

ITELab project Independent Evaluation 2019

Introduction

As part of the Quality Assurance objectives of the ITELab project, an expert was contracted to carry out an independent evaluation of both project operations and final deliverables. This document constitutes the third and final deliverable of the independent evaluator: it reports on the performance of the ITELAb project in 2019, the third and final year of operations. Similar reports have been produced at the end of 2017 and 2018 on first and second year of ITELAb activities, respectively.

ITELab stands for Initial Teacher Education Lab and looks at how student teachers receive training on the pedagogical use of ICT. It aims to mainstream innovative pedagogical practice that involves ICT and to foster innovation and knowledge exchange in initial teacher education (ITE) by creating a platform for ongoing university – industry exchange in ITE. The project is co-ordinated by European Schoolnet and involves ten partners from industry and higher education. ITELab is co-funded under the European Commission’s Erasmus + programme as a three-year Knowledge Alliance project between higher education institutions and industry.

The project activities are divided across seven Work Packages (WP). The Independent Evaluation of ITELab is part of WP6 on Quality Assurance. In line with the Description of Work, the reports from the independent evaluator “review project operations and final deliverables with the aim of deciding whether project quality assurance processes have been effectively designed and applied.” Just as in previous years, this report focuses on the performance of the ITELab project. Given that ITELab activities have ended in December 2019, this final evaluation report looks in particular into the effectiveness of the project in meeting the targets set at the project start.

In the course of 2019, the evaluator monitored project progress by participating in the ITELab-related sessions at the Schools Innovation Forum in Brussels and by attending two online partner meetings and one online ITE Forum. The information for this report has been collected first and foremost through surveys targeted at project partners, Associate Partners and the Pedagogical Board. Representatives of each of the ten ITELab partners, as well as twelve Associate Partners and three members of the Pedagogical Board completed their respective surveys. Furthermore, the evaluator reviewed most final deliverables and, prior to drafting this report, interviewed the project co-ordinator to have her viewpoint on a number of findings from the surveys and deliverables.

In addition to this introduction, the report consists of the three parts: the information obtained through the survey results and the review of the project deliverables is presented in the section Findings; the section Considerations covers the viewpoint of the independent evaluator on the survey findings and the project performance; the Conclusion and Recommendations section contains an overall appreciation as well as lessons learnt from the ITELab project. The evaluation methodology and the survey questionnaires are presented as appendix to the report.

A draft version of this report has been submitted to and discussed with the project coordinator and the work package (WP) leader on quality assurance. Their input has been taken on board in the final version.

Findings

This section is based on the information provided by the survey respondents and on a review of the final deliverables. It addresses the ITELab activities implemented in 2019 as well as the delivery of the respective Work Packages (WP) by the end of the contract. The text in this section is based on the input from stakeholders and on an ‘objective’ analysis of the survey data and the project deliverables. The viewpoint of the independent evaluator on the project performance in general and the effectiveness of the operations is covered in the next section on considerations.

ITELab Activities in 2019

Each partner reported on the range of actions they undertook in the framework of the ITELab project throughout 2019. These activities were generally in line with the initial project plans and will be described in more detail in the work packages. The project co-ordinator reported that the main change in the plan for 2019 was linked to one industry partner who had to withdraw from the project due to various organisational changes. This partner decided to forego any claim for reimbursement of costs that had been incurred by them to-date, agreeing for their budget to be redistributed across partners to support an additional third round of delivering and evaluating the three teaching modules and the online MOOC, as well as supporting sustainability of the ITE Forum linked to participation by all partners in European Schoolnet’s (EUN) Future Classroom Lab (FCL) Schools Innovation Forum. A change amend was submitted to the European Commission (EC) and approved. As a result the project organised a third pilot cycle in autumn 2019 and partners spent additional time on various tasks associated with such pilot: promotion of modules and MOOC, recruitment, briefing, planning and delivery in universities with support of industry partners, evaluation, etc. All partners, student teacher ambassadors and some associate partners actively participated in the Schools Innovation Forum (June 2019) recognising initial teacher education as a major new stakeholder group in the on-going FCL.

