

OUTPUT 4

**TEFE Communications
Strategy and TEFE
Collaborative Online
International Learning
(COIL) Platform**

04



The TEFE COIL Platform includes three distinct sections:

- 1) Social media (Facebook, Instagram, ResearchGate, YouTube)
- 2) Virtual platforms (Moodle, Office 365)
- 3) The TEFE website.

TEFE Communications Strategy and TEFE Collaborative Online International Learning (COIL) Platform

Output leads: Jagiellonian University (Poland) and Public University of Navarra (Spain)

Outputs objectives:

To establish the Project Communications Strategy (CS) and the TEFE Collaborative Online International Learning Platform (TEFE COIL Platform). The CS guides TEFE partner communication and engagement to communicate, promote, and distribute information about the TEFE project. The COIL Platform, the external face of the project, leverages virtual teamwork tools such as Teams to foster dynamic project cycles. It contains project resources, including the TEFE Framework and the TEFE Toolkit, topic forums, a participant community, and a Partner Zone, nurturing collaborative interaction and cross-group engagement.

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INTRODUCTION



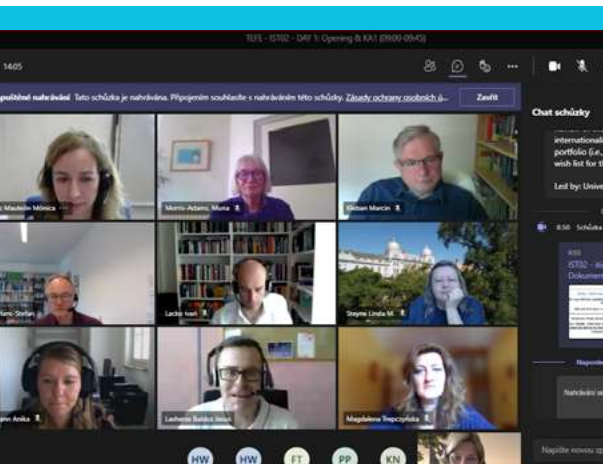
Every project involving numerous participants in various roles requires effective communication and collaboration tools for success. TEFE is no different with its six partner universities in six countries, over twenty academic staff responsible for four outputs, dozens of student teachers and teacher mentors involved in six international events. This report by Jagiellonian University and the Public University of Navarra lays out the essential communication and collaboration components of the TEFE project, with a primary focus on the development of the **TEFE COMMUNICATIONS STRATEGY (TEFE CS)** and the **TEFE COLLABORATIVE ONLINE INTERNATIONAL LEARNING PLATFORM (TEFE COIL)**. These tools were instrumental in ensuring effective communication and collaboration, the curation of valuable resources, and the dissemination of information widely.

The first section of this report describes the development and evolution of the TEFE Communications Strategy (TEFE CS), a dynamic process that responded to the project's evolving communication needs and to emerging opportunities for promoting and sharing vital project information. It outlines the evolution and refinement of the TEFE CS, emphasising the role of ongoing reflection and adaptation in optimising its effectiveness. The report then explores the creation and evolution of TEFE COIL, which serves as a nexus for collaboration among all participants from multiple universities in their various locations. We discuss the development of integral platform elements and the strategies employed to ensure it aligned seamlessly with project goals and requirements.

Finally, we summarize the project's achievements and the lessons learned from developing and implementing the TEFE CS and TEFE COIL. These insights not only offer valuable guidance for future international collaborative educational projects but also provide recommendations for similar initiatives. Through this comprehensive exploration, our aim is to offer a clear and insightful perspective on the importance of the CS and COIL in collaborative projects of this nature.



TEFE COMMUNICATIONS STRATEGY



The TEFE CS was initially formulated and presented to all the project partners by Jagiellonian University and the Public University of Navarra at the first International Staff Training (IST) hosted online in November 2020 by Comenius University in Bratislava. Its primary purpose was to facilitate effective and efficient internal and external communication regarding all project activities and events. To achieve comprehensive communication, various tools were employed, including a designated website, social media platforms, Moodle and MS Teams platforms, digital communication channels of the partner universities, word of mouth, and personal and professional contacts.

Recognising the dynamic nature of the project community's communication needs, the TEFE CS was designed as a flexible and evolving strategy. Consequently, it underwent continuous transformation in response to the communication requirements of the project.

As specified in the project application, the TEFE CS embraced an open design, which aimed to seize every potential opportunity for informing and disseminating news about the project's progress, as well as promoting its primary objective of internationalisation of teaching practice.

INITIAL CONCEPTUALISATION OF THE TEFE COMMUNICATIONS STRATEGY (CS)

For the needs of the project, it was essential that the TEFE CS be effective on three fundamental levels (see Figure O4.1).

The first level, and perhaps the most important, ensures efficient communication among the project partners. The second connects the project partners as teacher educators with the primary participants and beneficiaries of the project, i.e., student teachers, teacher mentors, and newly qualified teachers (NQTs). The final, external level provides communication concerning the project with all other teacher educators, teachers, teacher mentors, student teachers, and the general public. To that end, the O4 team initially envisaged utilising a wide variety of communication tools (see Figure O4.2), each corresponding to different levels of the project.

Figure O4.1

TEFE Communications Strategy (CS) Objectives

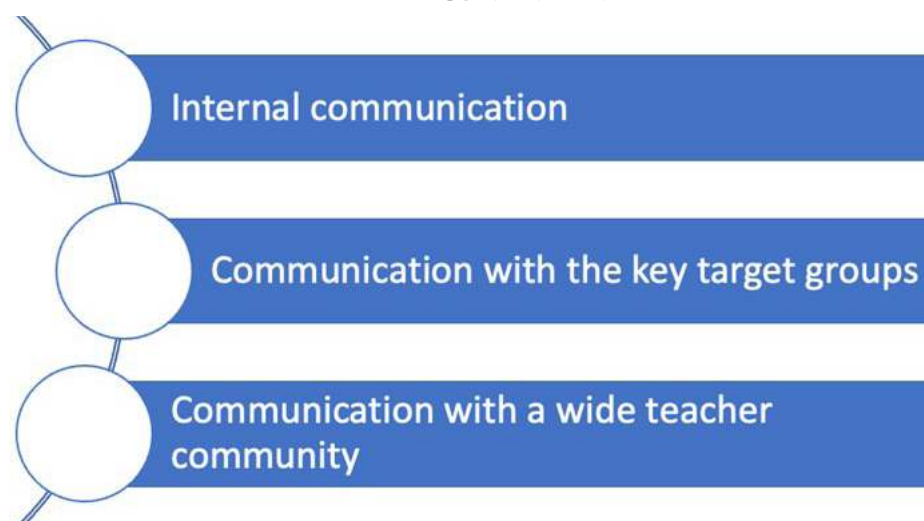
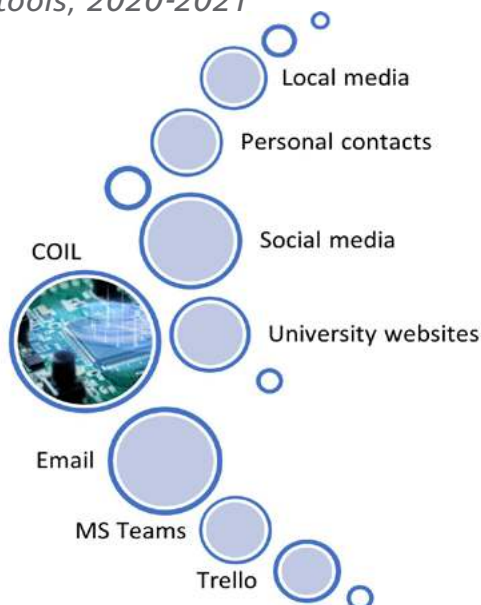


Figure 04.2*TEFE communication tools, 2020-2021*

For internal communication among TEFE Consortium members, the primary applications chosen were email, Microsoft Teams (MS Teams), and Trello. These tools were chosen to enable efficient and organised exchanges, ensuring seamless coordination and collaboration. These were also the initial forms of communication used for communicating with target participants of the project on the second level.

On these two levels, MS Teams was also chosen as the means to collect and store all TEFE documentation, resources, presentations, images, and graphics. The primary reason for this is the directives of several of the partner universities to use only Microsoft 365 for all official communication and collaboration. Thus, at the outset of the project, the TEFE CS established key data and information storage procedures as well as the basic rules for promoting and disseminating project events (see Table 04.1). Each project member was responsible to ensure deadlines were met for whatever materials they produced.

Table 04.1*Actions and deadlines as specified in the Communications Strategy (2020)*

Action	Description	Deadline
Post-IST01 Bratislava uploads	All partners' IST01 presentations, documents, images, etc. relevant for the general public	30 th of event month
TEFE artefact uploads	All event materials (e.g., documents, images, other artefacts) useable for dissemination and promotion purposes	Quarterly or within a week after event (reminder two weeks before deadline and a week after event)
Upload TEFE resources	All resources, materials, links, etc.	
Upload press releases	Both English-language and L1 releases, as documents with corresponding link	
Upload Output progress reports	Report on any work related to your Output – designated to output leader(s) but others can report too if relevant. Quarterly report sheet available.	

In contrast, external promotion of project activities relied primarily on university websites, university social media, and the project's social media accounts. These university websites and social media served as valuable channels for showcasing the achievements and initiatives undertaken within the TEFE project. Furthermore, social media accounts played a significant role in promoting the project to a wider audience. When possible, press releases were issued to local media outlets, for instance during the Intensive Student Programme (ISP) in České Budějovice, Czechia, which resulted in a report on local television (Jihočeská televize, 18.10.2021). These served as an effective means of disseminating news and updates about the project to the general public, creating awareness and generating interest.

Another key communication strategy utilised by TEFE project members was also one of the oldest: word of mouth. Consortium members actively engaged with those they knew who had participated in previous initiatives, conferences, or workshops, and encouraged them to spread the word about the project among their peers and colleagues. By leveraging personal contacts, both professional and academic, we were able to establish a network of educators and stakeholders, thus facilitating and fostering further exchange of information and collaboration.



