D4.1 MOOC Requirements Report

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1 INTRODUCTION

The purpose of this public report, Deliverable 4.1 MOOC Requirements Report, is to outline the requirements of project partners for training student teachers using a MOOC (Massive Open Online Course) on the pedagogical use of ICT. It is hoped that the experiences of the project’s partners in working together to scope, design and deliver the modules and MOOC, will help inform others working in this field.

The report covers:

- Section 1: a summary of the project’s iterative design process, capturing requirements and informing the on-going development and testing process;
- Section 2: an outline of the requirements of:
  - ITE (Initial Teacher Education) organisations to integrate a MOOC into their existing programmes of study;
  - ICT companies for re-using parts of the MOOC in their professional development programmes.
- Section 3: proposals for how elements of the face-to-face course modules being developed separately in the project, can be integrated in a MOOC;
- Section 4: proposals for how existing teacher education resources from companies can be integrated in a MOOC.

This report accompanies the MOOC Outline Report (D4.2). The two reports are complementary, this report detailing the requirement and the MOOC Outline Report (D4.2) providing a detailed description of the rationale, objectives, structure and content of the MOOC. The work informing the development of the face to face modules, which sit alongside the MOOC, is described in the Recommendations and Resources to support Innovation in ITE (D3.1), which will also be published on the ITELab website.

This design and development work is carried out as part of ITELab, a Knowledge Alliance project between higher education institutions and industry to foster innovation and knowledge exchange in initial teacher education co-funded by the Erasmus+ Programme of the European Union. It is a three-year project, running from January 2017 to December 2019. The work on developing the face to modules is carried out as part of Work Package 3 (WP3), and the MOOC as part of WP4.
2 BACKGROUND TO CAPTURING REQUIREMENTS

2.1 TWO DESIGN AND DEVELOPMENT CYCLES

The objective of WP4 is to develop and deliver a MOOC aiming to develop student teachers’ understanding of and competence in innovative pedagogical practices using digital technology.

The iterative design and development approach adopted in the project encompasses two cycles, informing both the development of the face to face modules (WP3) and the MOOC. The first cycle (May 2017 to January 2018) results in the first version of the student teacher MOOC and, in parallel, a beta pilot version of a face-to-face teaching module. Pilots for both start from January 2018.

Feedback from the pilot universities and their student teachers together with data from a separate evaluation, will inform the second cycle of development (June 2018 to January 2019). Further teaching modules will be developed, and the content of the MOOC will be refined, with units added to meet emerging student teacher needs.

The importance of these two cycles of development is to ensure that requirements are discussed with all partners, including wider stakeholder input from the pedagogical board and associate partners, and thereby to ensure that the face-to-face modules and the MOOC meet needs and will be used. The evaluation will be used to identify the areas and content for further development in the second cycle for the full pilot in 2019. Through this process, the student teacher MOOC will be designed so as to optimise the chances of achieving the ambitious, project outcome indicator for this activity: 5,000 student teachers enrolled on the MOOC modules before end of the project.

2.2 MOOC PLATFORM

The MOOC builds on and leverages the methodology and technical platform that European Schoolnet (EUN) has already put in place for the European Schoolnet Academy. Launched in 2014, Academy courses (20 to date) are designed by a team of instructional designers, pedagogical experts, and technical and audio-visual specialists, providing free online continuing professional development to over 33,400 teachers (total number of enrolments, October 2017) across a wide range of subjects. At 35 percent, the completion rate is significantly higher than for comparable MOOCs.

EUN leads the development and delivery of the ITELab student teacher MOOC, and will follow the well-tested EUN process of course design, production and delivery via the European Schoolnet Academy platform.
2.3 MOOC Principles

The design of the MOOC is underpinned by three principles, emerging from discussions with partners and from experience running the European Schoolnet Academy.

2.3.1 Encouraging the lifelong learning habit

One of the underlying principles of the European Schoolnet Academy MOOCs are to encourage educators to use the MOOCs to meet their on-going professional development needs, keeping track of and selecting from the EUN Academy course offerings and through other platforms as advertised via the School Education Gateway https://www.schooleducationgateway.eu/en/pub/teacher_academy.htm

Likewise, one of the aims of the student teacher MOOC is to encourage student teachers to think of themselves (and their students) as lifelong learners, not as fully formed educators launched on a career-long trajectory with nothing more to learn.

Creating an attitude of the teacher as a lifelong learner is vital both for teachers to model what they teach to young people and to ensure their competences are kept up-to-date to meet the future challenges and exploit the opportunities they will encounter.

