Wixx, and WordPress, these were not always discussed with or monitored by the module leaders or teachers, and as a result, the quality varied across the individual cohorts as well as across the partners. On examination of the e-portfolios[3] which were produced by the first two cohorts of students, one partner commented in their initial email feedback that

> "the e-portfolio is a tool to show and see that the student has carried out a reflective practice and has developed a derivative learning process. In this sense, the e-portfolio is a tool not only to show the outputs, but also to develop specific reflections about what this specific output means from a Continuing Professional Development (CPD) point of view. The output, by itself, implies learning, but adding a reflection about what, how and why learning came provokes a greater CPD".

3. http://www.propiceuropa.com/students.html

Another added that they "would have a problem to assess the e-portfolio without having a discussion with the student".

It was therefore felt that an evaluation framework designed to assess an e-portfolio would have different criteria than one designed to assess a digital output such as a podcast, website, or video, as there would be varying levels of reflective practice, theoretical input, and engagement with research, both academic and personal. Therefore, the question arose: should the e-portfolio component and the digital output component be assessed separately or together, and could one framework cover the criteria for both components?

4.2.   The use of linear, 'academic' assessment frameworks

The final issue which emerged was the design and purpose of academic assessment criteria. Much of the student output was multimodal, and though there were elements of thinking on a multi-structural, relational, or even extended abstract level, this was difficult to assess across all students' work equally. One partner commented that "critical engagement [in one particular output] was not at a high level, especially because [the student] does not link her experience with theoretical aspects. She is too focussed on her personal experience". A linear, academic assessment framework is perhaps unable to effectively evaluate work not written in an essay format, with reference to literature sources and detailed enquiry methodologies.

The problem identified here was that many of the existing frameworks being used by the partner universities to evaluate the students on their courses (particularly those for whom proPIC formed an accredited module) were academic in nature and designed to assess linear pieces of writing, rather than the more multimodal outputs produced for the project. Therefore, the existing systems were unsuitable for our needs and it was necessary to devise our own framework derived from our research and the partner feedback. Key characteristics of a potential proPIC framework were:

- integration of differing student, course, and institution needs;

- assessment of formal outputs including digital and multimodal products, and reflective outputs including digital e-portfolios; and

- recognition of the core elements of teacher training (development of professional knowledge, professional practice, and professional attitudes) as well as development of reflection, critical dialogue, and digital competence and confidence.

5.   The development process: sequential versions of the framework

In the initial version of the framework, we attempted to use a cyclical design to emphasise the connected nature of the various criteria (Figure 1).

Figure 1.   October 2019 – Version 1 (cyclical format)
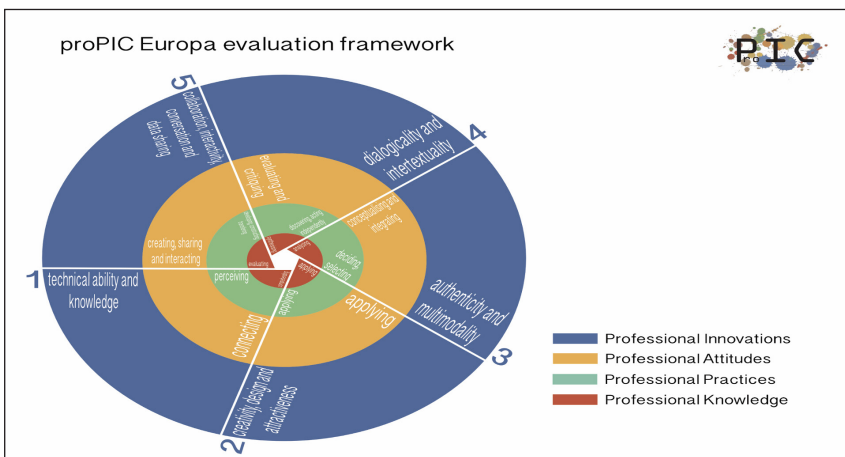
However, we decided that a tabulated framework would allow us to better incorporate the core elements and characteristics we had identified, as shown in Table 3.

Table 3.   November 2019 – version 1 (linear format)

		Professional Knowledge		Professional Practices		Professional Attitudes	Professional Innovations
5	Evaluation	Full understanding, further literature application of conceptual knowledge and engagement with theory,	Developing, constructing, transfering	Engagement with the teaching and learning process, and demonstrating the impact of theorised practice leading to phronesis (practical wisdom); developing own techniques/ approaches/ strategies	Creating, sharing and interacting	Critical insight and reflection into how professional or academic thinking has been influenced examination of the learning process, showing what learning occurred, how learning occurred, and how newly acquired knowledge altered existing knowledge	Collaboration, interactivity, conversation and data sharing
4	Synthesis	Generalizability or transferability of the study to other contexts, critical engagement with a range of sources	Discovering, acting independently	Searching for the appropriate digital tools and opportunities for your purpose and audience	Evaluating and critiquing	Exploration and critique of assumptions, values, beliefs, and/or biases, and the consequences of action (present and future)	Dialogicality and intertextuality
3	Analysis	How the relevant digital tools, skills and theory relate to each other	Deciding, selecting	Finding and using tools and instruments that are suitable for purpose	Conceptualising and integrating	Attempting to understand, question, or analyse learning and events	Authenticity and multimodality
2	Application	Understand the relationships between pedagogical theory and practice and how to apply the theory to practice	Applying	Make use of tools and instruments in accordance with the needs of specific target groups	Applying	Application of learning to a broader context of personal and professional life, beginning to examine, appraise, compare, contrast, plan for new actions or response, or propose remedies to use in and outside structured learning experiences	Creativity, design and attractiveness

1	Comprehension	Remembering and understanding relevant literature, studies and theories	Perceiving	Recognise digital and mobile tools, perceive different teaching and learning strategies.	Connecting	Demonstrating acquisition of new content from significant learning experiences. evidence of gaining knowledge, making sense of new experiences, or making linkages between old and new information	Technical ability

The content of Version 1 (Table 3) was based on discussions between PHKA and Newcastle University (UNEW) as to what the proPIC programme was aiming to achieve and what the students needed to learn, demonstrate, and produce. This was divided, we felt, into four areas of competence: development of professional knowledge; demonstration of professional practices; understanding and awareness of professional attitudes; and application of professional *innovations*. This last term indicated the digital mobile technologies which the students were introduced to and encouraged to develop their skills and confidence in using.