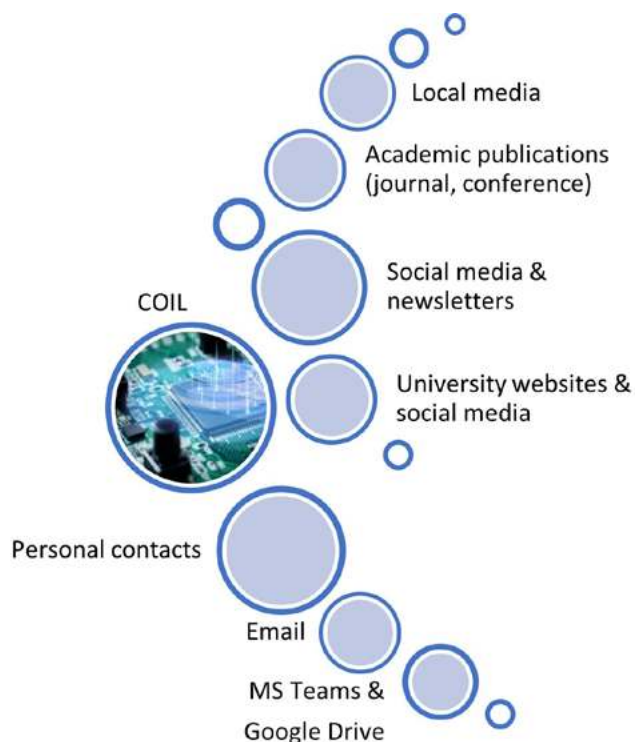
EVOLUTION OF THE TEFE COMMUNICATION STRATEGY AND ITS FINAL VERSION

Over the course of the three-year project, the TEFE CS underwent modifications as envisaged in the project application. These changes were a direct response to the project's evolving communication requirements and the emergence of new opportunities for project promotion and information dissemination.

Throughout the project, we implemented numerous adjustments to the TEFE CS and also undertook additional measures to bolster the vision and core concept of the project. The key modifications and additional steps taken included the following (listed chronologically):

1. Discontinuing the use of Trello as a project management tool due to its steep learning curve for project partners
2. Introducing email newsletters to emphasise the outcomes of the Intensive Staff Training (IST) and Intensive Study Programmes (ISP)
3. Issuing press releases after every TEFE event
4. Engaging local media for press coverage of key project events, e.g., Jihočeská televize (Southern Czech Television) report on University of South Bohemia hosting TEFE ISP01 České Budějovice (See O4 Appendix for live links.)
5. Producing videos to showcase the project's activities and progress, including video reports of ISTs and ISPs as well as facilitating and curating TEFE Ambassadors' videos. Student teachers who took part in the Intensive Study Programme (ISP01 České Budějovice) in 2021 were actively involved in the communication of key project ideas through the TEFE Ambassadors task. Trans-national teams of student teachers created promotional videos reflecting on their learning experience and classroom observations.
6. Developing the feature of accessible project video updates, uploaded to TEFE COIL and TEFE YouTube channel
7. Publishing about TEFE in a peer reviewed journal: Internationalisation as a Strategy of Educating Future Teachers of English (by University of South Bohemia Consortium members, Alena Prošková, and Helena Lohrová) in *Philological Class* in 2021. Available at https://www.researchgate.net/publication/358036872_Internationalisation_as_a_Strategy_of_Educating_Future_Teachers_of_English
8. Project promotion on TEFE Consortium universities' websites and social media accounts (See O4 Appendix for complete list and live links.)
9. Student produced articles in student publications, e.g., *Keep Your Eyes Opened: A Student's Journey*, written by Comenius University TEFE student teacher, available at https://issuu.com/magazineperspectives/docs/perspectives_final_dufam2 (p. 30-31)
10. Establishing WhatsApp groups for internal communication purposes: Consortium member groups for both ISTs and ISPs, and closed, invitation-only groups for all ISP participants
11. Creating TEFE Moodle and incorporating tasks for participants on the platform prior to ISPs and relevant links and resources afterwards
12. Expanding data storage that does not require specific institutional access with a dedicated, shared folder on Google Drive
13. Promoting TEFE by active participation in the April Conference 15: Humanity/Humanities in Krakow, 2023. Conference programme available at <https://april.confer.uj.edu.pl/-start>
 - a. Hosting a panel on English Language Teacher Competences by Consortium members M. Camino Bueno Alastuey (Public University of Navarra) and Marcin Kleban (Jagiellonian University)
 - b. Presenting a paper on TEFE's impact on student teachers in *From Discomfort to Effective Learning: Telling Stories as an Instrument of Reflection on English Language Teacher Education* (by Comenius University professor Ivan Lacko)

Thus, even though the general conceptualisation of the TEFE CS and the main underlying principles of the TEFE CS remained consistent throughout the project, we developed a modified inventory of communication tools (see Figure O4.3).

Figure O4.3*TEFE communication tools, 2023*

MULTIPLIER EVENTS

The TEFE concluding multiplier events, held on 24th and 25th April 2023 in Krakow, Poland, provided the culmination of the TEFE CS, as their value for promoting the TEFE vision of the internationalisation of teaching practice cannot be underestimated. Both served as significant platforms for sharing project outputs, showcasing achievements, and fostering collaboration among teacher educators, headteachers, teacher mentors, teachers, student teachers, upper secondary students, and other stakeholders in the field of English language teaching.

To ensure maximum reach and participation, invitations and event information were disseminated through multiple channels, including the following:

- **Post.** Invitations were sent via traditional postal services to colleagues, teachers, teacher educators, and educational institutions. This approach ensured that individuals who may not have been active on digital platforms were also informed about the events.
- **The TEFE COIL Platform.** The project utilised TEFE COIL website as a primary platform for sharing information. A dedicated page was created with event details, registration forms, and updates. Interested participants could access the website for comprehensive event information and registration.
- **Social media.** The project leveraged various social media platforms such as Facebook and Instagram to promote the events. Regular updates, reminders, and engaging content were shared to generate interest and encourage participation. Because all posts were in English, this approach helped reach a wider audience, both locally and internationally.
- **Face-to-face communication.** Personal communication with language educators, school heads, and English language teachers accompanied by leaflets and printed invitations was also employed.



In response to these efforts, 192 individuals, including teacher educators from other HE institutions, students from other universities, upper secondary English language teachers and their students, and other interested stakeholders from across Poland and abroad participated in the TEFE multipliers. This diverse participant base ensured a wide range of perspectives and experiences, contributing to fruitful discussions and knowledge-sharing throughout the events.

The multiplier events consisted of a variety of types of activities designed to actively involve participants and share TEFE's vision and the project's outputs. Both events, with some minor variations, included the following:

- **Presentations.** The Consortium's four output teams each delivered an informative presentation on their outputs, its progress, and its purpose in light of TEFE's overarching objective of facilitating the internationalisation of teaching practice. These sessions provided participants with an in-depth understanding of the project's theoretical underpinnings and practical impact, informing subsequent Q&A sessions and ensuing discussions.
- **Workshops and training sessions.** Interactive workshops and training sessions were conducted by Consortium members and TEFE student teachers to facilitate professional development and knowledge exchange. Participants had the opportunity to explore innovative teaching methodologies, exchange best practices, enhance their English language teaching skills and their intercultural communication skills.
- **Panel discussions & Q&A's.** Panel discussions with teacher educators and Consortium members fostered meaningful dialogues and elicited valuable insights for future implementation of the internationalisation of teaching practice.
- **Networking opportunities.** Informal discussions during breaks provided opportunities for all participants to network. The second multiplier, however, was unique in that many of these interactions were between upper secondary students and TEFE team members, whether members of the Consortium or student teachers. These young people could ask their questions, share their perspectives on what they had heard, and even begin forming their own valuable professional networks.
- **Streaming.** Both TEFE multipliers were streamed via Facebook Live. Recordings of select sessions are available here: https://www.facebook.com/profile.php?id=100067014494270&sk=live_videos.

The achievement of the Krakow multiplier events was further bolstered by an additional multiplier event hosted by the project coordinator, the University of South Bohemia, on 28th August 2023, in České Budějovice. This event was specifically targeted at regional school directors and teacher mentors who, due to their work commitments and travel constraints, were unable to attend the Krakow multiplier event. It garnered participation from 30 conference delegates. The event shared project outputs, informed on TEFE achievements, and generally fostered collaboration among teacher educators, headteachers, and teacher mentors in the field of English language teaching. Overall, this supplementary event contributed to enhancing the international impact of the project and strengthening our collaboration with TEFE stakeholders.

OUTCOMES AND IMPACT

The success of the TEFE project can be effectively measured by considering the knowledge and skills acquired by its participants, as well as the inspiration derived from the collaborative efforts of project partners and participants involved in its various activities. For a deeper understanding of the outcomes and impact of the TEFE CS, however, it is helpful to consider both qualitative and quantitative data. Hence, this section reports on both.



TEFE CS Qualitative Impact

First and foremost, the TEFE CS raised awareness of the need to internationalise English language teacher training. By highlighting the benefits and significance of incorporating international perspectives and cross-cultural understanding, the project inspired a shift in mindset among teacher educators and in-service teacher mentors who had the opportunity to engage with the project and its activities. Through targeted communication campaigns, including workshops, conferences, and online resources, the project successfully conveyed the importance of integrating international elements into teacher training curricula.

Secondly, the TEFE CS significantly improved the understanding of potential strategies for implementing the internationalisation of English language teacher education. Sharing success stories, case studies, and practical guides, the project provided teacher educators and student teachers with valuable insights into the various approaches to internationalisation.

Furthermore, the TEFE CS provided information about internationalisation opportunities for student teachers in the partner countries. Through targeted communication campaigns, such as newsletters, social media promotions, and online platforms, the project disseminated information about exchange programmes, collaborative projects, and professional development opportunities available to teachers in partner countries. By showcasing the potential benefits of international experiences, the project encouraged teachers to engage in such opportunities, broadening their horizons and enriching their teaching practices.

The TEFE CS also played a crucial role in strengthening the bonds between the project partners and local schools, as well as among wider communities of teachers. Especially significant were the lesson observations at local schools where both student teachers and Consortium members had the opportunity to observe classroom practices as implemented in countries foreign to them. These visits not only facilitated the exchange of ideas on effective teaching procedures but provided an interactive platform for TEFE student teachers to engage with Intercultural Communicative Competence (ICC), Professional Teacher Competence for Internationalisation (PTCI), and Global Civic Competence (GCC) in a practical and immersive manner as they worked with the TEFE Classroom Observation Form. As a result, the bonds between project partners, local schools, and teacher mentors were strengthened, fostering collaboration and the exchange of knowledge and resources.

Consequently, local partners were established as valuable sources of knowledge and innovation in the realm of English language teacher education within their communities. By disseminating project updates, research findings, and best practices through diverse communication channels, local partners had the opportunity to demonstrate their expertise and become recognised as hubs of knowledge. This, in turn, led the project contributing to the professional development of English language teachers, particularly NQTs and pre-service teachers, empowering them to explore PTCI, ICC, and GCC as well as innovative teaching methodologies and approaches.

The TEFE CS also facilitated the building of relationships between student teachers, teachers, and teacher educators at local partner institutions. Through effective communication channels, such as the newsletters, the TEFE website, and the TEFE social media accounts, the project was able to disseminate information and encourage active participation. By creating an open environment, where student teachers and teacher educators could engage in dialogue, exchange ideas, and share experiences, it successfully enhanced collaboration and knowledge-sharing within the English language teaching community.

