



# Initial Exploitation and Sustainability Plan

D7.3

ITELab: EUN and partners

January 2019

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## 1. EXECUTIVE SUMMARY

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ITELab (Initial Teacher Education Lab) is co-ordinated by European Schoolnet (EUN) and co-funded under the European Commission's Erasmus+ programme. It is a Knowledge Alliance project between higher education institutions and industry. The project duration is from January 2017 to December 2019. The project has three, major strands of activity: first, a **monitoring strand** to gather information and knowledge, which delivers an annual report and case studies; this informs the second, an **ITE Forum knowledge exchange strand, including the Student Voice**, where knowledge is shared and discussed; which in turn informs the third strand, work between university and industry partners to **co-design and pilot innovative ITE course modules and a student teacher MOOC** within the project.

The long term aim is to build a sustainable initiative supporting the development of digital pedagogical skills in Initial Teacher Education, involving universities, ICT suppliers and linked to the teacher professional development programmes of education ministries. For European Schoolnet (EUN), ITELab follows on from earlier projects, starting with iTEC<sup>1</sup>, the results from which have been mainstreamed under the umbrella of European Schoolnet's Future Classroom Lab<sup>2</sup> (FCL) initiative. Sitting under the umbrella of the FCL, ITELab's aims in this respect, as stated in the original proposal, are to:

- Establish a framework for collaboration on ITE that boosts innovation between universities and K-12 ICT suppliers in cooperation with Ministries of Education.
- Stimulate exchange of knowledge between universities and ICT suppliers in order to ensure that student teachers receive training on the pedagogical use of ICT that is aligned with current innovative practice in schools involving new technologies and future classroom scenarios.
- Establish a sustainable mechanism that ensures a better alignment and integration between the development of ITE curricula and pedagogy in universities with Continuous Professional Development (CPD) programmes for teachers developed by both ICT suppliers and policy makers within education ministries at national and regional level.

This Initial Exploitation and Sustainability Plan (December 2018) covers actions underway in support of the sustainability and impact of ITELab. Discussions are on-going and the final version of the plan will be delivered at the end of the current project in December 2019.

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<sup>1</sup> iTEC: iTEC (Innovative Technologies for Engaging Classrooms, 2010-2014) was a large-scale European Schoolnet project where education ministries, technology providers and research organisations worked together to transform the way that technology is used in schools. Link: <http://itec.eun.org>

<sup>2</sup> Future Classroom Lab: Created by European Schoolnet, the Future Classroom Lab (FCL) is an inspirational learning environment funded by EUN and 35 industry partners in Brussels, challenging visitors to rethink the role of pedagogy, technology and design in their classrooms. Link: <http://fcl.eun.org>

All the activities in the ITELab exploitation and sustainability plan draw on the active and ongoing engagement and collaboration between project partners, associate partners and wider stakeholders, including importantly student teachers themselves.

The initial plan covers both the approach to sustainability at a European level, as coordinated by European Schoolnet, and at an individual partner level building on interactions at national, regional and institutional level.

Of course, critical to achieving long-term sustainability, is whether activities can be either integrated within existing work programmes/projects/initiatives which are already supported, and/or to identify new, or potential funding opportunities to support the on-going development activities. The plan looks to identify both.

The initial plan is structured as follows:

Section 2: Introduction, which explains the background to the work and discussions shaping the Initial Exploitation and Sustainability Plan.

Section 3: Dissemination and Communications, highlighting key activities in support of the exploitation of ITELab and its impact.

Section 4: Exploitation Strategy, which sets out plans leveraging the synergies at European and national/regional/institutional by project partners.

Section 5: Influencing Policy, which shares initial recommendations and the platforms used to influence policy and wider stakeholders to prioritise future actions.

Section 6: Conclusions

## 2. INTRODUCTION

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ITELab addresses the issue of how student teachers are supported and prepared for dynamic C21st classrooms in both primary and secondary schools. The project seeks to better integrate ICT within initial teacher education (ITE) curricula and boost innovation within higher education institutions, drawing on the digital competences required for the use of ICT in teaching and learning.

The on-going monitoring activities track the latest research, publishing an annual Monitoring Report draws on latest published research, stakeholder surveys (universities, industry, MoE/Regions) and case studies. The report and case studies are [here](#). The Monitoring Report 2018, highlighted the increasing priority being placed on Initial Teacher Education, particularly at European level and the blurring of boundaries between universities and schools in some countries. This was followed up by the 2018 case studies which highlighted national policies and priorities, including examples of the closer collaboration between schools and universities.

A key theme from this work, is the interest across all stakeholders, in active learning spaces. This shared interest features in the case studies mentioned above, in the innovative ITELab content (modules, MOOC) co-designed by partners and piloted in the project, and in the ITE Forum discussions. Active learning spaces will continue as a central topic in the 2019 ITE Forum.

In Autumn 2018, this shared interest in active learning spaces informed separate discussions taking place within EUN with its supporting MoE and industry partners, on the future strategy for EUN's FCL. These discussions led in December 2018, to the endorsement of plans to hold a 'Schools Innovation Forum' event (section 4) in support of FCL's future strategy (May/June 2019). The launch of this forum, provides a mechanism to create a sustainable platform for ongoing knowledge exchange between schools, universities Ministries/Regions and educational ICT players, linking the ongoing professional development of teachers and initial teachers.

