

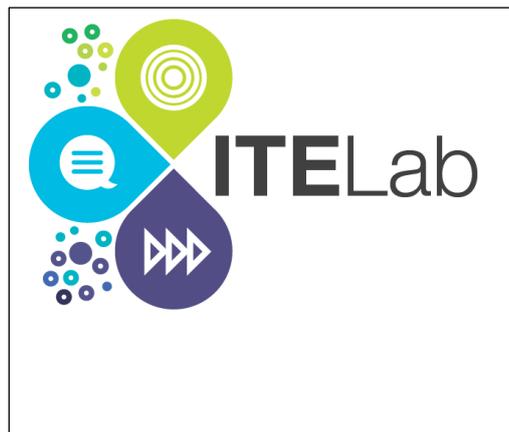
**ITELab Modules.  
Handbook for Module C**

Open Reference  
Spring Pilot 2019

# Working with Learners

Conor GALVIN,  
UCD ITELAB Project

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## **WELCOME TO THE ITELAB MODULE ON WORKING WITH LEARNERS**

**W**elcome to the first run of this ITELab Module – **Working with Learners**.

This short handbook is intended to provide all of us who are offering the module – 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.

The framing and resourcing of the module is organised by UCD, Dublin: assessment arrangements are wholly in the hands of the local partners.

Please do not hesitate to contact me – [conor.galvin@ucd.ie](mailto: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-February at [www.ITELAB.org/ModC](http://www.ITELAB.org/ModC) .

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

November 2018

## Working with Learners

UCD Semester 2  
2018-2019

**UCD Teaching Term** 21st January – 26th April 2019

**Module Run** 29th April – 3rd June 2019

**UCD Reading Weeks** 11th March – 24th March 2019  
**[No on-campus classes]**

**Easter Session** 15th April – 26th April 2019

**Module B**  
**Opening Webinar**  
Spring 2019

**26th April**  
[Provisional]  
1800-2000 CET  
[11-1230h Dublin]

**Working with Learners;**  
An introduction to the ITELab Module for partners

## MODULE OVERVIEW:

### Working with Learners. Content & Activity Summary

UNIT /WEEK	TIMINGS [PROVISIONAL]	TOPIC
<b>Friday 26 Apr 2019: Pre-module Webinar for Teaching Staff</b>		
<b>Wk 1</b>	Monday 29 Apr 1800-2000 CET [5pm-7pm Dublin]	<b>Building Learning from Where They Are:</b> <ul style="list-style-type: none"> <li>• What is self-directed learning? Guiding and Encouraging self-directed work.</li> <li>• Exploring Video-Mediated Opportunities for student Self-Directed Learning</li> </ul>
<b>Wk 2</b>	Monday 6 May 1800-2000 CET [5pm-7pm Dublin]	<b>Situational Awareness in Teaching &amp; Learning;</b> What it means to 'read' a learning environment and why it is important. <ul style="list-style-type: none"> <li>• Addressing the information gap.</li> <li>• Identifying needs – perception, comprehension, and projection.</li> </ul>
<b>Wk 3</b>	Monday 13 May 1800-2000 CET [5pm-7pm Dublin]	<b>Deeper Reflection and Teaching [1]: Reflection for classroom action.</b> <ul style="list-style-type: none"> <li>• Needs identification &amp; analysis, planning an intervention / lesson including integrating technology into planning.</li> <li>• Writing and using learning outcomes. Testing your planning against models.</li> </ul>
<b>Wk 4</b>	Monday 20 May 1800-2000 CET [5pm-7pm Dublin]	<b>Deeper Reflection and Teaching [2]; Reflection on classroom action</b> <ul style="list-style-type: none"> <li>• Reflecting on practice in the classroom using the Queensland Approach</li> <li>• Reflecting on outcomes to learning using the Co-Lab Framework Assessment Guidance.</li> </ul>
<b>Wk 5</b>	Monday 27 May 1800-2000 CET [5pm-7pm Dublin]	<b>Using a video-based professional learning platform;</b> <ul style="list-style-type: none"> <li>• Exploring the possibilities of a platform like Iris Connect; ethics.</li> <li>• Working with Iris Connect Platform; exploring IC recording &amp; upload tools.</li> <li>• Video Analysis &amp; time-stamped commentary as classroom dialogue theory.</li> </ul>
<b>Wk 6</b>	Monday 3 June 1800-2000 CET [5pm-7pm Dublin]	<b>Collaborative, online, video-based Professional Learning.</b> <ul style="list-style-type: none"> <li>• Working with the Iris Connect Platform; recording and sharing mini-classes and clips.</li> <li>• Reflecting critically with the aid of video; using Catapano's Taxonomy and Interrogative Frame.</li> </ul>