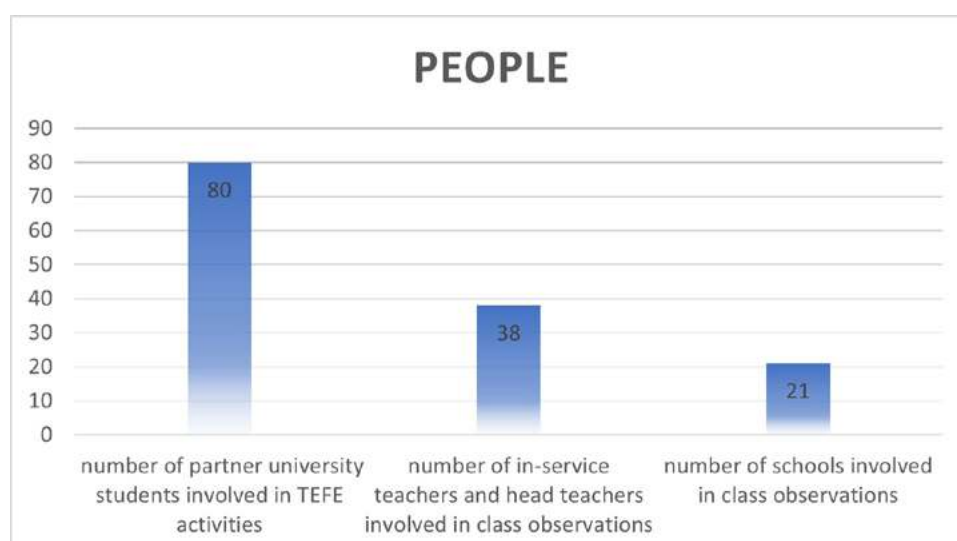
Lastly, the TEFE CS successfully raised awareness of the differences between partner countries' school systems and the challenges associated with obtaining teaching qualifications in them. By highlighting the unique aspects and challenges of each partner country's education system, the project fostered understanding and promoted collaboration among teachers from different backgrounds and contexts. This awareness helped to bridge the gaps in knowledge and understanding, fostering a sense of unity and shared purpose among the English language teacher community.

TEFE CS Quantitative Outcomes

The ISTs and ISPs involved primarily two sets of participants: Project team members and pre-service teachers from each of the six Consortium institutions. In the case of ISPs, at least three academic staff and three student teachers from each university participated. Often, as project funding allowed, more student teachers were able to join as was the case with ISPO3 Krakow when the number increased to seven per institution. An essential part of every ISP was lesson observations in local schools for which both academic staff and student teachers were grouped with local student teachers to observe teacher mentors English language lessons in various local schools. See Figure O4.4 for an overview of the numbers, not including project team members.

Figure O4.4

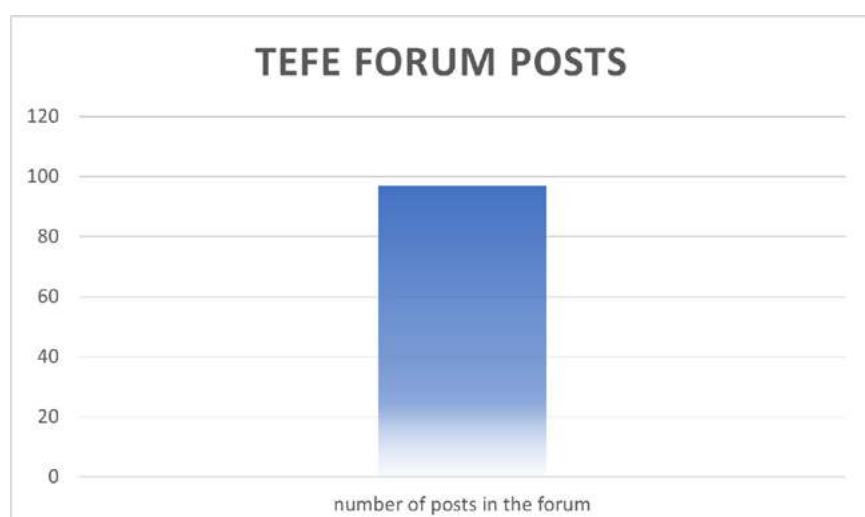
The number of individuals directly involved in TEFE ISTs and ISPs (excluding Consortium members and the multiplier events)



The TEFE COIL Forum on the TEFE website proved to be a valuable and engaging platform for Consortium members and TEFE student teachers to share teaching stories, employment experiences, and reflections on the learning that emerged from the events. The forum featured six distinct topics, each of which generated an active participation of individuals who contributed a total of 97 posts (see Figure O4.5).

Figure O4.5

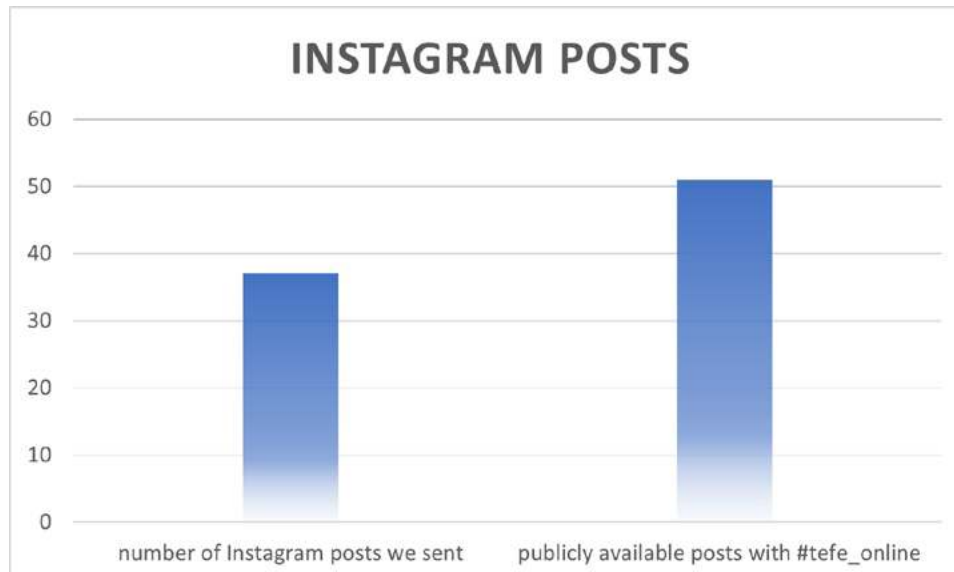
Number of posts on the COIL Forum on TEFE.online



In total, the TEFE Instagram account shared 37 posts, capturing and documenting the significant moments of the various TEFE events. Furthermore, TEFE participants with Instagram accounts were encouraged to contribute to the conversation by using the hashtag #tefe_online ultimately tagging 51 publicly available posts with images. However, it is worth noting that other posts with tagged images may have been shared with a limited number of specific account followers and therefore have not been considered in these statistics. See Figure O4.6 for totals.

Figure O4.6

The number of public Instagram posts by TEFE and others relating to TEFE



Additionally, ten videos and four newsletters reporting on TEFE developments were produced and published on the TEFE online website. The videos were uploaded to the [TEFE YouTube channel](#) as well.

In conclusion, the implementation of the TEFE CS within the TEFE project has made significant contributions to achieving the desired results. The strategy has strengthened bonds between project partners, local schools, and teacher communities, established local partners as knowledge and innovation centres, raised awareness of the need to internationalise English language teacher training, and promoted internationalisation opportunities for teacher training. By effectively disseminating information, facilitating dialogue, and promoting collaboration among both active participants in the project and active stakeholders relevant to the internationalisation of teaching practice, the project has successfully advanced the field of English language teacher education and empowered student teachers with the necessary skills and knowledge to meet the challenges of a globalised society and classroom.

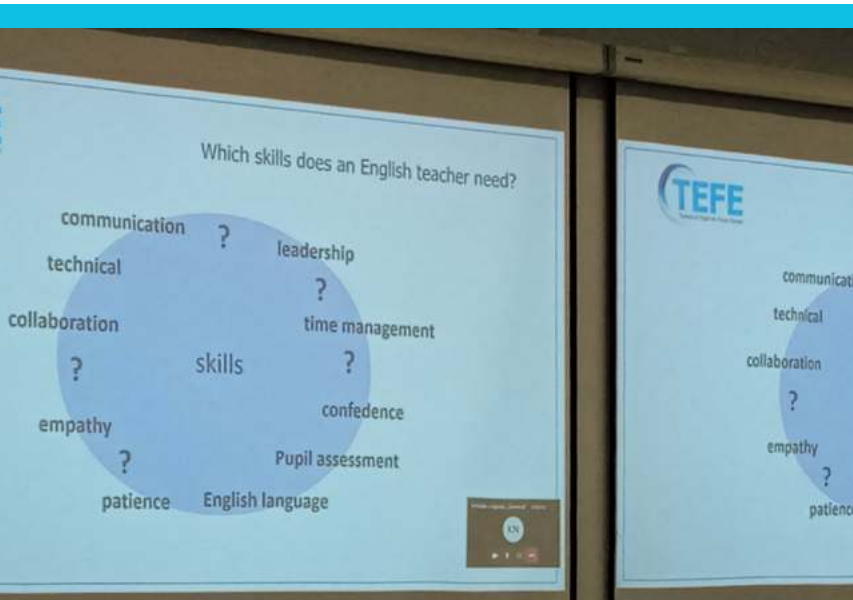




TEFE
Teachers of English for Future Europe
PROJECT DISSEMINATION CONFERENCE
Krakow 24-25th April 2023

TEFE
Teachers of English for Future Europe
PROJECT DISSEMINATION CONFERENCE
Krakow 24-25th April 2023

TEFE COIL PLATFORM



The TEFE COIL platform was originally designed with the purpose of facilitating effective communication within both internal and external contexts of project operations. As such, it serves as the platform for the diffusion of its results and resources to be used freely by any interested party. This is in accordance with the European Commission's requirements for funded projects to implement a dissemination plan so that their results can be shared to promote advancement in different areas of knowledge within and outside Europe. Furthermore, the creation of this platform helps to make the expertise and understanding gained in building it available to wider audiences.