Asked what went particularly well in 2019, partners referred to different elements. Some of these elements were mentioned regularly and by several partners, such as the project leadership, the engagement of student teachers, the collaboration between industry and university in the ITE Forum, and the opportunity to validate the modules and MOOC through a third pilot run with evaluation. Individual partners reported in the survey that:

- the work and engagement with the student teachers has been unique and resulted in their Student Teacher Charter which was shared and discussed with all stakeholders at the final capacity development workshop held at EUN’s EMINENT 2019 conference in Poland;
- the testing of module C (Working with Learners) featured the active engagement of university and industry partners and provided the opportunity for student teachers who completed the module to get a Microsoft Innovator Educator (MIE) digital badge and IRIS Connect certificates;
- the ITE Forum went very well this year, particularly with the university and industry co-chair of the forum and the interesting overarching topic which has led to knowledge exchange discussions between universities and industry;

- the Pedagogical Board has worked together to produce a ‘White Paper’ reflecting their interests and drawing on ITELab as the example;
- the quantitative evaluation methodology to test the MOOC turned out to be appropriate, given that over 4000 participants registered for the course;
- ITELab case-study materials are proving very useful resources within the broader teacher training programmes at one of the partner universities;
- representatives from university partners have been presenting ITELab at research conferences thereby extending the reach and interest of the project.

Asked what could have been done differently in 2019, partners referred in particular to external constraints. One partner summarised the issue as follows: “probably the main learning in 2019 has been around the constraints universities face in implementing new content/courses and the impact that this has had on the uptake of the modules, the implementation and consequently the difficulties of an evaluation.”

WP 1 – Coordination and management

In both the first and second year of operation, project management was the item that was most consistently applauded by all ITELab partners. This has not changed at all in the third and final year: all nine partners indicated in the survey that they were very satisfied with the way the project has been managed in 2019 by the lead partner EUN and its project coordinator.

The project coordinator is very much appreciated for her immediate responses and ongoing availability, as well as for the way she leads the project and the project meetings in a firm, structured, friendly and inclusive manner. One partner stated that “the coordination by EUN is friendly, accessible and well organized. Communication is open and straightforward. Emails are clear and provide helpful summaries and instructions.” Another partner emphasised EUN’s “in-depth awareness of the challenges of coordinating a pan-European project like ITELab involving partners from both the university / higher education sector and industry.” Other respondents provided similarly positive comments on both the coordination in general (“very strong and clear throughout the project”) and the project coordinator in particular (“Absolutely superb organisational and communicational practices, personable and encouraging leadership”).

While respondents are very elaborate in their comments on what they find particularly strong about the overall coordination of the project, there are hardly any suggestions for further improvement in terms of management: one partner would have liked more face-to-face project meetings, while another partner suggested to pay more and earlier attention to communicating the project work to the public and through social media.

WP 2 – ICT monitoring in Initial Teacher Education

This work package aims to stimulate the flow and exchange of knowledge between higher education and enterprises in so far as integration of ICT in initial teacher education is concerned. Throughout the project, the partnership produced around twenty resources regarding ICT in ITE, such as a literature review, a dozen case studies, and recommendations on the teacher educator competencies. Asked whether they were satisfied with the results of this WP, eight partners indicated they were very satisfied, while two partners were rather satisfied. This quantitative result is very good, and even better than the positive appreciation it received in previous years when six partners were very satisfied with the ICT monitoring activities.

In the course of 2019, the partnership produced several deliverables, such as a third and final ITE Monitoring Report, case studies focusing on industry-university collaboration and on teacher educator competences, and resources to support ICT innovation in ITE. Furthermore, the partnership issued a summary document linked to the final ITE Monitoring Report, providing highlights across the project along with several recommendations based on the three-year work across the ITELab project. These recommendations address higher education institutions, business, the European Commission, ministries of education, and schools.

