

COOPERATION AS PART OF TEACHING STUDENTS' INTEGRATED LEARNING IN THEIR EDUCATIONAL INSTITUTION AND IN THE PRACTICE FIELD

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Abstract

This article highlights the Norwegian approach to professional training understood as integrated theoretical and practical learning. The article presents an action-oriented partnership between the teacher training institution and the practice field intended to cultivate mutual understanding and cooperation. This is considered a long-term process, and the present article only features one of the phases of this process. We find that the practical training involves somewhat different perspectives on the objective of integrated theoretical and practical learning, and that a dialogue with the practice field on desired objectives is necessary to ensure that the teacher training is comprehensively improved. Some of the practice teachers assume the dual role of being a teacher for both the teaching students and their own pupils, whereas other teachers focus on what works for the pupils, transferring their own insights rather than laying the grounds for an integrated theoretical and practical learning.

Key words: *Norwegian teacher education, integration of theoretical and practical learning, cooperation between educational institution and the field for practice*

1. Introduction

The Norwegian national guidelines for the primary and secondary teacher training, for grades 1-7 and grades 5-10, establish that the students are to undergo 100 days of practical training spread over four academic years (The Ministry of Education, 2010). The guidelines further state that the teacher training institutions' anchoring in practical training should be in a central position in order to emphasize the professional aspect of the primary and secondary teacher training. One is to facilitate coherence between activities in the teacher training institution and in the practical training, and mutually binding cooperation between the two learning arenas. The Ministry of Education points out that this calls for close cooperation between the practice teachers, student teachers, and specialized teachers, and that this must be regarded as a long-term developmental process.

Within the framework of an agreement between the teacher training institutions and the school owners, the program plan is to coordinate the teaching in the two learning arenas (The Ministry of Education, 2010). The academic supervisor for the subject pedagogy has, on the end of the educational institution, a particular responsibility for contributing to integrating the different approaches to theoretical and practical learning. Furthermore, there should be a close connection between content and methods in the subject pedagogy and the practical training. The guidelines for the subject pedagogy and for practical training are thus thematically coordinated.

If the practical training is to have an integral function in the student teachers' education, the practice teacher must associate the practical learning with the things the students have learned at their educational institutions. At the same time, our requirements for the practical training must be developed with a common understanding, and be adapted to the overall development goals of the students.

This article is based on having the pedagogy teachers; the academic supervisor and the practical training coordinator of the teacher training programmes share their experiences with the principals and other employees in six practice schools, before conducting focus group interviews with the practice teacher teams. The purpose of the sharing of experiences and focus group interviews is to build relationships and become familiar with each other's strategies and ways of thinking. Based on this, we

launched the following research question: What are the challenges to teaching students' integrated theoretical and practical learning that can be uncovered through the cooperation between the educational institution and the practice field?

2. The University College's framework for the students' practical training

The University College has annual meetings with principals and school owners in order to facilitate the mutual exchange of experiences and cooperation on the practical training, and has established partnership agreements for closer cooperation. In line with the national guidelines, the University College's practical training plan indicates how the content and methods of the theoretical education are to be linked to the students' practical experiences. The students are given practical assignments by their educational institution. Some of these assignments require written reports; other assignments only require observation. The scope of the assignments must be balanced against the other requirements of the practical training period. Representatives from the practice field have participated in the University College's planning of the practical training. These plans are distributed to the practice school prior to each practical training period, and the objectives are communicated in meetings with the practice teachers.

Prior to the practical training periods, the student groups, practice teachers and specialized teachers are summoned to a meeting where the academic supervisor expounds on the specific development goals for the upcoming practical training period; the specialized teachers present their education practice, and the individual practice teacher meets with their student group for more detailed planning. The University College teachers distribute the practical training groups among each other in order to call upon the student teachers during their practice period. Upon completion, the practical experiences of the student groups are presented in different ways; either in a written report, in an oral presentation based on thematic issues - such as examples of things they took particular note of during the practical training, as a general sharing of experiences, or as a basis for an academic counselling session. In addition, some observations will serve as a basis for writing reflection notes independent of the individual practice training periods.

