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## Participant report on the ECML Summer Academy 2022 to the National Authorities

### Event report

Please complete this form at the latest **by 20.09.2022**. It contains two sections:

1. **Reporting:** this section focuses on feedback to your National Authorities on the event, on what you feel you learnt, on how the event will affect your work and on how you intend to share that learning with others. With your agreement, it will also be published by the ECML<sup>1</sup> in the “Experts involved in ECML activities” section of each ECML member state website (please see <http://contactpoints.ecml.at> ).

This section should be written in either English or French.

2. **Public information:** this is a short, promotional text on the event (around 200 words) which should be of interest to a larger audience in your country. One way to do this is to make reference to key publications or developments that were discussed at the event, and which are of interest in your country.

This section should be written in (one of) your national language(s).

### The completed file should be sent to:

- the ECML National Nominating Authority and Contact Point in your country and in copy to the ECML GB member and to [katarina.vuksic@ecml.at](mailto:katarina.vuksic@ecml.at). Contact details for your Nominating Authority, Contact Point and Governing Board member can be found here: [ECML/CELV > About us > Member State Representation](#)

<sup>1</sup> Please complete the authorization form to allow the ECML to publish your contact details.

## 1. Reporting

<b>Your name</b>	Karen Margrethe Aarøe
<b>Institution</b>	UC SYD
<b>E-mail address</b>	kmaa@ucsyd.dk
<b>Brief summary of the content of the event</b>	<p>An inspiring, creative and innovative summer academy with modules and reflection sessions on</p> <ul style="list-style-type: none"> <li>The Council of Europe and its ECML</li> <li>Plurilingual and intercultural education</li> <li>Language teacher educators: roles, responsibilities, professional learning</li> <li>Language education in the context of plurality</li> <li>Reflection, self-assessment, and action research in teacher education</li> <li>Values, competences, and identities in language teacher education</li> <li>European language policy instruments: constraints and affordances</li> <li>Mapping the language dimensions in all learning environments</li> <li>The role of frameworks in language education</li> <li>Digital literacy and blended learning (cited from the summer academy programme and the certificate of participation)</li> </ul>
<b>What did you find particularly useful?</b>	<p>It is difficult for me to point out which module of the program or what I found particularly useful, because all modules, reflection sessions and discussions with colleagues from different European member states were extremely interesting, inspiring, and useful for my present and future work in the field of language teacher education and in-service professional developmental activities in the field of language education in Denmark. However, I think the modules “Values, competences and identities in language teacher education” and “Language education in the context of plurality” were the most useful for me in the present situation where we are about to describe the language subjects in the new teacher education from September 13<sup>th</sup>, 2022. I am a member of the national curriculum committee for the language teacher education in German as a second foreign language. I hope and expect to be able to contribute with new visions and insights gained in the event.</p> <p>It was very inspiring and nice also to meet with and talk to educators within the field of language education at the University of Graz. I enjoyed the meeting very much.</p>
<b>How will you use what you learnt / developed in the event in your own professional context?</b>	<p>Now I have optimal opportunities to disseminate information, knowledge and insights from the summer academy because of the many levels at which I work with language education and teaching,</p> <p>In in-service professional developmental activities in the field of language education I participate at the Danish National Centre For Foreign Languages (NCFE) in designing an education to become a language adviser: “Development of a CPD program (30 ECTS) for primary, lower and upper secondary teachers” (CPD = continuing professional development). I have already started integrating what I have learnt in the program of the summer academy in</p>

	<p>my teaching and also in the language teacher education for primary and lower secondary teachers.</p> <p>This autumn I participate in a national curriculum committee concerning language teacher education, describing German as a second foreign language in the Danish teacher education, and will integrate as much as possible from what I learned in the program of the summer academy. Naturally the discussions with language educator colleagues, participating in the summer academy 2022, about European language policy instruments and about future designs of language education in primary and lower secondary schools, in teacher education and in-service professional developmental activities in the field of language education qualify this specific work / assignment at a national level as well.</p> <p>I disseminate what I have learnt in different professional and academic fora with my language educator colleagues.</p>
<p><b>How do you plan to share what you have learned/discovered with others in your country?</b></p>	<p>The different tasks / assignments described above have already started. So I am very engaged in disseminating what I have learnt in the summer academy 2022.</p>

## 2. Public information

**Short text (about 200 words) in one of your national languages to help promote the ECML Summer Academy to a wider public.**

Det har været en meget stor og god oplevelse med virkelig central og nyttig læring på nye områder at deltage i "Summer academy for teacher educators in the field of languages" 4-8. juli, 2022 på ECML i Graz. Hovedformålet med sommerakademiet var opkvalificering af læreruddannere, så de kan støtte sproglærernes faglige udvikling og handlemuligheder ift. de komplekse sproglige behov hos eleverne. Formålet blev nået og mine forventninger blev til fulde indfriet. På det grundlag vil jeg meget gerne anbefale mine sprogkolleger i uddannelsen og efteruddannelsen af sproglærere til såvel grundskolen som ungdomsuddannelserne at søge om at deltage i et sommerakademi på ECML i Graz. Jeg fik større indsigt i en række emner inden for sprogfagsuddannelser, som eksperter på områderne rundt omkring fra i Europa og Canada underviste os i med dybt kvalificerede oplæg og efterfølgende faciliterede deltagernes faglige diskussioner og selvstændige designprocesser i gruppearbejde. Desuden fik vi god vejledning og indsigt i de omfattende ressourcer og materialer til de forskellige emner inden for sproguddannelser på ECMLs hjemmeside – lige til at gå til og implementere i egen undervisning. De faglige og fagdidaktiske diskussioner med læreruddannere og -efteruddannere fra europæiske lande var berigende, og jeg fik meget ud af at møde så mange kolleger.

Der er en tydelig tendens til at designe og tilrettelægge sprogtilegnelsesprocesser på alle niveauer i en kontekst af mangfoldighed og flersprogethed i samfundet, ligesom der er spændende studier og projekter med flersprogethed og interkulturel uddannelse.

Sommerakademiet gav mulighed for et inspirerende og berigende møde med undervisere i sprog på universitetet i Graz, ligesom der var et socialt arrangement i form af en udflugt, som det var rigtig dejligt at deltage i.