

ITELab January Module Briefings by Dr Conor Galvin, University College Dublin (UCD)

Slides attached. Supporting details [here](#) (e.g. module handbooks). Module briefing recordings: Module A briefing – 17th Jan 2019 (16hCET), <https://eun2.adobeconnect.com/pu7wre5czvbl/> Module B briefing – 18th Jan 2019 (16hCET), <https://eun2.adobeconnect.com/pa0asbmtyspr/>

1.1 SUMMARY

- There are four, separate options for universities to select from, and pilot with their student teachers: three teaching modules (A,B,C) and one student teacher MOOC. The key is to select and experiment with the module(s) and/or MOOC of your choice, to join with our partner universities, and to give us your feedback.
- ITELab Teaching Modules:
 - Implementation of the ITELab modules is flexible. Universities select what they want to pilot and when. The choice is made based on your teaching semester, your student teachers, and the time you have available.
 - The module briefings are for the teacher educators/lecturers in other universities. The briefing shares how Dr Conor Galvin is teaching the modules with his student teachers at UCD, where the teaching term for module A and B starts on Monday, 21st January 2019. Module C will start later in the term at UCD.
 - The module handbooks provide the detail of the framework and the content. You can select to trial a whole module(s), or part (e.g. unit), or use the framework to innovate your own curriculum.
 - The online staff hub [ITELab staff hub](#) will be used by Conor to continue to share and update how he is teaching the modules at UCD, building up the materials on a week by week basis. There are separate tabs for the different modules.
 - Your feedback and student teachers evaluation is important to us, as we learn together. At the end of the pilot, there will be a short, evaluation survey.
- ITELab student teacher MOOC: the MOOC is separate to the teaching modules. The MOOC course is designed for the student teachers themselves. The online course runs from 25th February – 4th April 2019. You can register for the MOOC [here](#) . We encourage you to motivate and support your student teachers taking the MOOC, recognising the completion of MOOC as part of their grades.
- We are delighted to have c35 universities across 11 countries interested in joining the pilots in varying degrees: 5 partners universities – modules and MOOC; 12 universities – modules, disseminate MOOC; 4 universities – MOOC as part of assessment, observe the modules; 14 universities – observer/dissemination to support future planning.
- The next action is for you to review and confirm what you will pilot, how and when. We will email you, separately, a simple set of questions to confirm your interest.

We are very much looking forward to this cooperation with you and your student teachers. If you have any questions, please email us: conor.galvin@ucd.ie (Module lead); bart.verswijvel@eun.org (MOOC lead), dorothy.cassells@eun.org (Project lead).

1.2 INTRODUCTION TO THE MODULE BRIEFINGS: A AND B

Module A and B briefing summaries are below. Key to note, is that Conor is using the briefings to share how he is teaching module A and module B with his student teachers at UCD, starting from Monday 21st January 2019.

Each university will differ in what and how they implement. There is no 'one way'. Implementation is flexible and will be depend on: semester/term times and what you can trial within the constraints of local curriculum and time. For the modules, there is the flexibility to select what you want to trial and to run it when you want.

Conor will continue to share, and update how he is teaching the modules, via the online teacher hub (see below), where the materials he is using will build up on a week/week basis.

Module A and B are two of four options, universities can select from to match interest. Each are supported by briefings for the university teacher trainers/lecturers who are also planning to implement: module A (briefing 17 Jan); module B (briefing 18 Jan); student teacher MOOC (briefing 6 Feb); module C (briefing Feb date tbc).

The key is to select and experiment with the module(s) and/or MOOC of your choice, to join with our partner universities, and to give us your feedback. From our beta trials in 2018, we know that some followed through the modules completely, some followed parts only (e.g. units), some took the module framework and used that to review and innovate their own curriculum and supplemented it with their own materials.

You can start the module at any point in the semester run. Regardless when start, there is a separate tab on the online teacher hub (see below) for you to refer to. It is a more elaborate version of what is in the module handbook. Everything you need is in the handbook and if you want to run with that, that is fine. All structured so can dip in, take one week, two weeks. Hoping people take at least two weeks for the unit, so that they can give feedback on the design of the framework when finished. At end, ask to complete the evaluation questionnaire designed by UWU. We will make access to evaluation questionnaire to the course leaders in each institution.

