**ITELab Modules:
Handbook for
Module Framework C**

Working with Learners

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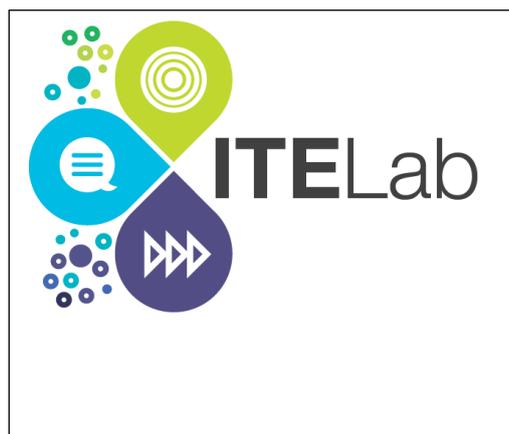
ITELab

WELCOME TO THE ITELab MODULE FRAMEWORK ON WORKING WITH LEARNERS

Welcome to the **ITELab** Module Framework **Working with Learners.** The framework is designed for generalist use, not just for IT / ICT specialist student teachers – it is assembled to be relevant to all beginning teachers / teachers in formation.

We suggest that the materials and activities referenced below can provide all or some of the basis for a 6-week block of work with student teachers; ideally having some placement access during that block.

ITELab Handbooks act as reference points for suggested activities and build on the collective experience of the ITELab partnership project. They are not a prescription but instead act as a reference point and guide for local activity.

This short handbook on the **ITELab** Module Framework **Working with Learners** is designed to help anyone using the framework – or some aspects of it – to integrate ITELab resources into their courses. It provides an overview of the underpinning ITELab philosophy and an outline of the framework structures, activities, and possible assessment arrangements. The handbook has now been revised for a final time in light of three pilot / beta test runs.

We hope this handbook in its now final form offers a good start-point for work on developing better, pedagogically-infused technology usage among teacher educators and student teachers, and that users enjoy working with the framework materials provided.

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MODULE OVERVIEW:

Working with Learners.
Content & Activity Summary

WEEK-ON-WEEK		
UNIT /WEEK	TIMINGS [PROVISIONAL]	TOPIC
Wk 1		**Situational Awareness in Teaching & Learning**; What it means to 'read' a learning environment and why it is important. • Addressing the information gap. • Identifying needs – perception, comprehension, and projection. •
Wk 2		**Building Learning from Where They Are**: • What is self-directed learning? Guiding and Encouraging self-directed work. • Exploring Video-Mediated Opportunities for student Self-Directed Learning
Wk 3		**Deeper Reflection and Teaching [1]: Reflection *for* classroom action.** • Needs identification & analysis, planning an intervention / lesson including integrating technology into planning. • Writing and using learning outcomes. Testing your planning against models.
Wk 4		**Deeper Reflection and Teaching [2]; Reflection *on* classroom action** • Reflecting on practice in the classroom using the Queensland Approach • Reflecting on outcomes to learning using the Co-Lab Framework Assessment Guidance.
Wk 5		**Using a video-based professional learning platform**; • Exploring the possibilities of a platform like IRIS Connect & ethics involved. • Working with IRIS Connect Platform; exploring IC recording & upload tools. • Video Analysis & time-stamped commentary as classroom dialogue theory.
Wk 6		**Collaborative, online, video-based Professional Learning.** • Working with the IRIS Connect Platform; recording and sharing mini-classes and clips. • Reflecting critically with the aid of video; using Catapano's Taxonomy and Interrogative Frame.

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MODULE C: Working with Learners

[3ECTS Level 3; configuration of hours of direct input & hours of related project work/ self-directed learning to be decided locally]

Focus	Concept	Competence Areas	Assessment
Working with Learners	Designed to: introduce and explore principles and practical issues relating to working with learners and its value to the beginning teacher / teachers in programmes of formation and education. Technology is referenced throughout and is used as an aid to the participants' learning.	• Develop capability relating to reflective practice and professional self-efficacy • Explore the value of personal learning planning to the beginning teacher / teachers in programmes of formation	The design, production, resourcing, and critical reflection on a personal learning plan, covering a three to five lessons on a topic of concern to the beginning teacher.
Objectives / Intended Learning Outcomes	At the conclusion of this module participants will be able to: • Draw meaningful professional learning from planning for teaching activities and events in a systematic way; • plan, teach and reflect on learning activities /opportunities provided for student groups; • identify opportunities and plan effectively for learning activities that make use of ICT and other technology.		

