Teaching, Learning, & Professional Development for Beginning Teachers

Conor GALVIN,
UCD ITELAB Project Team

WELCOME TO THE ITELAB MODULE ON
TEACHING, LEARNING, & PROFESSIONAL DEVELOPMENT FOR BEGINNING TEACHERS

Welcome to the spring pilot of this ITELab Module -**Teaching, Learning, & Professional Development for Beginning Teachers.** The module is designed for generalist use, not just for IT / ICT specialist student teachers – it is planned in such a way to be relevant to all beginning teachers / teachers in formation.

This short handbook is intended to provide all of us who are using the module framework – or some aspects of it – with an overview of its underpinning philosophy and an outline of its structures, activities, and possible assessment arrangements for the second iteration.

Essentially, the handbook offers a shared reference point for module activities across the partnership and builds on our collective experience from the beta pilot in the spring. It is NOT a prescription but should be used as a reference point and guide for local activity.

That said, both handbook and module remain very much a work in progress and so will, no doubt, change in places as the module develops. But we hope the handbook offers a good start-point for our local work and project link-ups over the coming months.

The administration aspects of the module is once again organised by UCD: and, as previously, assessment arrangements are wholly in the hands of the local partners.

Please do not hesitate to contact me – **conor.galvin@ucd.ie** – if you have any ideas or questions or encounter any difficulties over the course of the module.

Our Student Hub for the spring run of the module will be available from mid-January at **www.ITELAB.org** . The Staff Hub will once again be found at **itelab.wordpress.com** : this will be the Location of Record because the handbook will, no doubt, date even as the module runs its course.

We hope you find these useful and enjoy working with the module materials.

Conor Galvin (PhD)
UCD ITELab Team Leader,
2017-19

January 2019

Teaching, Learning, & Professional Development for Beginning Teachers
Key Dates [Primary]

UCD Semester 2 2018-2019	
UCD Teaching Term	21st January – 26th April 2019
Module Run (Primary)	Part 1: 25th February – 8th April 2019
	Part 2: 29th April – 6th May 2019
UCD Reading Weeks **[No on-campus classes]**	11th March – 24th March 2019
Easter Session	15th April – 26th April 2019

Module A Framework [Primary] 'Live-to-Air' Sessions Spring 2019 [PROVISIONAL DATES]	
Monday **25 Feb 2019** 1200-1330h CET [11-1230h Dublin]	**Technology for international collaboration**
Monday **29 Apr 2019** 1200-1330h CET [11-12:30h Dublin]	**Drawing the Learning Together; sharing the gains**

MODULE OVERVIEW

Teaching, Learning, & Professional Development for Beginning Teachers.
Content & Activity Summary; Taught Units

UNIT /WEEK	TIMINGS [PROVISIONAL]	TOPIC	LEAD
UNIT 1: Widening the beginning teacher's Teaching & Learning World			
Wk 1 [Live-to-Air]	**Monday** **25 Feb** 1200-1330h CET [11-1230h Dublin]	**Technology for international collaboration** • eTwinning as a learning vehicle and a sharing platform • EUN / eTw case studies in IC	UCD/ local
Wk 2	Monday 4 Mar 1200-1330h CET [11-1230h Dublin]	Extending the Learning Space • SKYPE in the Classroom • Virtual Field Trips.	UCD / Microsoft
Wk 3	Monday 11 Mar 1200-1330h CET [11-1230h Dublin]	Personal &Professional Learning Networks • Day-to-day Learning with TWITTER • Models of PLNs and the learning they support	UCD
Wk 4	Monday 18 Mar 1200-1330h CET [11-1230h Dublin]	Technology & Social Media in Learning • MOOCs and other disruptive sources of teacher learning and PD	UCD / EUN
Wk 5	Monday 25 Mar 1200-1330h CET [11-1230h Dublin]	Teaching Today • The challenge of change • Models of contemporary teaching • The digital edge.	UCD
UNIT 2: Video within 21 century teacher learning & development.			
Wk 6	Monday 1 Apr 1200-1330h CET [11-1230h Dublin]	Video for 21st century Learning & Teaching [1] • IRIS Connect micro-webinar (40mins) • Short video reflection task and online discussion	IRIS Connect / UCD
Wk 7	Monday 8 April 1200-1330h CET [11-1230h Dublin]	Video for 21st century Learning & Teaching [2] • Try-out of IC recording & upload tools • Video Analysis & time-stamped commentary as dialogue theory	UCD