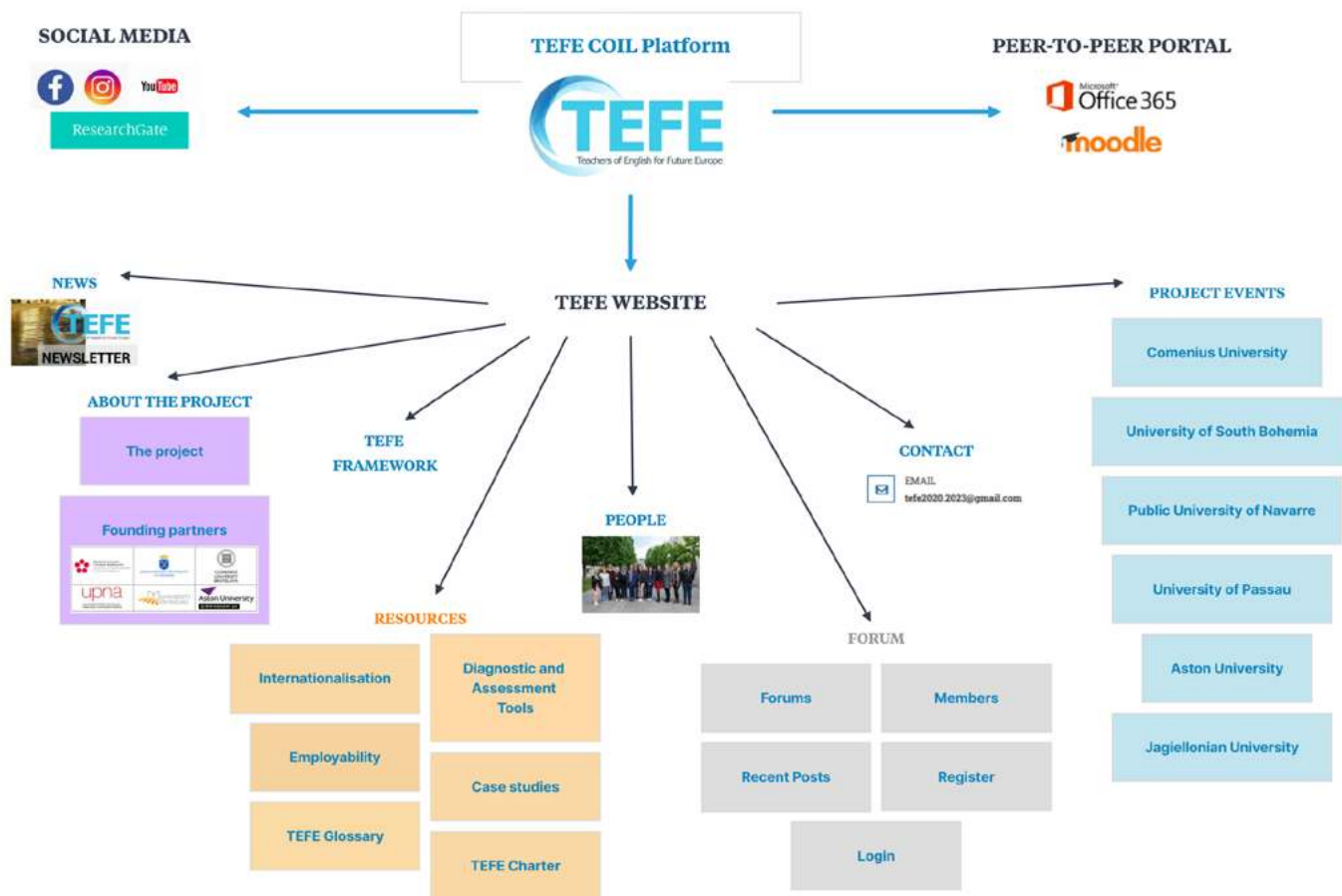
AIMS AND DESCRIPTION

The purpose of TEFE COIL is to serve as an interactive repository of all outputs and materials created by and for the project. Its main objectives are two-fold: (1) to disseminate the TEFE project, its tools (i.e., the TEFE Index of Internationalisation Support Initiatives; the TEFE Framework for the Internationalisation of Teaching Practice and Employability; and the TEFE Toolkit and Teaching Practice Resource Pack), and all its resource materials for use by the English language teaching community at large and teacher educators, teacher mentors, and student teachers in particular; and (2) to provide a space for collaboration within the project. Consisting of several collaborative apps and a freely accessible website, TEFE COIL acts as the public face of the project, allowing current and future participants, as well as other stakeholders in English language teacher education, to use its resources and materials as well as collaborate. Additionally, it serves as a helpful tool for all project members and plays a crucial role in presenting TEFE's vision and outputs effectively.

TEFE COIL consists of three distinct yet integrated strands (see Figure O4.7):

1. Social media: Facebook, Instagram, ResearchGate, and YouTube – used to increase the visibility of the project and to promote all events
2. Virtual platforms: Moodle, Office 365 – used as peer-to-peer portals for online collaboration among students, pre- and in-service teachers, and project partners
3. The dedicated website TEFE.online (<https://tefe.online/>): used for project and event updates, materials and resources storage, forum chats, and public awareness in eight sections (i.e., News, About the project, TEFE Framework, Resources, People, Forum, Contact, and Project Events)

Figure O4.7
TEFE COIL Platform integration



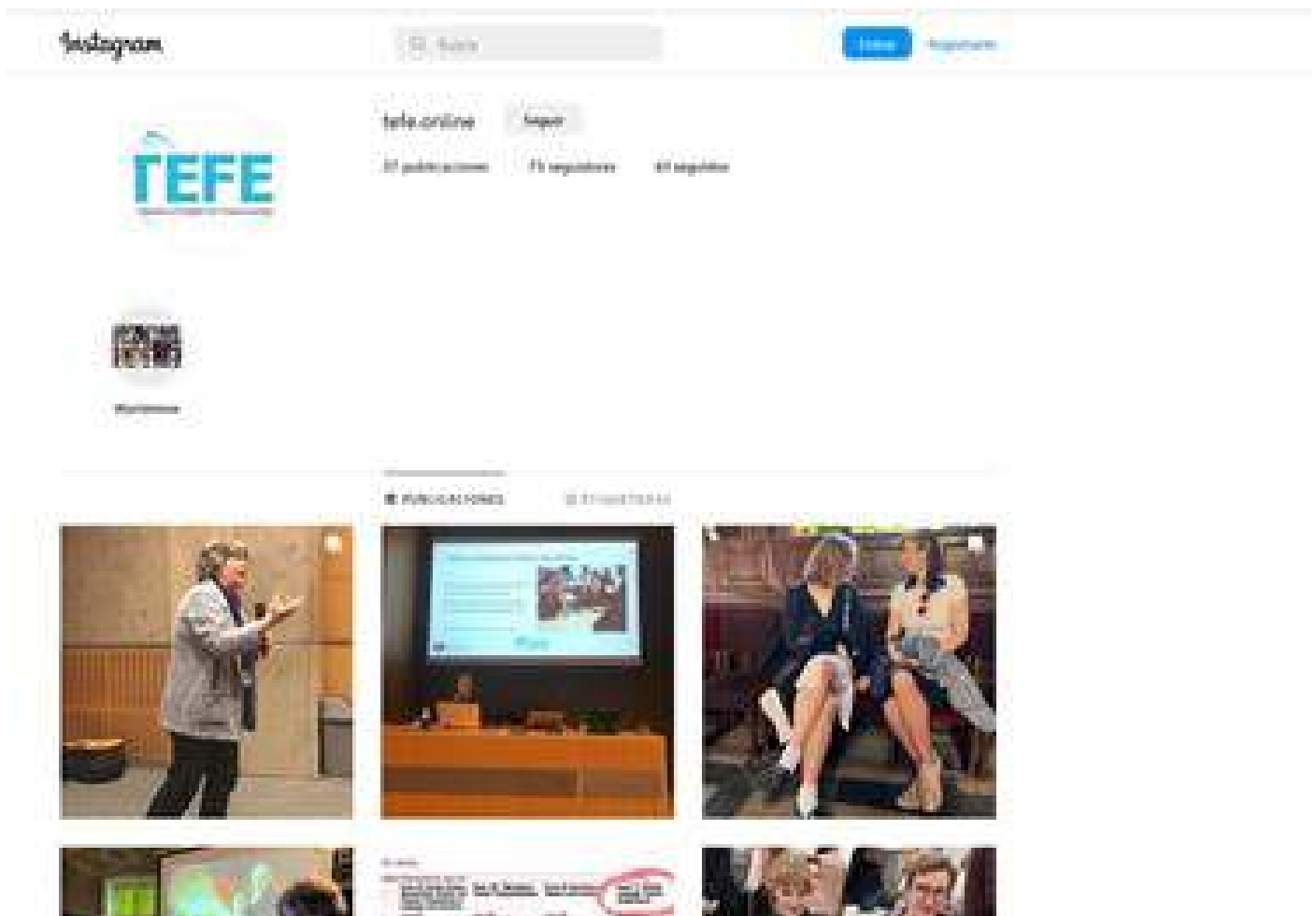
Social Media

Social media were considered essential to disseminating information about TEFE to younger generations and to connecting with two of TEFE's primary target groups in English language teaching: pre-service teachers and NQTs. After careful consideration, including security issues and the familiarity of the team members with social media, four TEFE accounts were created on those deemed suitable for the purpose of promoting and publicising the TEFE project (see O4 Appendix for links): [Facebook](#), [Instagram](#), [YouTube](#), and ResearchGate.

On Facebook and Instagram, images and posts were shared promoting all TEFE events, before, after and during said events, in an effort to encourage active engagement with followers and users of each platform. The TEFE Facebook account did not garner many likes or followers (29 and 46 respectively) whereas the Instagram account was slightly more popular with 73 and 61 respectively. This is perhaps understandable considering there were twice as many TEFE participants under the age of 30 than over and that age group tends to engage more on image-intense Instagram than on text-heavy Facebook. The frequent use of the #tefe_online hashtag on Instagram supports this supposition (see Figure O4.8).

Figure O4.8

TEFE Instagram account (screenshots of account posts and tagged posts)



A [TEFE YouTube channel](#) was also set up to showcase the videos generated within the project by the Consortium and student teacher participants. While the channel has not boasted a substantial number of subscribers, it has had significant audience reach, especially with regard to the videos created and produced by participants during the ISPs. These are also integrated into the project website. Not only does the TEFE YouTube channel allow the general public to see—and therefore perhaps better understand—the TEFE project, it also provides student participants the opportunity to appreciate their learning journey. Finally, a ResearchGate project page was created for TEFE in order to reach the professional target group of the project, teacher educators and English language teaching academics in higher education. It was believed that academics would be more likely to consult and participate in an academic platform. Unfortunately, at the beginning of 2023, ResearchGate decided to discontinue its project page functionality, removing ours as well.

Virtual Platforms

There are two virtual platforms embedded within TEFE COIL: Moodle and MS Teams (Office 365). The former (see Figure O4.9) is accessible via the TEFE.online website but is located on the Jagiellonian University server. It has been used to facilitate collaboration among TEFE student teachers in their transnational groups which needed to meet online to work together on tasks in preparation for the ISPs that followed, and on development and evaluation of the project.

