



COURSE DESCRIPTION

Digital Tools for Innovative and Collaborative Teaching

Every tool choice is really two decisions wearing one coat: what this technology does to the subject, and what it does to the way you teach it. TPACK, a framework that keeps subject, teaching and technology knowledge apart, separates them, and the week ends with the question that settles most of it — take the technology out, and what have you lost?

DURATION 5 days · 25 hours	LANGUAGE English (B1+)	GROUP SIZE Max 20 participants
DAILY SCHEDULE 09:30–15:00 Monday to Friday, with a break for lunch	AUDIENCE All school levels No specific prerequisites — open to all teachers and school staff.	CERTIFICATE Attendance + Europass Mobility
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		

01 Overview

A week on one question: which tool actually serves this lesson — worked through TPACK for one real class of yours.

- **Monday** — you map your own practice onto TPACK's three circles and four overlaps.
- **Tuesday** — you work the two overlaps that decide a tool choice, and start a collaborative project for one named class.
- **Wednesday** — you build the assessment method for that project, and trade it with another participant to be marked against.
- **Thursday** — you read your own school as context — devices, policy, who decides — and revise the project against it.
- **Friday** — you take the technology out of your project and say what was actually lost.

You go home with a collaborative project built for your own class, a digital assessment method to go with it, and a way to argue for any future tool choice in front of a colleague. Bring a laptop; no particular platform is taught or required in advance.

02 Course description

A school can hand every teacher a tablet and a login for three different platforms and still not get a single lesson that looks different. The tools were never the bottleneck. Knowing which one actually serves a given lesson, and which one is just there because it is new, is a separate skill, and most digital-skills training walks straight past it. This is not a tool-by-

tool workshop: a few free tools appear only as examples, and what you practise is choosing between them.

TPACK — Technological Pedagogical Content Knowledge — was built by Punya Mishra and Matthew Koehler in 2006 for exactly that judgment. It extends Shulman's older idea that knowing a subject and knowing how to teach it are two different kinds of knowledge. TPACK sets out three: technology, pedagogy and content — and then the places where they overlap, because that is where the decisions actually live. Their own conclusion is the useful part: there is no single technological solution that works for every teacher, every course, or every view of teaching. What a teacher needs is the ability to move around inside those overlaps.

There is one more piece. In 2019 Mishra revised the diagram, renaming its outer circle Contextual Knowledge — XK — because the surrounding conditions are not background noise. How many devices there are and where they live, what the school's policy allows, who decides, what colleagues will actually adopt: these determine more than the three circles do. In Mishra's argument, success depends less on knowledge of technology, pedagogy and content and their overlaps than on knowledge of the context. That is why the tablets changed nothing, and it gets a full day here.

The week produces two things for one real class: a collaborative project, and the assessment method that goes with it. Assessment gets a day of its own, because it is where digital adoption most often goes wrong. A paper rubric is retyped into a form, nothing about what is being measured changes, and the result is called innovation. The week closes with a subtraction test: each participant takes the technology out of their own project and says what was lost. If the answer is nothing, that is worth knowing on Friday rather than in November.

03 Learning outcomes

- 01 Place any tool decision inside TPACK and say which overlap it belongs to, instead of arguing about the tool itself.
- 02 Answer the two questions that decide a choice separately: what this technology does to the subject, and what it does to the way you teach it.
- 03 Build a collaborative project in which the collaboration is a pedagogical decision made first, and the technology is chosen to serve it.
- 04 Design a digital assessment that measures something the paper version could not, and explain what that something is.
- 05 Read your own school as context — devices, policy, decision-makers, what colleagues will adopt — and say which of your choices that context rules out.

04 Methodology

Two Decisions, Not One	Every tool question in the week is split into what the technology does to the subject and what it does to the teaching, and answered separately. Most bad choices come from answering only one of them.
Built for One Named Class	The project and its assessment are made for a real group you teach — or a typical class chosen together on Day 1 — with your timetable, devices and school policy, or the sample school's, as constraints.
Nothing Survives Without Justifying Itself	Every technology in your project has to earn its place against the subtraction test on the final day, and some of them will not.

Day 1

The Three Circles and the Four Overlaps

- **Warm-up:** each participant names one technology their school adopted and one that quietly died, without saying why. The reasons come back on Day 4
 - **The framework in full:** technology, pedagogy and content; then PCK, TCK, TPK and the point in the middle where all three meet
 - Why the overlaps are where the work is, and what it means that there is no single technological solution for every teacher, course or view of teaching
 - **Sorting exercise:** a set of fourteen classroom technology decisions (cards supplied by the course), placed by the group into the overlap each one actually belongs to — including the ones that belong nowhere
 - **Working session:** each participant maps their own current practice onto the diagram and marks the overlap they have never really thought about
-

Day 2

The Two Overlaps That Decide It

- **Warm-up:** pairs swap subjects and try to choose a tool for a topic they do not teach — then compare what went wrong
 - **Technological Content Knowledge:** what a given technology does to the subject itself — what becomes visible, what becomes easy, and what quietly disappears from view
 - **Technological Pedagogical Knowledge:** what the same technology does to the teaching — grouping, pacing, who talks, who is seen to be working
 - **Collaboration as a pedagogical decision made first:** what you want students to do together, and only then what would carry it
 - **Working session:** the collaborative project takes shape for one named class, with the TCK and TPK reasoning written next to each choice
-