3. A theoretical perspective on the cooperation for the students' integrated learning

Many teaching students find the training they receive in the educational institution and the practice field to be two different worlds (Nilsen 2010), and it has long been known that the teacher training education faces a number of problems related to the objective of an integrated theoretical and practical training. The term "practice shock" has been problematized (Løkenstgard Hoel, 2005; NOKUT 2006, Østrem, 2011); that is, the students have trouble seeing unity and coherence in their training.

Research has also shown that the practice teachers have trouble coping with the dual role of being both their pupils and the students' teachers (Sundli 2002; Munthe & Ohnstad 2008). The identity as a *teacher's teacher* is often subordinate to their identity as being their pupils' teacher; and so, their working identity often becomes predominantly empirical and practice-based (Jensen, 2007). Consequently, the practice teachers' strategies for training the teaching students become linked to their own and their colleagues' experiences and theories gained from practical experience, rather than actual research-based knowledge. In such cases, the practical training becomes more of a training area based on an implicit school culture, rather than an area for analysis and discussion in a developmental perspective. When this happens, too little emphasis is placed on the students' own reflections and connection to the theoretical basis they carry with them from their teacher training institution.

Basing themselves on Kvernbekk's (2005) work, Ertsås and Irgens (2012) argue that this dichotomy between theory and practice should be overcome. Finding support in Weniger, they refer to how there are theories of both a stronger and weaker nature. Theory holds an important function for practice, action and experience, all of which are laden with theory, according to Weniger. By using theory as a process, rather than a given, set entity, the attention shifts from theory as a noun to theorizing as a verb.

The theorizing occurs in three phases, T1, T2 and T3, referring to theory in three graded levels (Ertsås & Irgens, 2012). T1 is the personal theories of the practitioner; the personal views that are the basis for the things they do. This theory is manifested in the form of actions, and may be more or less unarticulated. T2 is about the conscious and explicit theory of the practitioner, and can be formulated as doctrines, maxims or experiential statements, which may involve the theoretical basis of both the students and the practice teachers. However, this theory is not always conscious enough to be expressed, and it lacks the meta-theoretical and critical element that the more substantial theory of phase T3 offers. Ertsås and Irgens point out that when the practitioner is conscious of their theory the theory can be formulated into statements; however, new insights are then generated based on empirical experiences from their own immediate practice. There is thus a risk that alternative perspectives are allowed to challenge established practices and ways of thinking to only a small degree.

The practitioners' justifications for their actions may vary from being approximate to being clearly and precisely formulated, and may to a greater or smaller degree be influenced by T3 (Ertsås & Irgens, 2012). T3 differs from T2 and T1 by being based on knowledge what is more general and independent on context than those who are only based on their own or others' experiences. T3 may range from policy documents at different levels to context-independent theories generated from systematic research.

The student will be in a constant development process through a continuous theorizing process, where T3 serves to "monitor" the relationship between T1 and T2 (Ertsås & Irgens, 2012). Theorizing in the form of general professional knowledge will prevent them from taking learning and mentoring for granted, and will prevent them from developing insights that are embedded in and limited to the immediate context. It is not sufficient to refer to having experienced something, or that others have experienced the same thing. Theorizing and critical reflection is needed for further development. Critical reflection obliges the students to reflect on their own assumptions, assess whether their assumptions are waterproof, and consider whether they should act differently.

In mastering the ability to theorize, the student will be able to develop their practice without limiting it to their own and others' practical experience (Ertsås & Irgens 2012). By involving strong theories in phase T3, implicit theories of the practical phase T1 can be legitimized, and may become explicit by being formulated in T2. T3 makes it possible to reflect critically on their practice with the aid of a meta-theoretical outsider perspective. In different phases and degrees of theoretical understanding, the ability of the students and the practice teachers to theorize will affect the students' learning. However, the way the mentor counsels the students has great impact on the students' development concerning the teaching profession.

Sundli (2002) describes the teaching students' meeting with the practice school as a meeting with institutions with relatively strong traditions, and the expectation that the students, and by extension the University College, are to adapt to the practice teacher's or the teacher team's syllabus. At the same time, Ulvik (2007) points out how many practice teachers feel alone in their role development, and Orland-Barak (2001) show that the transition from being a teacher for children to becoming a supervisor for students does not happen automatically.

What they gain from their teaching practice depends on both the student and the practice teacher (Franke, 2011). The most reflecting students contribute on their own accord to integrate the things they learned at their teacher training institution, whereas others lean to a greater degree on the insights gained from the practice period (Løfsnæs, 2010). All of them need a good framework to ensure optimal integrated learning, but it is particularly important for the latter group.

