Report on Pedagogical Board activities: 2017

D6.2.1

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IRIS Connect
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1 INTRODUCTION

This is the summary of the ITELab project’s progress in its first year, in line with the goals of the Quality Assurance (QA) work package: to document and assess the project’s progress and the achievement of its objectives. It is the first of three reports on the Pedagogical Board’s activity to be produced annually during the duration of this project (January 2017 – December 2019).

As the report covers the first year of the project, the process for the selection and appointment of the Pedagogical Board (PB) is included in this report. The process was completed in June 2017. The PB activities therefore started with an initial briefing (June), followed by a second online meeting (October), and a joint face to face meeting with project partners (November).

Running in parallel to this was the process to appoint the Independent Evaluator. Details are also included as both these roles are integral to the Quality Assurance work package. The first year report from the Independent Evaluator (D6.3.1) is published separately.

The main aim of the PB, in the first year, relates to the quality assurance of the first cycle development of course modules and the student teacher MOOC, helping ensure they are aligned to meet the requirements of wider stakeholders. In the second and third year, the PB will also comment and contribute to the recommendations.

1.1 ADAPTATION OF PROJECT TIME SCALE

The implementation of the project saw the adaptation of the timeline from the original proposal. The commencement of the project was originally foreseen for the start of the academic year (autumn 2016), however the actual date was the start of the calendar year (January 2017). This meant there are effectively only two academic years (2017/18, and 2018/19) to pilot content with universities within the project. As a result, the piloting phase has been brought forward by 3 months in order to enable sufficient time for its implementation and evaluation at the HE institutions in the current academic year (2017/18).

As a consequence, the content development and validation time for the first cycle development and pilot in universities of the beta content has been compressed to allow for the first beta pilot to start from January 2018.

As the PB was only appointed in June 2017, this has meant that they have had the opportunity to provide feedback during the final stages of first cycle of development. The joint meetings with project partners in October and November 2017 helped facilitate their engagement with the project.
2 PEDAGOGICAL BOARD

2.1 PEDAGOGICAL BOARD APPOINTMENT

The selection process for the Pedagogical Board (PB) members was followed as outlined in the QA plan, with consultation among all project members. The aim was to have as international and diverse a PB as possible, within the constraints of it being an unpaid role and the necessity for having a high level of English language competence.

A total of 20 nominations from 8 countries were obtained, which was shortlisted based on the nominees’ availability for fulfilling the commitments the role demands. In the end, 6 members from 4 countries were appointed, with a good balance representing academia, industry and policy-making. The PB members’ profiles are included in Appendix 3.1.

2.1.1 Independent evaluator engagement

In accordance with the objectives set out in the QA plan, an Independent Evaluator (IE) was appointed following a Request for Services call for made to organisations on European Schoolnet’s framework agreement. Having shortlisted 3 applications, based on availability, relevant experience and value for money, the role was awarded to MDM Consultancy, led by Mark Delmartino.

During the course of the first year of the project, the IE joined the project partner online meetings in June, July and September 2017, as well as the face to face CDW in November 2017 as an observer. In addition, the project leader and the WP6 lead held online meetings with him in June, September and December 2017, focused on arranging access for him to the relevant project information and stakeholders, necessary for carrying out the activities he was engaged for – interviewing project stakeholders and producing annual evaluation reports. The first year’s report by the IE (D.6.3.1) has been submitted and it gives a very positive feedback from the stakeholders about their participation and the processes in the project so far.

The aim for the next year is to enable the same pattern of engagement to facilitate the work of the IE and production of the annual evaluation reports.

2.2 PEDAGOGICAL BOARD ENGAGEMENT

2.2.1 Meeting schedule for year 1

During the course of the projects’ first year, the project leader and the WP6 lead held two online meetings and one face to face meeting with the PB members.
1st meeting (online): 22nd June 2017 (Agenda and notes in Appendix 3.2.1)
2nd meeting (online): 5th October 2017 (Agenda and notes in Appendix 3.2.2)
3rd meeting (first face to face): 15th November (Agenda and notes in Appendix 3.2.3)

2.2.2 Meeting schedule for year 2

- 1st meeting (online): March 2018, focus: beta pilot update
- 2nd meeting (online): June 2018, focus: beta pilot evaluation feedback; full pilot modules and MOOC plan
- 3rd meeting (online, jointly with the ITE forum meeting): September 2018, focus: full pilot modules and MOOC briefing
- 4th meeting (face to face, jointly with the project partners): November 2018, focus: full pilot modules and MOOC final content and linked resources.