Teaching, Learning, & Professional Development for Beginning Teachers
Content & Activity Summary; Assessment Unit

UNIT 3: Sharing the Gains and Formalising Module-Learning			
Wk 8 [Live-to-Air]	**Monday** **29 Apr** 1200-1330h CET [11-1230h Dublin]	**Drawing the Learning Together; sharing the gains** • Group presentations in online TeachMeet format	UCD
Wk 9	Monday 6 May. 1200-1330h CET [11-1230h Dublin]	Drawing the Learning Together; module assessment • Individual / group demonstration pieces for assessment • Peer and Lead assessment courts	Local Partners
Wk10	**Monday** **13 May** 1200-1330h CET [11-1230h Dublin]	**Module Evaluation & Review**	**UCD/ local**

MODULE A: Teaching, Learning, & Professional Development for Beginning Teachers; detailed specification of materials & activities

[75 hrs equiv. total; 5 ECTS Level 3 or 4; hours of direct input & hours of related project work/ self-directed learning to be decided locally]

Focus	Concept	Competence Areas	Assessment
Teaching, Learning and personal PD	Designed to: introduce & develop understanding, confidence and good practice relating to digital, online resources and networks that connect to people and sources of pedagogical ideas / materials and personalised CPD.	• Finding, evaluating and using CPD Resources. • Exploring materials and contexts that embody Innovative teaching / learning strategies • Participating in learning networks. • Professional engagement; communication, collaboration and development.	Portfolio relating to digital pedagogy; PLN-prototype; *Demonstration piece* from within the module work.
Objectives / Intended Learning Outcomes	At the conclusion of this module participants will be able to: • meet the challenges of sourcing, (re)purposing, and developing a range of rich-digital instructional and learning materials for use in ITE contexts; • plan, teach and evaluate digitally enhanced lessons in a confident and capable way, demonstrating strong levels of understanding and competence in relation to both technical and pedagogical principles & practices; • identify opportunities and plan effectively for on-line activities which relate specifically to digital learning design and innovative ICT usages, in both professional and pedagogical modes.		

The Module is framed around the *DigCompEdu* areas of capability each of which is expressed in terms of specific competence and applications – with a total of 22 competences making up the full frame. These areas focus on different aspects of educators' professional capability and activity. [See Annex 1] These are:[1]

1. Professional Engagement; using digital technologies for communication, collaboration and professional development.
2. Digital Resources; sourcing, sharing and creating digital resources.
3. Teaching & Learning; Managing and orchestrating the use of digital technologies in teaching and learning.
4. Assessment; using digital technologies and strategies to enhance assessment.

---

[1] From the final report of the DigCompEdu Project: *European Framework for the Digital Competence of Educators; DigCompEdu*, Redecker, C and Punie, Y (eds) (2017) EUR28775 EN.

5. **Empowering Learning;** using digital technologies to enhance inclusion, personalisation and learners' active engagement.
6. **Facilitating Learners Digital Competence;** enabling learners to creatively and responsibly use digital technologies for information, communication, content creation, wellbeing, and problem solving.

Unit 1	UNIT FOCUS: Widening the beginning teacher's Learning & Teaching world.
Wks 1-5	• Collaborating internationally as extending the learning space
	• Teachers' professional learning spaces; Personal Learning Networks (PLNs);
	• eTwinning – a community and a learning resource
	Unit 1 [Primary] is about exploring how personal technologies and platforms can be used to open up student and beginning teachers' professional learning in new and interesting ways. The underlying intention here is to assist participants to develop a PLN and insights into the possibilities offered by leveraging technologies that open-up individual practice to inter-teacher, inter- institutional and international possibilities and so widen the teaching world. Each week focuses on 'starter-pack' case-materials and involves a challenge that requires thinking about how (and if) technology can be used to make their classes more active and engaging for all students. The underlying model is that the ITE students experience and then practice aspects of using ICT more capably.
	Wk1 Technology for international collaboration
	Start-up: Read / download the brief information sheet on eTwinning from here https://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus/files/factsheet-etwinning_en.pdf: Then visit the UK eTwinning site and watch ; https://www.youtube.com/watch?v=m4lJiWnnp3E
	Development 1: Deep search for information on this programme and then generate a quick 'talking–head' type promotional video (use mobile phone or tablet, perhaps) to explain why teachers should become involved in activities like this. Consider in particular how involvement affects learning in their classes. Access and discuss examples of different practices from some of the EUN casestudy material on teacher education in Norway, Spain, Italy, and UK that are available from the EUN.net site. 2: Visit the MENTEP Project site (http://mentep.eun.org/) and investigate the nature and use of the TET-SAT tool.