This prototype was disseminated to the other partners, along with a sample digital output and a sample e-portfolio for them to establish whether the framework could be suitable as an assessment tool. We asked partners to consider how effective the framework would be to assess an output and e-portfolio by a student randomly selected from Cohort 2, and invited feedback on its potential success and its limitations. Partner feedback on the initial use of this framework was then discussed at the transnational meeting in November 2019, leading to a series of critical conversations about the framework requirements, the differing partner needs, and the terminology used.

5.1.   Creating a common framework – changes between Versions 1 and 2

Version 1 featured Levels 1-5 which were removed in Version 2 as not all partners required a numeric levelling system. The vertical criteria used

are from Bloom et al.'s (1956) original taxonomy, with nouns used in this hierarchy of learning objectives and a slightly different set of criteria titles arching across all the core elements (professional knowledge, practices, attitudes, and innovations). Version 2 replaced these with criteria from Anderson, Krathwohl, and Bloom's (2001) revised taxonomy. The verbs used emphasise a more active, dynamic approach to learning and better represent the project objectives. The criteria descriptions were adapted to better match these. The biggest change was the fourth column – professional innovations to professional solutions. This change in terminology will be discussed later in this chapter.

5.2. Creating a common framework – changes between Versions 2 and 3

Version 2 was discussed in more depth at the transnational meeting, and its potential weaknesses explored. The highest level of learning criteria, creating and sharing, was altered to creating and transferring, and the description expanded to include 'making connections across theory and practice' (see Table 4 and Table 5).

Table 4. November 2019 – Version 2 (linear format)

	Professional knowledge	Professional practices	Professional attitudes	Professional solutions
Creating and sharing	Using conceptual knowledge to generate and share new ideas and concepts	Demonstrating the impact of theorised practice by developing own tools, methods and strategies for teaching and learning	Examining the learning process, showing what learning occurred, how learning occurred, and how newly used content altered existing knowledge	Innovating and collaborating to create interactive and original content
Evaluating and synthesising	Generalizability, transferability and critical engagement of relevant tools, concepts and theories to other contexts	Reflecting on and relating the use of different tools, methods and strategies for teaching and learning to other contexts	Exploring and critiquing the experience of applying new content	Redefining and sharing content, and developing expertise through reflection and critique

Analysing	Understanding the relationship of relevant tools, concepts and theories	Understanding why, when and how to use certain tools, methods and strategies for teaching and learning in a specific context	Conceptualising and questioning new content	Modifying content and integrating strategy, diversification, developing awareness, curiosity and willingness
Applying	Knowing how to apply relevant tools, concepts and theories to practice	Making use of different tools, methods and strategies for teaching and learning in accordance with the needs of the specific context	Beginning to examine, appraise, compare, contrast, and plan new content for further actions or response,	Augmenting content through exploration of new tools and methods, with meaningful use and variation of these
Comprehending and understanding	Remembering and understanding relevant tools, concepts and theories	Recognising different tools, methods and strategies for teaching and learning	Internalising and making sense of new content from significant teaching and learning experiences.	Substituting old content for new, and developing growing awareness and curiosity of new tools and methods

Table 5.   November 2019 – Version 3

	Professional Knowledge	**Professional Practices**	**Professional Attitudes**	**Professional Solutions**
Creating and transferring	Using conceptual knowledge to generate and share new ideas and concepts	Demonstrating the impact of theorised practice by developing own tools, methods and strategies for teaching and learning	Examining the learning process, showing what learning occurred, how learning occurred, and how newly used content altered existing knowledge	Innovating and collaborating to create interactive and original content
Evaluating and synthesising	Generalizability, transferability and critical engagement of relevant tools, concepts and theories to other contexts	Reflecting on and relating the use of different tools, methods and strategies for teaching and learning to other contexts	Exploring and critiquing the experience of applying new content	Redefining and sharing content, and developing expertise through reflection and critique

Analysing	Understanding the relationship of relevant tools, concepts and theories	Understanding why, when and how to use certain tools, methods and strategies for teaching and learning in a specific context	Conceptualising and questioning new content	Modifying content and integrating strategy, diversification, developing awareness, curiosity and willingness
Applying	Knowing how to apply relevant tools, concepts and theories to practice	Making use of different tools, methods and strategies for teaching and learning in accordance with the needs of the specific context	Beginning to examine, appraise, compare, contrast, and plan new content for further actions or response,	Augmenting content through exploration of new tools and methods, with meaningful use and variation of these
Comprehending and understanding	Remembering and understanding relevant tools, concepts and theories	Recognising different tools, methods and strategies for teaching and learning	Internalising and making sense of new content from significant teaching and learning experiences.	Substituting old content for new, and developing growing awareness and curiosity of new tools and methods

The collaborative feedback and review cycle allowed the authors to adapt the framework, generating a final generic model with input from all partners, with learning objective criteria and descriptions of how this would be visible in students' work.