4. Method

Developing mutual understanding and cooperation requires an action-oriented approach. An action-oriented approach involves organizing learning activities through "actions" for development (Carr & Kemmis, 1986). Actions are carried out in several cycles. The action-oriented cooperation is characterized by how actions are planned, carried out, observed and reflected on in a group setting,

and the experiences gained form the basis for further action. In this way, challenges for further development are highlighted, and the cooperation – after thorough discussion – points to measures for further development. This is the process of relationship building. To identify challenges on the end of both the educational institution and the practice field are considered a part of this action-oriented approach, which is only the beginning of the action-oriented cooperation.

We engaged in talks with the school leaders and staff, and later conducted focus group interviews with the practice teachers. The focus group interviews with the practice teachers has been given the main focus in the analysis, as the relationship building and the challenges in bringing about an integrated theoretical and practical learning are more direct for this group. However, a mutual understanding of the framework factors of the two learning arenas is part of both the relationship building process and the challenges involved. A relatively unstructured interview guide had been developed for both focus groups, listing the topics to be discussed.

Focus group interviews encourage discussion among the participants, and the social interaction serves as the source for data (Krueger & Casey, 2009). The focus group interview thus provides data that would be difficult to gain without the dynamics within the group. Madriz (2000) argues for the use of focus group interviews in studies that are particularly concerned with attitudes, experiences and how knowledge is produced and used in a given cultural context. This form for interviews is well suited to find, through a common discussion, areas that need to be improved based on what the participants experience or want, and develop ideas for what needs to be done differently. Focus group interviews may be used as an independent method or used in combination with other methods, for example in connection with action-oriented measures for bringing about change (Johnson, 1996). The participants may also be presented with keywords or other things on which to reflect (Krueger & Casey, 2000).

The practice teachers were asked to rate a list of priorities in advance in order to have them reflect on the issue prior to the focus group meeting. How these priorities were emphasized would reveal whether their own practical experience or an emphasis on the students' own reflection would be the overall strategy of their student counselling. In this way, the further discussion would be more of a defence of their own views rather than mainly having them become influenced by each other's arguments. At the same time, the discussions contributed to a deeper understanding of the challenges they face. The participants were explicitly encouraged to talk among themselves, and were told that the discussion should be an exercise in openly stating their own views to serve as basis for mutual understanding and further development.

We first had a discussion with the leaders and staff of each of the six schools, which also resembled focus group interviews, although the number of participants was bigger than what is usually the case for focus group interviews. We discussed things that the practice schools and the educational institution considered to be challenging.

Afterwards, we arranged focus group interviews with the practice teacher teams, dealing with the different emphases that we occasionally observed across the education levels in the two teacher training programmes. The group of practice teachers consisted of four to six teachers, and the discussions lasted for a little more than one hour each. After collecting the data on the priorities of the practice teachers, based on existing lists of keywords, the individual teachers talked about their own priorities as a starting point for the ensuing discussion. Afterwards, we discussed how to balance the different priorities during the practical training periods, and eventually the discussion drifted towards the challenges they faced concerning the students' integrated theoretical and practical learning.

In the analysis of the talks with the leaders and staff, these challenges were summarized. The interviews with the practice teachers are analysed based on contents, where their emphases are systematically identified and grouped according to defined codes. In this way, we get a picture of the data set as a whole.

We have used Franke's (2011) categories to analyse perspectives on the intentions of the practical training counselling. Franke distinguishes between a reflecting and an ad-hoc attitude towards education and counselling. By having a reflecting attitude towards education and counselling, we mean to reflect on correlations between practical experience and the theoretical basis that the students

have been subjected to at their educational institution. By a more ad-hoc-like attitude, we mean that the practice teachers relate to the things that work for their own pupils, explaining this by way of their own experience rather than the theoretical basis that the student teachers have been subjected to at their educational institution. In this way, the practice teachers attempt to transfer their own insights to the students. The practical content and form of the practical training counselling contribute to uncovering the balancing act of what they place emphasis on and what appears to be their main intention.