2.3.2 An aim to be practical and relevant

The MOOC is practical and actionable, with ideas, tools and examples to try out and put into practice immediately. Experience from the European Schoolnet Academy shows that teachers appreciate this practical focus providing ideas relevant to their own context that help to solve day-to-day problems. From evaluation feedback, 84% of participants (strongly agree/agree) to having adapted their teaching methods/tried new methods as a result of this practical approach.

The pressure on time and the fact that most teachers choose to take the MOOC in addition to their normal workload underlines the need for the MOOC to not demand too much of their time.

The student teacher MOOC will follow this practical approach. The ITELab modules which will be delivered face to face in the universities will provide the academic discipline and research background. Please refer to Section 3 below, which covers the proposals of how the MOOC and modules will be integrated.

2.3.3 A drive to use shared resources and build learning networks and pathways

The resources in the MOOC are brought together in a way that fosters a collaborative and constructivist approach, encouraging participants to experiment, discuss and reflect as a network. In this way, a community of practice can be sustainable and grow, demonstrating in itself the experience and value of exchanging ideas with fellow...
practitioners. The variety of practical ideas and applications will help engage different levels of learners bringing with them different levels of experience.

The student teacher MOOC will mainly use existing resources, tools and applications from partners, so that there is a sense of shared ownership and a high likelihood of use of the MOOC by partners.

Options will be provided for further exploration, further reading, and activities to trial, as well as sign-posting different pathways to develop more in-depth skills and knowledge in areas of particular interest (e.g. eSafety competences, coding skills).
3 REQUIREMENTS OF PROJECT PARTNERS

3.1 GATHERING REQUIREMENTS: CONSULTATION PROCESS

Requirements have been gathered via a mixture of interviews with both university and industry partners (Spring 2017), discussions involving all partners during the partner design workshop (29-30 May 2017), followed by further discussion, review and feedback on working documents during Autumn 2017. This highly consultative approach is part of the iterative design and development cycle described above. This design process is led by Dr Conor Galvin (University College Dublin) who is responsible for the face to face modules, working closely with EUN lead, Bart Verswijvel, who is responsible for the student teacher MOOC. Both work closely together, sharing ideas to build a complementary design of the module and MOOC, and getting partners engaged in the process and committed to the beta pilot. This process has enabled the partners to agree on the focus for the ITELab modules and MOOC.

For further details on the initial research and the outcomes of interviews with partners, please refer to the linked documents already published on the ITELab website http://itelab.eun.org/research: Literature Review, March 2017; ITE Monitoring Report, July 2017; Initial Case Studies, October 2017.

Wider stakeholders are engaged in the process through the ITE Forum, an online platform for associate partners coming from universities, industry and education authorities. This ITE Forum is formally launched in November 2017. Early online meetings have been held (May, June, October) to brief them on the process. An online survey is being carried out in Autumn 2017 to capture their needs and will be used to inform the 2018 ITE Forum programme, including their engagement in the second cycle of design and development for the full 2019 pilot.

3.2 ITE INSTITUTIONS’ REQUIREMENTS

3.2.1 Current situation on the use of MOOCs in teacher training

Currently, ITELab partner universities deliver their curriculum via a mix of blended learning (face to face, supported by online activity, typically delivered via the university’s own platform e.g. Moodle). Many have also developed extensive ICT assets (videos, materials) to support their student teachers. The ITELab Initial Case studies (http://itelab.eun.org/research) feature some of the changes being made to the teaching curriculum and content, as well as the development of new teacher competencies.

All the partner universities collaborate with wider communities, national and international, through other projects and initiatives. For example, the Polytechnic
Institute of Santarem delivers joint teaching to students in Brasilia, while the University College Dublin is engaged in co-teaching students with the University of Columbia and several other universities.

However, this collaboration rarely extends to MOOCs. The Polytechnic Institute of Santarem promotes a variety of MOOCs promoted by the Portuguese Ministry of Education (DGE) for training existing teachers on topics such as eSafety skills. These are public courses, open to anyone. The university disseminates information on these MOOCs to their students. Student teacher engagement in these MOOCs is voluntary and is not tracked or assessed.

3.2.2   ITELab student MOOC requirements

3.2.2.1 Narrow the scope of ITELab student teacher MOOC to ‘the networked teacher’

As the scope of innovative pedagogical use of ICT is vast, the consultation process outlined above has been used to agree the focus for the ITELab module/MOOC training in ICT pedagogy.

The MOOC outline is described in a separate document (D4.2) available from the ITELab website. It provides a detailed description of the rationale, objectives, structure and content of the MOOC. In outline, the plan is for the MOOC (The Networked Teacher - Teaching in the 21st century) to comprise three ‘units’ (i.e. modules) covering:

- Entering the job – the future teacher and lifelong learning (unit 1)
- Unlock the classroom – interaction with students in the classroom (unit 2)
- The second staffroom – ways to connect with teachers outside the classroom (unit 3).