Creating an agreed-upon generic framework was a core feature of our approach: this basic grid covered all the requirements of the programme but could be adapted by partners according to their needs (to create their own 'bespoke framework') though still based on a common framework. This generic meta-framework would then be implemented by institutions to create specific assessment frameworks with levels where appropriate. The next stage was therefore for partners to adapt the model into bespoke 'local' frameworks which will be discussed in the next section.

6. To what extent could the creation of a common assessment framework be successful in meeting the individual and combined requirements of the partner institutions and the project output criteria? How did the partners adapt the meta-framework to their institutional requirements for assessment?

The common framework seen in Version 3 is unlike the assessment frameworks that we explored in the development stage. This section will examine to what extent a common assessment framework could be successful in meeting the individual and combined requirements of the partner institutions and the specific project output criteria, and how the partners adapted the generic meta-framework into a more effective and appropriate bespoke framework for their institutional requirements for assessment, yet retained the core purpose and concepts of the generic framework.

6.1. Data collection and analysis

Qualitative data was collected throughout, consisting of transcribed Swivl audio/video recordings of meetings, multimodal feedback data (video, audio, screencast, presentation, email, and Padlet), and a working document (accessible by all partners on Google Docs) with the outputs of the transnational meeting[4]. This was analysed using a thematic analysis approach, a technique for synthesising qualitative data through coding (Boyatzis, 2009). Firstly, transcribed qualitative data was coded using an iterative review method. Key data points were then extracted, and these were synthesised into themes, which were analysed using a grounded theory approach (Glaser, Strauss, & Strutzel, 1968). Grounded theory is concerned with generating theories regarding social phenomena and developing a "higher level understanding that is grounded in, or derived from, a systematic analysis of data" (Lingard, Albert,

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4. This data was collected during the transnational meeting held in Barcelona from 6-8 November 2019.

& Levinson, 2008, p. 459). It is therefore effective where social interactions and experiences are being studied to explain the collaborative creation of an evaluation framework.

Data will be presented and discussed in two parts: firstly, key points from discussions which took place at the transnational meeting, during which all partners were able to put forward their opinions and ask questions; and secondly, outputs from the subsequent small group discussions during which partners worked in national teams to adapt the common framework presented into a local framework which better suited individual needs.

6.2. Discussion

After the partners had been shown the Version 3 common framework (Table 5) developed by PHKA and UNEW at the transnational meeting in Barcelona (November 2019), the floor was opened to discussion and partners were invited to give feedback and share their views on the suitability and potential effectiveness of the framework in their own context. The following themes were extracted from the transcript of the discussion and identified as key topics for examination by the partners:

- overall assessment and evaluation needs of the project;
- terminology with different meanings or connotations;
- partner-specific requirements regarding courses and students;
- framework design process;
- student reflection and action on feedback provided; and
- specific assessment and evaluation of innovation and creative outputs.

6.2.1. Theme 1: overall assessment and evaluation needs of the project

Students were required to submit two key outputs as a result of their involvement in proPIC: digital outputs and e-portfolios. These were evaluated across all three cohorts in the final project report in order to understand the impact of the project's CPD programme, interactive tutorials, and study week opportunities on

the student. In some partner institutions, students' overall achievement provided accreditation on their formal teacher training programme.

> "All of this [rubric] has to be used as a basis for discussion. Even in [UNEW's] case where they volunteered taking part in the project for fun, it's so nice to have the discussion with them at the end of it, a feedback session to let them know what they scored, what they've done, why we've given them a particular level of grades and what can be done, and for those of you [partners] who are accrediting this process, it gives you a springboard for feedback, specific feedback, in specific areas. So we had to combine a lot of different aspects to create one overall framework […] you can create a more individualised version that is suitable" (Audio recording from transnational meeting, UNEW).

However, partners had differing levels of familiarity with the different elements of the project. Partners in Barcelona already used and assessed e-portfolios in their teaching training courses, whereas other partners were new to them as an element of a course which needed to be assessed along with other, more formal elements. CAU commented that assigning an overall grade was too complex:

> "it was very hard for me to evaluate, because I was also overwhelmed with the results and I said ok, they did a really good job, I think it's very difficult to say this one gets 2.3, this one gets 1.7, it was very hard, so I just said, ok, they did it, they did it well, they got it, that's it. [When asked if they give feedback afterwards:] For the second cohort yes, for the first one, no. For the second, we met and they showed their e-portfolios to the group. Actually, the feedback was about the project and the e-portfolio, not only the e-portfolio" (Audio recording from transnational meeting, CAU).

University of Borås (HB), in contrast, already incorporated e-portfolio use into their curriculum and felt confident in their assessment methods, stating that a reflective portfolio was a compulsory part of the university course, worth 1.5 credits, and that written feedback on this reflection was given. HB and

Universidad de Barcelona (UB) then discussed how they also used a range of techniques for feedback, including peer evaluation.

> "We use rubrics for peer evaluation, so it's easier, so you can do both, you can do the normal evaluation or you can do the peer evaluation" (Audio recording of transnational meeting, UB).

> "We don't have that much time to give feedback as teachers, so we give the opportunities to our students to give feedback on each other, so they also improve the way of giving feedback in the future when they become teachers to their pupils" (Audio recording of transnational meeting, HB).