ITELab Modules are framed around the *DigCompEdu* areas of capability each of which is expressed in terms of specific competence and applications – with a total of 22 competences making up the full frame. These areas focus on different aspects of educators' professional capability and activity. [See Annex 1] These are:[1]

1. Professional Engagement; using digital technologies for communication, collaboration and professional development.
2. Digital Resources; sourcing, sharing and creating digital resources.
3. Teaching & Learning; Managing and orchestrating the use of digital technologies in teaching and learning.
4. Assessment; using digital technologies and strategies to enhance assessment.
5. Empowering Learning; using digital technologies to enhance inclusion, personalisation and learners' active engagement.
6. Facilitating Learners Digital Competence; enabling learners to creatively and responsibly use digital technologies for information, communication, content creation, wellbeing, and problem solving.

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[1] From the final report of the DigCompEdu Project: *European Framework for the Digital Competence of Educators; DigCompEdu*, Redecker, C and Punie, Y (eds) (2017) EUR28775 EN.

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Unit 1	UNIT FOCUS: Developing Awareness in teaching & learning settings
Wks 1-2	• The nature of self-directed, professional learning; • Using technology to open up teacher learning; • Identifying and responding to early professional learning needs. Unit 1 is about understanding situational awareness in teaching & learning settings and learning how to start developing this. The underlying idea is that through this growing awareness the beginning teacher/ student teacher experiences and practices using ICT to assist in their own professional learning. **Wk1. Situational Awareness in Teaching & Learning;** What it means to 'read' a learning environment and why it is important**. **Start-up:** Opening class discussion on what 'situation awareness / classroom awareness' might mean for the teacher? Use a Padlet to gather individual further responses and then synthesise these. **Development:** 1: Have the students work in pairs read and annotate the short piece by Nikki Davies that can be found here: https://bit.ly/2Q5BDDe 2: Ask for plenary comments relating to her claims around reflective self-practice and the difficulties of forging positive student-teacher relations in the classroom setting. 3: Ask students to review the short video from the LearningWorks site on 'self-awareness' they will find here: https://bit.ly/2A6Ekuh . Draw out responses as to who the video is directed towards and relating to the way video-gaming is used in the video. Are they uneasy about anything? Are they persuaded by the line takes? **Consolidation**: Direct students to the short piece on philosophical perspectives on inclusion and awareness here: https://bit.ly/2Q70HK0 . Ask them to consider the main points made in the piece and to decide if these are relevant to them, in their present situation. And if so, how and why? **Follow-out:** Set a Challenge Question such as: *What is situation awareness and how can we factor it into a learning experience to our students' benefit*? Refer the students to the paper by Holgersson on noticing/ and Cognitively-Guided-Instruction here: https://bit.ly/2R3P8Ak . Ask them to write a short response to the paper via the challenge question. **Capability building /DigCompEdu focus:** 2:1 Selecting Digital Resources, 2:2 Creating & Modifying Digital Resources, 3:3 Collaborative learning, 6:2 Facilitating Learners Digital Competence.

Week 2. Building Learning from Where They Are.

Start-up: watch and critically engage with a short video which considers the nature and challenges of self-directed learning: https://bit.ly/2DNUqNB

Ask the students to consider in particular: the overall ideas being pursued by Pierson on the nature of human connection in education, and the idea of being born to make a difference.

Development: Working in small groups students, have the students visit the Howard-Suamico website and explore designated sections of it. [https://hssd-tlc.weebly.com/building-culture.html] Structure a think, pair, share activity around the ideas the site presents on personalised learning.

Discuss the possible value of this approach to developing plans for class activity. Ask each student group to generate a 3 slide Presentation / Report on what you discussed, to share with the class.

Consolidation: Read quickly through the methods section of Bourdeau et al 2017 paper for what they term their 'video-work approach': https://eric.ed.gov/?id=EJ1167307. Discuss how some of these points might be used to add an extra layer of value to lesson planning / development & how it might also be used as a way to guide reflection on the *planning for learning* process.

Hold a class plenary to bring ideas forward on this.