Another component under this WP is the attention to – and active involvement of – **student teachers**. Students studying at several partner universities were invited to take up an active role in the project. As a result, student teachers have become an integral part of the project, participating in various activities ranging from attending workshops and conferences to joining the Pedagogical Board. In 2019, ITELab produced the Student Voices report which details the student teachers involvement in the project and their opinion on how their ITE curricula are preparing them for their future professions and what competences they would like to acquire. Furthermore, the Student Teacher Ambassadors of the project issued a Student Teacher Charter calling on policy makers and initial teacher education providers in Europe to ensure ITE curricula make student teacher digitally confident for teaching in the 21st century. Several partners indicated in the survey that the involvement of students was very important. One partner wrote that “engaging and working with ITE students provided a great insight into ‘life on the front line’ that should be replicated in other projects and provide an invaluable feedback loop for the output development”, while another partner emphasised “the value brought by the close integration of the student teachers in all areas of the project.”

WP 3 – Development of in-class teaching modules

This work package aims to boost innovation in higher education by bringing ITE institutions together with companies to develop and deliver new course modules for student teachers. Throughout the project, modules have been designed, piloted, evaluated and re-fined over three cycles. This has resulted in three flexible teaching module frameworks suitable for both primary and secondary initial teacher education. Each module is available in the four partner languages: English, Italian, Norwegian and Portuguese.

Asked whether they were satisfied with the results of this WP, three partners indicated they were very satisfied, while seven partners were rather satisfied. Partners reported that they appreciated the opportunity of a third pilot run, which allowed them to enhance the quality of the modules even further. In 2019, module C - Working with Learners was implemented (co-designed and co-taught) by the university and industry partners of the project. Moreover it allowed student teachers to obtain a Microsoft Innovator Educator (MIE) digital badge and an IRIS Connect practitioner certificates.

Partner comments in the survey indicate that the above-mentioned external constraints particularly apply to this WP. In this regard, two partners reported that they were satisfied with the contents of the modules, but found it difficult to integrate the delivery of these modules in their specific curricula. Other partners emphasised that the project has also put in a lot of effort to mitigate the difficulties of aligning multiple institutions with different students / timetables / programmes of study. Faced with the constraints of implementation of new and complete teaching modules in universities, the WP co-ordinator underlined the flexible nature of the module design, encouraging universities to select and trial ‘parts’ as fitted with their programmes of studies. In order to account for this flexible approach, the WP 5 co-ordinator agreed to adapt the evaluation framework for the third pilot of modules.

The **ITE Forum** provides a platform to exchange between all interested stakeholders on ITE and on developing the pedagogical use of ICT for future teachers. This exchange takes place through a series of webinar discussions on the latest research findings, case studies and projects. Asked to what extent they were satisfied with the way the ITE Forum had been operating, six partners were very satisfied, while four were rather satisfied and one partner had no opinion. Several partners clarified their answer indicating it was very useful to have the Forum, which came to full development in 2019 featuring two co-chairs from university and industry. One partner reported that the Forum has been one of the most valuable aspects of the project in terms of generating conversation and discussion on practices, developments and future needs in teacher education. Another partner mentioned that it was useful to work on one overarching theme, which has led to a range of knowledge exchanges and discussions between university and industry, involving also policy and projects.

WP 4 - Development of a MOOC for student teachers

This work package has a similar set-up as WP3 and aims to boost innovation in higher education by bringing ITE institutions together with companies to develop and deliver a Massive Open Online Course. Throughout the project, a MOOC titled ‘The Networked Teacher’ has been designed, piloted, evaluated and re-fined over three cycles. Nearly 6000 people registered, with more than half of the starters also finishing the course.

Asked whether they were satisfied with the results of this WP, five partners indicated they were very satisfied, while five partners were rather satisfied. Partners reported that they appreciated the opportunity of a third pilot run, which allowed them to enhance the quality of

the course even further. Several partners emphasised the numbers of people testing the MOOC: “the MOOC worked well and attracted a lot of interest with European preservice and in-service teachers.”; “this really resonated with audiences and proved engaging through this medium is worth developing and exploring more and perhaps developing a link to CPD within profession.”