Because HB and UB students were used to developing e-portfolios and giving each other feedback, as well as being assessed on their reflection, incorporating this aspect into their proPIC course was easier than perhaps for their UK and German colleagues. There was therefore a wide variety in the quality of e-portfolios being produced across all project partners. This led to a debate as to whether e-portfolios could or should be evaluated alongside more tangible outputs, and indeed whether such evaluation was even effective in providing "trustworthy representation of student achievement" given its individual nature (Boud et al., 2010, in Thomas et al., 2019, p. 547). HB summarised their perception of the role of evaluation of e-portfolios:

> "my conclusion was we shouldn't use these criteria [in the generic framework in Table 4] to evaluate the students' e-portfolios, because the product is where they are going to bring all these things together, in a way the portfolio is mainly the part of the process of getting there so it would be a reflection [...]. The portfolio from our perspective should be just a place to reflect and discuss ideas, not to reach those goals that we describe here [...]. What reflection means for the individual is individual, so you can't actually assess and say you haven't reflected, you can see if they are reflective, but not grading their reflections" (Audio recording from transnational meeting, HB).

6.2.2.   Theme 2: terminology with different meanings or connotations

Much research has been done into formative assessment and evaluation practice in higher education, but the terms *assessment* and *evaluation* proved controversial for some of the partners. Looking at the local translations of the terms, it is noticeable that the Catalan language has only one word for both terms – 'avaluació'. This is unlike the other languages in the project: the Swedish term for assessment, 'bedömning', also translates as valuation or rating, suggesting a numerical value can be assigned, while 'utvärdering' is used for evaluation and stems from the word for appraisal or appreciation. In German, the difference between the terms is similar to the Swedish: 'Bewertung' for assessment has the equivalent meaning of valuation, whereas 'Auswertung' for evaluation carries the sense of interpretation, analysis, or appraisal, though in a German academic context, the English term 'evaluation' is also used.

This leads us to consider how a common framework can be created if the purpose of that framework is unclear to all partners and if indeed the meaning of the term used to describe the framework can be interpreted in different ways. The discussion seemed to reflect how partners were assessing/evaluating their students and if grades or credits were awarded as a result of participation, or if non-numerical feedback was given.

> "I think it's unfair to assess people's reflections, because they have got different levels. (HB)
>
> That's actually why we called it evaluation framework, not assessment criteria, because that's what we thought, you cannot. (UNEW)
>
> Can't we also call it feedback framework? (CAU)
>
> Evaluation and feedback framework? (UNEW)
>
> Yeah, feedback framework. (UB)

Feedback framework, because it helps us to see, to give these comments, but not to assess it, evaluate it. (CAU)

Yes, a kind of framework with ideas to give feedback. (UB)

Would it be possible to say common framework for feedback and assessment? (UB)

It's nice, feedback and evaluation, trying to avoid assessment. (UNEW)

Assessment, does it always include a grade? (CAU)

But it always contains a level, percentage. (PHKA)

Even if it's just implied, you're implying that they've done well or not so well. (UNEW)" (Audio recording from transnational meeting).

Other terms used had different connotations for the partners. One of these was the term *innovation,* which PHKA and UNEW embedded into the common framework as one of four aspects of professional learning along with knowledge, practices, and attitudes. PHKA and UNEW examined the existing frameworks and established that teacher training required the acquisition of professional knowledge; the progression of professional practices; and the development of professional attitudes. These are the core aspects of teachers who can put their knowledge into practice and have the ability to reflect and respond appropriately to their professional requirements and responsibilities, and link to the idea of the acquisition of knowledge leading to professional competence (Eraut, 1994). However, there is a fourth aspect which goes further than reflection, and involves the teacher in professional collaboration, interaction and dialogue which can result in a change or improvement in practice; allows the teacher to incorporate multimodal and authentic materials and technologies; and enables the teacher to express creativity through their use of teaching and learning methods and resources. This aspect was termed professional innovations. Though the word innovation may more generally be linked to 'newness', such as a new concept,

idea, or method, in this framework we defined it as the use of approaches, methods, or technologies which demonstrated the growth and development of the trainee teacher, outside the three main strands of learning (that is, knowledge, practice, and attitude – see also Mann & Webb, 2022, Chapter 1 this volume).

> "So basically or based on this we called it professional knowledge now, professional practices and professional attitudes and we kind of had the first three strands as a basis, so we started with this and we discussed a lot the words we would use a lot and we couldn't really, we didn't have the fourth strand at the beginning, we just added this strand because something is missing here, because that was the innovative bit. So the blue one we added, basically we added the blue strand, professional innovations, so for a long time we discussed three columns and there was something missing we thought and we couldn't really find what was missing so we put it underneath, we put it on top, but then we said no it's actually part of the whole framework professional innovations, it needs to go in the whole framework as such" (Audio recording of transnational meeting, PHKA, Germany).

However, the term 'innovation' here became blurred with the term 'competence'. Were we aiming to establish in this strand of the framework exactly what the teacher could now **do**, in other words, what skills or techniques (digital or otherwise) that they were now competent in, or to establish if and how the teacher could now reflect on and use the knowledge and practice that they had developed, with this phronesis helping them to take creative risks, try new approaches, and both understand and talk about their learning from the process? Both of these meanings would be 'new' for the trainee teacher – new competences, new practical wisdom – but it was decided to alter the term to 'professional solutions' as a compromise.

> "Can I say something? I have a problem with the word innovation, sorry, I don't like it, because it goes beyond what you are trying to do here, I don't know what would be the solution, I think here what you are talking about is professional digital competence. (UB)

I think we did say competence first, then we changed it to innovations. (UNEW)

Because innovation is much more than the digital part, here if you go, you know, it's digital competence… But talking about innovation, to keep the word innovation has to do with originality as well, and you know, innovation, it depends on where you start from. As P3 [HB] was saying it would not be new for them, but it's a new thing for me maybe, maybe yes, it is a new thing for me to do" (UB) (Audio recording from transnational meeting).

