Telecollaboration enables students in different locations to work and learn together with the help of digital media. Although the didactics of languages discovered the benefits of telecollaborative learning, this method also has great potential for other subjects. Geography, in particular, may benefit from telecollaboration through international comparisons of space-related aspects of two or more local spheres.

**ABSTRACT**

Telecollaboration enables students in different locations to work and learn together with the help of digital media. Although the didactics of languages discovered the benefits of telecollaborative learning, this method also has great potential for other subjects. Geography, in particular, may benefit from telecollaboration through international comparisons of space-related aspects of two or more local spheres. The aim of this doctoral thesis is to find out how telecollaborative learning is implemented in bilingual geography education in North Rhine-Westphalia (NRW), Germany. This will be done through participatory observations and interviews with teachers.

**How to Conduct Research on Telecollaboration**

**RESEARCH INTEREST**
- domain-specific expertise on telecollaborative learning in bilingual geography education
- focus on bilingual branches and bilingual modules

**RESEARCH TOOLS**
- participatory observation of ongoing projects
- interviews with experienced teachers
- grounded theory as a guiding principle

**WORKS CITED**