Several Associate Partners indicated that their students had been taking the MOOC. One respondent mentioned it joined ITELab because it was interested in the implementation of online courses as part of its course programmes and therefore decided to integrate the MOOC in one of its study modules in 2019. Asked for improvements, some Associate Partners indicated that their students had difficulties in following an English-language course. During the interview the project co-ordinator mentioned that the level of English is probably not as much of an issue as they think as the MOOC had been designed to be easy for colleagues where English is a second language (Europass language level B1 understanding and A2 writing) and the English language level was not reported as problematic in the MOOC trial evaluations. It may be that this comment reflects another contributory factor and that is the unfamiliarity of students who are used to studying in their mother tongue and are now exposed to a new style of online learning as well as in another language.

The above-mentioned external constraints apply to some extent also to this WP and have hindered an even broader uptake in some of the partner universities. Two partners commented in the survey that they are satisfied with the contents of the course, but found it difficult to motivate students to take the MOOC because student teachers are first and foremost concerned with their practice demands, i.e. school internships. One partner indicated that “although we did not use MOOC much because of student time pressures, it has made us aware of the general potential of such tools.”

WP 5 – Evaluation of Modules and MOOC

This work package is about evaluating the pilot runs of both modules and MOOC. One partner has specific expertise in this area and performed evaluations with student teachers from all partner and associate partner universities who participated in the modules and MOOC. In line with the Description of Work, last year’s independent evaluation paid particular attention to the evaluation part. It found that the evaluation was set up rigorously and that the protocols for running an evaluation with student teachers had been consistently applied by all universities involved in the pilot. Furthermore, considerable feedback had been received from students and teacher educators, and their feedback was taken up in the next version of the deliverables. As a result, a staff teacher hub was set up to share how other teacher educators were teaching the modules. The project also shared in the university pilot briefings how other universities were supporting their student teachers. Finally, a student voice Facebook page was created and supported by the student teacher ambassadors and EUN.

In so far as 2019 is concerned, six partners indicated they were very satisfied, while four partners were rather satisfied with the results of this WP on evaluation. Partners reported that they appreciated the opportunity to have also the third pilot run evaluated. Student teachers again were a source of valuable feedback. Moreover, the quantitative evaluation approach provided useful data for the MOOC because many students took the online course. Given that the additional pilot run took place only in autumn, the reports on the final modules and MOOC evaluations were only finalised at the very end of the project. Looking at this WP in retrospect, one partner commented that a more qualitative evaluation approach in assessing the modules could have added greater insights. The evaluation scope and methodology of the first pilots included focus groups with all the main stakeholders, before turning to the quantitative survey evaluation approach for the later pilots. In line with the learning about modules being used in ‘parts’, the evaluation module surveys were modified for the third and final pilots to account for more flexible implementation.

WP 6 – Quality Assurance

This WP covers several issues: quality assurance procedures, the co-ordination of the Pedagogical Board and the independent evaluation. In line with the Description of Work, last year’s independent evaluation paid particular attention to the contribution of the **Pedagogical Board**. It found that the Pedagogical Board members had provided feedback on several draft deliverables and that their feedback and recommendations had impacted upon and influenced the development process of the three modules and the MOOC.

The involvement of the Pedagogical Board and its individual members has increased in 2019, resulting in a White Paper, Initial Teacher Education Futures. Drawing on the specific areas of expertise and interest of the individual Pedagogical Board members and their involvement in ITELab, it contains reflections and recommendations on ITE programmes, future projects, policy and industry. Asked whether they were satisfied with the way the Pedagogical Board had been operating, four partners were very satisfied, while another four partners were rather satisfied and two had no opinion. One partner indicated that the Pedagogical Board “had been a useful source of guidance and scrutiny of the ongoing work of the project”, while another partner emphasised the good cooperation that resulted in the White Paper. One partner noted that the Pedagogical Board had not been very visible.