Consolidation: In small teams, discuss and make a short report in plenary to the class on one of the CaseStudy publications associated with eTwinning. Or explore one of the project packs accessible on the main EUN eTwinning site and do similarly. Alternatively, explore the TET-SAT tool and report on its nature and affordances to the classgroup.

Follow-out: Sketch out a possible project and if feasible discuss with your school running a short-term project on a topic of your choice. Spend some time considering the possibilities offered by the following sites which have been suggested by our SMART Technologies partner: *Online Collaborative Projects* https://www.educationworld.com/a_tech/sites/sites021.shtml and *Creative Classroom Labs: COLLABORATION & ASSESEMENT: THEORY AND PRACTICE* http://colab.eun.org/c/document_library/get_file?uuid=064abaf2-a713-447a-9a19-bac26ca1749f&groupId=5897016

Capability building /DigCompEdu focus: 1:1 Organisational Communication, 1:2 Professional Collaboration, 1:3 Reflective Practice, 2:1 Selecting Digital Resources, 2:2 Creating & Modifying Digital Resources, 3:1 Teaching, 3:3 Collaborative Learning, 3.4 Self-regulated Learning, 4:2 Analysing evidence, 4:3 Feedback & Planning, 5:1 Accessibility & Inclusion.

Week 2. Extending the Learning Space

Start-up: Plenary discussion on use of video-call applications in personal lives and possible challenges relating to moving this practice into classrooms and other learning settings. Taking the short presentation on Microsoft Skype as a starting point, review with the class the arguments made for the pedagogical possibilities involved in using this type of technology to 'spark' learning: https://sway.office.com/QZ9HtqCyQsow7AHe?ref=Link&loc=play

Development: 1: Have the students work in pairs/small groups to search out details on the various types of Skype usage presented on the main Skype for Education site: Skype Lesson, Mystery Skype, Guest Speakers, Virtual Field Trips, and Skype Collaboration. Link: https://education.microsoft.com/GetTrained/skype

2: Generate a Strengths / Possible Drawbacks listing on a class Padlet or whiteboard. Have students add (+) and / or (-) as they work their way through the various short videos and information links

Consolidation: Using the Strengths & Drawbacks List as prompts, hold a class discussion on 'realistic' / 'unrealistic' visions of expanded classrooms using Skype (or similar) platforms for video-based teaching and learning activities. Have the students identify a series of One Change suggestions that they think would strengthen the possibilities of working with video-call applications in their schools. This may encourage a growth mind-set towards local / school-site possible challenges to implementing video-call based lessons.

Follow-out:
Challenge Question: How can the types of activities explored in session today be used in learning to be a better teacher?

Prompt them to consider planning and teaching a short, Skype/video-call based lesson. Ask them to be write a short personal blog / account of what is involved and what they feel they and their students learnt from the activity.

Capability building /DigCompEdu focus: 1:2 Professional Collaboration, 1:3 Reflective Practice, 2:1 Selecting Digital Resources, 2:2 Creating & Modifying Digital Resources, 3:3 Collaborative learning, 4:2 Analysing evidence, 5:1 Accessibility & Inclusion.

Wk3 Personal & Professional Learning Networks

Start-up: Share thoughts and experiences on using 'network' contacts in day to day life; then view as a class;
https://www.youtube.com/watch?v=hLLpWqp-owo

Development: 1:In small teams investigate the types, nature of interaction and uses of PLNs. Report the outcome to the classgroup. Consider: what model(s) of professional learning do different PLNs facilitate? Which professional learning interactions are supported (access to theory, modelling, practice, feedback, coaching)? What will a particular platform enable you to do more efficiently or that you otherwise would not be able to do? How safe & secure does it seem to be? 2: Consider the idea of a personal digital portfolio; if your institution does not use one, look at these sites:
https://speckyboy.com/creative-portfolios-of-50-designers/ and http://www.eportfolio.eu/community/projects/epos-eportfolio-system-self-directed-learning . Discuss with your group what 'message' these sites try to convey about portfolios.