Follow-out: Individually, read the full text of the Bourdeau et al 2017 paper.

Capability building /DigCompEdu focus: 2:1 Selecting Digital Resources, 2:2 Creating & Modifying Digital Resources, 3:3 Collaborative learning, 6:2 Facilitating Learners Digital Competence.

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Unit 2	UNIT FOCUS: Reflection; *on*, *in*, and *for* classroom action.
Wks 3-4	• Thinking about using learning outcomes to focus work; • Using the Queensland approach to improve reflective practice. • Preparing for the use of video-based reflective practice Unit 2 considers the area of teacher reflection in more detail. The intention in this unit is to encourage and support the beginning teacher/ student teacher in engaging more reflectively with planning and thinking about teaching. **Wk3. Reflection and Teaching [1]:** Reflection *for* classroom action. **Start-up:** Watch and then discuss the short CIPD UK video on reflective practice in the business world: https://www.youtube.com/watch?v=M9hyWVEG2x0 Is this view relevant to schools and educational settings? In what ways? What are the main divergences between these settings and schools? **Development**: 1: Ask the students to consider how we can go about the identification & analysis of learning needs in classrooms. Direct them to the EUN Co-Lab Learning Scenarios Framework here: http://colab.eun.org/learning-scenarios . Ask them to agree on how using this might improve learning needs analysis. 2: Share findings from the initial discussion then direct them to the concept of learning outcomes. 3: in Subject groups ask students to outline learning objective for a given learning situation. Discuss the results in plenary. **Consolidation**: Visit the CORA UCC site and consider the claims made by Kennedy regarding the power of outcomes – planning as opposed to working only with objectives. The nature of learning outcomes: Kennedy Chapter 2 of https:// https://bit.ly/216Ndse . Use a Padlet (or similar) to gather class-wide reflections. **Follow-out: [1]** Set a post-class reading on reflection on action, such as Munby here: https://bit.ly/2DzhhLJ . Given the dated nature of this piece, do they think much has changed? In preparation for week 4, <u>register for an IRIS Connect video platform user account</u> and complete the short <u>Module C induction activity</u> on the platform. **[2] IRIS CONNECT PLATFORM REGISTRATION**. **Complete registration to the IRIS connect video-based platform via this link: https://www.irisconnect.com/uk/itelab-registration/** Each student will need to create an individual user account. Once they have activated these account, then can log in and select the ITELab Module C Group from the drop-down menu, to begin participating and exploring.

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Capability building /DigCompEdu focus: 2:1 Selecting Digital Resources, 2:2 Creating & Modifying Digital Resources, 3:3 Collaborative learning, 6:2 Facilitating Learners Digital Competence.

Week 4. Reflection and Teaching [2]; reflecting on and in practice.

Start-up: Plenary discussion based on the previous week's reading by Munby; guage their understandings of reflecting *on* and reflection *in* practice in the classroom. Discuss the iterative, life-long nature of this activity for teachers.

Development: 1: Direct the students to the Queensland Approach to teacher reflexivity; https://bit.ly/1bTA2IM . Divide out the document among the group and ask each 'team' to annotate a section, according to teaching interests or subject specialism, for example. 2: Aske each group to produce a sharable summary of their deliberations – perhaps using FlipGrid or another video-clip site. 3: Share outcomes in a plenary way; view and discuss each contribution. 4: Ask the students to consider how reflection of this nature might connect to assessment practices. Discuss as a class the value of having a consistent mechanism of reflecting on outcomes to learning. 5. Direct the class to the section in the Learning Scenarios frame that considers assessment of learning, here: http://colab.eun.org/assessment-guidelines

Consolidation:
Direct the class to the Reflective Video Activity in the Module C group on IRIS Connect platform. Using elements of the Queensland approach to reflective practice as outlined, ask the students to reflect upon the video clip, comment online and then discuss in groups and/or as a class.

Follow-out: Ask students to engage with the following questions using the discussion forums on the IRIS Connect platform:
- *What are the advantages and more problematic aspects of using 'reflection' as a constant aspect of your teaching and preparation?*
- *To what extent do you see a role for video in supporting reflective practice and professional learning communities?*

In preparation for week 5, download the IRIS Connect application onto a personal mobile device and do a test recording.

