



Promoting Digitalisation Among Teacher Educators in Europe

2021-1-DE01-KA220-HED-000031115

# **Project Result 6: A Post-COVID-19 Vlog for Ideas and Solutions to Innovate Teacher Education**

**(leading partner: P1/Ludwigsburg)**

Result description

Overview of developed outcomes and resources as part of this project result

Development process

Designing the Interview Framework (Year 1)

Recording and Producing Videos (Year 1 – Year 2)

Finalising the Vlog and Dissemination (Year 3 – Year 4)

Key outcomes

Impact and sustainability

## Result description

Project Result 6 of the digiTED project focuses on fostering collaboration and innovation in teacher education by gathering insights, ideas, and solutions from external stakeholders on how to effectively integrate hybrid formats, digital tools, and technologies. Led by P1 (University of Education Ludwigsburg), this initiative has developed a Vlog featuring interviews with professionals, EdTech developers, policymakers, and educators who share their expertise on the future of digital teacher education. The Vlog serves as a platform for discussion and inspiration, addressing both the post-COVID-19 educational landscape and the ongoing impact of AI and digital transformation. Through the production of seven digital videos, this result contributes to the European Education Area's aim of strengthening collaboration beyond institutions and involving external experts in shaping the digitalisation of teacher education. The Vlog not only documents innovative approaches but also encourages further contributions, making it a dynamic, community-driven space for ongoing professional dialogue. The long-term goal is to leverage the insights gained to support future initiatives, such as launching a Teacher Academy under Erasmus+ Key Action 2. To ensure broader impact and accessibility, the findings from the interviews were systematically analysed in a thematic analysis paper. Building upon this research, the project also experimented with AI software (NotebookLM) to generate a podcast, further enhancing dissemination and accessibility of the key findings.

## Overview of developed outcomes and resources as part of this project result

Result element	Format	Description	Link
Project result website	website	The central website providing general results and key insights on Project Result 6.	<a href="#">here</a>
Interview questions	pdf	Structured set of questions guiding all Vlog interviews.	<a href="#">here</a>
digiTED Vlog #1 - Prof. Mart Laanpere	YouTube Video	Interview on post-pandemic hybrid teaching challenges and AI impact.	<a href="#">here</a>
digiTED Vlog #2 - Louise Jones	YouTube Video	Discussion on digital literacy, edtech branding, and AI-enhanced immersive learning.	<a href="#">here</a>
digiTED Vlog #3 - Prof. Bianca Roters	YouTube Video	Exploration of digital collaboration and AI's role in language education.	<a href="#">here</a>
digiTED Vlog #4 - Dr. Olivia Wohlfart	YouTube Video	Analysis of hybrid learning formats and maintaining educator networks.	<a href="#">here</a>
digiTED Vlog #5 - Prof. Reijo Kupiainen	YouTube Video	Insights on video-based learning, digital pedagogy, and institutional strategies.	<a href="#">here</a>
digiTED Vlog #6 - Prof. Ira Diethelm	YouTube Video	Reflection on online collaboration, flipped classroom models, and teacher mindset.	<a href="#">here</a>
digiTED Vlog #7 - Dr. Ilka Nagel	YouTube Video	Critical discussion on AI's role in education, digital literacy, and future trends.	<a href="#">here</a>
Interview transcripts	pdf	A pdf-document containing all interview transcripts, retrieved from YouTube.	<a href="#">here</a>
Paper "Beyond the Pandemic: Digitalisation in Teacher Education and Emerging Trends"	pdf	Comprehensive thematic analysis of key insights from all seven interviews.	<a href="#">here</a>

AI-generated podcast  
(NotebookLM)

Audio Podcast

Podcast summarising key findings from the interview transcripts  
using AI-generated narration.

[here](#)

---

**Note on the AI-generated podcast:** The podcast was created using the AI-Software [NotebookLM](#) as a trial to explore its potential for summarising and disseminating findings from Project Result 6. It provides an overview of the key insights from the seven interviews conducted as part of the digiTED Vlog. Importantly, only the anonymised transcripts - without any names - were used as the basis for generating the podcast. To ensure accuracy and ethical considerations, the factual content was thoroughly checked. No major errors were identified in the AI-generated summary; however, a few minor issues were noted. Firstly, the digiTED project was mistakenly referred to as a research project when it is, in fact, an Erasmus+ initiative. Secondly, the AI sometimes assigned incorrect gender pronouns, occasionally referring to someone as "he" instead of "she" or vice versa. Additionally, any metaphors or figurative language used in the podcast were AI-generated and do not necessarily reflect the original wording of the interviewees. Another minor discrepancy is that the podcast places more emphasis on the topic of research than was actually present in the interviews. While research was discussed to some extent, it was not as prominent as the podcast suggests. Similarly, the issue of inequality - while touched upon in a different context - was not as central in the interviews as the AI-generated podcast portrays it to be. Leadership was also overstated; while it was explicitly mentioned once, the podcast implies a broader discussion, including the notion that leaders need to articulate a vision - something that was not mentioned by the interviewees. Additionally, the concept of *communities of practice* was not explicitly discussed in the interviews. However, some interviewees implicitly referred to similar ideas, particularly when discussing collaborative learning, knowledge sharing, and professional networks. The AI, however, framed this theme as if it were a core, explicit discussion point. These observations highlight a key challenge in AI-generated content - certain themes may be unintentionally amplified or underrepresented. Despite these minor inaccuracies, the podcast effectively conveys the main discussions and serves as an accessible format for wider dissemination.