Consolidation: Investigate in your teams the affordances of Twitter as a node in a strong PLN. Consider issues such as 'following' and # conversations like #edchatnz .

Follow-out: Sign up for Twitter and / or participate in and write up your experiences around a #chat.

Capability building /DigCompEdu focus: 1:2 Professional Collaboration, 1:3 Reflective Practice, 2:1 Selecting Digital Resources, 2:2 Creating & Modifying Digital Resources, 3:3 Collaborative learning, 4:2 Analysing evidence, 5:1 Accessibility & Inclusion, 6.1 Facilitating learners' Information & media literacy, 6.2 Facilitating learners' Digital communication & collaboration.

Wk4 Technology and Social Media as sources of Professional Learning

Start-up: Explore as a class group the concept of a MOOC and the differing nature of on-line courses. Watch Agarwal's 2013 TED talk on this 'new' development; https://www.youtube.com/watch?v=rYwTA5RA9eU

Development: 1: Briefly discuss Agarwal's claims; are they fair and reasonable? Now visit the EUN Academy, here http://www.europeanschoolnetacademy.eu/ and consider if these MOOCs are in the vein Agarwal describes.

2: Watch Bart Verswijvel's introduction to the ITELab MOOc that ran last Spring; https://www.youtube.com/watch?v=D4egP8DSCeI . What is 'different' about the tone and direction this MOOC is taking? Consider how MOOCs have changed in the time between Agarwal's talk and the ITELab MOOC.

3: Discuss what you think about the idea of a teacher-specific MOOC and what it might look like / contain – what would YOU look for in one.   Visit the ITELab MOOC.

Consolidation: Explore the ITELab MOOC offering and review one of the Chapters. Or alternatively, take on the personal challenge to compare and contrast a couple of different types of MOOCs such as xMOOCs, cMOOC and others. 75 MOOCs listed here, (US): https://www.teachthought.com/archived/list-75-moocs-teachers-students/

Follow-out: Write up a response to our Challenge Question: *Do you see practical value in MOOCs for your personal professional learning?* Prompts can include: If possible, visit / take part in a MOOC or online learning activity and write a short portfolio entry describing the experience. And /or podcast your thoughts/experiences using ***Spreaker*** (or similar).

Capability building /DigCompEdu focus: 1:1 Organisational Communication, 1:2 Professional Collaboration, 1:3 Reflective Practice, 2:1 Selecting Digital Resources, 2:2 Creating & Modifying Digital Resources, 3:1 Teaching, 3:3 Collaborative Learning, 3.4 Self-regulated Learning, 4:2 Analysing evidence, 4:3 Feedback & Planning, 5:1 Accessibility & Inclusion.

Wk5. Teaching Today

Start-up: Ask the students to watch and critically engage with a short video on the concept of the contemporary teacher. Two possible starter-sites are: [1] Singapore's 21st Century Teaching Strategies – Education Everywhere Series; https://www.youtube.com/watch?v=M_pIK7ghGw4 and [2] Janet Looney of the European Institute of Education and Social Policy; https://youtu.be/-wvflrhHguA

Development: 1: Set them up to work in groups of three or four. Working in their groups, ask the students to decide on what they think are the key characteristics expected of modern teachers in the video(s). 2: Challenge them to follow up on the detail of either of the above 'models' of modern teaching and then investigate also through a web-search other models of the teacher and teaching – eg UNESCO, OECD, ETUCE etc. 3: Have them discuss and describe (elements of) these and any other innovative models they have come across. 4: To close out this part of the session ask them to generate in their groups a 2-slide Presentation / Report on findings to share with the class.

Consolidation: Discuss as a whole-group how aspects of the session they have just completed could be 'mirrored' or built-on in their own teaching setting. Use a Padlet (or similar) to gather class-wide reflections.

Follow-out: Portfolio piece on what was learnt and how it was ported through into personal teaching setting.

Capability building /DigCompEdu focus: 1:2 Professional Collaboration, 2:1 Selecting Digital Resources, 2:2 Creating & Modifying Digital Resources, 3:3 Collaborative learning, 4:2 Analysing evidence, 5:1 Accessibility & Inclusion.

