ITELab – Innovating ITE curricula

Key Action 2 - Knowledge Alliance project

ITE Forum: Designing Teaching Resources

16th May 2019
ITELAB OVERVIEW: THREE MAIN STRANDS OF ACTIVITY

1) KNOWLEDGE EXCHANGE

2017

2) CO-DESIGN CONTENT & PILOTS

2018

ITE Forum - Universities, Industry, MoE/Regions + Student Voice

3) MONITORING: annual monitoring report, case studies, teacher trainer competences

http://itelab.eun.org
ITE FORUM: TODAY’S AGENDA

1. Welcome by co-chairs Dr Conor Galvin (UCD) & Peter Claxton (SMART)

2. Designing Teaching Resources, as part of your professional development

3. Expert discussants – considerations
   - Professor David Leat, Newcastle University
   - Dr. Alessia Signorelli, University of Perugia

4. Open Forum

5. ITE Forum 2019 series
WORKING WITH LEARNERS

Sarah Mc Evoy - Flipgrid Certified Educator
PME Student at UCD - Teacher at Tullamore College

https://youtu.be/RpaP3E9EN1M
IMPORTANCE OF O.E.R. FOR EDUCATION

https://youtu.be/6Z7kEgI GV KQ?t=6
ParkLearn ➔ OurPlace: Teachers Creating, Sharing and Engaging with Place-Based Activities for Seamless Mobile Learning

- Based on the app development work of Dan Richardson, Newcastle University

d.richardson@ncl.ac.uk
OUR UPDATE

• Our secondary students are still out in school, teaching, completing assignments and resources, so this is mainly inspired by inputs at the start of the year from Open Lab (PhD students);

• Most of the evidence comes from a 2018 primary student teacher with class teacher;

• The overall challenge is to create the contexts in which new teachers have the ‘space’ to develop their use of classroom technology.
PhD student at Open Lab
https://openlab.ncl.ac.uk/
https://ourplace.app
Computing Science background
Looking at how technology can support schools and community experts in making and sharing bespoke digital learning activities
OurPlace works on tablets and mobile phones and most laptops
LIMITATIONS ON TEACHERS/STUDENTS

- UK schools usually adhere to a subject curriculum and often "teach to the test".

- One needs to create a technology which fits into the UK's formal education system, so we have to work around these restrictions;

- And squeeze the digital into a crowded competence-based ITE course.
OURPLACE gives great flexibility for teachers, students and community members to:

- Create varied resources and tasks and ‘exchange’ them;
- Reflect on creation and decision making process;
- Without having to download or upload resources and tasks – it is automatic.
OURPLACE: SUPPORTED ACTION TYPES

Take a Photo  Match Photo  Record Video  Location Hunt  Map Marking

Draw a Picture  Draw on Photo  Record Audio  Write Text  Multiple Choice

Listen to Audio  Information
COMMUNITY CURRICULUM’ CONTEXT

- Teachers worked with two volunteers of a local park who were looking to create a ‘talking statue’
- Low tech literacy, low budget
- Wanted to share the park’s history, create an appreciation for the park and their group’s volunteering efforts
‘TALKING STATUE’ ACTIVITY

- A 'Listen to Audio' Action was created by a volunteer reading from his own script
- Used 'Location Hunt' Actions to give the learner a playful tour of the park's listed structures using GPS
- QR code printed on signs and placed next to the physical statue.
- Volunteers able to create their own solution without relying on the council
FORMAL EDUCATION CONTEXT

- Worked with a local primary school over a period of four months.
- A year 6 class (age 10-11) and a year 2 class (aged 6-7)
- Teachers created their activities independently and developed their own design ideas, many of which were incorporated into the app
- We introduced the app with the teachers in an hour-long sit-down session, and let them choose how to introduce it to the children.
These tasks can be combined together to create larger activities about a single topic or place.

Use ‘follow-up tasks’ to further structure activities and challenge users. For example, successfully finding a location unlocks an audio recording about it.
CHILDREN’S USAGE YEAR 2 AND 6

Uploaded:

- 507 photos
- 77 audio recordings
- 70 videos
- 29 drawings

Across eight sessions with the app (one session’s results weren’t uploaded)
ENGAGEMENT AND EMPOWERMENT THROUGH OWNERSHIP

Mobile learning technologies which grant users creative control can elevate them from being education consumers to producers.