Day 3

Assessment, All Day

- What changes and what does not when a paper rubric is retyped into a form — and why that distinction is the whole of this day
- **Assessment that the paper version could not do:** process visible over time, drafts kept, peer contribution traceable, feedback that arrives before the end
- What gets measured when a group works together, and the problem every collaborative assessment has to solve: telling contribution apart from output
- **The same framework applied here:** which of these choices is a TCK decision and which is a TPK one
- **Working session:** building the assessment method for the Day 2 project, then trading it with another participant to be marked against
- What the data actually tells you, and what teachers routinely read into it that is not there

Day 4

Context: Why the Tablets Changed Nothing

- **Reading Monday's warm-up again:** the technologies that quietly died, read as failures of context rather than of the tool
- Contextual Knowledge — the 2019 addition to the framework, and the reason most technology decisions fail without anyone making a bad decision
- Mapping your own context honestly (or the sample school's, where you know your own context less well): devices and where they live, network, policy, who decides, what your colleagues will actually adopt, and how much of your time is already spoken for
- **The teacher as intrapreneur:** how a change gets adopted in an organisation rather than merely proposed, and which of your choices needs someone else's agreement
- **Digital transformation, participation and who is left out:** whose access, whose voice and whose data — the equity questions that sit in the outer circle, and what a single teacher can and cannot influence
- **Generative AI and the limits of the framework:** why an agent that produces content is not the same kind of thing as a tool, what one of its two authors, Punya Mishra, says about that — the circles hold, what changes is what goes into them — and where the honest open questions still are
- **Working session:** the project is revised against your real context, and the parts that your context rules out are named rather than quietly dropped

Day 5

The Subtraction Test

- Each project is put to one question in small groups: take the technology out, and what have you lost? Anything that survives the removal unchanged was decoration
- The author defends the choices that remain, in the language of the overlaps rather than of features
- Two projects are taken to the whole group — ideally one that passed and one that did not, because the second is more instructive
- **Revision time:** participants amend their project and assessment before taking them home
- Course evaluation and reflection on learning
- Certification ceremony

PLEASE NOTE

Sessions run from 09:30 to 15:00, Monday to Friday, with a break for lunch. Timings can shift a little to suit the venue and the group.

Course activities and content may vary depending on participants' needs and the trainer leading the session; any changes are at the trainer's discretion. If there is a specific topic you would like included, please let us know — content-related requests must reach us at least 3 weeks before the course start date so we can confirm them in time.

06 Materials

- Mishra and Koehler's original 2006 paper introducing TPACK, and Koehler, Mishra and Cain's 2013 summary of it — the references the whole week works from
- Mishra's 2019 revision of the diagram introducing Contextual Knowledge — the source for Day 4, and the piece most treatments of TPACK still leave out

- A sample school context (timetable, devices, policy, adoption history), supplied by the course, and your own where you know it — the material the Day 4 session runs on
- A set of fourteen classroom technology decision cards, supplied by the course and sorted on Day 1
- A collaborative project for one named class, built across the week and revised on Day 5
- A digital assessment method to go with it, traded and marked against by another participant on Day 3

07 How to prepare

- It helps to have one class and one unit in mind: the collaborative project and its assessment are built for that unit. If you arrive without one, we pick a typical class together on Day 1.
- It helps to know, roughly, how many devices your students can reach, what the school's policy permits, who decides whether a new tool is allowed, and what colleagues have adopted lately. Day 4 works from what you know; a sample school context is supplied if you know little, and a rough picture is enough.
- Bring a laptop. No particular platform is taught and no tool is required in advance — what the week trains is the decision, and your school's existing software is treated as one of the constraints on it.

08 After the course

- Participants will receive their Certificate of Attendance and the co-signed Europass Mobility document.
- Participants will complete a general course evaluation and event survey.
- Participants will receive course materials, videos, photos, and PDF documents in both digital and print formats.
- Follow-up support: self-evaluation materials are provided. Depending on the group, an email group may be set up so that participants can keep exchanging ideas.

09 Why this is Erasmus+ eligible

The Erasmus+ Programme Guide names digital transformation as a horizontal priority, stating that "the Erasmus+ programme plays a key role in supporting citizens of all ages in acquiring the digital skills and competences they need to live, learn, work, exercise their rights, be informed, access online services, communicate, critically consume, create and disseminate digital education content" (Erasmus+ Programme Guide 2026, Part A – Priorities of the Erasmus+ Programme, p. 8).

10 What the course fee covers

INCLUDED IN THE COURSE FEE

- 25 hours of training and course materials
- Certificate of Attendance + Europass support
- On-site local support throughout the week

ARRANGED SEPARATELY BY THE PARTICIPANT

- Travel to the host city — invitation letter on request
- Accommodation — we share recommended options
- Travel & health insurance

ISSUED BY

Erasmus Mobility Academy

OID E10304561

Cumhuriyet Mah. 1637 Sk. Yaşar Şahin Apt. No:3/2
Yenişehir/MERSİN

info@erasmusmobilityacademy.com

+90 530 319 40 65

COURSE PAGE

erasmusmobilityacademy.com/courses/digital-tools-for-innovative-and-collaborative-teaching

ABOUT ERASMUS MOBILITY ACADEMY

Erasmus Mobility Academy (OID: E10304561) is an Erasmus+ training provider offering professional development courses for educators, school staff and youth workers across Europe. Our courses are designed for international mobility — open to participants travelling from a country other than the host country — and support schools in building lasting institutional capacity. We provide structured learning, logistical guidance and certification with Europass.