Report on Pedagogical Board activities: 2019

D6.2.3

Author: Vesna Belogaska

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1 INTRODUCTION

This is the third and final report on the activities of the Pedagogical Board (PB) of the ITELab project.

The PB consists of six independent experts drawn from ITE universities, companies and Ministries of Education, who are participating on a voluntary basis and are lending their expertise and experience to:

- Ensure that the teaching modules and the MOOC are well aligned with requirements from a wider group of ITE providers in universities and companies providing CPD resources for teachers.
- Quality assure and review the teaching modules and the MOOC
- Contribute to recommendations for innovating ITE curricula.

The PB activities in the third and final year of the ITELab project saw them focusing attention on the key points agreed at the end of 2018:

- Providing feedback and recommendation on how to address the issues of capacity and flexibility of the teacher training universities and engage them more in the use of the project material;
- Generate ideas for sustainability of the ITE Forum and use of the project materials;
- Generate recommendations for policy makers.

This focus was selected on the basis of the key issues the project was confronted with – mainly the universities’ constraints in engaging with the project outputs, as well as the set of expertise available among our PB members, aiming to harness them in order to address the key issues of the project.

2 PEDAGOGICAL BOARD

2.1 PEDAGOGICAL BOARD COMPOSITION

The PB composition established in the summer of 2018 continued into 2019 until the end of the project with two changes: the stepping down of Dr. Stefania Bocconi from this role in the spring of 2019 due to personal circumstances; and the replacement of the student teachers upon their graduation in summer 2019 with two of their student ambassador colleagues to represent the voice of the student teacher at the final capacity development workshop in November 2019.

After reviewing the option of identifying and recruiting another PB member to replace the vacancy, the Work Package 6 leader and the Project Coordinator team agreed that it was not feasible to accomplish that and generate meaningful engagement from a new PB member at such late stage of the project. In addition, it was decided that the strong composition and the continuity of the rest of the PB would provide the
necessary skills and input to achieve the specific objectives for the final year and the overall objectives of the PB within the project.

The composition of the PB 2018/2019 and PB 2019 members is summarised in the table below. The profiles of the Pedagogical Board members are included in the Appendix.

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Minna Koskinen, JAMK University of Applied Sciences, Finland.</td>
<td>Minna Koskinen, JAMK University of Applied Sciences, Finland.</td>
</tr>
<tr>
<td>Dr. Patrick Camilleri, University of Malta.</td>
<td>Dr. Patrick Camilleri, University of Malta.</td>
</tr>
<tr>
<td>Stefania Bocconi, National Research Council of Italy (CNR).</td>
<td>Aoife Carew, English and History student teacher, University College, Dublin (UCD).</td>
</tr>
<tr>
<td>Aoife Carew, English and History student teacher, University College, Dublin (UCD).</td>
<td>Maria Albuquerque, student teacher, Polytechnic Institute of Santarém (Autumn).</td>
</tr>
<tr>
<td>Séamus O’Sullivan, student teacher, UCD.</td>
<td>Séamus O’Sullivan, student teacher, UCD/Mirko Susto, student teacher, University of Perugia (Autumn).</td>
</tr>
</tbody>
</table>

2.2 **Pedagogical Board Engagements in 2019**

During this third year of the project, there were two online meetings with the PB and one face-to-face meeting. In addition, the PB members were invited to join the optional ITE Forum online meetings.

2.2.1 **Online meetings:**
- 28th February – Exploitation and sustainability
- 22nd May – White paper briefing

2.2.2 **Face-to-Face meetings:**
- 5th-6th November 2019
  - 5th November: Pedagogical Board and Project Partners meeting, Ministry of National Education, Warsaw, Poland. Exploitation and sustainability.
  - 6th November: ITELab capacity development workshops, EUN’s EMINENT conference, Warsaw, Poland. Recommendations and Student Voice.

The minutes of the meetings of the Pedagogical Board are included in the Appendix.

2.2.3 **ITE Forum online discussion meetings (optional for the PB members):**

21st February, 21st March, 16th May, 19th September, 17th October and 12th December. PB members actively participated in the ITE Forums across the year, with student
teachers Seamus O’Sullivan and Aoife Carew contributing to the forums on ‘Hearing the Learner – part 1 and 2’ (Feb, March 2019) and Dr Patrick Camilleri presenting and joining in the discussion at the ‘Returns to Innovative Teaching – a focus on AI’ (October 2019).