Capability building /DigCompEdu focus: 1:2 Professional Collaboration, 1:3 Reflective Practice, 2:1 Selecting Digital Resources, 2:2 Creating & Modifying Digital Resources, 3:3 Collaborative learning, 6.2 Facilitating learners' Digital communication & collaboration.

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Unit 3	UNIT FOCUS: Working on practice; using video technologies as an aid to practice development.

Wks 5-6

- **Using video-based professional learning platforms**; TIMSSVIDEO and IRIS Connect

- **Collaborative on-line video-based Professional Learning;** issues and practices.

Unit 3 focuses on how video technology can be used to assist in building self-awareness of teaching practice and systematically working on improving our practice over time.

Wk5. Using video-based professional learning platforms

Start-up: Watch the first six minutes of the TimssVideo Science lesson from a Czech school here: http://www.timssvideo.com/cz1-spines Ask the students to discuss what they have just seen and what they notice that is similar and what is different to their own settings.

Development: 1: Direct the class to the splash-page for the TIMSSVIDEO Project here: http://www.timssvideo.com/: Ask them to read and then think, pair, share their findings focussing on the possibilities of this kind of 'window' on teaching work for professional learning. 2: Lead the students to explore the possibilities of IRIS Connect and the research which underpins this approach; start here; overview page in the IRIS Connect Module C group 3. Divide the class into groups and ask them to explore the IRIS Connect video analysis & time-stamped commentary tools using the Czech video clip they will have previously viewed. 4. Discuss the possibilities and advantages of these for professional learning.

Consolidation: Have the students consider the idea of a classroom dialogue theory. Mercer's introduction to the core elements of the theory is a good way into this: https://bit.ly/2OSQpZe . Ask the class to offer an interest group / subject group response to the ideas expressed using the discussion forum on the IRIS Connect platform. Ask the students to compare and contrast the two video clips they have now seen in relation to classroom dialogue theory and the Queensland approach. Discuss online in a forum and in class groups.

Follow-out: Set a Challenge Question along the lines: What do you now see as advantages of video as a professional learning tool that you may not have previously?   Discuss in the forum on the IRIS Connect platform and in class groups.

Capability building /DigCompEdu focus: 1:2 Professional Collaboration, 1:3 Reflective Practice, 3:3 Collaborative learning.

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Week 6. Collaborative, online, video-based Professional Learning; issues and practices

Start-up: Ask the class to review the outcomes to the Challenge Question from the previous week; *What do you now see as advantages of video as a professional learning tool that you may not have previously?* Draw out any positives and discuss resolutions to any negatives that emerge.

Development: 1: Direct the students to the Iris Connect Platform Film Club activity. 2: In pairs, plan a talking point statement or a question. 3: Set up a mobile device to record using the IRIS connect app. Then, in groups, conduct and record a role play classroom activity using the talking point statements, focusing on the use of questioning and facilitation of classroom dialogue. 4: Share the recording to the Module C group on the platform.

Consolidation: 1: Review and comment on the role play clip in relation to classroom dialogue prompt questions 2: Repeat, using a clip from another group 3: Discuss as a class the possibilities of structured reflection using frames and taxonomies.

Follow-out:
Ask the students to investigate school policies on the recording and uploading of learning event videos with the intention of writing a personal practice protocol, incorporating both that policy and the relevant advice from the IRIS and TeachHub sites. Consider the concept of *reflective criticism* on digital resources using Catapano's Interrogative Frame from *TeachHub*: http://www.teachhub.com/technique-self-reflection-video-recording . [See ANNEX.]

Capability building /DigCompEdu focus: 1:3 Reflective Practice, 2:1 Selecting Digital Resources, 2:2 Creating & Modifying Digital Resources, 3:3 Collaborative learning, 3:4 Self-regulated Learning, 5:1 Accessibility & Inclusion, 6.1 Facilitating learners' Information & media literacy.

Module Assessment	Locally Arranged and Locally Framed
Personal Learning Plan; Pedagogically strong & Technology Enhanced Learning	An account of the design, production, resourcing, and a critical reflection on a personal learning plan for three to five lessons, covering a topic of concern to the beginning teacher. (Approx. 3000 words.) [SUGGESTED] [Locally framed and parametered as appropriate to a 3credit ECTS offering.] Aligned against points and coverage requirements for *Microsoft Innovative Educator* certification.