It is noticeable that in the final local versions of the framework, this entire column is omitted by PHKA and UB, and reverts to 'professional innovations' in the version by CAU (see Table 7).

6.2.3. Theme 3: partner-specific requirements regarding courses and students

As discussed previously, partners had integrated the project into their course and curriculum in different ways. When developing the framework, we kept in mind the key outputs of the proPIC project and the skills students would develop and display as a result of the process, regardless of their partner-specific requirements: digital skills development, transnational collaboration, and dialogic reflection.

"So this meant that we were trying to develop something that would evaluate the overall product, or project, with a digital product that has to show evidence of some sort of digital skills and digital competences with the dialogic reflection that needed to show some critical engagement with literature, some critical engagement with theory, some really kind of deep thought on all of this, that also appealed or applies to all partner situations, all the different cohorts and all our different types of students, it was quite tricky" (Audio recording from transnational meeting, UNEW).

Partners were focussed on how the framework could be used in their own context with their own students, particularly if formal grading was required in their courses. They tried to assimilate the framework into their own current assessment and feedback system. The comments and discussions used in this chapter illustrate how difficult it is to attain commonality across several partners with differing needs. Those students gaining credits need to have grades given which enable them to progress through their course, and often students do not want or have the time to do extra work for no credits. Equally, students undertaking a non-accredited programme voluntarily need to have something to show for their participation. This meant that some partners needed a framework which was levelled and/or graded for accreditation, and others needed to give more general constructive feedback. The aim of the framework was that it could be used by professionals in a range of institutions, but our discussion showed clearly that individual partner requirements were prioritised above common project aims, despite the development of the framework drawing on the outputs produced by each partners' students:

> "yes, we have to keep the focus, what we want is a framework that other professionals can use as an orientation, based on the outputs, so I think it is important that we remember this, we will not be able to develop something that suits everyone… And it is based on the outputs that were created in this project, I mean that's what we did, that's the data we had also developing this. We looked at the outputs that were created and the e-portfolios, that's why we asked for your contribution to send us all the outputs and e-portfolios and that's what we included here, so the data basis was the student outputs and of course the theory" (Audio recording from transnational meeting, PHKA).

Is complete commonality across a number of institutions possible, when each partner has their own individualised requirements and must adhere to their own country's academic procedures and protocols? Or, by necessity, must there be a local version of a common framework which partners feel confident meets their own particular needs?

6.2.4.   Theme 4: student reflection and action
on feedback provided

Each partner's students received feedback during the process, and there was discussion on how this compared with the feedback they received throughout their course according to each institution's procedures.

> "I think in some cases, students integrate and improve a lot […] the entries [of their e-portfolio], because most of the feedback are questions for reflection, some different things regarding their beliefs, because they normally start describing some of their beliefs about teaching and learning, and the Spanish teaching profession and then we start introducing questions to get reflection, so then some people introduce more explication, but some of them have not done much, I think this depends on the case […]. Sometimes it's like I try to stimulate as much as possible and sometimes if they improve every single thing I tell them, I think it's maybe too much, so I just focus on the main things that are there. If we consider a portfolio as the starting point, there are some guidelines or some development goals, it's nice to get back to them, so I maybe focus on that and how the first feedback goes back to the starting point, so that are my main steps"

> (Audio recording from transnational meeting, UK).

For a student at a partner institution where this kind of formative feedback is a regular part of the assessment and evaluation process, including this element in the proPIC assessment framework would be both useful and expected.

For partners who have no time or capacity incorporated into their course for regular feedback on reflection, or for partners where the students are from different courses and take part in the project voluntarily, this is a more complex element to manage and may be omitted from local versions of the framework (see Table 6, Table 7, Table 8, Table 9, Table 10, Figure 2, and Figure 3).

6.2.5. Theme 5: specific assessment and evaluation of innovation and creative outputs

The outputs produced by students varied depending on how much time they were able to devote to the project, which partner institution they belonged to, and which they attended as part of their study week, as well as on whether they were expecting to receive formal accreditation for their work. The common factor across the outputs, however, was an element of creativity: students were dissuaded from producing an academic paper and instead directed towards a multimodal output, using skills including video production, digital content editing, and social media.

> "Well this was the things that we also discussed, because in this project the purpose was that the students create a creative and innovative output. This was the last issue we talked about, the innovative bit. Because, of course you can have a paper, a traditional paper, but in this very project, we said that the students should create some kind of creative product at the end for which they use mobile technologies. So, this was also the last thing we discussed, the innovative character of the output or the project. How to assess this. Which we couldn't really find anywhere. (PHKA)

> But the thing about innovation is tricky, because we've got students who think that they have created something very innovative and during the process they discover that somebody has already done it. (HB)

> And innovation in itself has to be, it has to be combined with all of these other criteria, because an Instagram account is not innovative anymore. Everybody has an Instagram account, we all stick photos on an Instagram account, a blog, a podcast, all these things are quite old hat now. (UNEW)

> At the same time, if we look at it from a language learning perspective, maybe some of the things they are doing are innovative compared to what other teachers in the field are doing, it's all relative. (HB)

It is relative, but we have to focus on this project now, we have to focus on the courses we have, then we can open it up, then we can say okay how will we use it in our own institution or course in particular. First, we have to compare the courses we have in this project, compare the students of this project and their outputs" (PHKA) (Audio recording from transnational meeting).

Again, the discussion above demonstrates that it would be complex to use the same framework to evaluate students from different institutions who may have received different initial instruction on the project, had different criteria to meet for their course, and worked with different partners both in their home institution and their study week institution. Our own differing perspectives on what classes as innovative will mirror those of the students.