The innovative content developed and piloted in the project (three teacher-led modules and student teacher MOOC) are Open Education Resources (OER) and freely available. In 2019, all participating in the 2019 pilots will be encouraged to leverage the frameworks and supporting content to influence their future curriculum.

The biggest challenge is to find potential new funding opportunities to support the on-going research into competencies (teacher trainers and student teachers) and the international collaboration between universities and industry to develop further innovative content and extend the pilots out to engage more universities and student teachers. All partners are interested in extending this. The plan in section 4 looks at actions designed to support this in 2019. This includes the importance of influencing future policy, maximising the impact of the results and recommendations to be presented in the final workshop during the EMINENT 2019 conference at the end of the project.

### 3. DISSEMINATION AND COMMUNICATIONS PLAN

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Supporting the Exploitation plan, is the linked 'Dissemination and Communications Plan (D7.2)' which details the work carried out by all ITELab partners in support of the on-going dissemination and communication of ITELab outcomes through news, conferences, workshops, publications, web and social media channels. Via these channels, the project aims to reach wider stakeholders and also, importantly, to: encourage universities and student teachers to participate in the 2019 ITELab module and student MOOC pilots; and longer term, for them to build these approaches into the training and development of future teachers.

The dissemination and support activity aims to meet both the short term results and long term outcome indicators as stated in the original proposal, including: reaching out to 3,000+ student teachers, and engaging them in a student teacher MOOC; engaging a further 30 universities to use course modules before the end of the project; and, engaging wider stakeholders in an ITE University-Industry Forum (50-60 universities, 20 companies, 15 MoE). Achieving these indicators in a sustainable way underpins the activities documented in this plan.

In terms of current impact, as at the end of December 2018: 29 universities have expressed interest in being engaged in the 2019 pilots; following the opening of registration in December 2018, there are already over 1,000 registrations for the student teacher MOOC which opens on 25 February 2019; and 58 associate partners (universities, industry, MoE/regions) are linked to the ITE Forum. Dissemination and communication campaigns will continue throughout 2019, starting in January/February, with the promotional campaign to support further registrations on the student teacher MOOC.

ITELab partners will continue to reach out through their networks to disseminate information/publications and to encourage others to join/follow the project as associate and interested parties. In Autumn 2018, an updated communications pack was circulated to help ITELab project partners reach out to their networks to help widen engagement in the full Spring 2019 pilot of the modules, and MOOC. This communication pack includes:

- An updated project overview presentation, prepared for use by partners in briefing their networks including how to participate in the pilot (published on the ITELab website). This includes the links to the short videos of student teachers and partners in support of the project.
- An updated ITELab project flier, ITE Forum flier, key communication messages to help support local activities and social media posting. Plus an updated Charter for Associate Partners, to support interest.

Examples of the activities to reach wider stakeholders and encourage them to follow and participate in ITELab include:

- At a European level, the dissemination of ITELab news through quarterly EUN newsletters reaching approximately 16,000 policymakers and teachers, in addition to the FCL specific newsletter to 4,000 interested followers.

- Through ITELab partners, for example University of Wurzburg, including news of ITELab and calls for associate partners in the Newsletter of the German Research Association for Education, division media pedagogy. Industry partners disseminating news through their university and teacher networks.
- Through ITELab associate partners, including news of ITELab and engagement in the pilots reaching out through their own networks, for example European Universities Association (EUA) representing more than 800 universities, the European Students Association (ESA) which links 45 National Union of Students from 39 countries, through to associate partner SCoTENS which is a network of 37 colleges of education across Ireland and Northern Ireland.
- Speaking at conferences, for example University College of Dublin representing ITELab at the UNESCO Mobile Learning Week, DG Connect Summer School, EMINENT 2018.
- SMART Technologies hosting a workshop for educational leaders on 'What Role does Technology play in driving greater outcomes in new teachers?' featuring ITELab, at the leading educational technology show, BETT UK in London 2019.



## 4. LEVERAGING SYNERGIES BY PROJECT PARTNERS

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ITELab has eleven partners, joining together four industry partners (IRIS Connect, Microsoft, SMART Technologies, Steelcase) with six university partners [University of Agder (Norway), University College Dublin (Ireland), University of Newcastle (England), University of Perugia (Italy), Polytechnic Institute of Santarem (Portugal), University of Würzburg (Germany)], and European Schoolnet representing its network of 34 Ministries of Education across Europe.

The national systems within which the partner universities sit, are diverse in respect to their autonomy and links with national policymakers and in their approach to initial teacher education. This is highlighted in the ITELab case studies available [here](#). For example, in Norway and Portugal there is a strong direct link with the national Ministries of Education, whereas in Ireland and England the link is indirect. The initial training of new secondary teachers and primary teachers also differs significantly. In England, the role of universities in initial teacher education has been decimated by the move for student teachers to learn through 'on the job' training in teaching schools. This contrasts with Portugal, where future primary teachers' practical experience of the classroom is concentrated in the last two years of a five year study programme. Each of the university project partners need to consider how the innovative content (framework and elements selected) will be adapted and incorporated in their local delivery and certification models.

