Report on Pedagogical Board activities: 2018

D6.2.2

Author: Vesna Belogaska

IRIS Connect
# Report on Pedagogical Board activities: 2018

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1 INTRODUCTION

This is the second annual report on the work of the Pedagogical Board (PB) within the ITELab project.

The main aim of the Pedagogical Board is to:

- Ensure that the course modules and 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 course modules in M13 and M25 and the MOOC in M14 and M27.
- Contribute to recommendations for innovating ITE curricula.
- Provide feedback on the operations of the ITELab University-ICT industry Forum and recommendations relating to how it can be further developed after the end of the project.

In line with the set objectives for this report, the report contains a summary of the feedback and recommendations from the Pedagogical Board, comment on the quality of the validation processes, together with the details of the meetings.

The report starts with an update on changes to the Pedagogical Board in 2018.

2 PEDAGOGICAL BOARD

2.1 CHANGES TO THE PEDAGOGICAL BOARD IN 2018

During 2018, the composition of the Pedagogical Board changed significantly, as a consequence of changes impacting the ability of the majority of the PB 2017 members to continue in their PB role. This included changes in jobs and roles, and retirement as a result of health issues.

The changes happened at an opportune time in the project, with minimum disruption, and have resulted in a positive overall effect. The timing of the change coincided with the period of the first cycle, Spring 2018 pilots, which followed the completion of the input and quality assurance by the original Pedagogical Board members, to ensure the course module and MOOC being piloted were aligned with requirements from a wider group of stakeholders.

The refresh of the PB composition provided the opportunity for the project to benefit from the expertise of even more professionals, respected in their field of work, and expanding the outlook on the project both from additional countries and professions’ perspectives. In addition, two student teachers were invited onto the board, adding the ‘student voice’ representation to the board.

The timing for the start of the new Board was also excellent, as the new board started with the benefit of having access to the evaluation feedback from the first cycle pilots,
so they could have the insight and feed into the second cycle of co-design and testing of modules and student teacher MOOC to meet wider stakeholder interests.

The composition of the PB 2017/2018 and PB 2018/2019 members is summarised in the table below. The updated profiles of the Pedagogical Board members are included in the Appendix.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Karianne Helland, Norwegian Director for Education and Training, Norway</td>
<td>Karianne Helland, Norwegian Directorate for Education and Training, Norway</td>
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<tr>
<td>Dr. Sirpa Laitinen-Väänänen, JAMK University of Applied Sciences, Finland</td>
<td>Minna Koskinen, JAMK University of Applied Sciences, Finland</td>
</tr>
<tr>
<td>Prof. Christopher Bezzina, University of Malta</td>
<td>Dr. Patrick Camilleri, University of Malta</td>
</tr>
<tr>
<td>Prof. Sir Tim Brighouse, ex Prof Education at Keele University, UK</td>
<td>Stefania Bocconi, National Research Council of Italy (CNR)</td>
</tr>
<tr>
<td>Chris Harrison, OSTEI Inspector, European School Heads Association, UK</td>
<td>Aoife Carew, English and History student teacher, University College, Dublin (UCD)</td>
</tr>
<tr>
<td>Gill Leahy, Maths Hub Lead, Harris Academy Schools, UK</td>
<td>Séamus O’Sullivan, student teacher, UCD</td>
</tr>
</tbody>
</table>

Notes: Dr. Sirpa Laitinen-Väänänen handed over her role to her colleague, Minna Koskinen in May 2018. Prof. Christopher Bezzina handed over to his colleague, Dr. Patrick Camilleri in July 2018. Sir Tim Brighouse withdrew from the role in July 2018. The position was offered to Dr. Stefania Bocconi, who kindly accepted and was appointed in September 2018. Gill Leahy and Chris Harrison withdrew from the board in September 2018 and a decision was made to offer a shared position to two student teachers who took part in the beta pilot of the Module A and the MOOC. The decision was based on the particularly valuable contribution these two students made during the first evaluation phase, and the insight the project team had in the importance of enabling and promoting the “student voice” in this process of co-creation of content for teacher training. Aoife Carew and Seamus O’Sullivan joined the board in a shared role in October 2018.