Figure O4.9

TEFE Moodle Platform (screenshots of an ISP work group and an ISP workshop)

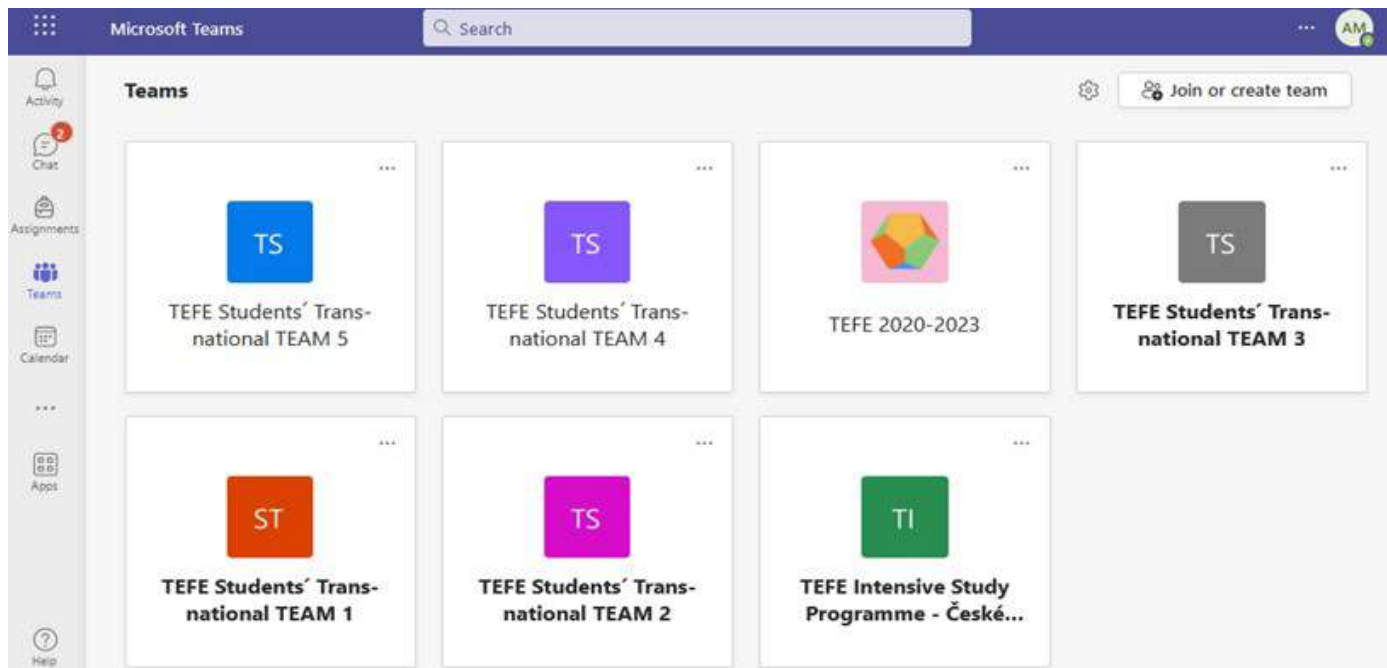
The screenshot displays the TEFE Moodle Platform interface. The top navigation bar includes 'Home', 'Dashboard', 'My courses', and 'Site administration'. The main content area is titled 'ISP Kraków / Yellow Group' and features a 'Yellow Group' folder. Below the folder name, there are tabs for 'File', 'Settings', and 'More'. A 'Mark as done' button is visible. The central focus is a large word cloud with prominent words such as 'creative', 'patient', 'approachable', 'competent', 'inspiring', 'supportive', 'empathetic', 'compassionate', 'interesting', and 'enthusiastic'. To the right, there is a section titled 'Ramon Shindler's workshop material' with a 'Folder', 'Settings', and 'More' menu. Below this, there are three video thumbnails with play buttons, under the heading 'Links to Lippy and Messy:'. The first video shows a character in a forest, the second shows a character at a table, and the third shows a character's face.



MS Teams, the university-wide available Office 365 platform, for TEFE is managed through the University of South Bohemia. After an initial orientation session during IST01 Bratislava, it was employed extensively as a partner zone, facilitating the management of the project and communication between and among partners. At ISP01 České Budějovice, student teacher team channels were also created for participants to be able to collaborate online. MS Teams has allowed the creation of a community of participants from the six project founding partners to stimulate peer-to-peer interaction and debate, which is a key feature of outputs 1 and 2 (see Figure O4.10).

Figure O4.10

TEFE on MS Teams (both Consortium and student teams shown)



MS Teams also allowed Consortium members to hold ISTs and other organisational meetings when travel and health restrictions due to the COVID-19 pandemic made meeting in person impossible. The first three-day training, IST01 Bratislava, was held completely online in November 2020; two days of IST02 Pamplona were done online in June 2021 (five more days were held onsite in March 2022); and the first half of ISP02 Passau took place online the last week of March 2022. Thus, no event had to be cancelled and all could be held to optimal effect.

In addition, MS Teams was extensively employed during all ISTs and ISPs for collaborative creation of online documents and presentations, and file sharing among all participants of the IST or ISP. Many of the presentations and outputs available via the website were originally created on either MS Teams, or its accompanying MS OneDrive folders, using TEFE COIL and later upload to the [TEFE YouTube channel](#). All TEFE files, whether documents, presentations, or images, can be found in the files repository of the TEFE 2020-2023 team on MS Teams (see Figure O4.11).



Figure 04.11

TEFE MS Teams files repository

The screenshot shows the Microsoft Teams interface for the 'TEFE 2020-2023' team. The left sidebar contains navigation options: Home page, Class Notebook, Assignments, Grades, Reflect, Channels (General, Dissemination and website channel, ISP01_Ceske Budejovice USB, ISP02_Passau, ISTO1, ISTO2 - UPNA, ISTO2 virtual, TEFE Project Meetings, 1 hidden channel), and Apps. The main area displays the 'General' channel with a list of files and folders. The table below represents the data shown in the screenshot.

Nombre	Modificado	Modificado por
Existing tools and frameworks - internati...	02.11.2020	Prošková Alena M...
ISTO2 Pamplona Competence frameworks	05.05.2022	Darics Erika
LOGO_letterhead PP business cards	23.09.2020	Lohrová Helena M...
M01 materials_24092020	22.09.2020	Lohrová Helena M...
M02 materials_16102020	16.10.2020	Lohrová Helena M...
M03 materials_06112020	06.11.2020	Lohrová Helena M...
O1 Internationalisation	13.11.2020	Sodemann Anika
O2 drafts	13.11.2020	Prošková Alena M...
O4 Objective	06.11.2020	Bueno-Alastuey C...
Partner Logos	30.08.2022	Klėban Marcin
Partners' FOLDERS	30.04.2021	Bueno-Alastuey C...
Partners' Presentations	23.09.2020	Lohrová Helena M...
Photos_and veryshortbios_for_tefe_online	09.09.2021	Klėban Marcin
Recordings	06.11.2020	Darics Erika
Synergies and framework development - ...	21.06.2022	Lohrová Helena M...
Teaching practice tools, forms, questionn...	25.11.2020	Prošková Alena M...
TEFE Consent forms	07.09.2022	Lohrová Helena M...
TEFE Logo Final	23.09.2020	Lohrová Helena M...

Consequently, the virtual platforms within TEFE COIL have been essential to foster the professional development and cooperation of future teachers of English as regards their mobility and employability in the EU, contributing to both the definition of the TEFE Index of Internationalisation Support Initiatives and TEFE Framework for the Internationalisation of Teaching Practice and Employability, and the understanding of these by student teachers, teacher educators, and teacher mentors participating in the project. Throughout the project, the virtual platforms played a crucial role in supporting the dynamic nature of TEFE, particularly in the development and refinement of each output. This process followed the “design and development-testing-review and refinement-testing-final production” cycle established at the project’s outset.



The TEFE Website

The TEFE website provides access to all key information about the project and is intended to facilitate the development of employability through internationalisation of future teachers of English. The greatest benefit of the website is its sustainability as it will continue to be used by the three cohorts that have participated in the project. Another asset is its transferability, as it operates on an open-licence basis providing free access to TEFE's outputs, findings, tools, materials and the resource library. This also makes it easy for institutions, student teachers, and NQTs from across the EU to access and start working with all the materials, both those that are still under development or part of the ongoing review process of existing documentation, such as press releases, reports, and publications.

After discussions on the subject, the inclusion of a blog within the website was deemed unsuitable for two reasons. Firstly, the content of possible blog posts would already be featured in other sections, mainly under "News", where videos are prioritised over text. Secondly, an overcrowded website was regarded as counterproductive and advised against by specialists in website design.

The final website consists of the homepage, a navigation menu, eight subpages of various content, a header with the project's logo and email contact, and a side panel with links to the login page, TEFE social media accounts, and TEFE virtual platforms. The primary purpose of the homepage, which is also the site's landing page, is to introduce the project. The content includes both a video and a written explanation of TEFE's main objectives, outcomes, and target populations to attract users and encourage visitors to explore the links in the navigation bar.



News. This section serves as a hub for conveying up-to-date project information and promoting events integral to the TEFE CS. It announces all project events, shares event links to reach interested parties and boost participation. Additionally, it houses TEFE Newsletters issued after the IST and ISP events, summarizing event knowledge and highlighting project achievements. This section aligns with the TEFE CS for project dissemination and undergoes regular updates.



About the project. This subpage emphasizes the importance of collaborations in elevating the status of pre-service English teachers. One part of that is the promotion of international teaching practice (ITP) for student teachers of English; thus, this subpage provides insights into opportunities and information about partner universities and invites potential institutional partners to explore collaboration within the Consortium within the ITP agenda. In its two content sections, Project and Founding Partners, more detailed is provided about the TEFE; aims, outputs, and findings in the former supplements the information on the homepage, while the latter provides overviews of each founding member institution in the TEFE Consortium (see Figure O4.12).

Figure O4.12

Founding partners page on TEFE.online

The screenshot shows the 'Founding partners' page on TEFE.online. The navigation bar at the top is dark blue with white text for 'News', 'About the project', 'TEFE Framework', 'Resources', 'People', 'Forum', 'Contact', and 'Project Events'. Below the navigation bar, there are two tabs: 'Project' and 'Founding partners'. The 'Founding partners' tab is active, displaying a grid of logos for six founding partners: Jihočeská univerzita v Českých Budějovicích, Jagiellonian University in Kraków, Comenius University Bratislava, upna, University of Passau, and Aston University. To the right of the grid, there are two sections: 'PLATFORMS' featuring Microsoft Office 365 and Moodle logos, and 'OUR SOCIAL MEDIA' featuring icons for Facebook, Instagram, and YouTube.