1.3 MODULE PHILOSOPHY

ITELab modules focus on the development of digital pedagogical skills of future teachers. For student teachers with different experience and connections with classroom practice and settings. Module content came out of design workshops in partnership with universities, industry, including student teachers, with conversations around what might make good content. Designed to be useful to young student/beginner teachers, preparing to be teachers across Europe, whether Primary or Secondary. Practical reach and approach.

Philosophy that holds all the modules together: focused on innovation, focused on pedagogy. Innovation connected with technology and technology-enhanced learning. All activities are activity-driven – encouraging student teachers to 'have a go'. They include elements of collaborative work. There are two instances, to meet in virtual space between institutions, plus the hubs (teacher and student teacher). Get

different perspectives, see different ways using, hear voice of the industry partners for their input/ideas for cleverer/smarter use of technologies

Module frameworks - rigour to framework, but flexible in how you implement. They are designed to be flexible, including the materials, to adapt and fit within existing programmes. Designed so that any part of the material can be taken and used independently. However, the recommendation is if only doing a part of a module, you select a unit for better sequencing of activities. Also supports the evaluation.

1.4 MODULE A BRIEFING: TEACHING, LEARNING AND PROFESSIONAL DEVELOPMENT FOR BEGINNING TEACHERS

Briefing, how Dr Conor Galvin is teaching Module A at UCD – held on 17th Jan 2019 (16hCET), recording <https://eun2.adobeconnect.com/pu7wre5czvbl/>

10 weeks. Refer to the Module A Handbook for the details.

Two timelines. Note: universities do not need to stick to these timelines, they represent how and when UCD and UoP are teaching module A to their student teachers. It is up to individual universities to determine when, how and what they teach.

- Secondary-focus frame (assumes student teachers have more direct contact with schools/teaching placements): teaching begins at UCD on Monday 21st January and runs to 8th April (11 weeks incl. assessment).
- Primary-focus frame: teaching begins in University of Perugia, on Tuesday 26th February to 6th May.

Secondary Framework: similar to Primary, thread connects, working to develop same capabilities and competence. Divided into units to connect with thematic areas. Please refer to the handbook for the details.

Unit 1: Being a beginning teacher in a digital world (taught unit)

Unit 2: Widening the teacher and learning world (taught unit)

Unit 3: Sharing the gains and formalising module learning. (assessment)

In UCD, there is an activity, and a homework piece at end each week, that builds up into a portfolio, that students present as part of their assessment in unit 3. Other colleagues in different institutions have variations. Assessment is local.

Live to air: will issue an invitation to all partners, to involve in a 90 min block on a particular day, to have a shared space. To allow the students in each of the locations to get together to talk, work together, to share their learning in terms of modules and process. Plan to run, twice:

1. Mon 25 Feb at 12-13:30CET: Technology for international collaboration
2. Mon 1 April at 12-13:30CET: Drawing the learning together; sharing the gains – a little like an online Teach-meet.

Primary also divided into different units. Covering all the materials, but in a slightly different way. Unit titles are different. Starts 25th February. **First live to air sessions. Bring the Primary and Secondary colleagues together for this one session.**

Unit 1: Widening the Teaching and Learning World (taught unit) starting with the Live to Air session, jointly with Secondary. Unit brings together: eTwinning, Skype, Twitter, MOOCs all in the first block.

Unit 2: Video in 21st teacher learning. Intensive 2 week – use of video in C21 learning, kick-off with live/pre-recorded seminar with IRIS Connect.

Unit 3: Sharing the Gains and Formalising Module-Learning

Again unit 1 and unit 2 are teaching units. Unit 3 is assessment – work done locally, then share that, then evaluation of the learning taking place. Two 'Live to air' sessions:

1. Mon 25 Feb at 12-13:30CET: Technology for international collaboration
2. Mon 29th April at 12-13:30CET: Drawing the learning together; sharing the gains

Typical session structured as 90 mins (or 120 mins) block. Format – start-up, followed by activity, followed by consolidation, follow-up (homework). Resources to support at each stage, will be available on the staff teacher hub (see below). Refer to the module handbook for details. Updates via the hub. If you are using materials that you think could benefit other universities, will share them via the hub (email to: conor.galvin@ucd.ie to publish).

1.5 MODULE B BRIEFING: DESIGNING FOR LEARNING

Briefing, how Dr. Conor Galvin is teaching Module B at UCD – held on 18th Jan 2019 (16hCET), recording <https://eun2.adobeconnect.com/pa0asbmtyspr/>

Shorter, 6 weeks, focused on specific area of interest. Refer to the Module B Handbook for the details.