At the European level, there is a limited number of options to try to sustain the ITE Forum as an independent entity. Following wide-ranging discussions, the project believes that it will be difficult in the current climate for this network of excellence and ITELab outcomes to be maintained and further extended purely on the basis of voluntary, ad hoc participation from interested stakeholders. This being the case, there are two further options to consider:

1. Attempt to establish a standalone platform towards the end of the project for ITELab partners/associate partners with an economic model that supports future collaboration and networking .
2. Leverage an existing, independently-funded platform concerned with the professional development of teachers in which some project partners are actively involved.

ITELab partners have concluded that option two represents the best way forward, particularly as all the ITELab the industry partners are already working within the EUN Future Classroom Lab initiative. By more formally incorporating Initial Teacher Education within the FCL, the project aims to work more closely with a further 27 companies that are currently supporting the FCL and develop closer synergies with the FCL training programme for teachers and school leaders. Working under the umbrella of the FCL will also allow ITE institutions to collaborate more generally with the 34 Ministries of Education supporting EUN and more specifically with 16 FCL Lead Ambassadors and a further 90 FCL local ambassadors in different countries that have

been appointed by these ministries as well as 40 labs that are part of the FCL network.

As a first step towards exploiting the ITELab outcomes, EUN will set up and run a new School Innovation Forum under the FCL that is open to ITE institutions and includes all 30 FCL industry partners (see section 4). This proposal received positive feedback from MoE and FCL partners at EMINENT 2018 (December 2018), with backing for a first, large-scale 'Schools Innovation Forum' event in May/June 2019 (up to 120 delegates). Discussions will continue in 2019 to explore how the current FCL economic model can be adapted in order to associate ITE providers.

The table (on the next page) summarises the different levels of activity that project partners will follow in the third (and final) year of the project. Following the table, the activities are expanded on under a separate section 4.1 on the Future Classroom Lab which is key to the sustainability of the ITE Forum at an international level, and on specific Partner actions in section 4.2 which are key to national/regional/local sustainability.

Different levels of Exploitation	Exploitation through:
International	<p>Developing the sustainable plan for the ITE Forum linking to the development of a 'Schools Innovation Forum' as part of the EUN's Future Classroom Lab.</p> <p>Linking up with other pan-European projects and initiatives, e.g.: <i>Assess@Learning</i> (starts Feb 19) continuing the research started by <a href="#">MENTEP TET-SAT Tool</a> on the development and assessment of digital competences; <i>eTwinning-Teacher Training Initiative</i> which introduces student teachers to eTwinning as a community, source of on-going professional development, and supports universities in collaboration projects between universities and their student teachers; <i>FCL initiative</i> with MoE supporting 16 FCL Lead Ambassadors, linking a network of 30 Learning Labs.</p> <p>Dissemination of ITELab (content, Forum, reports and case studies, recommendations) to wider stakeholders via ongoing news/social media in 2019, international conferences (e.g. SMART Leadership workshop, BETT UK (Jan 19); Media and Learning Conference Brussels (Jun 19), EMINENT (Nov 19) to support and influence the prioritisation of initial teacher education, and development of digital pedagogical skills in future teachers. Representation at academic conferences, publication to international research community of ITELab project's experience, its framework and innovative pedagogical and instructional reach.</p> <p>Dissemination and implementation of ITELab innovative content via both the industry and university partners, and via ITELab associate partners to reach wider international teaching communities and network of universities.</p> <p>Exploring a possible new KA2 proposal taking ITELab further in keys areas: e.g. the development of a blended learning approach, extension of the research into digital competences of student teachers and teacher trainers, development of more subject-specific themes e.g. STEM and linking to SCIENTIX initiative.</p>
National/Regional/Local	<p>Universities linking up to national/regional policymakers to prioritise initial teacher education, and the development of digital pedagogical skills in future teachers. Sharing and reviewing the outcomes of ITELab to influence future policy direction.</p> <p>Using their local (as well as international) research networks to extend the research findings into digital pedagogical competences of both teacher trainers and student teachers.</p> <p>Adaptation and localisation of content (modules and MOOC) to fit within national/regional/local curriculum and assessment models, including ways to recognise and certify the participation in MOOCs.</p> <p>Joining the new FCL 'Schools Innovation Forum' with its focus on active learning spaces, to continue the ongoing knowledge exchange linking initial teacher education and schools, initial teacher and teachers.</p>

## 4.1 SUSTAINABILITY VIA EUN'S FUTURE CLASSROOM LAB (FCL)

### 4.1.1 Introduction

The original vision driving the launch of the FCL in 2012, was that it should particularly aim to be an inspirational learning environment, challenging both policy makers and practitioners to rethink the role of pedagogy, technology and design in K-12 classrooms.

Although closely linked to work in the iTEC<sup>3</sup> project (2000-2014) focused on piloting and evaluating future classroom scenarios, the FCL is not dependent on project funding. From the outset, the FCL has developed an economic model that leverages funding and support from EUN and industry partners (30 companies in December 2018).

Over the past few years a close synergy has been developed with the activities of Ministries of Education in the EUN Interactive Classroom Working Group (ICWG) with ICWG deliverables and guidelines on mobile learning, BYOD and learning spaces being promoted under the FCL umbrella. Following the end of the iTEC project, a number of EC-funded projects have also been closely linked with and been promoted by the FCL, including Living Schools Lab, Europeana DSI-2 and DSI-3 and FCL Regio.