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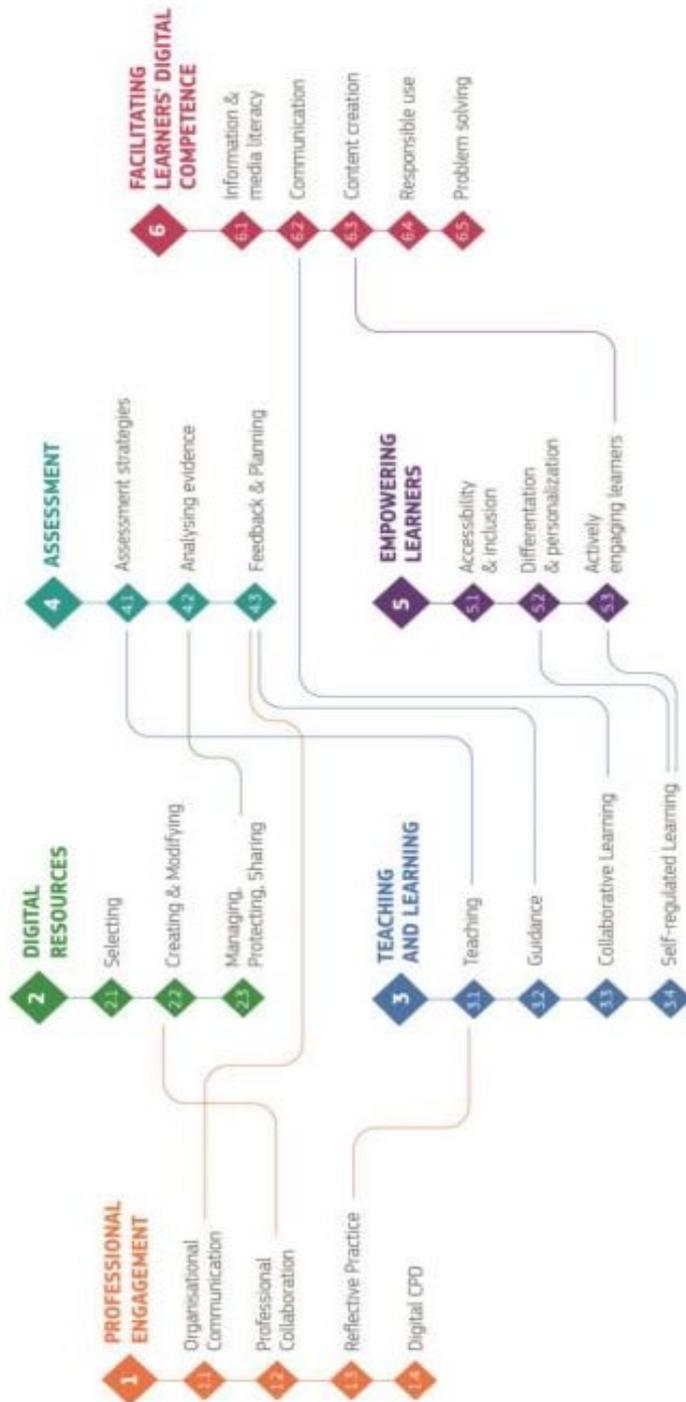Erasmus+ Programme
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ANNEX 1

Figure 1: Overview of the DigCompEdu framework

From:Final Report of the DigCompEdu Project: *European Framework for the Digital Competence of Educators; DigCompEdu*, Redecker, C and Punie, Y (eds) (2017)   EUR28775 EN

Direct Link to the Learning Scenarios Template:

http://colab.eun.org/c/document_library/get_file?uuid=3a379a60-ef14-43d6-89f2-d454cdb5004c&groupId=5897016

Catapano's Interrogative Frame from *TeachHub*:
http://www.teachhub.com/technique-self-reflection-video-recording

- How loudly do I speak?
- Do I get off track at all? How often?
- Do I do anything annoying or distracting with my voice, gestures, posture, etc.?
- How clear are my instructions for activities?
- How clearly do I communicate the big ideas in a lesson?
- Am I interacting with students effectively?
- What are students doing as I'm speaking?
- Does my method of instruction seem appropriate for the content and goal I have in mind?
- How much time do I spend talking about things that don't need to be talked about?

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Disclaimer

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