The first iteration of the MOOCv1, is being developed for the beta pilot in 2018 (February-March 2018). Feedback from this will inform the further development of the MOOC for the full pilot in 2019 (February-March 2019).

3.2.2.2 Bring forward the date of the student teacher MOOC

In the project’s description of work, the first round of the MOOC is due to be delivered in project’s month 17 to month 18. However, this assumed a September start date for the project. Given the project commenced in January 2017, month 17 and 18 translate to July and August 2018, which is clearly not sensible. Partners therefore requested that the student MOOC be brought forward to month 14 (February 18) to fit within the 2017/18 academic year.

Similarly, there is requirement to see how the MOOC can be integrated with the ITELab module. The development of the beta pilot module is also brought forward to deliver from February 2018 (original plan, M16, which translates to April 2017 when the teaching year is nearly over). This means that the beta pilot delivery of the module and MOOC will commence from February 2017 (month 14 in the project).
To accommodate bringing forward the beta pilot development, two trade-offs have been agreed with partners. The first trade-off is that the beta pilot content (module and MOOC) is delivered in English only, as factoring in translation to the condensed timeline is not possible. Translation of some content into Norwegian, Italian, Portuguese, will be factored into the full pilot in 2019. Partner and associate partner universities are consequently selecting their beta pilot students, with an English language competency.

The second trade-off simplifies the content for the beta pilot and concentrates on the development of a single, face to face module (module A), together with a first version of the MOOC to be loosely aligned to module A. This ‘loose’ alignment is necessary, as the beta pilot face to face module A will be delivered by teacher trainers in the five pilot ITELab partner universities only. The beta pilot of the MOOCv1 will be stand-alone, open by invitation to any student teacher in the ITELab partner universities, as well as in associate partner universities and linked student teacher initiatives. Participation in the student teacher MOOCv1 is optional.

3.2.2.3 Capture and use student feedback to inform the development of the full MOOC
Through the consultation process, partners highlighted the importance of student teacher feedback to inform the full development.

The benefit of achieving the shortened design cycle, is that the beta pilot will be tested in the academic year 2017/18, with student feedback informing the priorities for the design and content of full pilot modules and student MOOC in 2018/19.

3.2.2.4 Design flexibility into the MOOC to facilitate integration within existing programmes of study and the beta pilot of module A
For the ITELab project partners, it is important that the MOOC be constructed and delivered in such a way as to be able to be integrated into ITE providers’ existing programmes of study.

In October 2017, online interviews were held with each of the ITELab partner universities to capture their latest thinking on their beta pilot plans for both module and the MOOC. All are planning to integrate the student MOOC within the beta pilot testing of the module. Please refer to the table in section 4.2 which summarises each university’s plans for the beta pilot of the module and MOOC.

3.2.2.5 Offer options for further exploration
Project partners requested that the student teacher MOOC offered options for those interested and wanting to explore areas in greater depth, with linkages back to the bigger picture of research and theory provided in the ITELab module, and within the individual university curriculum’s.

3.2.2.6 Open participation in student teacher MOOC to other students
It was further agreed with partners, the invitation to participate in the beta pilot of the student teacher MOOC will be extended beyond the five partner universities to the
ITELab associate partners and linked projects and initiatives. This will engage the student teachers in a wider community. By contrast, the beta pilot of the module will be contained to the five ITELab partner pilot universities (University of Agder (NO), University College Dublin (IE), University of Newcastle (UK), University of Perugia (IT) and Polytechnic Institute of Santarem (PT). The main reason for this difference, is the amount of lead-in time required to plan for the inclusion of a face to face teaching module within existing curriculum. The 2019 pilot of both the module and the MOOC will be open to all associate partner universities.

3.3 ICT Companies’ requirements

3.3.1 Current situation as regards involvement in student teacher training

Out of the four ITELab industry partners, Microsoft has the most extensive and targeted provision of online training for educators. In 2017, Microsoft launched the Student Teacher Education Programme (STEP) for initial teacher education https://education.microsoft.com/courses-and-resources/resources/guidance-for-step. This was probably the first time that Microsoft had made a direct distinction for a programme at a global level for Initial Teacher Education.

IRIS Connect, also recognise student teachers as a distinctive group in terms of the stage they are in in their professional development, and therefore their training needs. They position their platform as particularly useful for supporting sustainable and secure collaboration between student teachers, their lecturers at the ITE institution and their mentors at schools where they go for their work experience – bridging the gap between theory and practice. There is no distinction in the content.