2.2 PB ENGAGEMENTS IN 2018

During this second year of the project, there were three 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:
- 23rd March 2018: cycle 1 - beta pilot update
- 28th June 2018: cycle 1 - beta pilot evaluation feedback; full pilot modules and MOOC plan
- 12th October 2018: cycle 2 - full pilot modules and MOOC briefing

2.2.2 Face-to-Face meetings:
- 12th-13th December 2018
  - 12th December: Pedagogical Board and Project Partners meeting, Polytechnic Institute of Santarem, Portugal. Vision and sustainability
13th December: ITELab capacity development workshops, EUN’s EMINENT conference, Lisbon, Portugal. 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):
22nd March, 21st June, 5th September and 22nd November.

3 PEDAGOGICAL BOARD FEEDBACK AND RECOMMENDATIONS

PB members are involved in the consultation process of the co-design and iterative development of the ITELab course modules and MOOC, being informed of the work in progress and being part of the discussions, thus giving them a platform for their input.

This input is fed into the overall validation processes, which include the formal evaluation work of the modules and MOOC (surveys, focus group) by the University of Würzburg and the independent evaluation of the project’s operations and quality assurance processes by MDM Consultancy. These processes and cross-checks mean that the quality of the validation processes in the project are consistently maintained and ensure that the developing course modules and MOOC meet the quality requirements of a wider group of stakeholders.

The face-to-face meeting with the PB members, project partners and wider stakeholders in December 2018 afforded the additional opportunity for some members of the PB to be interviewed by the Independent Evaluator as part of his work on evaluating the quality assurance processes (ref. annual report from Independent Evaluator, published to the ITELab website).

3.1 SUMMARY OF THE KEY POINTS FROM THE PB OBTAINED IN THE PERIOD JUNE-AUGUST 2018

The table overleaf shows the feedback and recommendations obtained from the PB review following the cycle one beta testing in Spring 2018 of the teaching module A and student teacher MOOC.

As mentioned above, the PB feedback is added to the feedback from the formal evaluation process (surveys, focus group) carried out by University of Würzburg, Germany. Evaluation highlights (July 2018) were shared in July 2018, to inform the second cycle of development in the summer, with additional briefings in September. The formal evaluation reports are published on the ITELab website: ITE Course Modules Evaluation Report 1 (D5.2, December 2018), MOOC Evaluation Report 1 (D5.3, December 2018).

<table>
<thead>
<tr>
<th>What’s working well</th>
<th>Suggestions for development</th>
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Co-funded by the Erasmus+ Programme of the European Union
| Teaching Module A | ● Based on DigiCompEdu framework gives a firm theoretical background.  
● Handbook in general is a very useful tool and a must have.  
● The overall objective and structure is about the role of the teacher in the 21st century and not really about tools that they could use, which is good and particularly useful for starting teachers. | ● Blended or online version of the handbook.  
● More clarification on the learning objectives and purpose of the learning tasks within the units.  
● Re-balance/align the concept, competence areas and objectives.  
● Emphasise the “Why” - why this course is important for student’s professional development; the omnipresence and penetration of technology in every aspect of our life, hence the importance for teachers to understand how to implement technology wisely and that’s why this module A is a must.  
● More emphasis on the Teaching & Learning in the digital world, rather than the Professional Development of teachers.  
● Highlight the issues surrounding privacy, ethics, rights and law in the context of digitalised Teaching & Learning.  
● Consider using multimodality for the joint live session to enhance interactivity and facilitate communication.  
● Make more use of digital platforms for consolidation of learning and building of e-portfolio of the students.  
● The structure of the units is very traditional: read, learn/try and present. It should encourage more creativity and flexibility in delivering, in line with the objective of suggesting innovative ways of Teaching & Learning. |
| Student teacher MOOC | ● Clear and well-focused package for introductory course with clearly defined aims and outcomes. | ● To address the identified instructional design issues: the information and instructions could be supplied in simpler language and, if possible, also translated into other languages.  
● It is interesting to see how the issue of flexibility is perceived by participants when making use of MOOCS: formal synchronous exercises such as webinars were not popular; more flexibility in time and space of assignments is favoured. |
| ITE Forum | ● Recordings of the webinars are useful.  
● For the sustainability of the forum, the blog and | ● Creating an active and well-functioning network is always a challenge. How to get busy people to participate? What is the key content participants are most interested in or need the most? How to involve and engage |
3.2 Feedback from the Joint PB and Project Partners Face-to-Face Meeting on 12th December in Santarem, Portugal