## Working with Learners; Assessment

Assessment Type	Assessment Description	% of final grade	Timing
<b>Personal Learning Plan;</b> Pedagogically strong & Technology Enhanced [Locally Assigned & Graded]	An account of the design, production, resourcing, and a critical reflection on a three to five lesson personal learning plan, covering a topic of concern to the beginning teacher. (Approx. 3000 words.) [SUGGESTED]	100%	End of Module

## MODULE C: Working with Learners

[3ECTS Level 3; configuration of hours of direct input & hours of related project work/ self-directed learning to be decided locally]

Focus	Concept	Competence Areas	Assessment
<b>Working with Learners</b>	Designed to: introduce and explore principles and practical issues relating to working with learners and its value to the beginning teacher / teachers in programmes of formation and education. Technology is referenced throughout and is used as an aid to the participants' learning.	<ul style="list-style-type: none"> <li>Develop capability relating to reflective practice and professional self-efficacy</li> <li>Explore the value of personal learning planning to the beginning teacher / teachers in programmes of formation</li> </ul>	The design, production, resourcing, and critical reflection on a personal learning plan, covering a three to five lessons on a topic of concern to the beginning teacher.
<b>Objectives / Intended Learning Outcomes</b>	At the conclusion of this module participants will be able to:		
	<ul style="list-style-type: none"> <li>Draw meaningful professional learning from planning for teaching activities and events in a systematic way;</li> <li>plan, teach and reflect on learning activities /opportunities provided for student groups;</li> <li>identify opportunities and plan effectively for learning activities that make use of ICT and other technology.</li> </ul>		
<p>ITELab Modules are framed around the <i>DigCompEdu</i> 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:<sup>1</sup></p> <ol style="list-style-type: none"> <li>Professional Engagement; using digital technologies for communication, collaboration and professional development.</li> <li>Digital Resources; sourcing, sharing and creating digital resources.</li> <li>Teaching &amp; Learning; Managing and orchestrating the use of digital technologies in teaching and learning.</li> </ol>			

<sup>1</sup> 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.

- 4.** Assessment; using digital technologies and strategies to enhance assessment.
- 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: Developing Awareness in teaching & learning settings

### Wks 1-2

- The nature of self-directed, professional learning;
- Using technology to open up teacher learning;
- Identifying and responding to early professional learning needs.

Unit 1 is about understanding situational awareness in teaching & learning settings and learning how to start developing this. The underlying idea is that through this growing awareness the beginning teacher/ student teacher experiences and practices using ICT to assist in their own professional learning.

### Wk1. Building Learning from Where They Are.

**Start-up:** watch and critically engage with a short video which considers the nature and challenges of self-directed learning:  
<https://bit.ly/2DNUqNB>

Ask the students to consider in particular: the overall ideas being pursued by Pierson on the nature of human connection in education, and the idea of being born to make a difference.

**Development:** Working in small groups students, have the students visit the Howard-Suamico website and explore designated sections of it. [<https://hssd-tlc.weebly.com/building-culture.html> ] Structure a think, pair, share activity around the ideas the site presents on personalised learning.

Discuss the possible value of this approach to developing plans for class activity. Ask each student group to generate a 3 slide Presentation / Report on what you discussed, to share with the class.

**Consolidation:** Read quickly through the methods section of Bourdeau et al 2017 paper for what they term their 'video-work approach': <https://eric.ed.gov/?id=EJ1167307>. Discuss how some of these points might be used to add an extra layer of value to lesson planning / development & how it might also be used as a way to guide reflection on the *planning for learning* process.

Hold a class plenary to bring ideas forward on this.

**Follow-out:** Individually, read the full text of the Bourdeau et al 2017 paper.

**Week 2. Situational Awareness in Teaching & Learning;** What it means to 'read' a learning environment and why it is important.

**Start-up:** Opening class discussion on what 'situation awareness / classroom awareness' might mean for the teacher? Use a Padlet to gather individual further responses and then synthesise these.