Responding to a dedicated survey, three members of the Pedagogical Board indicated that they were satisfied with their involvement, although they could not dedicate much time to the Board given that this function is voluntary and comes on top of many other tasks. Asked what elements of the project were likely to generate the biggest impact, respondents referred to the network of people involved, to the MOOC and to the structural involvement of student teachers. In this respect, the partnership between industry, university and policy makers can serve as a model for future projects. One member moreover indicated that the Pedagogical Board provided valuable feedback to the project development from multiple perspectives making sure that different stakeholders – not in the least student teachers – were heard in the evaluation processes of the project. If anything, the Pedagogical Board, and by extension the

entire ITELab project, could have involved also some representatives from schools. The project co-ordinator indicated during the interview that at the start of the project, there had been two school representatives on the Pedagogical Board but when the Board was refreshed at the end of the first year, they were replaced with student teachers. The suggestion to have schools represented in future projects is a recommendation that will be followed up, according to the project co-ordinator.

WP 7 – Dissemination

This work package aims at ensuring high level European visibility for the project and at the exploitation of its deliverables. It covers the ITELab website, supporting promotional materials, the capacity development workshops at EUN's EMINENT annual conference, and various dissemination and communication activities around e.g. the university - industry ITE Forum, the involvement of Associate Partners, and the plans on making the ITELab deliverables sustainable beyond 2019.

Throughout the project, partners have looked for stakeholders interested in joining ITELab activities such as the modules, the MOOC or the ITE Forum. In order to attract **Associate Partners**, the project issued a Charter inviting interested stakeholders to join the project to exchange knowledge, participate in the pilots and attend the project workshop at the EMINENT conference. According to the Final Summary Report, ITELab managed to establish a network of 105 ITE stakeholders from across 30 countries representing university, industry and policy. Responding to a dedicated survey, twelve Associate Partners from seven countries provided a range of reasons why they had decided to join the project: the international experience, the relevance of the subject, the connection with research and education partners, the opportunity to participate in content creation with others and experiment with new educational formats, etc. Nine respondents indicated that they were either rather satisfied or very satisfied with their involvement. One Associate Partner remarked that they were not satisfied because of the limited resources they could dedicate to the highly interesting ITELab project. Most respondents indicated that their organisations were not very active in the project but attended an ITE Forum or facilitated students to follow the modules or MOOC. One Associate Partner mentioned that initially the organisation had only decided to participate as an attentive observer but eventually contributed with a direct participation on an online forum meeting presenting an upcoming MOOC on Artificial Intelligence in Education.

Throughout 2019, the project paid considerable attention to the post-project period issuing both an initial and a final **Exploitation and Sustainability Plan**. Asked to what extent they were satisfied with the way the project organises the sustainability and exploitation of its results, five partners were very satisfied and another five were rather satisfied. Moreover, all partners were either very or rather confident that the ITELab partnership would achieve the envisaged impact and sustainability. The lead partner indicated in the survey that it is difficult to forecast ongoing impact and sustainability, but that several measures had been taken to facilitate this: a communications support pack was produced at the request of partners to

support their dissemination/exploitation activity; universities have been active in presenting ITELab to their research networks thereby introducing new partners to the ITELab network; the industry partners have engaged with their extended networks of schools and teachers; the Student Voice Facebook page has also been a good way to reach out to more student teachers with the support of the student teacher ambassadors; writing and publishing a short news item after each ITE Forum has been another successful way to engage with wider stakeholders; finally, engaging with EUN senior management to facilitate (associate) partners' involvement as new stakeholders in the Future Classroom Lab, and invite these new stakeholders to EUN's yearly Schools Innovation Forum and EMIMENT conference. Asked what could have been done differently, one partner indicated that "the best lessons of ITELab are about what might be done now and next: strengthening and growing the ITELab partner network and the enhancement of its capabilities as a hub for meaningful and sustainable innovation within the teacher formation aspects of the emerging European Education Area."