Children took pride in their creations, e.g. deleting and re-taking photos to get the best shot.

Teachers were able to create bespoke activities for their specific requirements.

Volunteers created their own attraction, with minimal top-down assistance.
RAW MATERIAL THIS YEAR, THE REBEL: EMILY DAVISON
WHY IS EMILY IMPORTANT?

- [https://www.youtube.com/watch?reload=9&v=-W_URTWjgR0](https://www.youtube.com/watch?reload=9&v=-W_URTWjgR0)

- The memorial to Davison, who died four days after being trampled by King George V's horse at the Epsom Derby in 1913, will be placed in the historic market town of Morpeth in Northumberland.
DAVISON HOUSE POWERFUL IN PURPLE, WHAT DOES THIS HAVE TO DO WITH EMILY.
ITELab – Innovating ITE curricula

TECHNOLOGIES FOR SOFT SKILLS DEVELOPMENT

Dr. Alessia Signorelli
University of Perugia, Italy

16th May 2019

E-mail: alessia.signorelli@gmail.com
INCLUSIVE EDUCATION, TECHNOLOGIES AND SOCIAL EMOTIONAL LEARNING

Italy is one of the most «educationally inclusive» countries

UNIVERSITY OF PERUGIA offers specific courses for its student teachers on:

- Educational Technologies (3° year)
- And
- Educational Technologies Labs (5° year)
- Special Education (5° year)

Within this course, future teachers study inclusive education strategies and social and emotional learning as a mean to inclusion
SOCIAL EMOTIONAL LEARNING LOGICAL MODEL

- Safe, Caring, Well-Managed Learning Environments
  - Social & Emotional Competencies
    - Self-awareness
    - Social awareness
    - Self management
    - Relationship skills
    - Responsible decision making

- Greater Attachment to School

- Better Academic Performance & Success in School and Life

- Less Risky Behavior & More Assets and Positive Development

- Evidence-Based SEL Programming
THE 5 SEL CORE SKILLS ACCORDING TO CASEL
EDUCATIONAL TECHNOLOGIES & SOCIAL AND EMOTIONAL LEARNING?!
«To thrive in the 21st century, students need more than traditional academic learning. They must be adept at collaboration, communication and problem-solving, which are some of the skills developed through social and emotional learning (SEL). Coupled with mastery of traditional skills, social and emotional proficiency will equip students to succeed in the swiftly evolving digital economy.»

«[....] education technology has the potential to play a pivotal role in fostering SEL efficiently and cost-effectively. We see technology as a tool that a parent, educator or caregiver can use to complement and extend the learning experience – especially given the host of emerging technologies that go beyond traditional screens. These innovations are capable of mixing the physical and virtual worlds and facilitating forms of human interaction impossible a decade ago. Technologies such as virtual, augmented and “mixed” reality; robots; video chats on mobile devices; and virtual tutors allow for a much less passive and more interactive experience.»
TECHNOLOGY CAN BE AN ENABLER TO DEVELOP SOUGHT-AFTER 21ST CENTURY SKILLS, BUT THIS REQUIRES THAT EDUCATORS REDESIGN TEACHING AND LEARNING ACTIVITIES

(DONALDSON, 2014)

ICT CAN SUPPORT INCLUSIVE PRACTICE IN A VARIETY OF WAYS, INCLUDING MOTIVATING LEARNERS AND DEEPENING THEIR ENGAGEMENT IN THE LEARNING PROCESS

(WALKER & LOGAN, 2009)
TECHNOLOGIES, INCLUSION, SOCIAL EMOTIONAL LEARNING – HOW IS THE RESEARCH GOING?
3 EXAMPLES OF TECHNOLOGIES FOR SOCIAL EMOTIONAL LEARNING

- https://socialexpress.com
- https://gostrengths.com
- http://positivepenguins.com
**GOSTRENGTHS!**