**Development:** 1: Have the students work in pairs read and annotate the short piece by Nikki Davies that can be found here: <https://bit.ly/2Q5BDDe> 2: Ask for plenary comments relating to her claims around reflective self-practice and the difficulties of forging positive student-teacher relations in the classroom setting. 3: Ask students to review the short video from the LearningWorks site on 'self-awareness' they will find here: <https://bit.ly/2A6Ekuh> . Draw out responses as to who the video is directed towards and relating to the way video-gaming is used in the video. Are they uneasy about anything? Are they persuaded by the line takes?

**Consolidation:** Direct students to the short piece on philosophical perspectives on inclusion and awareness here: <https://bit.ly/2Q70HK0> . Ask them to consider the main points made in the piece and to decide if these are relevant to them, in their present situation. And if so, how and why?

**Follow-out:**

Set a Challenge Question such as: *What is situation awareness and how can we factor it into a learning experience to our students' benefit?* Refer the students to the paper by Holgersson on noticing/ and Cognitively-Guided-Instruction here: <https://bit.ly/2R3P8Ak> . Ask them to be write a short response to the paper via the challenge question.

## Unit 2 **UNIT FOCUS: Reflection; *on, in, and for* classroom action.**

### Wks 3-4

- Thinking about using learning outcomes to focus work;
- Using the Queensland approach to improve reflective practice.

Unit 2 considers the area of teacher reflection in more detail. The intention in this unit is to encourage and support the beginning teacher/ student teacher in engaging more reflectively with planning and thinking about teaching.

### **Wk3. Reflection and Teaching [1]:** Reflection *for* classroom action.

**Start-up:** Watch and then discuss the short CIPD UK video on reflective practice in the business world:  
<https://www.youtube.com/watch?v=M9hyWVEG2x0> Is this view relevant to schools and educational settings? In what ways? What are the main divergences between these settings and schools?

**Development:** 1: Ask the students to consider how we can go about the identification & analysis of learning needs in classrooms. Direct them to the EUN Co-Lab Learning Scenarios Framework here:  
<http://colab.eun.org/learning-scenarios> . Ask them to agree on how using this might improve learning needs analysis. 2: Share findings from the initial discussion then direct them to the concept of learning outcomes. 3: in Subject groups ask students to outline learning objective for a given learning situation. Discuss the results in plenary.

**Consolidation:** Visit the CORA UCC site and consider the claims made by Kennedy regarding the power of outcomes – planning as opposed to working only with objectives. The nature of learning outcomes: Kennedy Chapter 2 of <https://bit.ly/216Ndse> . Use a Padlet (or similar) to gather class-wide reflections.

**Follow-out:** Set a post-class reading on reflection on action, such as Munby here: <https://bit.ly/2DzhhLJ> . Given the dated nature of this piece, do they think much has changed?

**Capability building /DigCompEdu focus:** 2:1 Selecting Digital Resources, 2:2 Creating & Modifying Digital Resources, 3:3 Collaborative learning, 6:2 Facilitating Learners Digital Competence.

**Week 4. Reflection and Teaching [2];** reflecting on and in practice.

**Start-up:** Plenary discussion based on the previous week's reading by Munby; gauge their understandings of reflecting *on* and reflection *in* practice in the classroom. Discuss the iterative, life-long nature of this activity for teachers.

**Development:** 1: Direct the students to the Queensland Approach to teacher reflexivity; <https://bit.ly/1bTA2IM> . Divide out the document among the group and ask each 'team' to annotate a section, according to teaching interests or subject specialism, for example. 2: Ask each group to produce a sharable summary of their deliberations – perhaps using FlipGrid or another video-clip site. 3: Share outcomes in a plenary way; view and discuss each contribution. 4: Ask the students to consider how reflection of this nature might connect to assessment practices. Discuss as a class the value of having a consistent mechanism of reflecting on outcomes to learning.

**Consolidation:** Direct the class to the section in the Learning Scenarios frame that considers assessment of learning, here: <http://colab.eun.org/assessment-guidelines>

**Follow-out:**

Set a Challenge Question such as: *What are the advantages and more problematic aspects of using 'reflection' as a constant aspect of your teaching and preparation?*

**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, 6.2 Facilitating learners' Digital communication & collaboration.

## Unit 3 **UNIT FOCUS: Working on practice; using video technologies as an aid to practice development.**

### Wks 5-6

- **Using video-based professional learning platforms;** TIMSSVIDEO and IRIS Connect
- **Collaborative on-line video-based Professional Learning;** issues and practices.

Unit 3 focuses on how video technology can be used to assist in building self-awareness of teaching practice and systematically working on improving our practice over time.

