



Charter for iTEC Associate Partners

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<http://itec.eun.org>

The iTEC project consortium would like to extend an invitation to suitable organisations to become Associate Partners of the iTEC project. Those organisations include:

- National and regional ministries and authorities with responsibility for education policy
- Technology Enhanced Learning research organizations
- Suppliers of learning resources and technologies and services
- Bodies representing teachers and school leaders
- Teacher education institutions, and organizations providing teacher continuing professional development (CPD)

This document¹ outlines:

- The iTEC Mission
- The role of Associate Partners
- How to become an iTEC Associate Partner



The iTEC project coordinated by European Schoolnet and supported by the European Commission's 7th Framework Programme. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

The iTEC Mission

Designing scalable learning and teaching scenarios for the future classroom

iTEC (Innovative Technologies for an Engaging Classroom) is a four-year, large-scale project that brings together policy makers, researchers, technology suppliers, technology-enhanced learning experts and innovative teachers in order to design and build scalable learning and teaching scenarios for the future classroom.

With 26 project partners from 18 countries, including 15 Ministries of Education (MoE), and funding from the European Commission of 9.45 million Euros, iTEC is providing a model describing how the deployment of technology in support of innovative teaching and learning activities can move beyond small scale pilots and become embedded in all Europe's schools. The strategic importance of iTEC is underlined by its scale and scope, and it is by some margin the largest pan-European validation of ICT in schools yet undertaken.

Find out more at the projects website: <http://itec.eun.org/web/guest/about>

1 - Why is iTEC needed?

A number of previous scenarios for the school of the future have proposed a radical vision in which governments announce the end of compulsory schooling by 2020 and the school has even disappeared. Such blue-sky thinking has a role to play but there is a danger that this approach results in designs for the future classroom that are simply too unconnected with current practice, fail to engage teachers and cannot be mainstreamed because they are divorced from educational policy making in the real world.

While iTEC is developing ambitious Future Classroom Scenarios, it also recognizes the realities and pace of the educational reform process. By the end of the project (August 2014), schools will most certainly still exist but the organization of learning will be changing as social interaction and personalization becomes much more prevalent. iTEC, therefore, is exploring a vision of the future where schools will remain the key location for learning and assessment, but as part of a wider network of physical and virtual learning locations.

2 - What is iTEC doing?

Over the four years of the project, iTEC is developing scenarios for teaching and learning in the future, based on an understanding of the current trends in policy, society and technology, and current and future constraints and realities. Learning and teaching activities based on these scenarios are being rigorously tested and evaluated in large scale school pilots, by teachers across Europe, with the aim of bringing innovation to the education process with the potential to be mainstreamed.

The focus of iTEC is very much on supporting the proliferation of innovative and advanced teaching and learning in schools. Technology in education is understood to be an essential component of effective and up to date education systems. iTEC is taking place at a time when teachers and learners already have access to a loose and rapidly expanding collection of ICT tools and services. The iTEC technology approach aims to make essential and emerging learning resources and tools rapidly and easily available to teachers and learners so they can combine relevant components tailored to the future classroom scenario of their choice.

The role of Associate Partners

3 - Extending iTEC's reach

iTEC aims to act as an Ideas' Lab for all the relevant participants in the technology-enhanced learning value chain: policy makers, ICT suppliers, stakeholders providing informal learning opportunities, parents, teachers and school heads, teacher trainers and learners in both primary and secondary schools.

While the 26 partners in iTEC will enable the project to engage with a cross-section of all these stakeholders, it is essential that iTEC also obtains direct feedback on its activities from a wider group of educational providers and relevant initiatives and projects. A key objective is to encourage and support an active, pan-European and even global debate around the Future Classroom Scenarios and teaching and learning activities being validated with schools in the project.

4 - The benefits of Associate Partnership

Associate Partners to iTEC become part of a community of stakeholders committed to realizing the iTEC vision of the future classroom that is capable of keeping pace with changes in society and technology. The benefits of Associate Partnership will vary depending upon the contribution and particular interests of each organization, but will include elements of the following:

- Exclusive opportunities to collaborate with other organizations (researchers, policy makers, providers, educationalists) in order to support policy and strategy development, and carry out research. Examples include networking opportunities at iTEC events and involvement in scenario development workshops.
- Access to research findings and opportunities to discuss and analyse iTEC evaluation results other background research from across the partnership e.g. the recent extensive Survey of Schools carried out by European Schoolnet: <http://essie.eun.org>
- Access to free events including iTEC conferences and webinars plus a 10% discount on training courses in the European Schoolnet Future Classroom Lab.
- Support in the adoption and use of iTEC's key outputs (described below) for delivering sustainable improvement in education, including the iTEC toolkits, training programmes and classroom pilots.
- Recognition of the contribution of the Associate Partner on the iTEC website and promotional materials.

The key benefit of involvement in iTEC as an Associate Partner is the opportunity to play an active role in a community with the commitment and capability to change the shape of education policy and practice in Europe.

5 - The contributions Associate Partners can make

To become an Associate Partner an organization is expected to play an active role in the promotion and adoption of one or more of the key iTEC outputs described below:

INSPIRING LEARNING SCENARIOS AND ACTIVITIES AND INVOLVEMENT IN AN ACTIVE COMMUNITY OF TEACHERS

The extensive development and evaluation process has yielded a collection of Future Classroom Scenarios and associated Learning Activities, which have inspired teachers to innovate in the way they deliver and support learning (<http://itec.eun.org/web/quest/scenarios>). Radical changes have taken place in classrooms across Europe, supported by effective use of established and emerging technology. This adoption has been supported by a growing international community of teachers. The iTEC evaluation of classroom pilots has provided evidence that iTEC Learning Activities can promote innovative pedagogical practices in the classroom. Adoption of iTEC Learning Activities has demonstrated increased levels of learner motivation, and greater opportunities for the acquisition of 21st Century Skills and competences by learners, and advanced teaching competencies by practitioners.