Combining the face-to-face meeting of the PB members with the Project Partners Meeting at ITELab partner, Polytechnic Institute of Santarem, which was then followed by the Capacity Development Workshop (CDW) that took place as part of EUN’s annual EMINENT conference, was particularly useful. It provided an incredibly valuable opportunity for interactions and exchange of views across all the project stakeholders (student teachers, universities, industry, policymakers), supporting the clarity and focus of the work towards common objectives. The discussions and exchange of ideas was particularly rich this year and we will continue with that format next year, for the last official face-to-face meeting with the PB members within this project in November 2019.

The agendas for the Pedagogical Board and Project Partners Meeting (12th Dec) and the CDW workshops (13th Dec) are attached in the Appendices.

A summary of the discussions at the joint PB and Project Meeting on 12th December, on key areas for development and recommendations emerging from the project are presented in the table below. These suggestions were used to further inform the final drafting of the Initial Exploitation and Sustainability Plan (D7.7.3, January 2019).

<table>
<thead>
<tr>
<th>Portugal, December 2018: summary of key discussion points</th>
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<tbody>
<tr>
<td><strong>Sustainability</strong></td>
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<tr>
<td>● Make modules flexible – present as different ideas to</td>
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<tr>
<td>enrich/change curriculum, crossing all subject areas.</td>
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<tr>
<td>● Being based on the DigCompEdu is good – reinforces the</td>
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<tr>
<td>flexibility and focus.</td>
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<tr>
<td>● Emphasise that modules are based on local assessment</td>
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<tr>
<td>models.</td>
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<tr>
<td>● Link to complementary projects in this area, and links</td>
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<tr>
<td>with in-service teacher training for schools welcoming</td>
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<tr>
<td>student teachers on placement.</td>
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<td><strong>Engagement and reach</strong></td>
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<tr>
<td>● Motivate students to participate</td>
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<tr>
<td>➢ Give academic credit for participation in the student</td>
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<tr>
<td>teacher MOOC.</td>
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<tr>
<td>➢ Panel discussions in the forum including industry</td>
</tr>
<tr>
<td>partners and students.</td>
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<tr>
<td>➢ More clarity needed for them within the Modules:</td>
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<tr>
<td>framing the content of the module with clear learning</td>
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<tr>
<td>objectives and time frame for implementation (what, why,</td>
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<tr>
<td>how long); align the innovation objective with the</td>
</tr>
<tr>
<td>actual method of delivery of the content, which is</td>
</tr>
<tr>
<td>still mainly traditional.</td>
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<tr>
<td>➢ Positive feedback about the MOOC.</td>
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• Involve more institutions
  ➢ Universities are generally not very flexible in engaging with the modules and MOOC, in large part due to system issues: administration, time pressure.
  ➢ Address privacy issues by promoting short videos demonstrating use of technology in class.
  ➢ Invite policy makers to events through DG Connect and at Ministry level.
  ➢ Focus on impact with institutions showing how their practice has changed.
  ➢ Translate publications into more languages (budget permitting).

| Change management | • Include a model of change, to support embracing the new content/methods.
|                   | • Students are the agents of change – engage them (harness innovators and early adopters to influence later adopters along the adoption curve).
| Communications    | • Ensure clarity of message for different stake holders.

3.3 SUMMARY – ADDRESSING PB FEEDBACK

The valuable feedback from the PB is taken on board and incorporated in the subsequent versions of the Modules and the MOOC, through coordination between the leads of the Quality Assurance, Modules and MOOC work packages.

It adds another layer to the evaluation feedback and recommendations resulting from the formal evaluation of the Module and MOOC by University of Wurzburg. It was particularly useful for the new members of the Pedagogical Board to have introductory briefings by the project team, and to have access to University of Würzburg’s evaluation highlights report from July 2018, which draws together views from across the wider stakeholders – student teacher focus group, surveys with project partners from both universities and industry, to give more substantive insights. The full Evaluation reports: D5.2 ITE Course Modules Evaluation Report 1 and D5.3 MOOC Evaluation Report 1 are published and available from the ITELab website.