2.3 Pedagogical Board Feedback and Recommendations

The PB members were involved in the consultation process of the iterative development of the ITELab course modules and MOOC by being informed of the work in progress and being part of the discussions, thus giving them a platform for their input. This was a key part of the QA process, aiming to ensure that the developing course modules and MOOC meet the quality requirements of a wider group of stakeholders, which was confirmed with the PB members’ feedback.

The face to face meeting with the PB members in November 2017, afforded the additional opportunity for demonstration and discussion of the validation processes in the project. This was because it was a joint project meeting with the project members, and also because the PB members had the opportunity to attend a Capacity Development Workshop (CDW), which followed the project/PB meeting, and was attended by wider stakeholders. The PB members were content with the quality of these processes.

A point was raised in the November meeting about the role of teaching schools in the UK, as an alternative route to teaching in that country, and supporting them. This was acknowledged and it was agreed that it would be tracked through the beta pilot at the University of Newcastle, who works closely with the teaching schools. It was also acknowledged that the prime focus of this project is the innovation within the ITE universities themselves, who are having to innovate to address the changing circumstances and competition, including teaching schools.

In summary, inputs from the Pedagogical Board were taken on board as part of the iterative development cycle, with the result that the end of year 1, the PB:
Agreed on the overall direction and design frameworks being used to guide the development of course modules and student teacher MOOC.

Agreed with the iterative design and development process being employed within the project and were satisfied that their views had been taken into consideration.

Agreed that the content for the first beta pilots (module A and MOOCv1) with universities, starting from January 2018, took account of and met with the needs of wider stakeholders.
3 APPENDIX

3.1 PEDAGOGICAL BOARD MEMBERS

Christopher Bezzina

Professor Christopher Bezzina is currently Deputy Dean and Head of the Department of Leadership for Learning & Innovation, Faculty of Education, University of Malta, and the Department of Education, University of Uppsala, Sweden. My interest is to engage with other professionals so as to unravel the complex discourse that forms part of the journey in ITE, thus helping prospective teachers create learning experiences that will be meaningful for them and their students.

Tim Brighouse

Tim has been a teacher and Deputy Principal as before becoming a Chief Education Officer in a country council (Oxfordshire) and a large city (Birmingham). With a spell as Professor of Education at Keele University where he founded a research centre for Successful Schooling, he ended his career as Commissioner for London schools where he led the London Challenge. He is interested in Teacher Development and School Improvement and continues to work around the UK with schools and groups of schools.
Chris Harrison

Chris manages and develops the relationships with member associations and the European Commission as Strategic Relations Manager in European School Heads Association (ESHA). Chris has had extensive experience in providing the successful leadership role in schools, which has spanned five decades in Buckinghamshire and Suffolk primary sector. As a Head teacher, Ofsted Registered Inspector, External Adviser and Performance Management consultant Chris fully recognises the value and need for a partnership and collaborative approach in building successful school provision to all in the community served by schools.

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 current work in The Norwegian Centre for ICT in Education 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.
Gill Leahy

An experienced international mathematics educator, trainer, technologist and trusted adviser passionate about making effective use of technology to transform pedagogy to improve education quality. Gill led the design and implementation of Promethean’s modern classroom toolkit and was an industry lead partner on EU projects, including Erasmus + 21st Digital classroom and iTEC. Committed to collaborating with all educational stakeholders, from students, teachers, school leaders, technologists, researchers and policy makers to develop, disseminate and mainstream best practice. A former UK school head of mathematics and part of the UK government National Strategy team she currently promotes and trains teachers for the Core Maths Support Programme to increase participation in post 16 mathematics through real life problem solving.

Sirpa Laitinen-Väänänen

My name is Sirpa Laitinen-Väänänen (PhD, MSc, BA) and I work as a Principal Lecturer at the Teacher Education College in JAMK University of Applied Sciences, Finland. https://www.jamk.fi/en/Education/Teacher-Education-College/

My professional and research interest focuses on practice-oriented, practitioner research. In this moment, I am involved as a project coordinator in a national e-learning project (www.eAMK.fi) and in a Video-enhanced observation on professional development and learning—research.
## 3.2 PB MEETINGS