2.2.4 Pedagogical Board White Paper

Following joint discussions between the Project Leadership team and the PB, it was agreed that one effective way to address the objective of contributing to recommendations for innovating the ITE curricula and harnessing the skills and competences of the PB was to co-write a White Paper addressing the issues at hand.

The co-writing process started with agreeing on the topic, the content and an ambitious timescale for publishing it in November 2019, which was accomplished thanks to the collaborative effort and commitment by all parties.

The White Paper’s title is: Initial Teacher Education Futures: reflections from the ITELab Pedagogical Board. It provides the reflections and the recommendations of the ITELab Pedagogical Board regarding ITE programs, future projects, policy, and industry, drawing on the specific areas of expertise and particular interest of the individual members and their involvement in the ITELab project:

- The Student Teacher perspective
  by Seamus O’Sullivan and Aoife Carew (University College Dublin)

- The MOOC perspective
  by Dr. Patrick Camilleri (University of Malta) and Minna Koskinen (JAMK University)

- The Teacher Digital Competences perspective
  by Roger Blamire (European Schoolnet)

- The ITE Modules and policy perspective
  by Karianne Helland (Norwegian Directorate for Education and Training)

2.2.5 Participation of the PB members in the QA survey

This survey was carried out by the projects’ appointed Independent Evaluator who carried out the survey in November 2019. All members of the Pedagogical Board responded to the survey, the results of which are published here.
3 PEDAGOGICAL BOARD RECOMMENDATIONS

The table below summarises the Pedagogical Board’s key recommendations and how they have been addressed, for developing teacher professional digital competences aimed at policy makers, ITE institutions, industry and future projects.

<table>
<thead>
<tr>
<th>Summary of key recommendations and their initial implementation</th>
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<tbody>
<tr>
<td><strong>Flexibility</strong></td>
</tr>
<tr>
<td>• The repositioning of the Modules by the module development WP lead as “module frameworks”, supporting a more flexible approach to using the content, rather than as entire programs to be followed consequentially, was recognized as a positive development. This was recommended by the PB in 2018 and there was a consensus that it provides better opportunity for increased engagement by the ITE institutions in the pilots by meeting their needs for selecting topics of interest and adapting them to their local context.</td>
</tr>
<tr>
<td>• A suggestion was made to find a way to capture the adaptation of the Modules done by some pilot institutions and share it, thus building up community resource on how to use, develop and integrate module content in ITE courses. This was followed through in four module briefing webinars to universities across 2019 to share practice and ideas supporting innovation and implementation.</td>
</tr>
<tr>
<td><strong>Accreditation</strong></td>
</tr>
<tr>
<td>• The limited accreditation and optional nature of the MOOC and Modules, and the limited flexibility in the ITE institutions’ structure for integrating new content on digital pedagogy, in at least some of the countries were highlighted as the key challenges to be addressed in order to ensure student incentive and wider engagement with the Modules and MOOC. The move mentioned above, to emphasize the flexible nature of the module frameworks helped institutions to select and integrate ‘parts’ of the modules in their existing courses, thus overcoming the constraint. The MOOC was accredited at local level in various ways: integrating participation in the MOOC as part of existing courses; local accreditation of the MOOC by the regional government in Madrid and by the Ministry of Education in Portugal. The Module C also incorporated certification by the industry partners involved in its co-creation and implementation, which seems to be appealing to the student teachers.</td>
</tr>
</tbody>
</table>
**Adaptation**

- A suggestion was made to consider identifying other relevant MOOCs which student teachers could participate in in addition to the ITELab MOOC to make it easier to accredit as part of a university course.

**System-wide approach**

- In addition to the feedback from the evaluation by the researchers at the University of Wurzburg, it was suggested that in future, depending on the MOOC platform, learning analytics could be used to identify patterns of engagement and develop the course accordingly, as a way to enhance the course content and increase participation and engagement with the MOOC.