4 OBJECTIVES AND ENGAGEMENT PLAN FOR 2019

Given the set of expertise among our PB members, and the key issues facing the project, our aim for the rest of this year is to harness their experience with a focus on:

1. Obtaining 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;
2. Generate ideas for sustainability of the ITE Forum and use of the project materials;
3. Generate recommendations for policy makers.

Building on our experience with the ITE Forum in 2018, ideas are emerging about engaging the PB in working collaboratively on producing white papers/guidance papers, as well as contributing to academic research papers being initialised as part of this project.

This would fit with the project exploitation objectives, and the desire expressed by the PB members to work more collaboratively, as well as feed into the longer term sustainability of the Forum as part of the Future Classroom Lab within the European Schoolnet.

4.1 ENGAGEMENT PLAN FOR 2019

- Online meetings: February 2019; June 2019
- Face-to-face meeting: November 2019 (during the EMINENT conference).
## 5 APPENDIX

### 5.1 Pedagogical Board Members 2018

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Stefania Bocconi</strong></td>
<td>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&amp;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.</td>
</tr>
<tr>
<td><strong>Patrick Camilleri</strong></td>
<td>Dr Patrick Camilleri, is a Senior Lecture in the Department of Leadership for Learning &amp; 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.</td>
</tr>
<tr>
<td><strong>Karianne Helland</strong></td>
<td>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 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.</td>
</tr>
<tr>
<td>MINNA KOSKINEN</td>
<td>An e-learning designer at School of Professional Teacher Education in JAMK University of Applied Sciences working with teacher trainers to develop ICT supported teacher education. I'm 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.</td>
</tr>
<tr>
<td>AOIFE CAREW</td>
<td>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.</td>
</tr>
<tr>
<td>SÉAMUS O’SULLIVAN</td>
<td>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.</td>
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### 5.2 PB MEETINGS

#### 5.2.1 MARCH 2018

| Date:  
| 26th March 2018  
| PB meeting (online) |
|---|---|
| **Agenda** |  
| Welcome – role of Pedagogical Board  
| Project and beta pilots update  
| Pedagogical Board in 2018  
| Any other business |
| **Attendees** |  
| PB members  
| Dr. Sirpa Laitinen-Väänänen, Principal Lecturer, JAMK University of Applied Sciences, Finland  
| Karianne Helland, The Norwegian Centre for ICT in Education (NCIE)  
| ITELab Project members  
| Dorothy Cassells, ITELab Project Manager, EUN  
| Vesna Belogaska, WP6 Lead, IRIS Connect  
| **Apologies:** |  
| Gill Leahy, Core Maths Support Programme, UK  
| Professor Christopher Bezzina, University of Malta  
| Professor Sir Tim Brighouse, Senior advisor, UK  
| Chris Harrison, NAHT, former President of ESHA (European Schools Heads Association), UK |

**Notes**

- **Recap of the role of the PB:** to provide strategic overview of how the project team is running this project, including: to ensure that the outputs are aligned with our stakeholders’ requirements; review and quality assure the outputs and contribute to recommendations for innovating ITE curriculum and the operation of the ITE Forum.

- **Update on the project progress in its 2nd year:** the 3 main strands are progressing as planned – the ITE forum (currently has 40 members, with more being encouraged to join); the ongoing information gathering (led by University of Agder)
and the design and development of the modules and MOOC (led by UCD).

- **Update on the beta pilot of the MOOC and Module A**: the MOOC pilot is complete – it run over 3-4 weeks and it included approx. 300 participants – student teachers from partner and associated partner organisations. The beta pilot of the module A is still ongoing: the five partner universities started piloting it at different times since January 2018 and to varying degrees, according to their internal flexibility.

- **Evaluation of the beta pilot** is ongoing since the start of the MOOC and will continue for the next 2 months. It is being carried out by the University of Würzberg, including online surveys, interviews and focus groups with participating student teachers – the latter will take place during our next project meeting in Brussels, 6th-8th June 2018.

- **Initial reflections** provide a great insight and learning points which, together with the evaluation report will help shape the next stage – full pilot planning and recommendations. Generally positive initial reactions from the participating teachers, but low numbers engaged. Key challenges identified:
  
  - Varied degrees of **flexibility** by the pilot universities for experimenting with innovative teaching and learning, with more flexibility available within the primary curriculum than the secondary. Higher level of teacher trainer engagement is evident where there is more institutional top-down drive, direction and coordination to change and experiment.
  
