

## **EDiTE 2.0: A Position Paper**

### **Vision EDiTE 2.0**

In 2030, EDiTE is a doctoral network of early stage researchers in various fields of teacher education in numerous partner universities across Europe. EDiTE offers a transnational space for communication, exchanges and joint academic training to researchers, practitioners and policymakers with an active role in building the future for the next generation of European and global citizens. As activists from various socio-cultural backgrounds with their heterogeneous capital they collaborate in transformative teacher learning for better student learning in Europe. Institutions participating in EDiTE create synergies, common research groups and offer European Joint Doctorates. Participants in the programme can expect a joint degree, mobility phases, shared training events, and tuition and mentoring free of charge. EDiTE has inspired the creation of similar doctoral networks in other continents outside of Europe – a global community.

### **EDiTE 2.0 – Main elements**

1. EDiTE 2.0 is a doctoral network of partner universities cooperating in the European Teacher Education Area. The new phase envisages to open the network to more partner institutions by offering a more flexible structure in terms of implementing EDiTE. This means that the project is open to accept motivated institutions/individuals/research groups which want to strive towards the EDiTE vision, and seek for the funding of their researchers. They are participants in joint study activities and become academic partners in a joint degree. The EDiTE website will act as a platform of communication where institutions can engage in synergies and bilateral cooperation.
2. In the core of EDiTE lies the need of engaging with the challenges posed by the transformation of teachers' lifelong learning. Teacher learning is essentially linked to student learning and therefore members of EDiTE should contribute towards this overarching theme with focus in the region of Europe. EDiTE 2.0 will further provide research areas related to the overarching theme from which transnational research groups will emerge (e.g. the role of teacher educators, or teacher education for diversity). This should foster research collaboration and joint research outputs.
3. Mobility phases are crucial for promoting the European dimension in teacher education. EDiTE 2.0 researchers should be able to undertake a mobility period abroad which can be funded by Erasmus+ and other European funds. Institutions within EDiTE can establish such bilateral agreements among each other.
4. EDiTE 2.0 organises joint seminars and events for researchers in both physical and virtual forms. The courses of such seminars should focus on developing the identity of researching teacher educators, while the course development is a common endeavor of participating institutions and supervisors. Seminars for supervisors need also be provided.
5. The third space between rigorous academic research and meaningful practice is essential for the next phase of EDiTE. To do so, teacher education institutions link up with partner organizations (e.g. schools, youth organizations, agencies, associations, unions ...). Researchers should work closely with practitioners and schools, while also developing their research competences. Their research outcomes should be fed in a meaningful way back to the schools and the education system in general.