6.3. Outputs from national partner teams, adapting common framework to local requirements

The generic Version 3 framework (Table 5) was taken by each partner team and examined to see how it could meet their specific requirements. Each partner team then adapted the common framework into a bespoke framework, adding a grading system where necessary, altering or omitting certain criteria, and changing the terms used to suit their individual needs. These bespoke partner frameworks are shown in the section below.

6.3.1. PHKA, Germany

PHKA's intended and actual outputs were in general multimodal and demonstrated a variety of mobile technologies. These included web pages and blogs, video tutorials, Instagram accounts, videos, interactive Google Docs, e-books, podcasts, and screen-recorded WhatsApp interviews. Their local framework (Table 6) reflected this need to assess digital tool use and innovative content.

Table 6.   Local framework of PHKA

	Content and language	Use of digital tools	Content presentation
Creating and sharing 80-100 %	Using conceptual knowledge and a proficient level of professional language to generate and share new ideas and concepts	Demonstrating the impact of theorised practice by developing own tools using format-specific criteria	Innovating and collaborating to create interactive and original content
Evaluating and synthesising 60-80 %	Generalizability, transferability and critical engagement of relevant concepts and professional language	Relating the use of different formats to specific contexts	Redefining and sharing content, and developing expertise through reflection and critique
Analysing 40-60 %	Understanding the relationship of concepts and professional language	Understanding why, when and how to use certain formats	Modifying content and integrating strategy, diversification, developing awareness, curiosity and willingness
Applying 20-40 %	Knowing how to apply relevant tools, concepts and theories to practice	Knowing how and making use of relevant tools with the needs of the specific format	Augmenting content through exploration of new tools and methods, with meaningful use and variation of these
Comprehending and understanding 0-20 %	Remembering and understanding relevant concepts, theories and basic linguistic phrases containing some professional language	Understanding and recognising relevant tools and format-specific criteria	Substituting old content for new, and developing growing awareness and curiosity of new tools and methods

6.3.2.   CAU, Germany

CAU focussed their local framework (Table 7) on their use of video production, which featured heavily in both their teacher training course and in their

implementation of the proPIC programme. Their final column, for which they reverted to the initially presented 'professional innovations' title, was designed to assess film production under two categories of creativity: the challenges of foreign language use and a change of perspective and overcoming technical limitations.

Table 7. Local framework of CAU

		Professional Knowledge Linkage to PCK (professional content knowledge) Definition of a content-relevant problem Basic skills in filmmaking (media competence)		Professional Practices Film concept, topic and structure Storyboarding as well as intellectual concept Educational and pedagogical value		Professional Attitudes Sense giving in the media framework Documentary input Personal message, engagement	Professional Innovations Successful elaboration of the chosen film category Creativity I (challenges: foreign language use and change of perspective) Creativity II (overcoming technical limitations)
5	Evaluation	Full understanding, further literature Application of conceptual knowledge and engagement with theory	Developing, constructing, transfering	Engagement with the teaching and learning process, and demonstrating the impact of theorised practice leading to phronesis (practical wisdom); Developing own techniques/ approaches/ strategies	Creating, sharing and interacting	Critical insight and reflection into how professional or academic thinking has been influenced Examination of the learning process, showing what learning occurred, how learning occurred, and how newly acquired knowledge altered existing knowledge	Collaboration, interactivity, conversation and data sharing

4	**Synthesis**	Generalizability or transferability of the study to other contexts, critical engagement with a range of sources	**Discovering, acting independently**	Searching for the appropriate digital tools and opportunities for your purpose and audience	**Evaluating and critiquing**	Exploration and critique of assumptions, values, beliefs, and/or biases, and the consequences of action (present and future)	Dialogicality and intertextuality
3	**Analysis**	How the relevant digital tools, skills and theory relate to each other	**Deciding, selecting**	Finding and using tools and instruments that are suitable for purpose	**Conceptualising and integrating**	Attempting to understand, question, or analyse learning and events	Authenticity and multimodality
2	**Application**	Understand the relationships between pedagogical theory and practice and how to apply the theory to practice	**Applying**	Make use of tools and instruments in accordance with the needs of specific target groups	**Applying**	Application of learning to a broader context of personal and professional life, beginning to examine, appraise, compare, contrast, plan for new actions or response, or propose remedies to use in and outside structured learning experiences	Creativity, design and attractiveness
1	**Comprehension**	Remembering and understanding relevant literature, studies and theories	**Perceiving**	Recognise digital and mobile tools, perceive different teaching and learning strategies.	**Connecting**	Demonstrating acquisition of new content from significant learning experiences. evidence of gaining knowledge, making sense of new experiences, or making linkages between old and new information	Technical ability

6.3.3. HB, Sweden

HB noted that they planned to use the criteria to help us give feedback on the outputs created by their Cohort 2 students, presenting the criteria to Cohort 3 as well as using it in order to make possible amendments to their current course plan. The criteria would be used generally to give feedback on portfolios. They did not add a grading system to the framework, deciding to use it as a feedback tool rather than an assessment tool. Their local framework (Table 8) was the most similar to the common framework presented to the group.