- **online digital SEL program** developed by a team of researchers, educators, health and psychology professionals and storytellers
- It is **aimed at 8-18 year students**, structured in 10 modules for the development of 8 key skills such as: establishing aims, problem-solving, resilience, positive thinking, positive character development, social relations and self-confidence
- A character (Neutrino the alien) helps students through the modules
- More than 150 animations form 30 seconds to 5 minutes;
- GoStrengths can be used by the whole class as well as by the single student
- Each module is made of slides and animations, encouraging students’ engagement and interest
- Explanation, examples, interactive quizzes, animations, and GoTools! (specific tools developed to help children understand specific concepts concerning social and emotional interactions)
- Two additional versions together with the one for the school: one for families and another for psychologists

[https://gostrengths.com](https://gostrengths.com)
THE SOCIAL EXPRESS

• It is a software **designed to help children and young adults face the social and emotional challenges posed by society using animations**

• **Teaching Tips**: tips for the teacher or educator that helps the child navigating the stories;

• **Pacing Control**: a key that allows the teacher or adult to stop or start again the story every time is needed and to allow discussing with the child or children what is happening in the video. It is also possible to rewind the story to focus on particular sections;

• **Lesson Options**: allows the child to help the characters in the story solving different social situations in different social contexts

• **Visual cues**: small clouds of thought (like in comics) with images inside. They appear above the characters’ heads in crucial moments of the story. Each cloud matches the action that the character will carry out when a given cloud is selected.

• It can be downloaded on tablet and smartphone; it is also possible to download further apps such as an app dedicated to fight bullying in schools or a problem-solving skills app.

https://socialexpress.com
POSITIVE PENGUINS

• Especially designed for young children;
• Helps children understand what they feel and connecting the emotions to thoughts and not situations;
• There are 4 characters (4 penguins), who will take children on a journey to understand that feelings arise from their thinking and will help children challenge negative thoughts
• Easy to navigate and use;

http://positivepenguins.com
As good as these examples are, they are not «free» and cannot be «reworked» to suit the specific needs of different education systems and cultures.

That’s why ITE must stress the importance of OER and provide future teachers with expertise in making their own activities/apps/materials and make them free for use and «remixing», as well as being allowed to re-use and remix colleagues’ creations.

See, for examples: http://appinventor.mit.edu/explore/
SUMMING UP

There is still lots to do but research is beginning to take into account the importance of using technologies for social and emotional learning.

As we move forward, we must provide teachers with sound knowledge on SEL for inclusion and for the general well-being of the class as a community.

Even though those programs are very good, school must pay for them; while in some cases it is not a problem, in other this could represent an issue.

Always keep in mind the UDL Framework.

Technologies can help teachers and students develop their own SEL programs through an OER perspective.
Thank you for your kind attention
SMART TECHNOLOGIES TRAINING – DRIVING OUTCOMES

I NEED TO TAKE A CLASS TO LEARN THE NEW TECHNOLOGY.

OUR VENDOR’S SALES PERSON WILL TEACH YOU EVERYTHING HE KNOWS.

YOU ONLY NEED THREE “MOIST TOWLETTES” TO GIVE YOURSELF A SPONGE BATH.
VOC ENGINE - DESIGNING TEACHING RESOURCES

Listen
Every source/Every geography
Every customer a.k.a. Channel/End customers
(internal/external)

Analyze
Real-time/timely analysis & integration

Act
Closed loop alerting
Case management
Role based reporting
Root cause analysis
Strategic insights implementation
Training

Exec Mgmt  Area Manager
CX/Insights  Product Manager
Team Leader  Account Manager
DESIGNING TEACHING RESOURCES - WHY

We need our Solutions being used well – drive outcomes

Multiple Stakeholders – internal external

Consultancy Understanding the need - global cultural language needs
DESIGNING TEACHING RESOURCES - HOW

Multiple SMART departments deliver various training – Technical Enterprise Education

SMART Exchange
SMART workshops
SMART Webinars Ed to Ed
SMART Exemplary Education
SMART Exemplary Schools
Global Professional Learning
EIM
Participatory Design - Ownership relevance motivation engagement - which includes teachers (and sometimes even students) from an early moment in the design process.

Time – work overload - Quicker - Video based

Self help - Community on line - networking
3 tier pathway of self-paced online training that support you in your professional development. The 3 training pathways are:

- **Getting Started**: a Beginning Teacher pathway aimed at increasing skills, knowledge and confidence in the use of SMART solutions.

- **On Your Way**: a Teaching and Learning focused pathway aimed at taking the teacher to the next level, helping them to understand how to apply the features and tools of SMART Solutions in a pedagogical way in the classroom.