Since 2015 there has been an increasing focus on how the FCL can impact on Initial Teacher Education (ITE) and a number of ITE institutions have been inspired to set up their own FCL and are part of network of over 30 FCL Learning Labs in schools and H.E institutions. The EUN ITELab project supports this work with its aim to better prepare student teachers make use of innovative pedagogical approaches in 21st century classrooms. It has always been the intention that the FCL would play an important role in helping to mainstream the results of the ITELab project which ends in December 2019.

After six years of operation, the FCL has a well-developed ecosystem and community in which: the lab in Brussels inspires and supports similar facilities at national, local and school level; and also directly impacts on the professional development of teachers and school leaders through its annual training programme of workshops and courses. Since the start of the ITELab project in January 2017, this reach has increasingly been extended into universities and initial teacher education.

### 4.1.2 Building synergies with the FCL ecosystem

ITELab will look to build on synergies with the FCL in 2019, as a way to sustain the impact of ITELab, once the project ended.

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<sup>3</sup> iTEC (Innovative Technologies for Engaging Classrooms, 2010-2014) was a large-scale European Schoolnet project where education ministries, technology providers and research organisations worked together to transform the way that technology is used in schools. Link: <http://itec.eun.org>

- **Innovative content:** the development of new, innovative content to support the training of future teachers (ITELab modules and the student teacher MOOC are Open Educational Resources) will feed into the FCL future training programmes, as well as the individual partner and associate partners' curriculum programmes.
- **FCL ITE Ambassadors:** currently there is a network of 16 FCL Lead Ambassadors, supported by their local Ministry of Education plus around 90 local FCL ambassadors in 10 countries. There would be significant value to create 1 or 2 lead FCL ITE Ambassadors (university teacher educators) in each country, The question is how to reward them or keep them motivated. As part of the 2019 sustainability discussions with the partners, a model for this will be discussed; for example, to see whether some of the larger FCL industry partners can play a role here linked to their own ITE strategy, perhaps supporting them with equipment, sponsoring them to attend conferences/workshops, using their expertise in consultancy services to encourage innovation across their linked networks of universities.
- **Learning Labs:** the ITELab 2018 case studies (<http://itelab.eun.org/research>) feature the positive impact this link with the FCL is already making on inspiring thinking around future educational visions, links with schools, and the creation of new learning environments to support changes that are either in place or being planned in partner universities. As part of the sustainability plan, ITELab partners will be invited to join the FCL network of learning labs which already link over 30 learning labs (<http://fcl.eun.org/fcl-network-labs>) as a platform to exchange experiences.
- **Research and policy:** the research interests of the ITELab university partners and associate partners, particularly around digital competences, align with the EUN plans to develop a new research strand linked to the FCL in 2019. Under discussion is the possibility to conduct a survey with schools across Europe which have been inspired by the Future Classroom Lab. This work could explore and map the different types of spatial organisations currently in place and identify a typology of FCLs and different FCL implementation models. Based on this work, case studies could be produced of how schools/universities with different types of spatial organisation have implemented the FCL concept and how the 21st century competencies related to the FCL model have been supported as a result of the interplay between the spatial organisation of the school, teaching activities and the new role of the learner.
- **ITE Forum:** next section.

#### 4.1.3 ITE Forum – Schools Innovation Forum

The aim of the ITELab ITE Forum is to foster innovation and knowledge exchange in initial/pre-service education (ITE) between universities, industry, policy-makers and student teachers. This involves a programme of webinar discussions, exchanging information and resources, and news of the pilots encouraging wider participation. Invitations to the forum discussions go to all partners and associate partners, with an open invitation to join. The webinars are also openly publicised allowing anyone to join according to their interest of the topic being discussed. For those not able to attend in person, the webinars are recorded and published along with highlights.

The ITE Forum (<http://itelab.eun.org/ite-forum>) was officially launched at the first capacity development workshop in November 2017. Throughout 2018, it has been

used as a key channel to both disseminate and engage new potential associate partners in the project through online monthly webinars. Themes covered include:

- Spring 2019 Pilots – sharing practice and briefings for universities interested in engaging in ITELab and the pilots for the student teacher MOOC and the teaching modules (Nov 2018, Sept 2018), June 2018.
- Blurring the boundaries between universities and schools – sharing highlights from the latest research and case studies published in initial teacher education (ITE) and developing the student teachers' digital pedagogy skills. (October 2018).
- Engaging across the breadth of initial teacher education: Innovative STEM practices in Initial Teacher Education (May 2018); Extending international collaboration, with a focus on eTwinning (April 2018); Digital safety and judgment, with a focus on the international network of national centres (March 2018); sharing industry partners' global experience of working with universities (December 2017).

In 2018, the ITELab Forum was expanded to include teacher training institutions and project partners participating in the EC-funded Next-Lab project. The forum was rebranded the ITE Forum and relaunched in Autumn 2018, involving a total number of 68 institutions [ITELab (44 partners and associate partners ) NextLab (24 partners and teacher training institutions)]. The challenge of the forum is finding the common ground of interest to all stakeholders (NextLab – inquiry based learning, ITELab – generic initial teacher education, covering primary and secondary, with a wide range of different industry partners).