**Blended and collaborative learning approach**

- There is a consensus on the need for incorporating increased quantity and quality of pedagogical use of ICT in ITE. Digital perspectives and modes of learning should be implemented across subjects and topics in ITE in an integrated and systematic approach across the education eco-system. It needs to involve not just student teachers, but teacher educators too, as role models for the students; not just the ITE universities, but also the schools where student teachers practise and subsequently join as qualified teachers, in order to ensure bridging the gap between theory and practice.

**Support for sustainability**

- The potential benefits of collaborative learning and knowledge building which the digital approach affords have been evident in multiple scenarios involving the key ITE stakeholders: the student teachers engaging in rich and diverse international communities of practice through the ITELab module frameworks and the MOOC; the teacher educators and industry partners engaging in the iterative process of co-creation of innovative content, and the policy makers drawing on the research and experience emerging from this project, informing decision-making.

- Policy makers can support the ITE institutions in integrating the innovative ITE curricula and approaches into their programmes by supporting and considering the recommendations from projects like ITELab, which involves collaborative co-creation work of different stakeholders and an ongoing ITE forum for sustainable sharing of knowledge and resources.
4 FINAL REFLECTIONS

4.1 Final reflections

The Pedagogical Board proved to be a highly valuable resource for the overall success of the ITELab project. The PB members’ diverse and relevant expertise in various fields of education and the structure of their engagement throughout the project provided the desired high-level feedback and guidance, resulting in concrete actions and impact.

The success of the role the PB played in the project is evidenced by the value of their feedback and their active participation in the project, such as:

- The implementation of some key PB recommendations regarding the structure and positioning of the modules and the MOOC, thus addressing some of the main challenges identified by the project team;
- The active engagement of some of the PB members in the MOOC and the ITE Forum;
- The participation of the PB members in the Schools Innovation Forum in June 2019 and the EMINENT conference in November 2017, December 2018 and November 2019;
- The commitment and engagement of the PB members in the co-writing of the White Paper on ITE futures;
- The significant benefit of having the student teachers on the PB and extending the “student voice” in that influential forum.

By sharing their views and recommendations throughout the project, the PB members made a significant contribution in helping to share the findings of the project, stimulate the discussion and shape the recommendations for the key stakeholders: policy makers, ITE institutions, schools, industry and the teachers.

The enthusiasm by the project partners and the PB members for continued collaboration on developing and promoting the material and recommendations emerging from this project is very encouraging and inspires several ideas for sustainability, discussed at the final project online meeting and follow-on communication. That level of commitment speaks for the success of the project and leaves the project participants looking forward to the next chapter in this journey.
### 5 APPENDIX

#### 5.1 Pedagogical Board members 2018/2019

| **STEFANIA BOCCONI** | Stefania Bocconi is researcher at the National Research Council of Italy (CNR) Institute for Educational Technology (ITD). During 2012, she worked as Scientific Officer at the Joint Research Centre – Institute for Prospective Technological Studies (JRC-IPTS) of the European Commission. She holds a PhD in Cognitive Sciences and Education from the University Ca' Foscari of Venice (IT) and a Laurea in Educational Sciences from the University of Genoa. She is also member of the S&T Foresight Group established by CNR in January 2013. Her research interests are in the field of Technology Enhanced Learning (TEL) and the role of ICT in improving teaching and learning practices. |
| **PATRICK CAMILLERI** | Dr Patrick Camilleri is a Senior Lecture in the Department of Leadership for Learning & Innovation, University of Malta. He lectures on Technology Enhanced Learning and Digital Pedagogies and Digital Leadership within the Faculty of Education. His interests include the construction and evaluation of socio-cognitive models that analyse individual and group perceptions regarding usefulness and usage of technology in terms of cognitive instrumental processes and social influence. I am also interested in the implementation of new technologies in organisations with special emphasis to ICT and Digitally mediated behaviours. |
| **KARIANNE HELLAND** | The intersection between digital learning and European cooperation in education has been the focus of my professional interest for more than 15 years in national and European education administration. My work in the Norwegian Directorate for Education and Training aims to support networking, exchange of experiences and development of good practice among teacher education institutions, and I have co-authored our recently published Framework for teachers' professional digital competence. As a Seconded National Expert in the European Commission from 2011 to 2016, I took part in the framing and implementation of the Erasmus+ programme. I am very pleased to be able to contribute to the ITELab project as associate partner and member of the Pedagogical Board. |
### MINNA KOSKINEN
An e-learning designer at the School of Professional Teacher Education at JAMK University of Applied Sciences working with teacher trainers to develop ICT supported teacher education. I’m a digital pedagogy enthusiast and interested in education and learning in digital society; how to create high-quality and pedagogically sound learning processes in digital environments. Currently I’m working in national projects concerning learning analytics and digital badges.