Both SMART Technologies and Steelcase, also do not make a distinction in their content for student teachers, as most of the strategies and principles are equally relevant to education professionals working at various levels. SMART Technologies then tailors training specific to their university teacher training client needs e.g.: around future classroom and the use of flexible learning spaces supported by technology, and similarly delivering hard skills training in areas such as coding through their network of locally based educators. Steelcase works with universities on the design of changeable spaces to support future teaching and learning.

3.3.2 ITELab student MOOC requirements

3.3.2.1 Leverage existing resources and pathways to digital badges

Through the consultation process, the industry partners’ main requirement and interest has been on being able to contribute their knowledge to the overall design of the module and MOOC, and highlighting where their existing content can be used directly or linked to, within the ITELab module and MOOC.

Section 5 below provides further details and links to the work being done on gathering information on existing resources. This is an ongoing process which involves assessing
existing materials for: relevance, format and quality, language, accessibility, as well as capturing any necessary permissions for reuse.

3.3.2.2 Incorporate the MOOC within existing professional development offers
The requirement for re-using parts of the ITELab MOOC in their own professional development programmes is a longer-term aim. Industry partners will monitor the beta pilot to determine where the best synergies lie within their own training programmes and through third-party channels.

In the short term, industry partners are being instrumental in engaging associate partners from their university networks. As associate partners, these universities will be invited to engage and give their feedback in the beta pilot of the ITELab student MOOC.
4 INTEGRATING THE MODULES AND THE MOOC

4.1 Beta Pilot Module A and MOOCv1

The two strands of teacher education in ITELab, the face-to-face modules and the MOOC, are intended to complement each other and play to the strengths of each type of training. This section illustrates the Module A course units against the sections covered within the MOOCv1.

As mentioned above, the two leaders of the design and development work for the module and MOOC have worked closely together throughout the course design process. The diagram on the next page, illustrates how the module and MOOC align for the 2018 beta pilot.
## Table 1: Outline of module and MOOCv1

### Module A: Teaching, Learning and Professional Development in the Digital World

**Unit 1: Being a teacher in a digital world**
- Wk1: Teaching Today
- Wk2: Reimagining the Learning Space
- Wk3: Technology and social media in Learning

**Unit 2: Technologies that widen the teaching world**
- Wk4: Personal & Professional Learning Networks
- Wk5: MOOCs and Professional Development
- Wk6: Video for Learning & Professional Development
- Wk7: Video as a formative assessment support
- Wk8: Technology for international collaboration

**Unit 3: Drawing the Learning together and Assessment**
- Wk9: Module consolidation
- Wk10: Assessment (local decision)

### MOOCv1: The Networked Teacher - Teaching in the C21st

**Unit 1 (wk1): Entering the job - reflecting on how the job of teacher is changing**
- S1: Great Expectations; S2: Lifelong Learning; S3: Reaching Out
- S4: Twitter as a tool for lifelong learning; S5: Quiz; S6: IGNITE webinar (live)

**Unit 2 (wk2): Unlock the classroom - interaction with students in the classroom**
- S1: Teacher and classroom: what's in a name, active learning; S2: Create, Share, Adapt - copyright basics
- S3: Classroom without Walls - collaborative projects; S4: Digital footprints - digital safety; S5: Quiz; S6: Twitter chat (live)

**Unit 3 (wk3): The second staffroom**
- S1: Curation; S2: Learning in Communities - CPD opps - eTw, MS, SMART
- S3: Reflection and peer review - IRIS; S4: Get a badge; S5: Quiz; S6: Online Teachmeet (live)
The table below summarises how each of the five partner universities plan to integrate the MOOC and module. As described in section 1.2 above, the aim of the MOOC is to be practical, to engage and inspire student teachers with ideas to trial. It will link back to the bigger picture understanding, academic theory and research, provided in the module and supported by each university’s own curriculum instruction model.