- **Confident**: a Certification pathway for teachers identified as a Key Lead/Champions in supporting the embedding of SMART solutions to enhance teaching and learning in classrooms across the school. This pathway provides these teachers with the capability to confidently conduct professional development and training of school staff.
# DESIGNING TEACHING RESOURCES - EXAMPLES

## Pathway 1: Getting Started - Beginner Teacher

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Description</th>
<th>Course Elements</th>
<th>Course Access</th>
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| Getting Started: SMART Board | This course helps the teacher explore SMART Boards, how to use them to enhance their current teaching practices, and interactively engage their students in the learning process.                                        | • SMART Boards  
• SMART ink  
• iQ-Embedding Computing  
• Knowledge Check  

  Online Badges Awarded on completion  

  Approx course time: 20-30 mins                                                                                     | Click Here to Access                                                                                   | FREE course                |
| Getting Started: Tour SMART Notebook | Take a tour of SMART Notebook. This course helps the teacher explore the SMART Notebook fits into their                                                                                                         | • Getting to know the interface  
• Working with SMART Notebook files  
• Working with SMART Notebook pages                                                                                     |                             |
DESIGNING TEACHING RESOURCES - EXAMPLES

Additional Online Resources

Bite-sized videos
- SMART Notebook
- SMART Learning Suite Online
- Tutorials aligned with pedagogy

Detailed product information
- SMART Notebook
- SMART Learning Suite Online

Professional development
- Browse training

YouTube channels
- SMART Educator2Educator
- SMART Support

Questions and solutions
- SMART Communities

Free lessons
- SMART Exchange
## DESIGNING TEACHING RESOURCES - EXAMPLES

### Additional 'Getting Started' Resources

**SMART Notebook 18 Training Videos**

<table>
<thead>
<tr>
<th>Getting Started SMART Notebook 18</th>
<th>How to Videos: Creating Lessons</th>
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| ![SMART Notebook Overview](image)  
(2 mins 17 secs)  
Click Image to Access | ![How to create themes for Notebook Lessons](image)  
(1 mins 43 secs)  
Click Image to Access |
| ![How to create a file and add pages](image)  
(2 mins 15 secs)  
Click Image to Access | ![How to add basic content to a page](image)  
(5 mins 23 secs)  
Click Image to Access |
| ![How to add sounds to objects to Notebook](image)  
(1 mins 47 secs)  
Click Image to Access | ![How to change page background and links to lesson pages](image)  
(50 secs) |

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DESIGNING TEACHING RESOURCES - EXAMPLES

Our team will:

- **Create a needs-based implementation plan**
  After identifying and analyzing your technology performance requirements, we craft a plan for your district.

- **Plan and deliver long-term professional development**
  Our pedagogically relevant training shows you how to enhance learning, teaching basic technology skills all the way up to advanced techniques.

- **Assess effectiveness and showcase results**
  Case studies based on qualitative and quantitative results from your district will highlight your return on investment.
“What are the advantages of having ITE participants build their own activities/tools/apps?

Is there a place equally for curating/repurposing these from education providers, and if so what capability is required?”

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WP3: ITE FORUM 2019

- series of monthly thematic seminars
  - Short reflective video/podcast posted in advance
  - In conversation sharing views on the theme from different perspectives: university, industry, schools, policy and student teachers
  - Open discussion

- 2019 programme: interested in being a guest speaker? E: zuzana.sorocinova@eun.org
  - Feb 21st: Hearing the Learner – engaging the student teacher voice (part 1)
  - Mar 21st: Hearing the Learner – engaging the student teacher voice (part 2)
  - May 16th: Designing Teaching Resources – including ‘soft skills’ with inclusive aims
  - June 20th/21st: Schools Innovation Forum at the FCL, BXL - Spaces for Learning
  - Sept 19th: Returns to Innovative Teaching – from schools and teaching perspective
  - Oct 17th: Returns to Innovative Teaching – a focus on Artificial Intelligence (AI)
  - Dec 12th: Learning through doing – a focus on VR and video

- Sustainable forum – Schools Innovation Forum – linked to the Future Classroom Lab [http://fcl.eun.org](http://fcl.eun.org)
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