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**Abstract**

We examined Indonesian school teachers' perceptions and expectations about their professional learning, and their justifications for these, before they embarked on a transnational master's programme carried out in both Indonesia and Finland. The data were collected using the method of empathy-based stories. The findings showed that the teachers expected the programme content, execution and internationality to impact positively on their professional learning, while negative professional learning scenarios were framed as stemming from a lack of personal motivation or lack of support from the Indonesian community. Moreover, the teachers expected to become more skilled professionals not only as teachers in their classrooms but also more widely as experts in their communities. (HRK / Abstract übernommen)