This screenshot shows the 'TEFE Framework' page on TEFE.online. The navigation bar is dark blue with white text for 'News', 'About the project', 'TEFE Framework', 'Resources', 'People', 'Forum', 'Contact', and 'Project Events'. The 'TEFE Framework' tab is highlighted in orange.

The TEFE Framework. This subpage was added to the website after discussions about the convenience of consolidating all TEFE Outputs into a single document, in one place for ease of access. It aims to offer a comprehensive view of the outcomes of the TEFE project.

This screenshot shows the 'Resources' page on TEFE.online. The navigation bar is dark blue with white text for 'News', 'About the project', 'TEFE Framework', 'Resources', 'People', 'Forum', 'Contact', and 'Project Events'. The 'Resources' tab is highlighted in orange.

Resources. The resources subpage is a repository of resources and information regarding the internationalisation and employability of future teachers of English in the EU. This repository works as both an academic basis for the TEFE framework and as a source of information for teacher educators, teacher mentors, and future teachers' professional development. The Resources repository has six content sections or "collections" (see Figure O4.13).

Figure O4.13

Resources repository page on TEFE.online

The screenshot shows the 'Resources' page on TEFE.online. The navigation bar is dark blue with white text for 'News', 'About the project', 'TEFE Framework', 'Resources', 'People', 'Forum', 'Contact', and 'Project Events'. The 'Resources' tab is highlighted in orange. Below the navigation bar, the word 'Resources' is centered. The main content area features a grid of six content sections: Internationalisation, Employability, TEFE diagnostic and assessment tools, TEFE Case studies, TEFE Glossary, and TEFE Charter. To the right, there are sections for 'PLATFORMS' (Office 365, Moodle) and 'OUR SOCIAL MEDIA'.

- **Internationalisation.** This collection consists of O1 output, namely the complete *TEFE Internationalisation of Teaching Practice* and the downloadable *TEFE Roadmap for Internationalisation Activities*, designed for both students and educational institutions. The vision for this subpage is to populate it with additional publications and references related to internationalisation projects, as well as resources directly addressing the internationalisation of teaching practice and the employability of future English teachers.
- **Employability.** This collection consists of O2 output, namely the complete *TEFE Framework for the Internationalisation of Teaching Practice and Employability*, including references and supporting visuals. Similar to the Internationalisation collection, the vision for this subpage is to populate it with more publications and references that directly pertain to ITP and enhance the employability of prospective English teachers.
- **Diagnostic and Evaluation Tools.** This collection consists of the complete O3 output, namely the TEFE Toolkit, the TEFE Classroom Observation Form, and the TEFE Teaching Practice Resource Pack. All O3 output tools and materials are intended for use by pre- and in-service teachers of English, as well as all current and future participants in the project.
- **TEFE Case Studies.** This content section tells the stories of 15 individuals involved with English language teaching, most of whom participated in at least one TEFE event, and how their involvement in internationalisation activities and the knowledge gained influenced their employability.
- **The TEFE Glossary.** The TEFE Glossary is a collection of key terms and concepts used throughout the project, providing definitions in the context of EU-established terminology and education, and clarifying their understanding in the TEFE context.
- **The TEFE Charter.** This is the open invitation to teacher education institutions to become part of the Teachers of English of Future Europe (TEFE) Consortium in promoting the status of English language teachers and the teaching profession through the internationalisation of teaching practice (ITP), the mobility and future employability of English language teachers across the EU, and their continuous professional development.

People. The People content section introduces each of the team members of the founding partners of the TEFE Consortium, their respective TEFE roles, as well as their professional areas of interest and expertise.



Forum. The Forum subpage was established for the purpose of creating a space for members – both student teacher participants and academic staff – to discuss internationalisation and the professional development of future English teachers. Various discussion threads (refer to Figure O4.14) were started, enabling students to introduce themselves before ISP events, share their experiences during ISPs, and complete tasks before and after these events. The forums served as a means of communication, fostering interaction and discussions related to the internationalisation and the mobility of future English teachers.

Figure O4.14
Forums on TEFE.online

TEFE forums Unread Posts | Forums | Topics

Main Category Add topic

Status	Author	Topics	Forum	Replies	Views	Last Post
		Your reflections after ISP3: What I found inspiring was... By Marcin Kleban, Apr 23		15	80	By Natália Belej... 4 months ago
		The teacher I wish to become is, and..... By Marcin Kleban, Mar 20		29	163	By Barbara Benían... 5 months ago
		Employment stories By Marcin Kleban, Jun 21, 21		12	579	By Hannah Frauenk... 2 years ago
		One thing you learnt during ISP 2 Passau By Marcin Kleban, Sep 23		12	277	By Jesus Lasheras 10 months ago
		Welcome to TEFE - please introduce yourselves here By Marcin Kleban, Dec 14, 20		23	1,084	By Katarzyna Seku... 11 months ago

Share:

Forum Information Mark all read | Recent Posts | Unread Posts | Tags

2 Forums | 6 Topics | 97 Posts | 1 Online | 226 Members

Our newest member: mzGolve mzGolve | Latest Post: Your reflections after ISP3: What I found inspiring was...

Forum icons: Forum contains no unread posts | Forum contains unread posts

Topic icons: Not Replied | Replied | Active | Hot | Sticky | Unapproved | Solved | Private | Closed

[News](#) [About the project](#) [TEFE Framework](#) [Resources](#) [People](#) [Forum](#) [Contact](#) [Project Events](#)

Contact. Contact information can be found on this subpage. This allows interested parties to reach out for more details or express their interest in partnership or event participation.

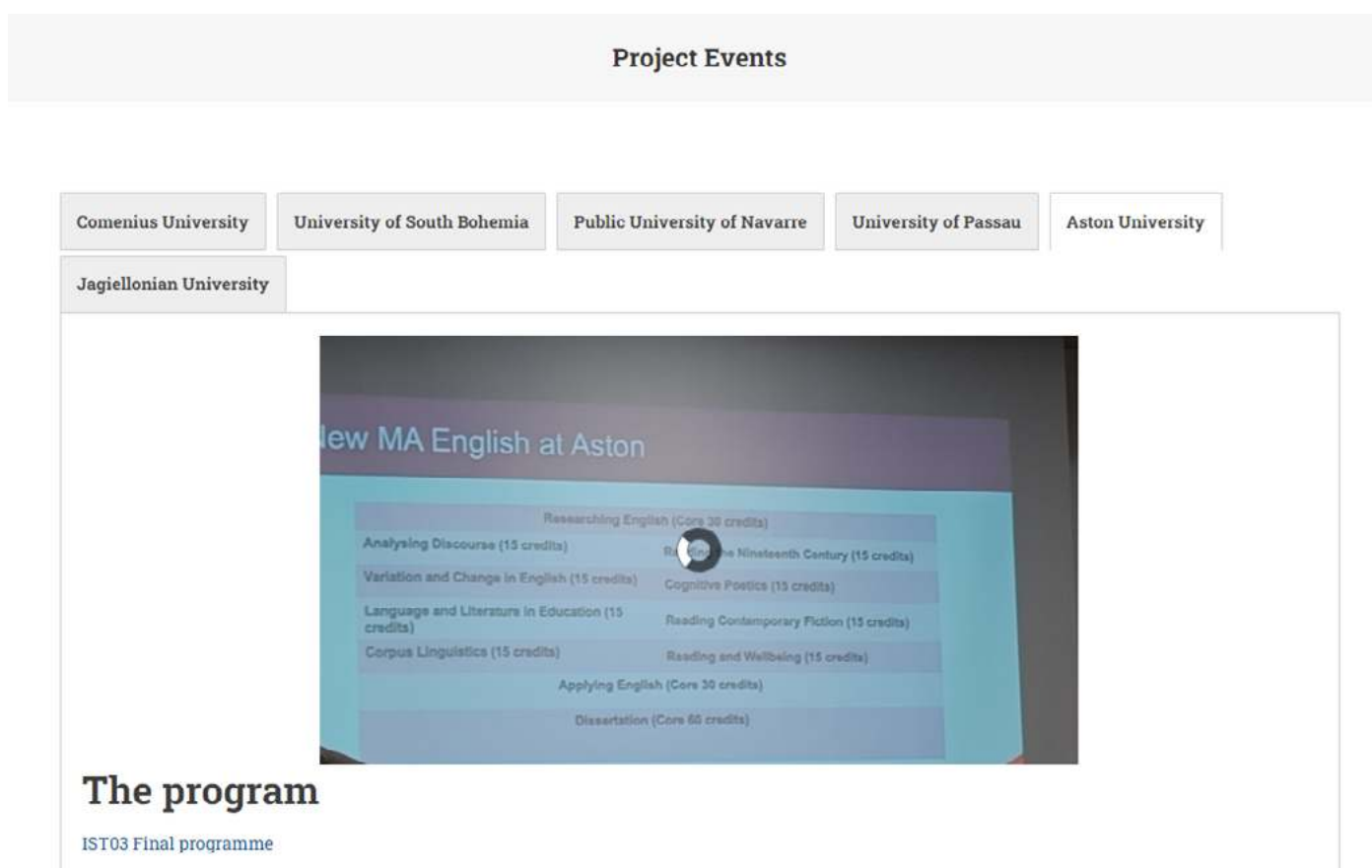
[News](#) [About the project](#) [TEFE Framework](#) [Resources](#) [People](#) [Forum](#) [Contact](#) [Project Events](#)

Project Events. This content section includes six subpages, each presenting either an Intensive Staff Training (IST) or Intensive Study Programme (ISP) carried out over the three years of the project. Its creation was the result of interest by various stakeholders, be they participants or potential participants, in being able to check event programmes prior to the event, register for an event, and also see TEFE student-created content post-event. Some also include presentations, video overviews, and images of the event itself.

In the case of the ISTs, IST01 was organised by Comenius University in Bratislava (Slovakia) and held online due to travel restrictions in November 2020; IST02 was organised by the Public University of Navarra in Pamplona (Spain) in two parts, the first online in March 2022, the second on-site in May 2022; and IST03 was organised by Aston University in Birmingham (United Kingdom) in February 2023 (see Figure O4.15). Apart from IST01 in which teacher mentors, student teachers, and NQTs participated in Q&A sessions to provide a better understanding of the context of the project, only the partner teacher educators participated in the ISTs. These working sessions were productive, with a wealth of ideas exchanged on diverse teacher training methods tailored to specific needs and country-specific requirements. Many decisions were made regarding the project's goals and outcomes, aiming to establish a common ITP framework that could be applied across various countries throughout Europe.

Figure O4.15

Project events subpage on TEFE.online



The other three tabs link to the ISPs: ISP01 organised by the University of South Bohemia in České Budějovice (Czech Republic) in September 2021; ISP02 organised the University of Passau (Germany) in two parts, the first online in March 2022, the second onsite in September 2022; and ISP03 organised by Jagiellonian University (Poland) in Krakow in April 2023. These events were beneficial for all involved, but particularly for the student teacher participants who were able to experience internationalisation through interactive cooperation with their peers from across the EU and the internationalisation of their teaching practice through the classroom observations.