Considerations

The following considerations by the independent evaluator are based on the findings described in the previous section and cover both the overall project performance and the effectiveness of the respective work package operations. Where relevant, reference is made to the results highlighted in the ITELab evaluations from 2017 and 2018.

First and foremost, the overall **survey results are positive**. Partners appreciate the partnership, the management, the work on the different WP and the outcomes/deliverables. The table below provides an overview of the responses to the closed questions where ITELab partners and demonstrates that partners are satisfied with all aspects of the project.

Are you satisfied with:	very much	rather	hardly	not at all	no opinion
Partnership cooperation	5	5	0	0	0
Project coordination	9	0	0	0	0
ICT monitoring in ITE	8	2	0	0	0
ITELab modules	3	7	0	0	0
MOOC for student teachers	5	5	0	0	0
Evaluation of modules / MOOC	6	4	0	0	0
Pedagogical Board	4	4	0	0	2
ITE Forum	6	3	0	0	1
Sustainability and exploitation	6	4	0	0	0

Although the differences in appreciation between the topics are small, they do reflect the effective level of appreciation. It therefore comes as no surprise that project management gets – once again - the highest score. Moreover, comparing the results to similar questions in previous years, the small differences point to relevant nuances in appreciation: partners value highly the work undertaken in 2019 on WP2 (ICT monitoring in ITE), the successful pilot runs of the MOOC and the considerable work undertaken with regard to the ITE Forum and the project sustainability.

Comments to the open questions confirm the above results. On the positive side, this feedback emphasises the collaborative spirit of the partnership, the strong and approachable management, the relevant recommendations on ICT in initial teacher education and the uptake of the MOOC. Even more so than in quantitative terms, the open questions emphasise the importance – and successful involvement - of student teachers in the project. Similarly, partners emphasised this year the successful establishment of a strong network of stakeholders. In terms of lessons learnt, partners emphasised the constraints they encountered in developing modules – and to some extent the MOOC – that are relevant to the study programmes offered in the different partner universities and fit the level and expertise of the respective student teachers.

A second consideration concerns the sheer number of activities and deliverables the partnership has implemented or produced throughout the duration of the project and notably

in 2019. In this regard, the project website constitutes a kind of ITELab resource centre featuring all project deliverables. In addition to the hard work and the great number of outputs, the evaluator noticed that the materials are diverse and that their **quality is high**. The ITELab project has covered a lot of ground developing not only modules and an online course, but also a stakeholder network and a series of policy recommendations.

Thirdly, collecting materials and analysing survey data for this third and final evaluation report showed that in all cases, the **partnership has delivered** by the end of 2019 what it set out to do in its application and at the very start of ITELab early 2017. Going back to the application and in particular the description of the project methodology, the evaluator was very positively surprised by the alignment between on the one hand the then project intentions and on the other hand the activities described in the surveys and the resources listed on the website. In this regard it is fair to state that the project has been very effective in implementing the work packages and delivering the expected outcomes.

The quality of the deliverables and the effectiveness of the partnership performance leads to a fourth consideration: **the potential (long-term) impact of the ITELab project**. Taking inspiration from the partner responses to the questions what components of the project are likely to achieve long-term impact, the evaluator is convinced that the ITELab legacy will encompass: a strong network of university, industry and policy stakeholders; the open source module frameworks; the integration of the MOOC in the EUN Academy; the knowledge sharing between industry and universities on ICT in ITE; and the understanding that student teachers have a crucial role to play. Furthermore, participating in a European project has had a clear impact on some partner institutions and associate partners: “on the creation of innovative learning spaces in our institution and the continued adoption of new methodologies in initial teacher education”; “European collaboration, giving exposure to other ideas, practice and physical spaces and the general impetus to rethink ICT even when the national context is unhelpful.”; ITELab “made us realise how little our students were using IT beyond an electronic blackboard, tests, admin and communication on pupils submitting work.”