Building on the experience of the 2018 programme, in 2019 the plan is to find 'more common space' between all the different stakeholders and initiate a series of conversations around common themes, for example on learning spaces. The plan is also to innovate with different formats to build the conversation, use these dialogues to help develop and refine recommendations resulting from the projects, and to test ideas for how to create a sustainable forum under the FCL.

In early 2019, ITELab as part of the FCL community will engage in the planning and launch of a new annual School Innovation Forum, the first event (up to 120 delegates) to be held in May/June 2019 in Brussels. This will have a different format from the annual EUN EMINENT conference, with more networking and hands-on workshops with multi-stakeholder round tables (MoEs, Industry partners, architects, university ITE providers, regional policymakers). The aim in the launch event will be to focus on and discuss how to respond to a set of issues/challenges related to the design of flexible learning spaces at both a policy and university/school level (e.g. how to implement more flexible learning spaces). The development of an economic model to sustain this development will draw on the existing success of the annual FCL membership fee for ICT companies. Moving forward, the aim is to develop a revised FCL fee/benefit model for a more diverse group of FCL partners who will be invited to participate in the new FCL School Innovation Forum. Having been endorsed by EUN's MoE and the FCL industry partners during meetings at EMINENT in December 2018, detailed planning starts in 2019.

## 4.2 SUSTAINABILITY VIA ITELAB PARTNERS

Discussions with partners have prioritised dissemination and communication activities to maximise the impact and extend the reach of ITELab through their networks, with the aim of encouraging more universities to join the 2019 ITELab pilots to benefit from new innovative teacher materials and approaches, and to motivate student teachers to take the student teacher MOOC. As at the end of 2018, this has resulted in 29 universities engaged in the 2019 Spring pilots, with early promotions resulting in over 1,000 registrations on the student teacher MOOC prior to the main promotional campaigns in January/February 2019 ahead of the start of the MOOC on 25<sup>th</sup> February 2019.

Sustainability discussions formed part of the agenda at the June 2018 workshop with partners and student teachers in the FCL, Brussels. The table below captures partners' initial thinking following this. In December 2018, sustainability was again part of the agenda of the December 2018 workshop with partners and student teachers which took place in one of the 5 new active learning spaces created by Polytechnic Institute of Santarem, since the start of the project and inspired by the FCL (read the PIS case study [here](#)). Partner's plans will continue to be developed and shared throughout 2019 and documented in the Final Exploitation and Sustainability Plan (December 2019).

ITELab Partners	Exploitation through:
Universities	<p>University of Agder, Norway:</p> <ul style="list-style-type: none"> <li>• Promote and encourage student teachers to register for the MOOC, both at UoA and other Norwegian Universities. Participate in Spring 2019 pilots, and review integration of ITELab modules (part) into existing courses throughout ITE-Programmes.</li> <li>• Disseminate ITELab through national networks with e.g. news articles, speaking at faculty seminars and meetings, presenting at relevant conferences and network meetings, coordinating with the Norwegian Directorate for Education and Training (events, competences framework).</li> <li>• Seek new publishing and funding opportunities to continue research interest into teacher educator digital competences linking with research interests of other partner universities (e.g. UWU).</li> <li>• Continue to exchange knowledge with FCL to support development of UoA's own planned active learning space, linking to on-going network learning labs.</li> </ul> <p>University College Dublin, Ireland:</p> <ul style="list-style-type: none"> <li>• Promote and encourage student teachers to register for MOOC, both at UCD and through the SCoTENS network linking 37 colleges of education in universities across Northern Ireland and Ireland, encouraging further participation in the pilots and ITE Forum.</li> <li>• Lead the 2019 pilots, reviewing how to integrate the modules and the MOOC into UCD courses in a sustainable way, including plan to support ongoing hubs for teacher educators and student teachers to exchange practice.</li> </ul>

- Contribute to plans to develop a sustainable ITE Forum linked to the FCL Schools Innovation Forum, with ideas for ITE Ambassadors and programme supporting continued innovation in initial teacher education linked to ongoing continuing professional development.
- Work with partners to seek existing/new funding opportunities to extend the co-design of ITELab OER content and research into digital competences linking to both DigCompEdu framework and the TET-SAT online tool.

University of Newcastle, England, UK:

- Use email, PGCE Blog, Twitter and LinkedIn to spread the word on ITELab across all colleagues in secondary and all students.
- Leverage the ITELab framework in association with UoN's Open lab to involve full cohort of students in 2019/2020
- Support local showcase event linking to other universities/ITE providers leveraging work of ITELab and work in project-based learning.

University of Perugia:

- Disseminate news and information to encourage: UoP student teachers to register for the MOOC using dedicated University student mailing list; other Italian universities to participate in the pilots and forum discussions; support via national meetings, seminars and conferences.
- Participate in the 2019 pilots, and review how to integrate the modules and the MOOC in the labs and courses dedicated to technologies and education.
- Contribute to discussions for follow-up of ITELab, with a view to developing/adding 1 or 2 units that are tailored around each country's specific interest/focus (e.g. inclusive education in Italy). ITELab would therefore have a common part and one or two country-specific parts which would boost more universities' involvement.
- Continue to exchange knowledge with FCL to support coordination by UoP's education department of the national initiative supporting the roll-out of active learning spaces across all university departments.