### AOIFE CAREW (2018/2019)
Summer 2019 – Aofie graduated, full-time teacher. Student teacher role in last period of project, taken over by **Maria Albuquerque**, student teacher at Poly. Institute of Santarém, Portugal.

Aoife Carew is an English and History student teacher undergoing her Professional Masters of Education in University College Dublin. She is an avid lover of the arts as she has taught drama outside of the classroom for five years in her local youth theatre. Aoife marries her love for her subjects with drama as she, on many occasions, brings drama into her classroom and uses it as a way to engage with every student before her. In conjunction with her love for active learning methodologies, she is constantly looking for new ways to become an innovative teacher through harnessing technological devices and tools.

### MARIA ALBUQUERQUE (Aut 2019)

### SÉAMUS O’SULLIVAN (2018/19)
Summer 2019 – Seamus graduated, full-time teacher. Student teacher role in last period of project, taken over by **Mirko Susto**, student teacher at University of Perugia, Italy.

Séamus O’Sullivan is in his second year of a two-year Professional Master’s in Education in University College Dublin; training to be a post-primary teacher in Latin, Ancient Greek, and Classical Studies. Séamus has a B.A. and M.Phil. in Classics from Trinity College Dublin. The M.Phil. exploring the same subjects in new ways through Anthropology, Archaeology, and Philosophy; and in Digital Humanities discovering new ways technology can be used to enhance our understanding and learning of the Classical world. Séamus is currently exploring how to create active learning spaces, with the latest technologies available, while using the latest academic research to inform his teaching practice, which is on the cusp of new syllabus changes.
### 5.2 PB MEETINGS

#### 5.2.1 February 2019

<table>
<thead>
<tr>
<th>Date:</th>
<th>28th Feb 2019</th>
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<tbody>
<tr>
<td>PB meeting (online)</td>
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**Agenda**

- Update on the project progress
- Discussion
  - Engaging more ITE Institutions: Modules and MOOC
  - Sustainability of the ITE Forum
  - Developing recommendations: academic papers, PB white paper
- Pedagogical Board – 2019 plan
  - Policy recommendations – PB white paper
  - 2019 calendar of engagement

**Attendees**

- PB members
  - Karianne Helland, The Norwegian Centre for ICT in Education (NCIE)
  - Minna Koskinen, JAMK University of Applied Sciences
  - Patrick Camilleri, University of Malta

- ITELab Project members
  - Dorothy Cassels, ITELab Project Manager, EUN
  - Zuzana Sorocinova, Project Coordinator, European Schoolnet
  - Vesna Belogaska, WP6 Lead, IRIS Connect
  - Conor Galvin, WP3 Lead, University College, Dublin
Roger Blamire, Senior Manager, Policy and Practice at European Schoolnet

Apologies:

Stefania Bocconi, National Research Council of Italy (CNR).
Aoife Carew, English and History student teacher, University College, Dublin (UCD)
Séamus O’Sullivan, student teacher, UCD

Notes from meeting:

The main objective of this meeting was to discuss with the PB members the current project focus on exploitation and sustainability and their reflections, recommendations and involvement.

Key reflections

- There was a consensus on the repositioning of the Modules as frameworks as a positive development for more flexible approach to using the content, rather than as entire programs to be followed consequentially. This flexibility provides better opportunity for increased engagement by the ITE institutions in the pilots by meeting their needs for selecting topics of interest and adapting them to their local context.

- A suggestion was made to find a way to capture the adaptation of the Modules done by some pilot institutions and share it, thus building up community resource on how to use, develop and integrate module content in ITE courses.

- The following factors were highlighted, which represent the key challenges in obtaining more engagement with the Modules and MOOC: the lack of accreditation and optional nature of the MOOC and Modules, and the lack of flexibility in the ITE institutions’ structure for integrating...
new/additional digital content, in at least some of the countries.