⇒ *The iTEC Consortium would like Associate Partners to promote these resources to their teacher communities.*

ITEC TOOLKITS – VALIDATED METHODOLOGIES AND TOOLS FOR WIDE-SCALE SYSTEMIC INNOVATION IN LEARNING AND TEACHING PRACTICES

Over 4 years, and with its unique partnership of practitioners, policy makers, researchers and industry, iTEC has developed a set of effective practices and tools for supporting classroom innovation. These processes have been packaged as “toolkits” consisting of sets of resources and practices which allow organizations to carry out scenario development, and the design of learning activities at a national, local or community level. The toolkits provide the opportunity for the ongoing development of Scenarios and Learning Activities, tailored to the needs of specific communities and organizations.

⇒ *The iTEC Consortium would like Associate Partners to promote the use of the toolkits to their communities and adopt elements of them in strategic development initiatives.*

TRAINING PROGRAMMES AND RESOURCES TO SUPPORT INNOVATION IN EDUCATIONAL PRACTICES

Widespread up-take of iTEC results will require the project to find new ways to provide ongoing training and support beyond the end of the project. With this in mind, the European Schoolnet CPDLab project, in collaboration with iTEC, has produced a five-day training course that supports the implementation of teaching and learning activities based on Future Classroom Scenarios. This includes a suite of iTEC modules and training materials that are currently being delivered face-to-face within the Future Classroom Lab in Brussels (<http://fcl.eun.org>). These face-to-face courses can also be localised and adapted for use at national and regional level.

The course is also now being developed for large-scale online delivery. This easy to access and flexible CPD opportunity could successfully result in bottom up impact across the European education landscape if given sufficient support by partners.

⇒ *The iTEC Consortium would like Associate Partners to adopt elements of the training programme, either within their own organizations, or by others over which they have influence. For example,*

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MoE funding teacher training organizations and initiatives, should encourage these organizations to adapt iTEC courses to meet their specific requirements. Also, learning technology suppliers should use iTEC courses to help their staff to better understand the variety of Future Classroom Scenarios in which there technology can be effectively used.

INVOLVEMENT IN PAN EUROPEAN RESEARCH INTO INNOVATION IN LEARNING AND TEACHING SUPPORTED BY ICT

The iTEC project is demonstrating that the successful advancement of educational practices, supported by technology requires collaboration between technology providers and practitioners, where the pedagogical objectives are foremost, and the technology is applied to meet the needs of the educational scenario. The approach to designing, delivering and evaluating educational pilots, that has been developed is available to be used by organizations with an interest in ensuring that technology applied to education is deployed cost effectively. It is anticipated that some iTEC scenarios will provide ICT vendors with opportunities to demonstrate and test new hardware, software, content or services that support designs for the future classroom.

⇒ *The iTEC consortium would like Associate Partners to participate in ongoing classroom pilots by identifying appropriate technologies to pilot, selecting suitable schools and by being directly involved in the pilot and evaluation process.*

iTEC'S INNOVATIVE TECHNICAL OUTPUTS

The iTEC project has several technical research strands which will be of interest to researchers and technology providers. One example is the iTEC Widget Store, which provides an innovative approach to providing teachers and learners with access to learning tools and resources through widgets (<http://itec.eun.org/web/guest/technologies>). The Widget Store can be accessed through a number of platforms. The output of this work is an open source Widget Store, which could be deployed at a number of levels, from a European service, to an individual school.

The Widget Store fills a critical niche within the, now familiar, concept of a content/resource ecosystem. There are a number of possible “business” models that can be explored for its future sustainable exploitation, but it will take a degree of ministry and supplier collaboration and commitment to ensure that the potential of this service is realised, by extending it to work within a larger number of learning environments, and with larger numbers of widgets.

⇒ *The iTEC Consortium would like Associate Partners to help develop and support a sustainable model for the exploitation of technical outputs such as the Widget Store.*

How to become an iTEC Associate Partner

iTEC provides a number of opportunities for involvement as outlined above. Any organization interested in Associate Partnership should first discuss the detail of their potential involvement with an existing partner, to establish:

- The benefits to the iTEC project
- The benefits to the proposed Associate Partner
- The specific commitment the Associate Partner is willing to make

The Associate Partner Agreement should be completed for submission to the iTEC Project Coordinator. The Project Coordinator will then either approve the membership of the proposed Associate Partner or provide further guidance to support the Associate Partner in joining.

The iTEC Partners are listed here: <http://itec.eun.org/web/quest/partners>

Once approved, the Associate Partners will be provided with details of the project contacts they should liaise with in order to deliver their contribution, as described in their agreement.

IF YOU WOULD LIKE TO DISCUSS BECOMING AN ITEC ASSOCIATE PARTNER,
PLEASE CONTACT itec-contact@eun.org.

¹ This is the fourth version (v4) of a Charter for iTEC Associate Partners. It will be revised and updated throughout the project as necessary, as part of an ongoing analysis of Associate Partners' contributions to the project.

<http://itec.eun.org>

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