The purpose of emphasising reflections on correlations between practical experiences and theory is to encourage the students to shape their own working identity in dialogue with the practice teacher (Franke, 2011). By a reflecting attitude, we base ourselves on the students' understanding, and connect this with the theoretical basis the students carry with them from their educational institutions (content). We may also focus on the personal qualifications of the students, but we ought to see these in a greater context. A counselling strategy rooted in established principles will inherently point towards a reflecting attitude towards teaching and guidance counselling. A principle-based guidance strategy will offer a basis for reflection, whether it is based on the grounds offered by the students or the mentor. In this strategy, the students' teaching practice is discussed based on a kind of overall principle or idea that the mentor or the student has regarding the teaching practice that they are planning for or have already carried out. These principles or ideas may touch upon different aspects, and have in common that they have an integrating function for the organizing of the work. Through a principle-based guidance strategy, theories linked to phases T1, T2 and T3 (Ertsås & Irgens, 2012) can be united.

When the practice teacher has an ad-hoc attitude as their basis for teaching and counselling, they transfer their own understanding of the teaching process to the student teachers (Franke, 2011). The teaching process is seen in a training perspective, where the focus is increasingly turned to the things that need more practice (content), and suggested approaches build on the practice teachers' own experiences. Instead of directing their attention towards the way in which the student gains their professional knowledge, they place emphasis on how the practical teaching skills may be improved in a methodological and technical regard (form). The mentor emphasises those things that work well, and criticizes the parts they find to be less good in the students' teaching practice. As form, an episode-oriented counselling strategy will to a greater degree point towards an ad-hoc attitude. The primary attention will be directed to the observable behaviour of the students, and the mentor will present, correct and amplify the students' teaching based on what is considered set requirements. The mentor may also refer to a series of methodological aspects without relating them to each other. They focus on improving the methodological and technical, and they do not look for further causes or correlations. In the emphases of the practice teachers we are dealing with balancing acts; which emphases are the most prominent. With a main emphasis on an ad-hoc approach towards education and counselling, a relatively one-dimensional picture of teaching practice and teaching work emerges.

5. Results

In the first group discussion on an organizational level, some of the participants naturally took a more active part in the discussion than others. The group was too big to engage all of them. However, the leaders and staff at the individual schools expressed their satisfaction with being allowed to discuss various issues in a group setting. They referred to the fact that the teaching students that are trained to teach the 5th to 10th grades have fewer and more varied specialized subjects, and in many ways become specialized teachers that have to deal with several classes. More than one practice teacher was thus required in order to satisfy the demand for allowing the teaching student to practice his or her own specialized subject. At the same time, the teachers pointed out the need to have the students deal with one class only, and that their specializations could rather be given weight when the students had progressed further in their studies. Their affiliation with one class, and the way they developed relationships and the class environment within that one class, was regarded to be better suited to ensure a proper evaluation of the students. The student teachers that were to teach grades 1 to 7 all have specializations in more than one subject, and the continuity of the practice teacher role and the

formal mentoring competence was far greater at the schools that offered practical training to these students.

All of the schools stressed the benefits of the assignments given to the students by the university college during the practical training periods; however, one of the schools requested a more thorough description of what these assignments entailed – which required observation only and which required work that is more extensive. At another school, one of the practice teachers pointed out that if the university college gave them too many assignments, the students would “disappear” a little bit, and fail to become as engaged in the activities of the practice school. A third school raised the question of whether the assignments could be linked to on-going projects at the practice school to a greater degree, “in order for the students to feel less like they were pulled in different directions”. At two of the schools, they expressed a wish that the university college should contribute more to the developmental projects of the practice schools.

During the group discussion at one of the schools, it was said that it could occasionally be difficult to find a middle road between the things they were obliged to do by the syllabus and the assignments that the teaching students wanted to complete. In this regard, they highlighted the value of the fact that good relationships had been established prior to the practice period, as well as the value of the preparatory meetings. They discussed different practices in engaging with the students prior to the practice periods, and the ways in which there could be problems with this contact: Practice teacher meetings with the individual classes, group practice teacher meetings across education levels, having students get in touch with them, and having the practice teacher contact the student group by e-mail at the beginning of their studies. Several of the schools pointed out how the individual schools had to take time off for the practice teachers in order to enable them to participate at the meetings, and that it ought to be a requirement at the end of the University Colleges that both the students and the practice teachers met well ahead of the practice period. Some of them stressed the fact that they had to manage a lot of paperwork; but most of them felt that the paperwork was straightforward, offered good information and was easy enough to handle. One practice teacher said, during a group meeting, that they had had good results dividing a three-week practice period in two: First, the students had a week of mainly observing, whereupon they brought their observations back to the university college in order to develop a teaching programme for their next practice period.