- Suggestions were made for enhancing participation and engagement with the MOOC by: a) potentially using learning analytics from the MOOC platform, in addition to the evaluation by the researchers at the University of Wurzburg, and b) potentially identifying several relevant MOOCs going on at the same time as the ITELab MOOC to contribute to accreditation within a course.

## Actions

The PB members were invited to make recommendations and/or get involved with:

- Identifying institutions involved in developing pedagogical digital competences for TE for interviews/case studies as part of University of Agder’s project monitoring work.

- Joining as guest presenters in the new format of ITE forum sessions on suggested topics, or suggest others.

- Following the [Student Teacher Voice](#) community on Facebook, as a forum to promote the MOOC and post tips for future teachers on implementation of ICT in their teaching.

-Confirming interest in attending the re-launch of EUN’s Future Classroom Lab (FCL), which the project aims to link more closely with the ITE forum to ensure sustainability. The re-launch event will take place in Brussels on 20th and 21st June and PB members are welcome to attend on self-funding basis.

- Engaging in co-writing a White Paper on key topics of the project, close to the PB members’ own work and expertise. A draft structure is being created as a working document and will be shared shortly. The aim is to publish it before November 2019, ahead of the EMINENT
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conference and the last Capacity Development Workshop of the project.

A recording of the meeting can be accessed here: https://eun2.adobeconnect.com/pw1bkg8boyma/

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5.2.2 May 2019

<table>
<thead>
<tr>
<th>Date:</th>
<th>22nd May 2019</th>
<th>PB meeting (online)</th>
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<tbody>
<tr>
<td>Agenda</td>
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<tr>
<td></td>
<td>Update on the project progress</td>
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<tr>
<td></td>
<td>Review of the White Paper structure, content and suggestions made</td>
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<tr>
<td></td>
<td>Additional information/support required for each part</td>
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<tr>
<td></td>
<td>First draft timescale and actions</td>
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<tr>
<td>Attendees</td>
<td>PB members</td>
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<tr>
<td></td>
<td>Minna Koskinen, JAMK University of Applied Sciences</td>
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<td></td>
<td>Patrick Camilleri, University of Malta</td>
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<tr>
<td>ITELab Project members</td>
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<tr>
<td></td>
<td>Dorothy Cassels, ITELab Project Manager, EUN</td>
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<td></td>
<td>Vesna Belogaska, WP6 Lead, IRIS Connect</td>
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<td>Conor Galvin, WP3 Lead, University College, Dublin</td>
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<td>Roger Blamire, Senior Manager, Policy and Practice at European Schoolnet</td>
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<tr>
<td>Apologies</td>
<td>Stefania Bocconi, National Research Council of Italy (CNR).</td>
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</table>
Aoife Carew, English and History student teacher, University College, Dublin (UCD)
Séamus O’Sullivan, student teacher, UCD
Karianne Helland, The Norwegian Centre for ICT in Education (NCIE)
Zuzana Sorocinova, Project Coordinator, European Schoolnet

The main objective of this meeting was to discuss with the PB members the process and support needed for co-writing the White Paper with recommendations for ITE futures.

Key reflections

- The suggestion to include a foreward by the coordinator or an influential person in the area is to be considered
- Results from the ITELab project evaluations to be shared for informing the parts that reflect on the project outputs
- Key points about MOOCs current context and scope: perception of MOOCs and their role in future teacher education (TE); common accreditation for raising their value in TE; emphasis on social element; humanics; artificial intelligence (AI). Recommendations, based on the authors’ experience and the ITELab evaluation; if there was a follow-up on the ITELab project, what would the authors’ recommendations for a MOOC be?
- Co-writing process: it is recommended to divide the work into two stages; first one to include general reflections; then a strong second part to reflect on the ITELab MOOC, and to make recommendations. Consistency of the writing
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The writing should be succinct; two pages per part.

**Actions**

- Dorothy to send relevant information on the ITELab MOOC to Minna and Patrick
- Roger to share with the PB an example of a co-written paper as part of another EUN project
- All to propose names of individuals to be potentially invited to provide the foreword of the paper
- All to confirm if they need any further information from the project team
- All to include their first draft in the shared document by the 20th June when the next project meeting will take place.

A recording of the meeting can be accessed here: https://eun2.adobeconnect.com/pkxsdnug45ta/

5.2.3November 2019 – Pedagogical Board and Project Partners Meeting (5th Nov.)