CONCLUSION AND RECOMMENDATIONS

Creating, developing, adapting, and maintaining TEFE COIL has been a challenging endeavour, as new tools and resources had to be included and modified on almost a weekly basis. Complicating things a bit more was the COVID-19 pandemic with its unpredictable waves creating unprecedented travel restrictions which often shifted TEFE activities online. However, not starting the project until the autumn of 2020 meant that TEFE team members had already moved their courses online six months earlier and so were prepared to collaborate under these unusual conditions.

We set out to determine the most suitable tools for specific tasks. This itself was a challenge, but once we decided on a stable set of tools, a situation would arise that created the need for a different tool on the project website and its virtual platforms. Thus, the platform was continuously evolving due to circumstances, partner decisions, and factors beyond our control. For instance, MS Teams, initially used for ISP01 and 02, was found less convenient than expected, leading to the mutual decision on the part of the project partners to replace it with Moodle for ISP03. Additionally, as mentioned previously, the idea of a blog to track the evolution of the project was debated but eventually, by mutual agreement, a news section populated by newsletters seemed more appropriate to fulfil the dissemination strategy. And in the realm of the unexpected and uncontrollable, we had no recourse when the TEFE project page unexpectedly vanished from our profile when ResearchGate removed that feature.

MS Teams itself proved its own challenge. Firstly, it does not allow “free movement” from one institution to another. A new account at the host institution is required in order to be able to participate fully in such a team. Another issue arose when project partners in the UK were unfamiliar with MS Teams as it is not the virtual platform of choice for higher education in the UK. One-Drive also created some issues as not all partners use it and towards the end of the project, Google Drive was agreed upon for shared folders of the final outputs as it was considered more user friendly and easier to access.

A further challenge encountered by the O4 project team pertained to online security. Initially, the webpage was hosted on a server at one of the two O4 partner universities. However, obtaining a suitable security protocol proved to be unattainable. This issue was also observed at the other O4 partner university. After nearly two years of persistent efforts and receiving reports of difficulties experienced by partner universities, students, and participants who were due to security alerts unable to access the site without a direct link, a strategic decision was made to migrate to a more secure server. This transition did incur additional costs; however, it was a crucial step in ensuring seamless access for users from various countries. It is noteworthy that, despite all partner countries being EU members, variations in security policies meant that some students encountered security alerts while others did not.

Ensuring effective communication and collaboration among all partners was a significant challenge. The success of O4 depended on the dedication and synergy of all TEFE partners throughout its preparation, production, testing, evaluation, review, refinement, and final production phases. Every partner played a role in disseminating the work of TEFE, both within their local and national communities and collectively across the broader EU.

TEFE COIL has facilitated this communication and dissemination process. It allowed us to establish and sustain TEFE working groups comprised of members from the three target groups, aiding in the development of TEFE Framework, the TEFE Index, the TEFE Toolkit, and the TEFE Teaching Practice Resource Pack. It also ensured that participants remained connected within the TEFE community. Moreover, it served as a visual representation of ongoing activities, progress, and potential learning opportunities.

In light of what the O4 partners' experiences and drawing from the collective experience of all the TEFE project partners, we propose the following methodological recommendations. These are the essential steps that we feel support project communication – both internal and external – when undertaking international educational collaboration.

RECOMMENDATIONS FOR INTERNAL PROJECT COMMUNICATION

Establish Clear Communication Channels. Set up dedicated communication channels for partners to interact, such as a shared online project workspace, video conferencing tools, and regular newsletters.

Communications Strategy. Develop a comprehensive communication plan early on in the project outlining the frequency, methods, and responsibilities for communication among partners. This includes each project member knowing whom to contact for specific matters. This strategy should be discussed and agreed on by all partners involved.

Regular Meetings. Schedule regular virtual meetings for partners to discuss project progress, challenges, and upcoming tasks. When possible, complement these with physical meetings establishing and nurturing working professional relationships.

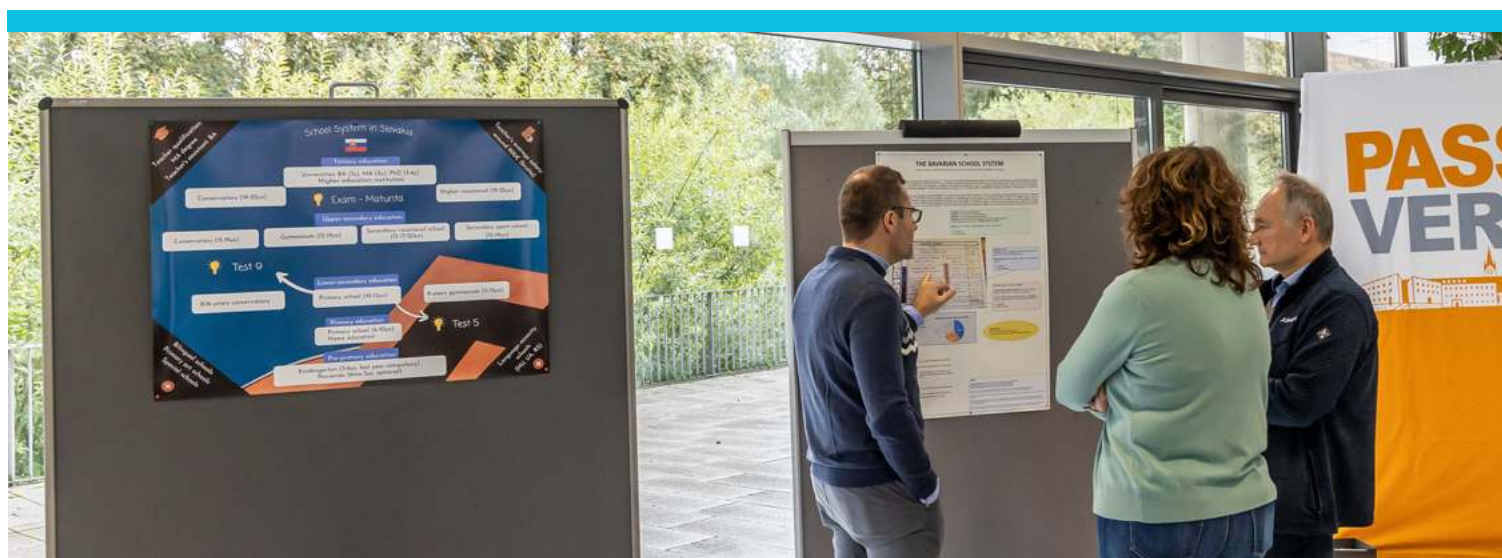
Language Considerations. Ensure that all key terms, concepts, task descriptions, procedures, and project objectives are clearly communicated to all project participants and understood. Choose the primary language of communication. Collect terms that create confusion for the purpose of establishing a common glossary of key terms and concepts. Decide on a common style guide for all written outputs.

Clarify Roles and Responsibilities. To avoid confusion, clearly define roles and responsibilities for each partner, including communication responsibilities.

Transparency and Inclusivity. Foster an atmosphere of transparency and inclusivity, encouraging all partners to share their ideas, concerns, and feedback openly. This can be achieved through active listening and providing a safe space for discussions.

Cultural Sensitivity. Be mindful of cultural differences among partners and adapt communication styles accordingly to avoid misunderstandings. Foster an atmosphere of acceptance, allowing space for all partners to ask for clarification or explanations when cultural misunderstandings arise.

Task Management Tools. Use collaborative task management tools for easily accessible cloud storage services and to ensure everyone is updated on project milestones, deadlines, and progress.



RECOMMENDATIONS FOR PRESS RELEASES AND EXTERNAL COMMUNICATION

Institutional Expertise and Official PR Strategies. Leverage the expertise of each partner institution and align communication efforts with their official Public Relations strategies. This ensures coherence and amplifies the project's impact.

Project Website. Create a user-friendly and informative project website that showcases the project's goals, achievements, news, events, and relevant contact information.

Social Media Presence. Leverage social media platforms to engage with the public, share project updates, and increase visibility. Tailor content to suit each platform's audience and communication style. Encourage the participants of all project events to interact with the project's social media.

Press Releases and Media Outreach. Issue press releases at key project milestones and actively engage with relevant media outlets to spread awareness about the project. These should also be readily available from the website and shared on social media.

Targeted Stakeholder Communication. Identify and engage with stakeholders who may have an interest in the project's outcomes. Customise communication materials to resonate with each stakeholder group's interests.

Visual Content. Use visual content, such as infographics, videos, and images, to communicate complex information more effectively and attract a wider audience. This should be shared on social media and available on the website.

Disseminate Success Stories. Share success stories and case studies that highlight the positive impact of the project on individuals, communities, or societies.

Public Events and Workshops. Organise public events, webinars, and workshops to engage with interested parties, gather feedback, and create networking opportunities.

Data Privacy and Ethics. Be aware of EU data privacy regulations and ethical considerations, especially when communicating project outcomes involving personal data, images, or sensitive information. Operate all public events within these regulations.

Evaluate and Adapt. Continuously assess the effectiveness of your CS and COIL. Be ready to adapt based on feedback and results.

Public Relations Strategy. In more complex projects, consider developing a public relations strategy to promote the project's objectives, outcomes, and impacts to a wider audience across all partner countries.

As TEFE looks forward to further development and implementation, the task of the TEFE CS and COIL will focus on digitizing all the outputs and tools for self-reflection: the TEFE Index of Internationalisation Support Initiatives; the TEFE Framework for the Internationalisation of Teaching Practice and Employability; and the TEFE Toolkit and Teaching Practice Resource Pack. This will better enable student teachers of English to understand how to integrate internationalisation into their professional lives. It will also provide institutions of higher education with tools to enable them to incorporate internationalisation and ITP into their English language teaching programmes. The digitalisation of TEFE should also include a graphic component that visually interprets responses to the framework, practically illustrating for its users which areas of which competence – i.e., ICC, PTCL, or GCC – they need to develop, and which international and intercultural activities and opportunities are available to them for that purpose. This tool will provide valuable guidance to interested parties, such as institutions, teacher educators, and pre- and in-service teachers. Moreover, looking ahead, TEFE CS and COIL will persist in their commitment to advance the TEFE vision: empowering future teachers of English with self-confidence, open-mindedness, drive, and professional integrity. As integral components of the O1-O3 TEFE project outputs, TEFE CS and COIL are dedicated to enhancing digital accessibility to essential resources, seamlessly integrating internationalisation into teacher education, and fostering collaboration with teacher education institutions determined to advance English teacher study programmes throughout the EU.