### Wk5. Using video-based professional learning platforms

**Start-up:** Watch the first six minutes of the TimssVideo Science lesson from a Czech school here: <http://www.timssvideo.com/cz1-spines> Ask the students to discuss what they have just seen and what they notice that is similar and what is different to their own settings.

**Development:** 1: Direct the class to the splash-page for the TIMSSVIDEO Project here: <http://www.timssvideo.com/>: Ask them to read and then think, pair, share their findings focussing on the possibilities of this kind of 'window' on teaching work for professional learning. 2: Lead the students to explore the possibilities of IRIS Connect; start with the short introductory video here: <https://bit.ly/2DyRWBD> List and discuss the advantages claimed for this type of technology usage. 3. Divide the class into groups and ask them to explore the IC recording & upload tools. Discuss the possibilities and advantages of these for professional learning. 4: Draw attention to the video analysis & time-stamped commentary

**Consolidation:** Have the students consider the idea of as *classroom dialogue theory* Mercer's introduction to the core elements of the theory on SlideShare is a good way into this: <https://bit.ly/2OSQpZe> Ask the class to offer an interest group / subject group response to the ideas expressed in the slideset. .

**Follow-out:** Set a Challenge Question along the lines: *What do you now see as advantages of video as a professional learning tool that you may not have previously?*

**Week 6. Collaborative, online, video-based Professional Learning;**  
issues and practices

**Start-up:** Ask the class to review the outcomes to the Challenge Question from the previous week; *What do you now see as advantages of video as a professional learning tool that you may not have previously?* Draw out any positives and discuss resolutions to any negatives that emerge.

**Development:** 1: Direct the students to the Iris Connect Platform; discuss recording and sharing mini-classes and clips; <https://www.irisconnect.com/uk/> Explore the IRIS guidance on this issue. 2: Workshop the making of short-clips using handheld devices such as tablets and mobile phones. Practice the technical aspects of making, saving and storing videos for professional learning. 3: Ask them to add reflections on the values involved onto a Padlet / whiteboard and then be ready to discuss / defend in a class plenary. 4: Introduce the concept of reflective criticism on digital resources using Catapano's Interrogative Frame from *TeachHub*: <http://www.teachhub.com/technique-self-reflection-video-recording> . [See ANNEX.]

**Consolidation:** Discuss as a class the possibilities of structured reflection using frames and taxonomies. .

**Follow-out:**

Ask the students to investigate school policies on the recording and uploading of learning event videos with the intention of writing a personal practice protocol, incorporating both that policy and the relevant advice from the IRIS and TeachHub sites.

**Capability building / DigCompEdu focus:** 1:3 Reflective Practice, 2:1 Selecting Digital Resources, 2:2 Creating & Modifying Digital Resources, 3:3 Collaborative learning, 5:1 Accessibility & Inclusion, 6.1 Facilitating learners' Information & media literacy.

**Module  
Assessment**

**Locally Arranged and Locally Framed**

**Personal  
Learning Plan;**  
Pedagogically strong  
& Technology  
Enhanced Learning

An account of the design, production, resourcing, and a critical reflection on a personal learning plan for three to five lessons, covering a topic of concern to the beginning teacher.

(Approx. 3000 words.)

[SUGGESTED]

[Locally framed and parametered as appropriate to a 3credit ECTS offering.]