Polytechnic Institute of Santarem:

- Continue promotion and dissemination of ITELab to network with the 14 Schools of Education on Polytechnic Institutes and Universities spread around all the country, encouraging engagement in pilots and Forum. Extend out from Primary into Secondary. Consider translation opportunities to overcome language issues. Linking initial with ongoing teacher training.
- Participate in the 2019 pilots, and review how to integrate the modules and the MOOC (part) into existing disciplines.
- Continue to exchange knowledge with FCL to build links with PIS's 5 active learning spaces, particularly to promote supporting students with special needs and developing local employability skills.

University of Wurzburg (evaluator):

- Review ITELab content to consider adaptations (part) in Media learning seminars and lectures.
- Promote MOOC to German students. Spring 2019 MOOC timing is outside German term times. Interest if re-run again in Autumn 2019

	<ul style="list-style-type: none"> <li>Disseminate ITELab to network of researchers interested in media technology, interest to support, and interest in extending digital competences research, with a bigger focus on teacher educators.</li> </ul>
<b>Industry</b>	<p>IRIS Connect:</p> <ul style="list-style-type: none"> <li>Disseminate work of ITELab via main channels (e.g. Twitter, news items) and directly target universities in IRIS Connect network and through involvement in other linked projects (e.g. KA2 Erasmus+ funded project, VISUAL: video support collaboration learning: bridging school and practice).</li> <li>Review integration of ITELab content within IRIS platform.</li> </ul> <p>Microsoft:</p> <ul style="list-style-type: none"> <li>Disseminate work of ITELab via main channels (e.g. Twitter, news items) in Ireland, influencing European teams to support broadcast in their local markets.</li> <li>Review final OER ITELab content with a view to publishing related content to global Microsoft Educator Community as a course or resources to allow engagement through teacher channels (including students) professional development, and with linked MS programmes such as STEPS (student teacher education programme).</li> <li>Extend open invitation to all partners/associate partners to visit DreamSpace Dublin, coordinating on possible 2019/2020 visit by universities supported by e.g. Erasmus+ funding to support foreign exchange with student teachers.</li> </ul> <p>SMART Technologies:</p> <ul style="list-style-type: none"> <li>Disseminate work of ITELab via main channels (e.g. Twitter, news items), directly targeting SMART's network of universities to participate in ITELab pilots and ITE Forum.</li> <li>Review final OER ITELab content with a view to publishing related content to global SMART Educator Community as a course or resources to allow engagement through teacher channels (including students) professional development.</li> <li>Extend open invitation to all partners/associate partners to participate in SMART sponsored events e.g. BETT Show, January 2019 Leadership workshop.</li> </ul> <p>Steelcase:</p> <ul style="list-style-type: none"> <li>Disseminate work of ITELab via main channels (e.g. Twitter, news items), directly targeting Steelcase's network of universities to participate in ITELab pilots and ITE Forum.</li> <li>Review 2019 programme to consider where ITELab OER content can be published, and invitation to linked events can be extended to all partners/associate partners.</li> </ul>

Similar to above, ITELab Associate Partners will be encouraged throughout 2019, to consider actions in support of the on-going sustainability via the ITE Forum, integration of ITELab OER content, and research.

ITELab project's experience, its framework and innovative pedagogical and instructional reach will be disseminated to extend its reach within the international research community. Academic partners will discuss co-writing a series of papers for

publication based on the work with the project, starting with the presentation at conferences such as EDEN2019 (Bruges, June 19), ECER2019 (Hamburg, Dec 19), and following through with publication in 2020. Thematic themes include: the need to innovate in ITE and the approach ITELab is taking to this; the professional learning experience of working collaboratively and internationality on ITE through ITELab; and, Orienting, Monitoring, & Evaluating ITELab as an innovative TEL project. These themes could be extended depending on the expertise of the various universities e.g. University of Perugia, building on research on the topics for what concerns the Italian scope e.g. technologies for inclusive education, to “enrich” the proposal.

## 5. INFLUENCING POLICY AND WIDER STAKEHOLDERS

Initial policy recommendations that the project is intending to take forward are emerging from the annual monitoring reports, case studies and experiences with the pilots. These are discussed via the forums and at European level, through European Schoolnet's annual conference, EMINENT, attended by senior policymakers and leaders (ref, Appendix 1 for details of the ITELab workshops at EMINENT 2018). At a national level, the partners themselves engage with their national/regional representatives, although the strength of this link varies between countries (<http://itelab.eun.org/research>).

At a European level, the opportunity to showcase and engage senior leaders to inform future policy recommendations takes place each year at EUN's annual EMINENT conference. In December 2018, ITELab was represented both as part of the main opening plenary sessions and in the capacity development workshops which followed (see below). This reflects the rising policy priority, at European Commission, national and regional levels, being given to the importance of initial teacher education in ensuring that future teachers' competences are more closely aligned with education policy goals. Around 250 senior leaders from across 35 countries in Europe were represented, with their input helping to contribute to the work in the final year of the project and the project's final recommendations.