In the ensuing focus group interviews with the practice teachers, we had lively discussions with free associations regarding experiences, ideas and feelings. Insights offered by one participant would spur the others to offer complementary information and opinions in the tolerant atmosphere that was generated in the dynamic group interaction. There was little need for the moderator to spur them on to achieve active participation. The views offered were followed by explanations of correlations that contributed to developing an understanding of the importance of the many emphases that occurred in a comprehensive context, and which things ought to be given the primary focus. The information revealed a high face-to-face validity, and we may assume this also goes for the content validity. The participants’ statements were compelling, providing us with a greater understanding. At the end of the discussion, the participants reviewed their own conclusions, and so we were able to ensure an enhanced understanding of the relational cooperation.

In the table below, we present what the practice teachers prioritized to emphasize during the students’ practical training. The table shows which emphases were prioritized first, second and third.

Emphasis	1st place	2nd place	3rd place
Conscious relationship to theory	1	5	11
Able to communicate and connect with the pupils	19	4	3
Able to cooperate with fellow students, practice teachers and staff	5	12	3
Learning the teaching profession as a practical skill	2	6	2

Develop practical ideas together			4
Assume suitable manners, such as orderly blackboard presentations, being turned towards the people they address, looking enthusiastic, etc.	1	1	4
The practice teacher offers their own visions for the teaching process			1
Gaining insights in teaching in terms of goals and criteria	1		
Cultivating creativity			1

Table: The prioritized emphases of the practice teachers

Most of the practice teachers prioritized emphasizing the ability for communication, cooperation and reflection. This emphasis was rated as number 1 by 19 of 29 teachers. The students' ability to cooperate with their fellow students, practice teachers and staff was the main priority of five, and second priority of 12. Reflection and having a conscious relationship to theory was rated third by 11 people, and was rated first and second by one and five people respectively. Other than this, the teachers revealed slightly different priorities; most of them prioritized the three first items of the questionnaire in a slightly different order. Learning the teaching profession as a practical skill was prioritized as 1st place by two, as 2nd place by six, and as 3rd place by two.

We discussed the challenge of linking the things the students have learned at their educational institution with the insights they had gained during their practice teaching, and our common challenge of having them develop a coherent theoretical and practical understanding. In this context, we discussed what a theoretical connection really means. Some of the practice teachers pointed out that pedagogical perspectives were for a large part a matter of common sense, and that it was a matter of having the students cultivate their own perspectives on their pedagogical approaches. We agreed that making the students reflect on how to link what they had learned during their studies with the practical challenges they encountered offered an important connection to theory. By analysing experiences and alternative choices of strategies in the light of the students' theory and learning objectives, the students were able to gain deeper insights and a more personal working identity. In stimulating this aspect, the practice teachers, too, were granted a repetition and perhaps even an enhancement of the things they, too, had learned in the past.

6. Discussion

The problem of having to comply with the demand for practice in the specialized subjects of the individual students posed a great challenge to the practice schools. The fact that the students are primarily concerned with their own specializations represents something new to those practice teachers that previously used to relate to what we used to term generalist teacher training, where the students would have several specializations. The requirement for practical training in their specialized subjects makes it more difficult to assign roles in the practice school, and to comply with the demands for mentoring competence. The fact that the practice teachers pointed out how the function in the light of subject pedagogy must also be generally strengthened, particularly at the early stage of the teacher training process, also serves to problematize the balancing act between emphasizing the individual subjects and emphasizing the need to familiarize yourself with one class and work to cultivate the classroom environment.

On the one hand, it may obviously be a good thing to have the student groups consist of students with different specializations. They must learn to relate to one another across their specialized subjects. At the same time, it is understandable that the students want to gain as much practical experience as possible in their specialized subjects. When a practice teacher has the main responsibility for training the students, it may become difficult for the practice school to accommodate the needs of everyone involved.

The things that are to be given main priority in the balancing act between emphasis on didactics related to the individual specializations and a more overall pedagogical philosophy tailored to the pupils of a given grade is also a matter of learning perspectives. To be allowed to deal with one single class offers greater opportunities for successively developing the learning environment.