<table>
<thead>
<tr>
<th>ITELAB UNIVERSITY PARTNERS – BETA PILOT PLANS for MODULE A AND MOOC (October 2017)</th>
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<tbody>
<tr>
<td>University College Dublin (IE)</td>
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<tr>
<td><strong>Group 1:</strong></td>
</tr>
<tr>
<td>Number of students: 15 to 20 secondary student teachers. Optional module.</td>
</tr>
<tr>
<td>Year of study and course: Second year students, Science and Maths, PME.</td>
</tr>
<tr>
<td>Module start date: Monday 22(^{nd}) January to Monday 26(^{th}) March 2018 (10 weeks: 1 unit/week)</td>
</tr>
<tr>
<td>Integration with module: Will integrate MOOC as part of teaching of module A</td>
</tr>
<tr>
<td>MOOC, number of students: Around 40 students. Offering participation in the MOOC to all 2(^{nd}) year Science/Maths students, approx. 100)</td>
</tr>
<tr>
<td><strong>Group 2: provisional</strong></td>
</tr>
<tr>
<td>Number of students: c12 MEd primary student teachers. Optional module.</td>
</tr>
<tr>
<td>Year of study and course: Masters-level students taking an elective. To be led by colleagues? (tbc)</td>
</tr>
<tr>
<td>Module start date: Wednesday 28(^{th}) February to Wednesday 16(^{th}) May 2018 (10 weeks)</td>
</tr>
<tr>
<td>MOOC: As above</td>
</tr>
<tr>
<td><strong>University of Perugia (IT)</strong></td>
</tr>
<tr>
<td>Number of students: c20 primary student teachers. Invited to take part, in place of regular programme. Confidence in English language.</td>
</tr>
<tr>
<td>Year of study and course: Third year students, part of Course in Educational Technologies.</td>
</tr>
<tr>
<td>Module start date: Monday 26(^{th}) February to Monday 14(^{th}) May 2018 (10 weeks).</td>
</tr>
<tr>
<td>Integration with module: Integrated with module A. Same students taking module A.</td>
</tr>
<tr>
<td><strong>Polytechnic Institute of Santarem (PT)</strong></td>
</tr>
<tr>
<td>Number of students: c10 primary student teachers. Confidence in English Language.</td>
</tr>
<tr>
<td>Year of study and course: 3(^{rd}) year students, ‘Digital Resources for Education’ course.</td>
</tr>
<tr>
<td>Module start date: Monday 19(^{th}) February to Friday 8(^{th}) June.</td>
</tr>
<tr>
<td>Integration with module: Integrated with module A</td>
</tr>
<tr>
<td>MOOC, number of students: Same students as module, plus Masters Degree students as option (c50)</td>
</tr>
</tbody>
</table>
### University of Newcastle (UK)

- **Number of students:** c12 secondary student teachers (out of 120 students).
- **Year of study and course:** One year Postgraduate Certificate in Education (PGCE).
- **Module start date:** Students out on school placement throughout year, with days at Uni.
- **Integration with module:** Will discuss this with the students when meet in December, involving them in finding solution. c12 – open to rest of colleagues as well tbc

### University of Agder (NO)

- **Number of students:** c40 students: 1/3rd student teachers B.Ed (c10); 2/3rd students IT/Mgmt.
- **Year of study and course:** 3rd year of study for BEd/2nd year of study for IT Mgmt. Elective
- **Module start date:** From January to end of April.
- **Integration with module:** To be confirmed. Looking to see how/where it can be brought into the elective above. Same as above.

<table>
<thead>
<tr>
<th>Number of students</th>
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<td><strong>University of Newcastle (UK)</strong></td>
<td>c12 secondary student teachers (out of 120 students).</td>
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<td><strong>Year of study and course:</strong></td>
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<td><strong>Integration with module:</strong></td>
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<td><strong>Integration with module:</strong></td>
<td>To be confirmed. Looking to see how/where it can be brought into the elective above. Same as above.</td>
</tr>
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Table 2: ITELab University partners beta pilot plans

The student feedback and evaluation from the beta pilot experience in 2018, will be used to prioritise and shape how the module and MOOC complement each other in for the full pilot in 2019.
5 MAKING USE OF EXISTING RESOURCES

This final section outlines how existing professional development resources from ICT companies can be integrated in the MOOC.

The ITE Monitoring Report, published in July 2017 (http://itelab.eun.org/research) includes a section detailing existing Continuing Professional Development (CPD) resources for teachers captured via the desk research and partner interviews conducted in the first six months of the project.

5.1 CATALOGUING EXISTING RESOURCES

Since the publication of the first ITE Monitoring Report, as part of the review of the working documents for the module and MOOC, all ITELab project partners have been invited to list existing CPD resources that could be integrated into the MOOC (and module). This is an on-going process.

Proposed existing resources are currently under review by the development leaders to determine where and how they can be used. For example, some of the existing materials will be highlighted as options for students to follow depending on their areas of interest.

Existing resources also need to be checked for asset type, quality, transferability to another context, language, and also cross-references to the original context of the materials. Accessibility and the availability of the content as an Open Education Resource is another key parameter, with permissions sought as needed.

There will be an update on the existing resources identified during the project, within the second ITE Monitoring Report2, due to be published in June 2018.
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