Table 8.   Local framework of HB

	Professional Knowledge	Professional Practices	Professional Attitudes	Professional Solutions
Creating and sharing	Using conceptual knowledge to generate and share new ideas and concepts	Demonstrating the impact of theorised practice by developing own tools, methods and strategies for teaching and learning	Examining the learning process, showing what learning occurred, how learning occurred, and how newly used content altered existing knowledge	Innovating and collaborating to create interactive and original content
Evaluating and synthesising	Generalizability, transferability and critical engagement of relevant tools, concepts and theories to other contexts	Reflecting on and relating the use of different tools, methods and strategies for teaching and learning to other contexts	Exploring and critiquing the experience of applying new content	Redefining and sharing content, and developing expertise through reflection and critique
Analysing	Understanding the relationship of relevant tools, concepts and theories	Understanding why, when and how to use certain tools, methods and strategies for teaching and learning in a specific context	Conceptualising and questioning new content	Modifying content and integrating strategy, diversification, developing awareness, curiosity and willingness

Applying	Knowing how to apply relevant tools, concepts and theories to practice	Making use of different tools, methods and strategies for teaching and learning in accordance with the needs of the specific context	Beginning to examine, appraise, compare, contrast, and plan new content for further actions or response	Augmenting content through exploration of new tools and methods, with meaningful use and variation of these
Comprehending and understanding	Remembering and understanding relevant tools, concepts and theories	Recognising different tools, methods and strategies for teaching and learning	Internalising and making sense of new content from significant teaching and learning experiences	Substituting old content for new, and developing growing awareness and curiosity of new tools and methods

6.3.4.   UB, Spain

UB's framework (Table 9) omitted the final column completely, focussing on the three core strands of professional knowledge, practices, and attitudes. They then began to develop a separate evaluation system for their e-portfolio assessment (see Figure 2). As e-portfolio use and design played a key part in their teacher training programme, they prioritised this element and aimed to find a way that the e-portfolio could help students to consider and reflect upon their development of the three core strands.

Table 9.   Local framework of UB

		Professional knowledge		**Professional Practices**		**Professional Attitudes**
5	**Evaluation**	Full understanding, further literature Application of conceptual knowledge and engagement with theory,	**Developing, constructing, transfering**	Engagement with the teaching and learning process, and demonstrating the impact of theorised practice leading to phronesis (practical wisdom); developing own techniques/ approaches/strategies	**Creating, sharing and interacting**	Critical insight and reflection into how professional or academic thinking has been influenced Examination of the learning process, showing what learning occurred, how learning occurred, and how newly acquired knowledge altered existing knowledge

4	**Synthesis**	Generalizability or transferability of the study to other contexts, critical engagement with a range of sources	**Discovering, acting independently**	Searching for the appropriate digital tools and opportunities for your purpose and audience	**Evaluating and critiquing**	Exploration and critique of assumptions, values, beliefs, and/or biases, and the consequences of action (present and future)
3	**Analysis**	How the relevant digital tools, skills and theory relate to each other	**Deciding, selecting**	Finding and using tools and instruments that are suitable for purpose	**Conceptualising and integrating**	Attempting to understand, question, or analyse learning and events
2	**Application**	Understand the relationships between pedagogical theory and practice and how to apply the theory to practice	**Applying**	Make use of tools and instruments in accordance with the needs of specific target groups	**Applying**	Application of learning to a broader context of personal and professional life, beginning to examine, appraise, compare, contrast, plan for new actions or response, or propose remedies to use in and outside structured learning experiences
1	**Comprehension**	Remembering and understanding relevant literature, studies and theories	**Perceiving**	Recognise digital and mobile tools, perceive different teaching and learning strategies.	**Connecting**	Demonstrating acquisition of new content from significant learning experiences. evidence of gaining knowledge, making sense of new experiences, or making linkages between old and new information

Figure 2. E-portfolio evaluation system of UB
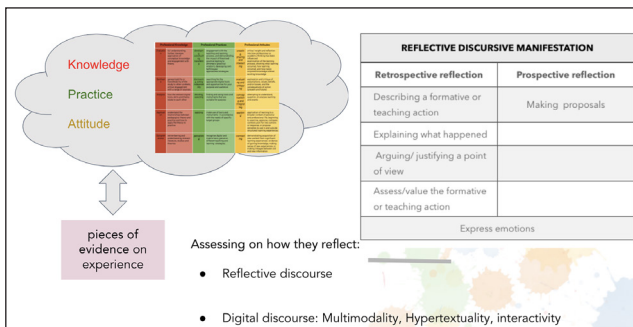
6.3.5. UNEW, UK

UNEW retained the common framework but added a scale to demonstrate the increasing competency of the participants as they moved up from the lowest row of descriptors (dependent/descriptive/uncritical/less complex) to the top row of descriptors (independent/analytical/critical/complex – Table 10). As the project was voluntary and was an extracurricular activity, the teachers would circle the appropriate descriptor in each category, giving the participant the ability to see what they could do to achieve the next level. In addition, written feedback would give extra information and could potentially be combined with video/audio feedback (see Figure 4). No grading system was needed, as the framework was merely a feedback tool and not used for accreditation. Finally, the student would receive a certificate of participation (Figure 3). These documents could be used as part of their teacher training or personal portfolio to demonstrate that they had developed knowledge, practices and skills in an extra-curricular programme which broadened their experiences outside the Master of Arts, post doctorate, or postgraduate certificate in education course they were following.

Figure 3. Certificate of Participation (UNEW)

Certificate of Participation

This is to certify that

NAME OF STUDENT

has completed the Erasmus+ proPIC Europa programme at Newcastle University between November 2019 and June 2020, and has achieved the knowledge, practices and skills as detailed on the accompanying feedback document.