All of them were positive toward the mandatory student assignments given them by the university college, although some of them believed the students had been given too many assignments in the early stage. After a while, they had realized that many of the assignments had to do with observation and did not actually require much effort by the students. The practice teachers' perspectives on the student teacher training nonetheless indicated that they related differently to these practical assignments. However, expressions of positive attitudes towards the university college's plans for the practical training and requests for more practice preparatory meetings indicate a will to meet the demands of the students and the university college. These attitudes support what Ulvik (2007) says about how practice teachers want more cooperation relating to their role development.

Questions about whether it would be possible to connect increasingly the assignments issued by the university college with the development projects of the practice school, or expressed wishes for greater contributions to the schools' development projects indicate expectations of adaption to the practice schools (Sundli, 2002). This indicated that the development goals were primarily directed towards the pupils of the primary and secondary schools. The variety in development projects may hardly be

streamlined with the progression and the contexts of the overall student teacher training. It seems clear that two different worlds collide here, and that the identity as a teacher trainer is subordinate to the identity of being their pupils' teacher (Sundli 2002; Ulvik, 2007; Munthe & Ohnstad 2008). The expressed wish that the students should not be assigned too many practical assignments, on the other hand, is a reasonable request. The number of practical assignments must not take too much focus away from the things they are supposed to learn from their training practice. A continuous monitoring and a continuous dialogue are needed in this regard.

The great majority of the practice teachers felt that the most important thing was to focus on the cultivation of the students' ability for communication and collaboration. These are obviously important factors for the teaching profession, and are the factors that most often are the root of doubts regarding a candidate's suitability. Communication and collaboration are of crucial importance in the teaching profession. The ability to communicate and collaborate may, however, be connected with a principle-oriented strategy in a reflecting perspective on education and counselling, and is considered to be an implicit requirement for the job. The main intention becomes visible in the balancing act between priorities, and emphasizing a reflected attitude towards teaching and counselling is a prerequisite in order to achieve the objectives of the teacher training (Ertsås & Irgens, 2012).

On the other hand, the fact that some chose to emphasize for example the teaching profession as a practical skill or to develop practical ideas together is a testament to situational and contextual teaching, and approaches an ad-hoc attitude to the practical training (Franke, 2011). These practice teachers based their action orientation on practical knowledge (Jensen, 2007), demonstrating an experience and practice-based working identity. Their main focus was thus their pupils' learning outcomes and the fact that the teaching students ought to understand the complexity thereof. However, without ensuring that the students' personal theories on practical understanding are updated with the currently accepted research-based insights, it might be difficult to pursue further development. Professional competence is a combination of insights and an ability to act, and both must be addressed in the cooperation between the educational institution and the practice field, where the practice field serves to illustrate theoretical perspectives.

7. Summary

The action-oriented dialogue between the educational institution and the practice arena forms a first step towards the development of a common understanding of the objectives for cultivating teachers with personal perspectives on their teaching practice, and may justify these perspectives in light of a

theoretical basis that is updated and research-based. A common understanding of how the various emphases embedded in the students' training may be addressed in an appropriate way constitutes an essential support for the students to master the unification of aspects of theoretical and practical knowledge to a personal and professional understanding.

An integrated perspective on the professional training must be cultivated, providing the students with framework conditions for combining theory on different levels with a personal theoretically and practically rooted understanding. Both the educational institution and the practice schools will provide frameworks for the teaching students' learning, and must maintain several different approaches towards learning. In defining their various emphases and perspectives, and then being confronted with what these emphases lead to, the individuals operating in these two arenas may reach an analytical level that will influence their emphases.

Cooperation between the educational institution and the practical teacher training are of crucial importance as support for the individual teaching students in their competence building, and as a basis for well-grounded, personal perspectives on their further development. The fact that the practice field has been willing to cooperate with us in order to uncover how the different schools have different emphases, in order to create a comprehensive and integrated teacher training process, has been of crucial importance. This enabled us to engage in dialogue on further challenges.

In order to develop a common understanding of the objectives of the education obviously requires a continuous long-term cooperation. Engaging in dialogues on the challenges of the teacher training assignment contributed to establishing relationships and increasing the consciousness of the involved parties regarding what our mission as teacher trainers is. This cooperation nonetheless needs to be followed up further; new players will enter the stage, and the development process will never be completely finalized.

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