Unit 2	UNIT FOCUS: Video within 21 century teacher-learning & development

Wks 6- 7	- Video for 21st century Learning & Teaching; principles and technical basics - classroom dialogue, communication, and collaboration as professional learning materials - using video-based assessment to support professional learning

Unit 2 [Primary] is about developing understandings of the potential of video as a professional learning tool, and acquiring some of the basic technical skills required to begin using video as a personal learning medium / modality.

Wk6 Video for Learning & Professional Development [1]

Start-up: Complete registration to the IRIS connect video-based platform via this link: ***https://www.irisconnect.com/uk/itelab-registration/*** in order to create your individual user account. Once you have activated your account, log in, click the 'Groups' tab at the top and select the ITELab Module A group. Complete the Wk4 "start up" activity by registering for the Webinar.

Development: 1: Watch the video clip that opens the workshop. Note in particular the approach to off-topic questions and 'misunderstandings' that the teacher displays. 2: Discuss in small groups the pedagogical strategies used. How relevant are these to the day-to-day settings you teach in? What lessons can we take from the method used? Engage in the guided discussion within the online discussion board.

Consolidation: Much of what we do when we use video- analysis in this way involves collaboration. For deeper insights into this type of activity, have a look at this site: *Connecting beyond the Classroom - Move from local to global learning modes; https://bit.ly/2yjO8AS*

Follow-out: Create a short recorded response to our work today. Ideally, upload this to the IRIS Connect platform (follow the guides in the "Preparing to record yourself" section). Use this as an opportunity to reflect on the workshop in light of the previous research, examples and discussion.

Capability building /DigCompEdu focus: 1:1 Organisational Communication, 1:2 Professional Collaboration, 1:3 Reflective Practice, 2:1 Selecting Digital Resources, 2:2 Creating & Modifying Digital Resources, 3:1 Teaching, 3:3 Collaborative Learning, 3.4 Self-regulated Learning, 4:2 Analysing evidence, 4:3 Feedback & Planning, 5:1 Accessibility & Inclusion.

Wk7 Video for Learning & Professional Development [2]

Start-up: Continue working on the IRIS Connect platform:
https://europe.irisconnect.com/sign_in 1. Review two or three clips that were
shared with you or to ITElab group. Practice providing contextualised
feedback using the time-stamped video comments tool. Consider how this
tool could be used to capture practice, aid self- and peer-reflection, and
support coaching and mentoring. 2. Engage with the research overview of
effective professional learning

Development: 1. Bridging the gap between research and the realities of
classroom implementation is a key challenge for 21st-century professional
learning. Use this task in the IRIS Connect platform to begin to draw links
between theory and practice, starting with a focus on classroom dialogue,
communication and collaboration.
2. Review the carefully chosen video clip of classroom practice and respond
to the questions and prompts provided. Look at and respond to the comments
made by other teachers. Think about how relevant are these to the day-to-
day settings you teach in? What links can you draw with 21st-century skills?
What lessons can we take from using video in this way to develop our
practice?
3. Complete the short questionnaire on the IRIS site and receive your 'research-
led practitioner certificate'

Consolidation: 1. Review also this clip relating to the Norwegian setting:
https://youtu.be/IYsnvwM3zDc Discuss via a think, pair, share activity how
students in each of these settings are using video-based assessment to support
professional learning. What do you see as the main takeaways for how video is
/ may be used as a pedagogical learning tool locally? **2.** Complete the End
Point survey on the IRIS site.

Follow-out: 1.Consider organising a time/date so that you can engage in a
face-to-face 'film club' session, using the materials, video clips and guidance
provided to discuss specific aspects of teaching and learning with your
colleagues. This will give you a better understanding of how video aids
professional learning and development. **2.** Complete the questionnaire linked
to in the Wk5 "Follow-out" section on the IRIS Connect site in order to receive
your 'collaborative practitioner certificate'**.**

Capability building /DigCompEdu focus: 1:2 Professional Collaboration, 1:3
Reflective Practice, 2:1 Selecting Digital Resources, 2:2 Creating & Modifying
Digital Resources, 3:1 Teaching, 3:3 Collaborative Learning, 3.4 Self-regulated
Learning, 4:2 Analysing evidence, 4:3 Feedback & Planning.