Professor Paul Seedhouse: Programme Director

Date: 30 June 2020

Newcastle University

Table 10. Local framework of UNEW

		Professional knowledge	Professional practices	Professional attitudes	Professional solutions
Independent/Analytical/Critical/Complex ← Dependent/Descriptive/Uncritical/Less complex	Creating and sharing	Using conceptual knowledge to generate and share new ideas and concepts	Demonstrating the impact of theorised practice by developing own tools, methods and strategies for teaching and learning	Examining the learning process, showing what learning occurred, how learning occurred, and how newly used content altered existing knowledge	Innovating and collaborating to create interactive and original content
	Evaluating and synthesising	Generalizability, transferability and critical engagement of relevant tools, concepts and theories to other contexts generalizability, transferability and critical engagement of relevant tools, concepts and theories to other contexts	Reflecting on and relating the use of different tools, methods and strategies for teaching and learning to other contexts	Exploring and critiquing the experience of applying new content	Redefining and sharing content, and developing expertise through reflection and critique
	Analysing	Understanding the relationship of relevant tools, concepts and theories	Understanding why, when and how to use certain tools, methods and strategies for teaching and learning in a specific context	Conceptualising and questioning new content	Modifying content and integrating strategy, diversification, developing awareness, curiosity and willingness
	Applying	Knowing how to apply relevant tools, concepts and theories to practice	Making use of different tools, methods and strategies for teaching and learning in accordance with the needs of the specific context	Beginning to examine, appraise, compare, contrast, and plan new content for further actions or response	Augmenting content through exploration of new tools and methods, with meaningful use and variation of these

| Comprehending and understanding | Remembering and understanding relevant tools, concepts and theories | Recognising different tools, methods and strategies for teaching and learning | Internalising and making sense of new content from significant teaching and learning experiences | Substituting old content for new, and developing growing awareness and curiosity of new tools and methods |

Figure 4. Feedback Sheet of UNEW

Feedback on digital output and reflective e-portfolio:
-
-
-

Questions arising from this project / potential directions for future practice:
-
-
-

Signed:
Date:
Name of school:
Name of university:

7. To what extent does a European partnership retain both individuality and commonality when developing an overall framework for assessment and evaluation that can serve as a basis for partners to devise and use in their individual context in the field of language teacher education?

As discussed throughout the chapter, there is a necessity in a European partnership for partners to embrace and encourage commonality, yet also have the ability to modify materials or models created for common use to ensure that they meet individual needs and requirements. There is a process of convergence and divergence undertaken by the partners. Pelkonen and

Teräväinen-Litardo (2013) discuss the perceived increasing Europeanisation in higher education, driven in their view by the 2000 Lisbon Strategy[5] and the 1999 Bologna Declaration[6], as one reason for this transnational convergence, encouraging universities across Europe to collaborate and coordinate policies and practice. Certainly, one of the goals of the proPIC project was transnational collaboration, and it was important to consider and incorporate all of the varying partner needs as the framework was developed. As Khalifa and Sandholz (2012) note, the "breaking of barriers amongst countries around the world and building ties" (p. 344) is essential when universities collaborate on research and curriculum initiatives. Partners in the proPIC programme commented on the positive working relationships that were developed and the joint vision that we all shared in regard to the objectives and aims of the project.

However, when partners viewed the framework from their individual perspectives, the resulting discussion led to a situation where 'otherness' was experienced, but instead of leading to misunderstanding and conflict, this divergence served as a facilitator

> "for critical thinking and professional development. In line with Smith (2016), as well as Groundwater-Smith (2017), [discussion of this nature] is guided by the belief that fruitful partnerships [do not emerge] by chance but need to be initiated and scaffolded" (Oesterle et al., 2021, n.p.).

Partners were connected by the common ground of needing to provide assessment and feedback to students, and the challenges of the project such as the "lack of time to develop, trial and collaboratively research innovative learning and teaching scenarios (Mann & Walsh, 2017)" (Oesterle et al., 2021, n.p.). The positive relationships developed allowed the discussion to be critical without causing conflict. The decision to allow all partners to diverge from

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5. http://www.europarl.europa.eu/activities/committees/studies.do?language=EN

6. http://www.ehea.info/page-ministerial-conference-bologna-1999; p. 53

the common framework and amend it to suit their individual needs meant that the results retained both the commonality across all institutions and the individuality required to make the framework usable and effective.

8. Conclusion

The development of a common assessment framework was an essential aspect of this project, as it enabled partners to reflect on their students' requirements and expectations, and how, as educators, they were supporting and scaffolding students in their reflection as well as their knowledge and practice development. Throughout the development of the framework, partners experienced a series of lexical and conceptual misunderstandings, conflicts of opinion, and differing views on the needs and abilities of their students.

By drawing on existing frameworks, we were able to identify the core factors of effective assessment and evaluation for trainee teachers and by examining the different university models and methods, and combining these with aspects of the existing frameworks, we felt that the common framework developed had the potential to be used by all partners to some extent. Though the framework was developed in a convergent manner, bringing together this variety of existing frameworks and the different course structures, curriculum models and student backgrounds of each partner institution, it was obviously necessary to allow partners to diverge from this common framework to assert their individuality. This brought us to the conclusion that an entirely common framework may not be possible in the context of a transnational partnership, as institutional requirements and needs are simply too diverse. However, it also showed that a common framework developed without a numerical grading system could then be adapted to suit both credit bearing and non-credit bearing courses, and this gave flexibility in how it was used.

Unfortunately, with the cancellation of Study Week 3 due to the global COVID-19 pandemic preventing all travel taking place, partners were not able to test the framework against submitted outputs and student e-portfolios,

though it is hoped that all partners learnt from the development process and have taken away aspects of the framework to use in their teaching and assessment practices.

In our view, a common framework will always require adaptation into bespoke frameworks to fit individual needs, as one size does not fit all, but a coherent and dynamic partnership can work together to consolidate individual requirements and harmonise them into a common solution which works for all partners if they have a strong working relationship, built on regular collaboration and constructive critical discourse.

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