<p>| ITELab: SUMMARY OF MEETINGS IN WARSAW |
|-----|-----------------|------------------|
| Date                        | Venue                                      | Meeting                                                      |
| Tues, 5th Nov 2019 14:00 to 17:30h | Room 305, Ministry of National Education, al. J. Ch. Szucha 25, 00-918 Warszawa. | ITELab project meeting, with partners, Pedagogical Board and associate partners. |
| Tues, 5th Nov 2019 19:30h to 21:30h | Zapiecek Polskie Pierogarnie Restaurant, Krakowskie Przedmieście 55 street, 00-071 Warsaw. | ITELab project networking dinner, with partners, Pedagogical Board and associate partners. |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Details</th>
</tr>
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</table>
| Wed, 6th Nov 2019/Thurs 7th Nov 2019 | **EMINENT 2019 Conference**  
Warsaw University Library.  
Dobra 56/66, 00-312 Warszawa. |
| Day 1: 09:30-17:30h | ITELab workshops, Wed, 6th Nov 2019. Room 256, 2nd floor  
1. ITE/CPD: Student teachers (14h-15:15)  
2. ITE/CPD: Meaningful collaboration (16:15-17:30)  
ITELab partners/assoc. partners, optional attendance if no active role in workshop. Free to attend the other 3 workshops:  
School labels; Capacity building for School Innovation (EUNA); Learning Environments and whole school approached (led by Bart, link also to ITELab sustainability) |
### AGENDA: ITELab project meeting, 5th November 2019 (14h-17:30h)

**Venue:** Room 305, Ministry of National Education, al. J. Ch. Szucha 25, 00-918 Warszawa.

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>14:00</td>
<td><strong>Sharing project experiences</strong>&lt;br&gt;Discussion groups, 3 questions: 1) best examples; 2) done differently; 3) advice to disseminate/engage in use of ITELab project results.</td>
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<td>• Monitoring research, 11 case studies, Student Voice&lt;br&gt;• Co-design process&lt;br&gt;• Module frameworks, handbooks, staff hub&lt;br&gt;• Networked teacher MOOC&lt;br&gt;• ITE Forum&lt;br&gt;• Pedagogical Board Plenary</td>
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<tr>
<td>14:45</td>
<td><strong>Sustainability – post end of project funding</strong>&lt;br&gt;Sustainability ideas input to discussion:</td>
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<td>• UCD sustainability expert (online, 10 min)&lt;br&gt;• EUN-FCL (10 min)&lt;br&gt;• SMART example – ‘bottom up’ change, CATALYST (10m)</td>
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<td>Discussion groups, 3 questions: 1) what/how will you sustain within your institution; 2) interest/funding to support EUN_FCL coordinated action; 3) new project(s) collaboration ideas.</td>
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<td></td>
<td>• Partners (ind and uni): module frameworks, MOOC&lt;br&gt;• EUN_FCL: i) research-SIF/EMINENT; ii) FCL training; iii) MOOC, iv) link to FCL network&lt;br&gt;• Other ideas Plenary</td>
</tr>
<tr>
<td>16:00</td>
<td><strong>Recommendations</strong>&lt;br&gt;Recommendation ideas input: Initial Recommendations Paper (read prior), ITE Initial Recs and Resources (read prior)</td>
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<td>Discussion groups, 2 questions for each of the stakeholder group: 1) short term/easy recommendation (practical/doable actions); 2) short term/hard recommendation (something to start).</td>
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<td></td>
<td>• Policymakers – EC, country/regional&lt;br&gt;• Universities – senior management; teacher educators; student teachers&lt;br&gt;• School leaders&lt;br&gt;• Industry leaders Plenary</td>
</tr>
<tr>
<td>17:00</td>
<td><strong>Project Meeting Wrap-up</strong>&lt;br&gt;• EMINENT - ITE/CPD workshop&lt;br&gt;• Post EMINENT (dissemination/sustainability/recommendations, 3rd cycle module/MOOC- UWU evaluation, IE project evaluation survey, financial reporting, final meetings and reporting).</td>
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5.2.4  ITElab Capacity Development Workshops (Nov 19)

5.2.4.1 Initial Teacher Education (ITE) and continuing professional development: strengthening the continuum

**Workshop Description:** an interactive workshop based on two scenarios arising from the results and issues from three EC-funded projects and initiatives (ITELab, eTwinning-TTI, TeachUP), focusing on innovation in initial teacher education and continuity with career-long professional development.