ITELab will hold its final capacity development workshop at EMINENT 2019 (November 2019) which will use the workshop to share and finalise the project's final recommendations. Initial recommendations shared in 2018 were:

- **Develop suitable teacher placements in schools that enable student teachers to practise digital pedagogy skills.** This was cited as an issue by student teachers in focus groups held in June 2018, and supported by the results of a small survey by University of Newcastle of their student teachers' experience in schools' placements. It was also cited in research featured in the ITELab Monitoring Report 2019.

*"It's a real challenge. But we are getting there. I think the best thing we can do for our students is encourage them to think about what's doable in their own school settings because it's all so different and to have a go at things."*

*Dr Rachel Farrell, PME Co-director, UCD*

*"Every school to have a teacher nominated as a 'Digital Animator strategic role to promote digital skills across the school'" IT survey respondent*

- **Help student teachers to better deal with conflicting priorities.** Again this was cited as an issue by student teachers in focus groups held in June 2018, and supported by the follow-up small survey by University of Newcastle of their student teachers which highlighted pressure on time within the ITE curriculum, limiting the time to experiment and develop digital pedagogical skills. The priority when starting as a beginning teacher in the classroom, is the ability to manage behaviour, maintain discipline and use management information systems to track student progress (UoN Student survey, Spring 2018).

- **Provide top-down direction on the priority of Initial Teacher Education at National and Regional level and address constraints with ITE curricula that prevent experimentation.** These constraints as experienced by partners are at national and institutional level. This includes for example, in Portugal, all teacher training courses undergoing central quality and legal review making it difficult for one institution to change curricula. Then at an institutional level, the lack of top-down pressure to support widespread change, resulting in change being led by the most innovative institutions and in small pockets. See 2018 Cases studies.

*“Regarding ICT skills development there should be a continuum in terms of national policy from primary to secondary and then higher education”*  
Survey respondent

*“The quality of teacher education requires more attention. Initial Teacher Education is most effective when pedagogical theory is combined with both subject knowledge and sufficient classroom practice. Student teachers need to be prepared for collaborative work and career-long professional development, for dealing with diversity in the classrooms and for using digital technologies with confidence.”*

*EC 2018, “School development and excellent teaching for a great start in life”*

- **Promote greater blurring of boundaries between universities and schools.** This supports the two-way exchange of ideas and information on changes and innovations in schools, leverages synergies in the continuum of initial teachers and continuing professional development, and promotes links between universities and teachers as action-based researchers.

*“a blurring of the boundaries between universities and schools, between university staff and teachers, and between student teachers and in-service teachers, for the benefit of all. Imaginative new learning spaces and joint projects help cement these new relationships and ensure that tomorrow’s teachers are well prepared for tomorrow’s schools.”*

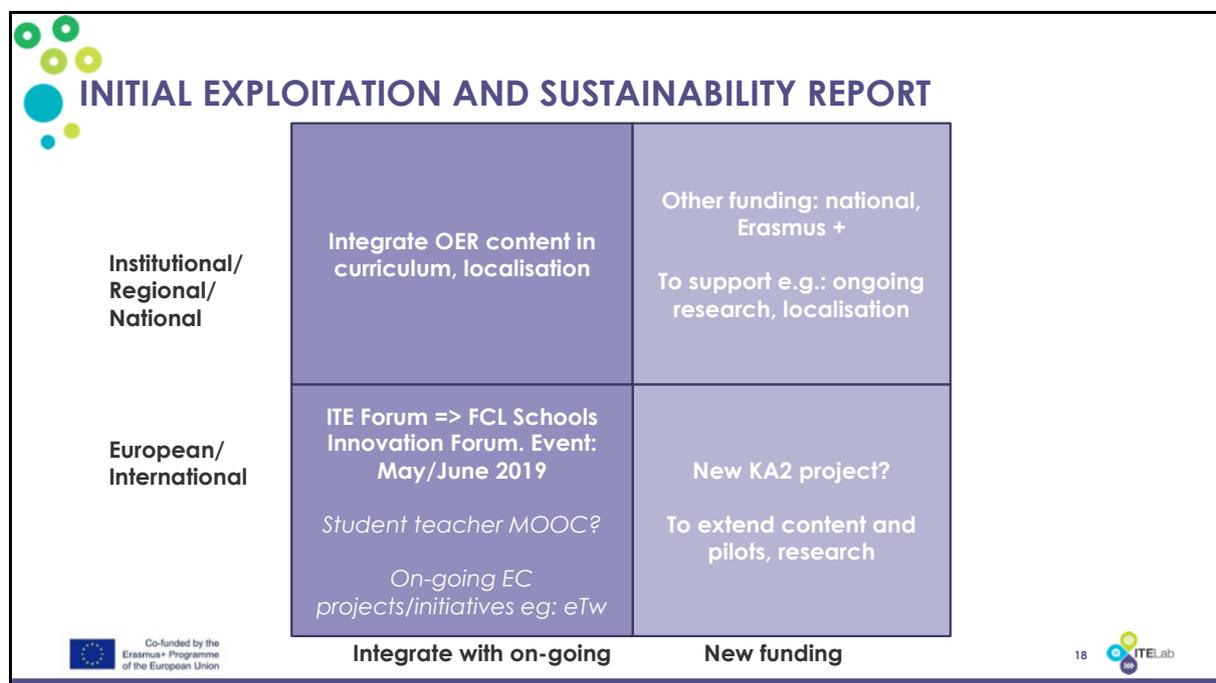
*Case studies 2018 conclusion*

These recommendations will continue to be shaped by the ongoing monitoring research, final case studies, experience from the pilots, and ITE Forum discussions taking place in 2019.