### 3.2.1 JUNE 2017

| Date:  
22nd June 2017 | First PB meeting (online) |
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<tbody>
<tr>
<td><strong>Agenda</strong></td>
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<tr>
<td>• Welcome and introductions</td>
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<td>• Project overview and status</td>
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<td>• Innovating ITE curricula: vision, framework, design approach and process, guiding principles</td>
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<td>• ITELab modules</td>
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<td>• ITELab MOOC</td>
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<td>• Discussion with the PB</td>
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<td>• ITELab Forum: associate partners update</td>
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<td>• Pedagogical Board</td>
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<td>• Review of role and best ways of working together</td>
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<td>• Meetings: online and face to face</td>
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<td>• AOB</td>
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<td><strong>Attendees</strong></td>
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<td>PB members</td>
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<tr>
<td>• Professor Christopher Bezzina, University of Malta</td>
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<td>• Kariianne Helland, The Norwegian Centre for ICT in Education (NCIE)</td>
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<td>• Gill Leahy, Core Maths Support Programme, UK</td>
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<td>ITELab Project members</td>
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<td>• Dr. Conor Galvin, WP3 Lead, UCD</td>
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<td>• Bart Verswijvel, WP4 Lead, EUN</td>
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<td>• Dorothy Cassels, ITELab Project Manager, EUN</td>
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<td>• Vesna Belogaska, WP6 Lead, IRIS Connect</td>
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Apologies:

- Professor Sir Tim Brighouse, Senior advisor, UK
- Chris Harrison, NAHT, former President of ESHA (European Schools Heads Association), UK
- Dr. Sirpa Laitinen-Väänänen, Principal Lecturer, JAMK University of Applied Sciences, Finland

Notes

- The objective of this meeting was to brief the PB members and to discuss the design framework and principles and the vision for the ITE modules and the MOOC.
- There was a general agreement with design framework and principles and general enthusiasm for the vision of the project outputs and the PB participation.

A recording of the meeting can be accessed here: https://eun2.adobeconnect.com/pro969lhrhq/
## 3.2.2 OCTOBER 2017

### Date:

5th October 2017

### Second PB meeting, jointly with project partners (online)

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<th><strong>Agenda</strong></th>
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<tr>
<td>Welcome: project partners and Pedagogical Board members</td>
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<td>ITELab Course Module and MOOC working documents*</td>
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<tr>
<td>● Module A detail (Conor)</td>
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<td>● MOOC Ch1 detail (Bart)</td>
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<td>● Discussion, Project overview and status</td>
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<td>ITELab 'beta' pilot</td>
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<td>● Working assumptions</td>
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<td>● Discussion</td>
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<td>ITELab plan – Autumn calendar</td>
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<td>● Reconfirmation of dates</td>
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<td>● Other actions summary and AOB</td>
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### Attendees

- PB Members
- ITELab project members

### Apologies:

- Professor Sir Tim Brighouse, Senior advisor, UK
- Vesna Belogaska, WP6 Lead, IRIS Connect

### Notes

- The objective of this meeting was to provide a project update for both the ITELab Pedagogical Board members and project partners.
- Dr Conor Galvin (UCD) and Bart Verswijvel presented the development plan for the first modules and student teacher MOOC.
The project partners and the PB members were invited to discuss the working documents presented during the meeting and to provide any further suggestions/recommendations to the relevant leads, Conor and Bart.

There was general acceptance that the iterative development process of the module and MOOC succeeded in taking into account the views of the project partners and PB.

A recording of the meeting can be accessed here: https://eun2.adobeconnect.com/p9wpdic0lb27/
## 3.2.3 NOVEMBER 2017

**Date:** 15th November 2017  
**Third PB meeting, jointly with project partners (face to face)**

### Agenda
- MOOCv1 walk-through (Bart)
- Module A walk-through (Conor)
- Mentoring, peer review demo and discussion (Vesna)
- Beta Pilot Evaluation (Silke/Jenni)
- Final discussion and questions

### Attendees
- PB Members
- ITELab project members

### Apologies:
- Professor Christopher Bezzina, University of Malta
- Professor Sir Tim Brighouse, Senior advisor, UK
- Karianne Helland, The Norwegian Centre for ICT in Education (NCIE)

### Notes
- The main purpose of this meeting was to ‘walk-through’ the detail of the Module A and MOOCv1 with the project partners and the PB members and to discuss the evaluation.

- A productive discussion ensued between the PB members and the project partners, flagging differences between the teacher education systems in the different countries participating in the project and suggesting ways to overcome potential challenges to the implementation of the pilot in different settings.
Project partners and PB members approved both the module A and student MOOCv1, agreeing they move forward to be finalised ready for beta pilots which start from January 2017.
ITELab (Initial Teachers Education Lab) is a Knowledge Alliance project between higher education institutions and industry to foster innovation and knowledge exchange in initial teacher education (ITE). Project number: 575828-EPP-1-2016-1-BE-EPPKA2-KA. It is co-funded under the European Commission’s Erasmus+ Programme from January 2017 to December 2019.

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