Unit 3	UNIT FOCUS: Close-out & Future Directions

Wks 8-10

Wks 8 and 9 Drawing the Learning Together and Module Assessment

Module Consolidation: Individual or group presentation of a module *demonstration piece* - an item produced through 'Follow-out' activities associated that the student(s) is prepared to share with the classgroup.

Assessment: As decided by the local organiser of the module

Capability building /DigCompEdu focus:

Professional Engagement; 1:1, 1:2, 1:3

Digital Resources; 2:2, 2:3

Teaching & Learning; 3:1, 3:2, 3:3, 3:4

Assessment; 4:1, 4:2, 4:3,

Empowerment as Learners; 5:1, 5:2, 5:3.

Wk 10 Formal Module Evaluation & Review

Module Review: Individual and collective review and evaluation of the Module A framework content and activities based on the ITELab Monitoring & Review Questionnaire.
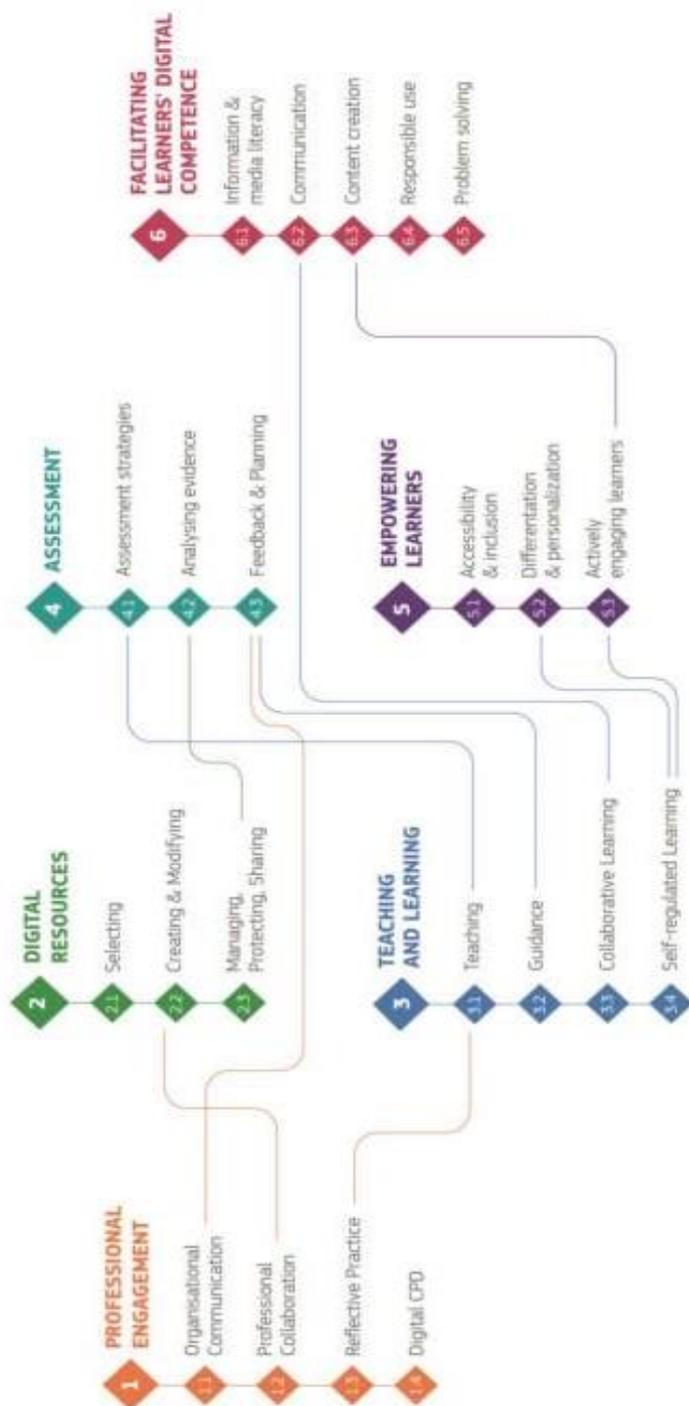
v. Jan2019

Figure 1: Overview of the DigCompEdu framework

From: Final Report of the DigCompEdu Project: *European Framework for the Digital Competence of Educators; DigCompEdu*, Redecker, C and Punie, Y (eds) (2017) EUR28775 EN