## Development process

The development of the post-COVID-19 Vlog followed a structured approach that evolved over the project's duration:

### Designing the Interview Framework (Year 1)

- P1 developed a semi-structured interview with key questions exploring challenges, innovations, strategies, and the future of digitalisation in teacher education.
- The questions were refined collaboratively by all project partners, integrating emerging topics such as the rise of AI in education.
- An initial stakeholder list was compiled, identifying experts, innovators, and policymakers for participation.

### Recording and Producing Videos (Year 1 – Year 2)

- P1 and P4 conducted online and in-person interviews, ensuring a diverse range of voices from both academia and EdTech sectors.
- The first three videos were published in early 2023, with the remaining videos produced and uploaded over the next year.
- The videos featured stakeholders such as EdTech developers, educational policymakers, and teacher educators, bringing a transnational perspective to the discussion.

### Finalising the Vlog and Dissemination (Year 3 – Year 4)

- The Vlog was fully integrated into the project website, making the videos openly accessible to teacher educators, policymakers, and researchers.
- Partners analysed the insights from the interviews, incorporating findings into project dissemination activities and future digitalisation strategies.
- The videos were shared with external networks to stimulate further engagement and encourage additional contributions.

## Key outcomes

Transcript	Main challenges in professional context	Most innovative solutions	Institutional strategies and infrastructure	Connecting virtual & physical settings	Response to critical perspectives on digitalisation
Prof. Mart Laanpere (Tallinn University)	Hybrid teaching expectations; balancing online and in-person engagement.	No major tech leaps; AI was more transformative post-pandemic than during it.	Developed a digital education strategy; later deprioritised by new leadership.	Flipped classroom as an effective blended approach.	Criticism is necessary; balance of innovation and caution required.
Louise Jones (ThingLink)	Blurred lines between pedagogy and andragogy; critical digital literacy concerns.	AI-driven 360-degree content creation; immersive learning experiences.	Institutions provided digital literacy support; funding for teacher development.	Collaboration and flipped classroom as effective methods.	Digital transformation is inevitable; mindset and resilience are key.
Prof. Bianca Roters (University of Education LUE)	Increased collaboration but need for continuous reflection on digital transformation.	AI as a learning assistant; differentiation & personalised feedback.	Adoption of learning management systems and flipped classroom strategies.	Guiding students through digital learning journeys collaboratively.	Critical voices are needed, but adaptation is essential for future learning.
Dr. Olivia Wohlfart (KIT Karlsruhe)	Loss of personal student contact; networking challenges among colleagues.	Colleagues developed comprehensive online & blended learning courses.	Workshops on digital tools, hybrid meetings became standard practice.	International collaboration and digital networking possibilities.	Change is inevitable; educators must adapt over time to digital integration.
Prof. Reijo Kupiainen (Tampere University)	Rapid shift to online teaching; student teachers unprepared for remote learning.	Pre-recorded learning videos; Moodle-based open learning environments.	Digitalisation strategy unclear; frequent system changes caused confusion.	Pedagogy should drive digital tools, not vice versa.	Scepticism is valid; transparency in tech use must be ensured.
Prof. Ira Diethelm (Oldenburg University)	Balancing technology-driven change with pedagogical needs; institutional adaptation.	Role-playing scenarios online; Socratic AI chatbots encouraging critical thinking.	Significant investment in teacher training and digital competence projects.	Hybrid learning strategies needed to ensure accessibility and flexibility.	Openness and collaboration are essential for overcoming resistance.
Dr. Ilka Nagel (Østfold University)	Reflection on teaching roles and knowledge construction with AI; beyond just tools.	Video annotation for peer feedback; AI used to refine reflection & learning.	Strong focus on faculty-wide collaboration; additional investment in technology.	Use of VR, video simulations and AI-supported practice for teacher training.	Teacher educators should critically engage with digitalisation, not reject it outright.

- Seen Digital Videos: Interviews with stakeholders from academia, industry, and policymaking discussing the future of digital teacher education.
- A Dynamic Vlog Platform: Open-access digital space encouraging further contributions and fostering ongoing dialogue in teacher education.

- Integration into Policy & Research: The insights gained have informed digiTED's dissemination activities, the European Digitalisation Strategy (Project Result 5), and institutional action plans (Project Result 4).
- Pathway to a Future Teacher Academy: The Vlog lays the foundation for a potential Erasmus+ Teacher Academy, building a network of experts to drive future research and innovation.

## **Impact and sustainability**

This result has successfully stimulated transnational collaboration by bridging the gap between researchers, policymakers, and EdTech innovators. The videos provide inspiration and concrete strategies for teacher educators seeking to integrate digital tools more effectively in their practices. Furthermore, the open-ended nature of the Vlog ensures that new voices can continue to contribute, making it a sustainable resource for future professional development initiatives. By expanding its reach and integrating insights into ongoing digitalisation efforts, the Vlog will continue to shape teacher education's digital transformation beyond the lifespan of the project.