Finally, the project has been very strong in taking on board **feedback** and recommendations, be it from partners, students, the Pedagogical Board or the independent evaluator. Last year’s evaluation showed that the partnership had been very much aware of the challenges listed in the evaluator’s report on 2017. Similarly, the recommendations mentioned in the 2018 report with regard to the ITE Forum, the Pedagogical Board, and the exploitation and sustainability plan have been taken on board in 2019.

Conclusion and Recommendations

The overall conclusion of the independent evaluator is very much in line with the key results of the previous evaluation reports: the evaluator considers that the ITELab project has been adhering closely to the plans it has set out in the application form and the contract with the European Commission. Throughout 2017-2018-2019, the partnership has progressed on each domain / work package along the lines of its work programme. When implementation did not advance as smoothly as expected, the partnership has put in additional efforts to keep the project on track. The partnership in general and the project coordinator and work package leaders in particular should be commended for their pro-active and problem-solving attitude.

Based on the results of the survey and the review of the deliverables, the evaluator concludes that by the end of the project period, the partnership has met the objectives of the overall project and its respective work packages and delivered the envisaged outcomes.

This year's surveys inquired about what could have been done differently in the project. In case the partnership would envisage submitting a new project proposal, the evaluator would recommend taking into account the following lessons learnt from the ITELab project:

- to address an even broader range of stakeholders in innovation in initial teacher education, reaching out not only to industry, universities, students and authorities, but to involve also schools, school managers and teachers;
- to focus the scope of the project on student teachers in initial teacher education programmes that have some teaching practice experience (such as primary, secondary, vocational, special needs education);
- to select those partners and stakeholders that have good expertise on this particular type of education;
- to put even more efforts, e.g. through a dedicated WP, into encouraging education providers to review their ITE curriculum offer linked to digital pedagogy and include parts of the ITELab teaching modules and MOOC in their programme offer and have these validated and accredited.

The ITELab project has been particularly successful in many respects. When submitting a new proposal, the evaluator suggests building further on the achievements of ITELab and take on board the following good practices:

- a very strong and experienced lead organisation;
- a dedicated and competent project coordinator;
- an extensive network of stakeholders;
- a comprehensive involvement of student teachers;
- a balance between industry and university partners.

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Independent Evaluator
20.01.2020

Appendix A – Evaluation methodology

In line with the initial offer to European Schoolnet and based upon the evaluations undertaken during the first and second years of project activity, the independent evaluator intends to assess the 2019 ITELab project activities as follows.

The evaluation consists of four parts: (i) evaluation set-up, including the production of survey questionnaires; (ii) data collection through surveys, review of deliverables, and interviews; (iii) data analysis; and (iv) reporting (findings, considerations and recommendations).

This planning document is part of the evaluation set-up, a phase to be finalised by mid-October when the draft survey questionnaires are validated. The evaluator will provide an outline of the evaluation plan for presentation at the ITELab project meeting early November.

Information on the ITELab project activities will be gathered in different ways:

- Survey to be completed by all ITELab partners (November)
- Survey to be completed by Associate Partners (November)
- Survey to be completed by Pedagogical Board members (November)
- Review of project deliverables (November)
- Interviews with key project stakeholders (November – December)

Data collection will start right after the EMINENT conference. The collected information will be analysed in December.

The independent evaluation report will contain findings (from the data analysis), considerations (by the evaluator) and recommendations for post-project developments and future project initiatives. A draft report will be made available mid-January 2020 to EUN/IRIS Connect for review and discussion. The input obtained from this review and discussion will be incorporated in the final version, which is due by the end of January 2020.

Appendix B – Survey for ITELab project partners

A. Your ITELab Activities in 2019

1. What have you/your organisation been doing in the project in the course of 2019?
2. Is this in line with the initial plans?
3. What went well?
4. What could have been done differently?