ANNEX 1

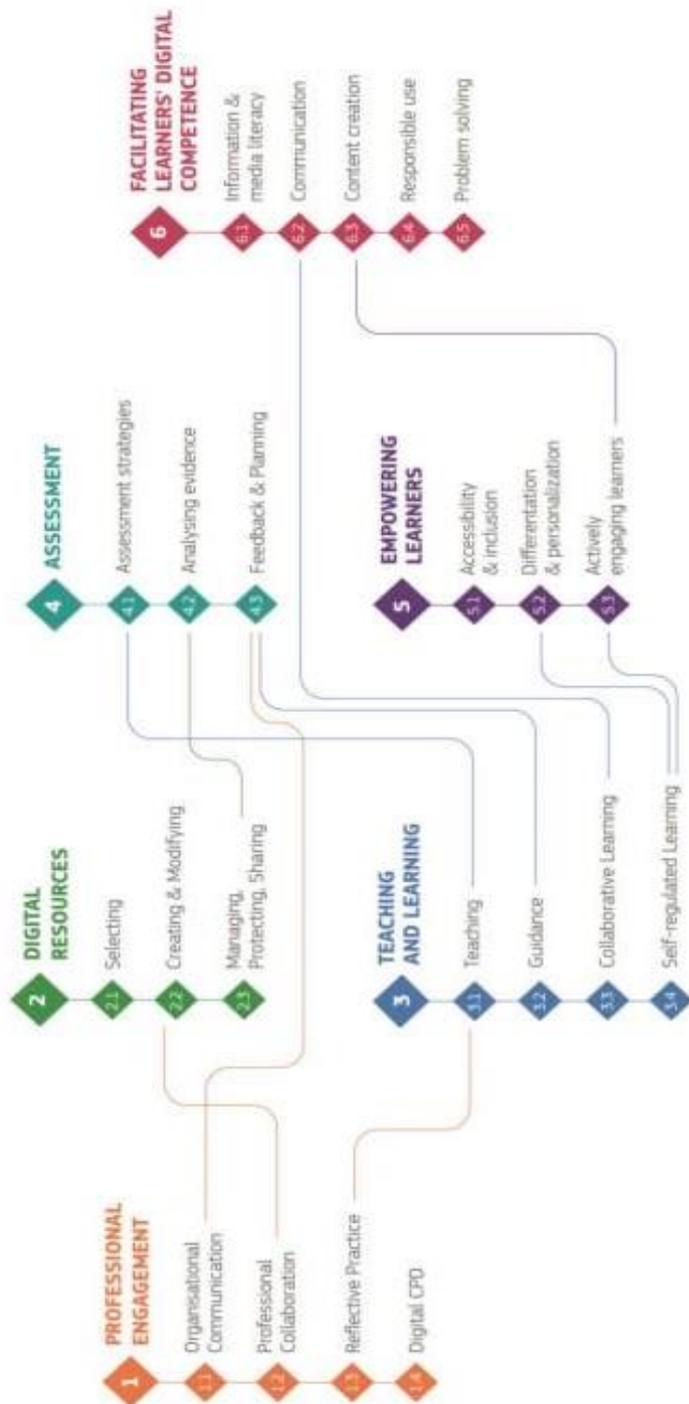


Figure 1: Overview of the DigCompEdu framework

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

## ANNEX 2

Direct Link to the Learning Scenarios Template:

The image shows a screenshot of a web-based form for creating learning scenarios. At the top left, there is a logo for 'CO-LAB Creative Open Learning Lab'. Below the logo, the text 'Scenario Title:' is followed by a large empty text box. Underneath this is a horizontal row of seven circular icons, each with a label and a small illustration: 'dream' (person thinking), 'explore' (person with magnifying glass), 'map' (person with map), 'make' (person with tools), 'ask' (person with question mark), 're-make' (person with gear), and 'show' (person with presentation board). Below these icons is a table with two rows: 'Learning Activities' and 'Time (weeks)'. The 'Learning Activities' row contains the following text: 'Free thinking, sharing ideas', 'Looking for and finding content', 'Structuring thoughts', 'Developing or organising', 'Introducing/ Feedback', 'Revising', and 'Performing and practicing'. Below the table are several text input fields with labels: 'Goal (learning outcomes, match to specification)', 'Description (of each learning activity)', 'Learning Environment/s (the physical or virtual setting(s) in which learning takes place)', 'Digital Technologies and Tools', and 'Roles (teacher, students, parents, experts, etc.)'. At the bottom left, there are logos for 'Erasmus+' and 'European Schoolnet'. The form has a clean, modern design with a light blue and white color scheme.

[http://colab.eun.org/c/document\\_library/get\\_file?uuid=3a379a60-ef14-43d6-89f2-d454cdb5004c&groupId=5897016](http://colab.eun.org/c/document_library/get_file?uuid=3a379a60-ef14-43d6-89f2-d454cdb5004c&groupId=5897016)

## ANNEX 3

**Catapano's Interrogative Frame** from *TeachHub*:

<http://www.teachhub.com/technique-self-reflection-video-recording>

- **How loudly do I speak?**
- **Do I get off track at all? How often?**
- **Do I do anything annoying or distracting with my voice, gestures, posture, etc.?**
- **How clear are my instructions for activities?**
- **How clearly do I communicate the big ideas in a lesson?**
- **Am I interacting with students effectively?**
- **What are students doing as I'm speaking?**
- **Does my method of instruction seem appropriate for the content and goal I have in mind?**
- **How much time do I spend talking about things that don't need to be talked about?**