  - HEIs are **credit-driven**, with long processes for QA and accreditation of new modules, which is challenging to achieve within this project’s time scale. This results with the pilot universities looking for creative ways to **incentivise and engage their students** in these modules and MOOC – over and above the intrinsic incentives that some student teachers (the “innovators and early adopters”) have.
  
  - Student engagement varied – the focus on the theory of learning and full schedules in their existing modules makes **digital pedagogy lesser priority** for them.

- **Review of project targets and ITE curricula recommendations**: these identified challenges, together with insight from other EUN projects and consultation with the EC officer will inform the review of our ambitious targets for the full pilot at our project partner meeting in June 2018:
currently aiming for 5,000 student teachers to take part in a MOOC and 30 universities to pilot some of the three modules. The insights from the pilot will help shape our recommendations and will be part of the discussion at the next EMINENT conference at policy makers’ level.

- **The engagement plan with the PB for the rest of the year includes:**
  - Invitation for your reflections and recommendations on the learning so far and from the next updates
  - Update on the evaluation of the beta pilot during our next meeting in June 2018
  - Update on the full pilot content in September 2018
  - Your participation in the F2F project meeting in November 2018, as well as participation in an ITELab workshop planned for the EMINENT conference at the same time.

- **Initial reflections from the PB members:**
  - Karianne Hellaand and Sirpa Laitinen-Väänänen acknowledged the clear and comprehensive update on the project team work so far. Karianne reflected on the interesting differences at institutional (and policy) level regarding focus on digital competences for Teach Education, and HE in general, which has been set as a strategic focus by the government in Norway. However, the individual’s drive and enthusiasm for innovation and ongoing improvement is ultimately what is important, and that seems to be a shared challenge across the countries.
  - Student teachers’ competences in the digital era was confirmed as important to JAMK in Finland by Dr. Sirpa Laitinen-Väänänen. JAMK is an associate partner and a number of their students participated in the MOOC. Reflections and feedback will be shared with the project partners.

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A recording of the meeting can be accessed here: [https://eun2.adobeconnect.com/pvxsb897be7v/](https://eun2.adobeconnect.com/pvxsb897be7v/)

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**5.2.2 JUNE 2018**

Date: PB meeting (online)
### 28th June 2018

#### Agenda

- Update of the Pedagogical Board – welcome to new members
- Review of the Module A, the MOOC (Beta pilot) and the ITE Forum
- PB Engagement for the rest of 2018
- AOB

#### Attendees

<table>
<thead>
<tr>
<th>PB members</th>
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<tbody>
<tr>
<td>Karianne Helland, The Norwegian Centre for ICT in Education (NCIE)</td>
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<tr>
<td>ITELab Project members</td>
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<tr>
<td>Dorothy Cassels, ITELab Project Manager, EUN</td>
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#### Apologies:

- Gill Leahy, Core Maths Support Programme, UK
- Professor Christopher Bezzina, University of Malta
- Professor Sir Tim Brighouse, Senior advisor, UK
- Chris Harrison, NAHT, former President of ESHA (European Schools Heads Association), UK
- Minna Koskinnen, JAMK University of Applied Sciences, Finland

#### Notes from meeting:

- The main objective of this meeting was to discuss with the PB members their view on the outputs of the project so far and their suggestions and recommendations.
- A new member of the PB was welcomed: Minna Koskinnen, who had taken over the role from her colleague, Dr. Sirpa Laitinen-Väänänen from JAMK University of Applied Sciences.
- The PB member attending the meeting, Karianne Helland, shared her review of the Module, the MOOC and the ITE Forum, based on the latest versions shared in advance with the PB members, as well as the evaluation report of the beta pilot, carried out by the University of Wurzburg.
The feedback from two more members of the PB was obtained via emails, after this meeting.