Going forward, the plans around creating a sustainable FCL Schools Innovation Forum will create a platform for on-going input around initial teacher education at the future, annual EMINENT conferences.

## 6. CONCLUSION

This Initial Exploitation and Sustainability covers the many of the strands that are being worked on across the project, involving all partners, in support of the exploitation and sustainability of ITELab. It focuses on the coordinated, European dimension. Sustainability at a local, partner level will be included in more detail in the final exploitation and sustainability plan (December 2019). As mentioned above, critical to the success of the plan is finding activities that either, build into existing work programmes/projects/initiatives which are already supported, and/or identifying new, potential funding opportunities to support the activities. This work will continue through the final year of the project and is summarised in the diagram below, which is taken from a slide used for discussion with the ITELab project partners at the monthly project meeting.



At the European level, a key dimension of the exploitation plan is to leverage and extend the Future Classroom Lab (FCL) to support the on-going sustainability of the ITE Forum and engagement of ITE institutions. By more formally incorporating Initial Teacher Education within the FCL, the project aims to work more closely with a further 27 companies that are currently supporting the FCL and develop closer synergies with the FCL training programme for teachers and school leaders. It will also allow ITE institutions to collaborate more generally with the 34 Ministries of Education supporting EUN and more specifically with 16 FCL Lead Ambassadors and a further 90 FCL local ambassadors in different countries that have been appointed by these ministries as well as 40 labs that are part of the FCL network.

As a first step towards exploiting the ITELab outcomes, EUN will set up and run a new School Innovation Forum under the FCL that is open to ITE institutions and includes all 30 FCL industry partners (see section 4). This proposal received positive feedback from MoE and FCL partners at EMINENT 2018 (December 2018), with backing for a first, large-scale 'Schools Innovation Forum' event in May/June 2019 (up to 120 delegates). Discussions will continue in 2019 to explore how the current FCL economic model can be adapted in order to associate ITE providers.

## 7. APPENDICES

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### 7.1 ITELAB CAPACITY DEVELOPMENT WORKSHOPS (DEC 18)

#### 7.1.1 Developing the digital pedagogical competences of tomorrow's teachers in universities – implications from research on student teachers and teacher trainers

This workshop will share the latest research work in the ITELab (Initial Teachers Education Lab) project on developing student teachers' (the teachers of tomorrow) digital pedagogical competences. The session will be structured to facilitate debate on key issues emerging from the research.

University of Würzburg (Germany) will lead on the key findings from the initial, evaluative research following the piloting on new innovative teaching materials with student teachers in the ITELab partner and associate partner universities across Europe. Following this, University of Agder (Norway) will share their on-going work looking at the digital pedagogical competences of the teacher educators (the lecturers) in universities. Work in the project draws on common digital competences frameworks.

Debate on key issue emerging from this work, will be illustrated with examples provided by the ITELab case studies and monitoring of ITE, with discussion on the topics of:

- Bridging the gap between schools and universities.
- Exchanging knowledge between universities and industry to foster innovation in ITE.
- Encouraging collaboration and emphasise the importance of lifelong learning.
- Prioritising and practising digital pedagogy skills in teaching placements given the wide variety of school environments.

The specific focus relates to sharing the learning from ITELab to-date in relation to defining and mainstreaming the specific sets of digital skills student in ITE most need, and what we can say about the challenges of success innovating in this area and transferring knowledge between diverse stakeholders / partners. The workshop is actively looking to engage more stakeholders in the next round of piloting in project, and using the debate to inform policy recommendations.

#### 7.1.2 Engaging all stakeholders in Initial Teacher Education and launching the student voice – the ITE Forum by ITELab and NextLab.

This workshop will introduce you to the ITE Forum, an online community, which constitutes the umbrella for the work European Schoolnet does with Teacher Training Institutes. The ITE Forum has been created to foster innovation and knowledge

exchange and is brought to you by ITELab in collaboration with the Future Classroom Lab and NextLab. The forum supports the exchange of knowledge and ideas between universities, teacher training institutes, companies, policy-makers and other education bodies to inspire change in Initial Training Education (ITE).

In this session you will hear from the various initiatives underway to bridge the gap between initial education and schools, including the Go-Lab ecosystem and ITE Lab, as well as future activities and national ones. The session will include the launch of the 'Student Voice' - an initiative for student teacher to help shape the agenda. There will be an open panel discussion with an opportunity to engage in the discussion.

The goal of this meeting is to exchange ideas on the role of an ITE Forum at European level, which brings different stakeholders together to inform practice, encourage innovation and help shape policy level initiatives at national and European level.

The session will start with an overview, including current work with initial teacher education institutions in the EC initiatives. In an interactive session, motivators and obstacles, together with the vision of the forum, will be discussed, followed by a networking session to exchange innovative ideas.



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