**Aims:** to raise key topics on initial teacher education (ITE), raising awareness on how EUN responds to these key topics; to help finalise ITElab recommendations and create momentum to take forward actions into EUN-FCL.

**Audience** - education stakeholders (policy, industry, university + student teachers)

**Expected outcomes:** a range of practical actions for policy-makers, industry and teacher education providers supportive of the EUN-FCL initial teacher education and schools agenda.

**Workshop structure:** 75 mins x 2 sessions. Assumption: each session has new participants. ITELab partners present in the workshop also distributed across workshop sessions and given roles facilitators/rapporteurs.

**Workshop – session 1 (14h-15:15h)**

1. High level overview, EUN team introductions (Dorothy lead) 10 min
2. **Scenario 1***: C21 student teachers – SV Charter (Efi, Mirko, Maria, Niki) 45 min
3. Plenary plus link to session 2: meaningful collaboration 15 min

*Using the SV Charter as the tool, in this scenario as draws on all various areas e.g. digital pedagogical competences, mentoring etc that we have discussed, through the brainstorm process.

**Workshop – session 2 (16:15h-17:30h)**

1. High level overview, EUN team intros, link to session 1 (Dorothy lead) 10 min
2. **Scenario 2**: meaningful collaboration – all stakeholders (Alex, Dorothy) 45 min
3. Plenary, close drawing scenarios 1 and 2 together 15 min
SESSION ONE, SCENARIO ONE (14H-15:15HCET):

Universities and policy – strengthening the continuum between universities and schools: **skills related to the new role of teachers.**

Recent research and discussions with stakeholders identify three main areas for teacher training improvement, corresponding to the skills related to the teacher’s new role as a learning designer and facilitator. These include (1) new ways of working, as the teachers’ work increasingly requires collaboration beyond the classroom; (2) new emphasis on the personalisation of learning, including the importance formative assessment and individualised feedback; and (3) transversal skills such creative and critical thinking.

Over their career many teachers are likely to have spent more time in ITE than in all subsequent CPD. Yet there is often a discontinuity between the two, especially in the area of new digital pedagogical skills for the classroom described above.

The student teacher voice has been a key element in ITELab, working alongside their university professors and industry partners on co-design of new materials to support the development of digital competences. Their voice is heard in the **student teacher charter** which calls on policy makers and initial teacher education providers in Europe to innovate their curricula and adapt them to meet the pressures and expectations of the 21st.

In this workshop, we will look at the seven areas of the Charter, identified by the student teachers and come up with **10 ideas in 30 minutes that could make a difference.**
SESSION TWO, SCENARIO TWO (6th November, 16:15H-17:30H CET)

Universities and policy – strengthening the continuum between universities and schools: Meaningful Collaboration

Universities and Initial teacher education providers, industry, CPD providers and schools seem to operate in silos, independently of each other. Collaboration – blurring the boundaries - is the exception

eTwinning provides a successful model of collaboration for schools, and is now extended to teacher training institutions. TeachUP successfully employs the concept of Country Dialogue Labs to bring together all education stakeholders. However, both these models do not yet include industry as partners in the collaboration. Industry joins as key stakeholder in ITELab joining all other education stakeholders in co-design to innovate the ITE curriculum and share knowledge through online forum. The FCL provides the umbrella for these projects, and a model for all stakeholders to engage in, with a growing network of local FCLs and FCL ambassadors.

In this scenario, we will discuss how to mobilise and align the different actors to leverage the strengths of the different players address the issues and bring innovation to initial teacher education.

In this workshop, we will look at four areas of the EUN-FCL ecosystem, involving all stakeholders, and come up with 10 ideas in 30 minutes that could make a difference.

FCL ecosystem areas illustrating the discussion areas in the session.

- “Evidence-based policies”, the feed of the research/training/collaboration into policy. Research agenda = how can research contribute
- “Training”, of Teacher Trainers, Student Teachers, Teachers = impact of TTT, what else can be done (F2F, Online: formal and informal)
- School innovation = reflection on school level and actors. What needs to be done, Project
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