UCD is teaching module B with student teachers in a 6 week block, starting Monday 21 Jan-25 Feb. Three teaching and content blocks, each focusing on different aspects of designing for learning. No separate assessment block.

1. Unit 1: What is learning design – the nature and potential of learning design; learning scenario thinking.
2. Unit 2: Meeting the digital learning design approach – concept of deeper learning, using technology to enhance Learning. Using your design knowledge. Practical value for student participants.
3. Unit 3: Problems and projects – designing better types of learning experiences – moving away from teacher at the front, more activity-based, problem-based ways of working with pupils in teaching and learning situations.

The Learning Scenarios approach is based on work developed and trialled successfully in other EC-funded European projects: <http://colab.eun.org/learning-scenarios>. It helps teachers practise and think in a structured way about learning design (C21 learning design). It is a super way to help young teachers, think about, structure and prepare, block of teaching materials with activities built-in focused on the pupils and connected to the sensible use of technology. They can build up several, and if possible test out when in placements, or save for future practice.

As part of this module, UCD is going to ask student teachers to develop and present 4 learning scenarios over the course of the 6 weeks. Activity – designing, authoring and

sharing at the local level. UCD would like to replicate this and share with other institutions. Localised, teaching relevant, technology enhanced learning focused. European interest – topics that have a European focus, and in the shared space with partners and universities.

As for module A, a typical session is structured as a 90 mins (or 120 mins) block. Format – start-up, followed by activity, followed by consolidation, follow-up (homework). Resources to support at each stage, will be available on the staff teacher hub (see below). Refer to the module handbook for details. Updates via the hub. If you are using materials that you think could benefit other universities, will share them via the hub (email to: conor.galvin@ucd.ie to publish).

1.6 ONLINE HUBS SUPPORTING THE TEACHING OF THE MODULES – STAFF HUB; STUDENT TEACHER HUB

The online hubs support the teaching of the modules and are supported by UCD. There are two, separate hubs: a staff hub; a student teacher hub.

Staff hub – <https://itelab.wordpress.com/>. The staff hub is a flexible, open space for staff involved in the teaching the modules. It will be 'live' when UCD is teaching the module, to share and reflect, on a week to week basis, how the module is being taught in the UCD context. It will include lesson suggestions and resources. UCD will update the staff hub on a week to week basis, to include minor adjustments, as the module is taught. Universities are welcome to follow how UCD is teaching the module, adopt it in its entirety, or change to suit local circumstances and materials. Contact Conor (conor.galvin@ucd.ie) if you have further ideas and resources, to help the resources sections grow as the pilot goes on.

Student hub – <http://www.itelab.org/>. The student hub is basic. Originally it was developed to support module A. As module A is being taught, it includes a series of challenge questions (see module A handbook and briefing slides for example). The idea being that each week, the session ends with a challenge/activity for the student teachers (ref previous example). The working language is English and it will be used as part of the teaching of module A. The hope is that other universities also use the challenge questions when teaching module A, and so a student in UCD can see what students in for example, University of Perugia (UoP) have posted for that week. UCD will introduce a new heading, linked module B, around Lesson Scenarios and encourage their students to upload their lesson scenario work, on a week to week. The idea is to get students to connect with each other and build the learning network.

1.7 NEXT ACTIONS:

For universities to reflect, and confirm their plans. To support coordination across the various universities, please complete the questions on the next page - either via google doc link, or simple email your answers to dorothy.cassells@eun.org.

ITELab University Pilots 2019

1. Your name and University
2. Your university term/semester time
3. The day of week and the teaching period, when you will be piloting ITELab
4. The course name, where you will pilot this.
5. The number, type and experience of your student teachers: how many student teachers will do this; Primary or Secondary; what year of study; what teaching placement experience.
6. Confirm what you will pilot, and for the module all or part (which part).
 - Module A¹ (all or part define e.g. unit 1)
 - Module B² (all or part define)
 - Module C³ (all or part define)
 - Student teacher MOOC⁴
7. Any questions.

¹ Module A: Teaching, Learning and Professional Development for Beginning Teachers

² Module B: Designing for Learning

³ Module C: Working with Learners

⁴ MOOC: The networked teacher – teaching in the 21st century