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Ethical considerations were adhered to and consent was sought from all participants during the administration of questionnaires and interviews.



O4 APPENDIX: Publicity

Release date	Title (original)	Site	Description	Active link
29.09.2020	Ústav anglistiky FF JU získal prestižní grant mezinárodní spolupráce	University of South Bohemia in České Budějovice, CZ	Press release about the Erasmus Strategic Partnership grant for the project TEFE [<i>Institute of English, Faculty of Arts, USB, wins prestigious international partnership grant</i>]	https://www.ff.jcu.cz/cz/fakulta/aktualne/ustav-anglistiky-ff-ju-ziskal-prestizni-grant-mezinarodni-spoluprace-2
18.12.2020	La UPNA participa con otras cinco universidades europeas en un proyecto para promover la movilidad de nuevo profesorado de inglés	Public University of Navarra (UPNA), ES	Press release about the Erasmus Strategic Partnership grant for the project TEFE [<i>UPNA participates with five other European universities in project to promote the mobility of new English teachers</i>]	https://www.unavarra.es/sites/ac-tualidad/contents/noticias/2020/12/20-12-1/noticia.html
26.12.2020	La UPNA, en un proyecto para promover la movilidad del profesorado de inglés	Navarra regional newspaper, <i>Diario de Navarra</i>	Article about UPNA's participation in TEFE [<i>UPNA in a project to promote the mobility of English teachers</i>]	https://www.diariodenavarra.es/noticias/navarra/2020/12/26/la-upna-proyecto-para-promover-movilidad-del-profesorado-ingles-712396-300.html
09.06.2021	Internationalisierung im Lehramt: Universität Passau geht Erasmus+ Strategische Partnerschaft ein	University of Passau, DE	Press release about the Erasmus Strategic Partnership grant for the project TEFE [<i>Internationalization in the teaching profession: University of Passau enters into Erasmus+ Strategic Partnership</i>]	https://www.uni-passau.de/internationales/aktuelles/meldung/internationalisierung-im-lehramt-universitaet-passau-geht-erasmus-strategische-partnerschaft-ein
19.09.2021	Studenci oraz pracownicy Instytutu Filologii Angielskiej wzięli udział w międzynarodowym szkoleniu dla nauczycieli	Jagiellonian University in Krakow, PL	Information about ISPO1 České Budějovice [<i>Students and staff of the Institute of English Philology participate in international training for future teachers</i>]	https://filg.uj.edu.pl/aktualnosci/wiadomosci/-/journal_content/56_INSTANCE_6RwfEqymGPMU/41616/149232060
23.09.2021	Jaký má být budoucí učitel anglického jazyka? Otázku řeší v těchto dnech na půdě Filozofické fakulty Jihočeské univerzity studenti a pedagogové z pěti evropských zemí	Czech regional, web-based newspaper, <i>Budějcká Drbna</i> , CZ	Article about ISPO1 České Budějovice [<i>What should a future English teacher be like? Students and teachers from five European countries address this challenge at the Faculty of Arts of the University of South Bohemia</i>]	https://budejicka.drbtna.cz/zpravy/vzdelani/32554-jaky-ma-byt-budouci-ucitel-anglickeho-jazyka-otazku-resi-v-techto-dnech-na-pude-filozoficke-fakulty-jihoceske-univerzity-studenti-a-pedagogove-z-peti-evropskych-zemi.html

Release date	Title (original)	Site	Description	Active link
23.09.2021	„Ve dnech 19. až 28. září 2021 pořádá Filozofická fakulta Jihočeské univerzity (FF JU) intenzivní studijní program v rámci projektu Teachers of English for Future Europe (TEFE).“	Facebook account, Czech regional, web-based newspaper, <i>Budějcká Drbna</i> , CZ	FB post with link to online article [<i>The Faculty of Arts of the University of South Bohemia (FF JU) is organising an intensive study programme (18-27 September) within the Teachers of English for Future Europe (TEFE) project.</i>]	https://www.facebook.com/budejckadrba/posts/6700290413318010
29.09.2021	Jaký má být budoucí učitel anglického jazyka?	University of South Bohemia in České Budějovice, CZ	Press release about ISP01 České Budějovice [<i>What should a future teacher of English be like?</i>]	https://www.jcu.cz/cz/univerzita/aktualne/jaky-ma-byt-budouci-ucitel-anglickeho-jazyka
04.10.2021	Intenzivním studijním programem v Českých Budějovicích projekt TEFE nekončí	University of South Bohemia in České Budějovice, CZ	Reflection on and participants' testimonials about ISP01 České Budějovice. Includes link to video aired on a regional TV station [<i>The TEFE project does not end with the intensive study programme in České Budějovice</i>]	https://www.ff.jcu.cz/cz/fakulta/aktualne/intenzivnim-studijnim-programem-v-ceskych-budejovicich-projekt-tefe-nekonci
18.10.2021	Život na vysoké škole	Jihočeská televize, CZ	Video report by regional TV station, aired 18.10.21, minute 3:20 [<i>Life at university</i>]	https://www.jihoceskatelivize.cz/porady/31/
20.10.2021	Teachers of English for Future Europe: Jaký má být budoucí učitel anglického jazyka?	YouTube channel of the Faculty of Arts, University of South Bohemia in České Budějovice, CZ	Video report by regional TV station, aired 18.10.21 [<i>Teachers of English for Future Europe: What should a future teacher of English be like?</i>]	https://www.youtube.com/watch?v=lxjCpSzkKHA&t=11s
08.11.2021	Alumnas y profesorado de la UPNA reciben formación dentro del proyecto europeo TEFE sobre futuros docentes de inglés	Public University of Navarra (UPNA), ES	Information about the project and ISP01 České Budějovice [<i>UPNA students and faculty receive training within the European TEFE project on future English language teachers</i>]	https://www.unavarra.es/sites/actualidad/contents/noticias/2021/11/08/noticia-1.html

Release date	Title (original)	Site	Description	Active link
17.05.2022	The 2nd TEFE Intensive Study Programme hosted online by the University of Passau	University of Passau, DE	Information about ISP02 Passau	<p>English: https://www.uni-passau.de/en/bereiche/press/press-releases/news/2-tefe-intensivstudienprogramm-von-der-universitaet-passau-online-veranstaltet0</p> <p>German: https://www.uni-passau.de/studium/aktuelles/meldung/universitaet-passau-veranstaltete-das-2-tefe-intensivstudienprogramm</p>
17.05.2022	Los socios de la UPNA en el proyecto TEFE para mejorar la internacionalización de docentes de inglés visitan el centro	Spanish regional, web-based ezine, Pamplona Actual, ES	Information about IST02 Pamplona [Visit to campus by UPNA's partners in the TEFE project to improve the internationalization of English teachers]	https://www.pamplonaactual.com/articulo/educacion/navarra-socios-upna-proyecto-tefe-mejorar-internacionalizacion-docentes-ingles-visitan-centro/20220517203550301859.html
20.05.2022	2. ročník intenzivního studijního programu TEFE uspořádala Univerzita v Pasově	Faculty of Philosophy, University of South Bohemia in České Budějovice, CZ	Information about ISP02 Passau [Second TEFE intensive study programme hosted by University of Passau]	https://www.ff.jcu.cz/cz/fakulta/aktualne/2-rocnik-intenzivniho-studijniho-programu-tefe-usporadala-univerzita-v-pasove
07.09.2022	Aktivita projektu Teachers of English for Future Europe (TEFE) úspěšně probíhají již 2 roky	University of South Bohemia in České Budějovice, CZ	Summary of the TEFE project and plans for the future [Two years of success for Teachers of English for Future Europe (TEFE) project]	https://www.ff.jcu.cz/cz/fakulta/aktualne/aktivita-projektu-teachers-of-english-for-future-europe-tefe-uspesne-probihaji-jiz-2-roky
02.11.2022	Interkulturelle Woche für Lehramtsstudierende im Fach Englisch	University of Passau, DE	Information about ISP02 Passau [Intercultural Week for Student Teachers of English]	https://www.uni-passau.de/studium/aktuelles/meldung/interkulturelle-woche-fuer-lehramtsstudierende-im-fach-englisch

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12.11.2022	Siete estudiantes de la UPNA participan en Alemania en un programa intensivo para futuros docentes de inglés	Spanish web-based newspaper, Europa Press, ES	Information about ISP02 Passau [Seven UPNA students participate in intensive program for future English teachers in Germany]	https://www.europapress.es/navarra/noticia-siete-estudiantes-upna-participan-alemania-programa-intensivo-futuros-docentes-ingles-20221112114746.html
12.12.2022	V rámci projektu TEFE byla uspořádána další skvělá akce – tentokrát na univerzitě v Pasově	University of South Bohemia in České Budějovice, CZ	Detailed information about and programme for ISP02 Passau, plus overview of future plans for TEFE [Another great event in TEFE – organised by University of Passau]	https://www.ff.jcu.cz/cz/fakulta/aktualne/v-ramci-projektu-tefe-byla-usporadana-dalsi-skvela-akce-tentokrat-na-univerzite-v-pasove
12.04.2023	TEFE Intensive Study Programme Krakow	University of South Bohemia in České Budějovice, CZ	Information about ISP03 Krakow and the dissemination conferences in Poland	https://www.ff.jcu.cz/cz/fakulta/aktualne/tefe-intensive-study-programme-krakow
26.05.2023	TEFE: Studenti učitelství AJ poznávají výuku v polských školách	University of South Bohemia in České Budějovice, CZ	A look back at ISP03 Krakow and the dissemination conferences in Poland, plus information on the planned publication of project outputs; links to TEFE online newsletter [TEFE: Pre-service teachers of English learn about teaching in Polish schools]	https://www.ff.jcu.cz/cz/fakulta/aktualne/tefe-studenti-ucitelstvi-aj-poznavaji-vyuku-v-polskych-skolach
31.05.2023	Englisch-Lehramtsstudierende vernetzen sich europaweit	University of Passau, DE	Information about ISP03 Krakow and the dissemination conferences in Poland [English Teacher Education Students Network Across Europe]	<p>German: https://www.uni-passau.de/internationales/aktuelles/meldung/englisch-lehramtsstudierende-vernetzen-sich-europaweit</p> <p>English: https://www.uni-passau.de/en/international/news/news/english-teacher-education-students-network-across-europe</p>

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20.07.2023	Concluyen las acciones formativas del proyecto europeo de formación de profesores de inglés TEFE, en el que ha participado la UPNA	Public University of Navarra (UPNA), ES	About ISPO3 Krakow and the dissemination conferences in Poland [<i>Concluding event of the European TEFE English teacher training project, involving UPNA participation, successfully conducted</i>]	https://www.unavarra.es/sites/actualidad/content/noticias/2023/07/20/concluye-proyecto-tefe.html