Key reflections:

- Good theoretical background to the Module A, based on the DigiCompEdu framework
- Good overall objective and structure, focused on the role of the teacher in the 21st century and not just about tools they could use
- Blended or online version of the module handbook recommended
- More clarification on the learning objectives and purpose of the learning tasks within the module unites recommended
- Highlight the issues surrounding privacy, ethics, rights and law in the context of digitalised teaching and learning
- Encouraged more use of digital platforms for consolidation of learning and building of e-portfolio of the students, in line with the objective of suggesting innovative ways of Teaching & Learning.
- Positive feedback on the MOOC: clear and well-focused package for introductory course with clearly defined aims and outcomes.
- Recommendation to provide the information and instructions within the MOOC in simpler language and, if possible, also translated into other languages.
- The challenges around the sustainability of the ITE Forum post-project were recognised and identified as one the key focus areas of the PB for the next year.
- Recordings of the webinars are useful, as is the collaboration with the Next Lab and the Future Classroom Lab.

A recording of the meeting can be accessed here: https://eun2.adobeconnect.com/pmlozy0dmfqs/

5.2.3 OCTOBER 2018

Date: PB meeting (online)
<table>
<thead>
<tr>
<th><strong>12th October 2018</strong></th>
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<tr>
<td><strong>Agenda</strong></td>
</tr>
<tr>
<td>• Update of the Pedagogical Board – welcome to new members</td>
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<tr>
<td>• Project update</td>
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<tr>
<td>• PB Engagement for the rest of 2018</td>
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<td>• AOB</td>
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<tr>
<td><strong>Attendees</strong></td>
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<tr>
<td><strong>PB members</strong></td>
</tr>
<tr>
<td>• Minna Koskinnen, eLearning designer at the School of Professional Teacher Education at JAMK University of Applied Sciences.</td>
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<tr>
<td>• Stefania Bocconi, Researcher at the National Research Council of Italy (CNR) Institute for Educational Technology (ITD)</td>
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<td>• Dr Patrick Camilleri, Senior Lecturer, Department of Leadership for Learning and Innovation, University of Malta.</td>
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<tr>
<td><strong>ITELab Project members</strong></td>
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<td>• Dorothy Cassels, ITELab Project Manager, EUN</td>
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<tr>
<td>• Vesna Belogaska, WP6 Lead, IRIS Connect</td>
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<td><strong>Apologies:</strong></td>
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<td>• Karianne Helland, Senior Adviser in Norwegian Directorate for Education (UDIR) and co-author of the NCIE's Framework for teachers' professional digital competence.</td>
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<td><strong>Notes from meeting:</strong></td>
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<td>• The main objective of this meeting was to introduce the new members to the board and to provide an update on the progress of the project.</td>
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<td>• The new members of the PB were welcomed: Patrick Camilleri and Stefania Bocconi.</td>
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<td>• The overview of the latest iteration of the Modules and the MOOC was received positively, as the changes made were in line with conclusions drawn from the beta pilot evaluations and the feedback given by the PB and other project partners.</td>
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The emphasis was made on the preparation for the upcoming F2F meeting with the PB and project partners in December 2018, during the EMINENT conference, with active engagement in the workshops and recommendations anticipated from the PB members.

A recording of the meeting can be accessed here: https://eun2.adobeconnect.com/plozcdqkua8d/
### AGENDA

Start time – the agenda takes into account the train times from Lisbon-Santa Apúlia to Santarém.

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Details</th>
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<tbody>
<tr>
<td>14:30 - 15:15</td>
<td>Welcome to Santarém - short tour of active learning spaces</td>
<td>Susana Colaço, Director of the School of Education of Santarém (IPS)</td>
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<td>15:15 – 16:00</td>
<td>Vision for ITELab – sustainability and impact</td>
<td>Mixed discussion groups, with questions and feedback. Facilitated by Dorothy Cassels, ITELab project manager.</td>
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<td>16:00 – 17:00</td>
<td>Project 2018/2019 and EMINENT</td>
<td>Dorothé, Conor G /Bart V, Silke/Jenny, Mark Delmartino, Bart V, Dorothé</td>
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<td>17:00</td>
<td>Close</td>
<td>Susana</td>
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17:15 – transport from School of Education to Santarém. Dep Santarém_17:41 Arr Lisbon_18:20
5.2.5  ITELAB CAPACITY DEVELOPMENT WORKSHOPS (Dec 18)

5.2.5.1 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.

5.2.5.2 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.
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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