B. Partnership Cooperation

5. Are you satisfied with the activity and cooperation among the partnership in 2019?
very satisfied – rather satisfied – hardly satisfied - not satisfied at all – no opinion
6. What do you find particularly strong about the cooperation / activity in the partnership?
7. What could have been done differently?

C. Project Management

9. Are you satisfied with the way the project has been managed by EUN in 2019?
very satisfied – rather satisfied – hardly satisfied - not satisfied at all – no opinion
10. What do you find particularly strong about the overall coordination of the project?
11. What could have been done differently?

D. Work Packages

12. Are you satisfied with the results for WP 2 on ICT monitoring in ITE?
very satisfied – rather satisfied – hardly satisfied - not satisfied at all – no opinion
13. Are you satisfied with the results for WP 3 on module development?
very satisfied – rather satisfied – hardly satisfied - not satisfied at all – no opinion
14. Are you satisfied with the results for WP 4 on the MOOC for student teachers?
very satisfied – rather satisfied – hardly satisfied - not satisfied at all – no opinion
15. Are you satisfied with the results for WP5 on the evaluation of modules & MOOC?
very satisfied – rather satisfied – hardly satisfied - not satisfied at all – no opinion

16. What do you find particularly strong about ITELab in general?
17. What components of the ITELab project do you find particularly strong?
18. What could have been done differently?

E. Outcomes and Deliverables

19. Are you satisfied with the way the Pedagogical Board has been operating?
very satisfied – rather satisfied – hardly satisfied - not satisfied at all – no opinion
20. Are you satisfied with the way the ITE Forum has been operating?
very satisfied – rather satisfied – hardly satisfied - not satisfied at all – no opinion
21. Are you satisfied with the process for producing and reviewing the various project deliverables (e.g. the modules and MOOC, the ITE Monitoring report, etc) and the outcomes?
very satisfied – rather satisfied – hardly satisfied - not satisfied at all – no opinion
22. What could have been done differently?

F. Ambitions for the post-project period

23. Are you satisfied with the way the project organises the sustainability and exploitation of its results?
very satisfied – rather satisfied – hardly satisfied - not satisfied at all – no opinion
24. What components of the ITELab project are likely to achieve long-term impact?
25. Are you confident that the ITELab partnership as a whole will achieve the envisaged impact and sustainability?
very confident – rather confident – hardly confident - not confident at all – no opinion
26. How will your organisation help support the long-term impact and sustainability of the project?
27. What could have been done differently?

Appendix C – Survey for ITELab Associate Partners

1. What kind of organisation do you represent?

education institution – public authority - industry partner – other (please specify)

2. What is the main geographical remit of your organisation?

local – regional – national – European – international – other (please specify)

3. Why did you(r organisation) decide to get involved in the ITELab project?

4. Is there anything in particular your organisation can contribute to the project?

5. What has been your (organisation's) involvement in ITELab?

6. Are you satisfied with this involvement?

very satisfied – rather satisfied – hardly satisfied - not satisfied at all – no opinion

7. In what way has your organisation benefited from its involvement in ITELab?

8. To what extent did your (organisation's) involvement in the project meet your initial expectations?

above and beyond - very much – rather so – hardly – not at all – no opinion

9. What could have been done differently to make your involvement (even) more worth-while?

Appendix D – Survey for ITELab Pedagogical Board members

1. What kind of organisation are you associated with in your work?

education institution – public authority - industry partner – other (please specify)

2. Why did you decide to join the Pedagogical Board?

3. What has been your involvement in the Pedagogical Board?

4. Are you satisfied with this involvement?

very satisfied – rather satisfied – hardly satisfied - not satisfied at all – no opinion

5. What could have been done differently to make your involvement (even) more worth-while?

6. What has been the contribution of the Pedagogical Board to the development of ITELab?

7. Are you satisfied with this contribution?

very satisfied – rather satisfied – hardly satisfied - not satisfied at all – no opinion

8. What could have been done differently to make this contribution (even) more worth-while?

9. What element(s) of the ITELab project is/are likely to generate the biggest impact?