



iTEC

Designing the future
classroom

WP5 Cycle 1 Evaluation

iTEC Webinar

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Outline

- ▶ Context
- ▶ Headline findings
- ▶ Training and support
- ▶ Benefits
- ▶ Enablers
- ▶ Barriers, challenges, drawbacks
- ▶ Final thoughts

iTEC

- ▶ Innovative Technologies for an Engaging Classroom
- ▶ Large-scale, high-profile, European project from Sep 2010 – August 2014 with up to 1000 teachers trying out new ideas in the classroom, over 5 cycles
- ▶ Targeted at lower-secondary and upper-primary levels

Cycle process

- ▶ Production of educational scenarios
- ▶ Pre-piloting, adopting participatory design processes, to produce Learning Stories and Learning Activities together with prototype tools and resources
- ▶ Piloted with teachers over a period of four months
- ▶ Evaluation

Evaluation data

- ▶ 2 teacher online surveys (completed by all teachers)
- ▶ 3 case studies in each country
 - Lesson observation, teacher interview, learner group interview, head teacher interview
- ▶ National Pedagogical Coordinator interview

Piloting support

- ▶ National Pedagogical Coordinator and National Technical Coordinator: localisation, training and support
- ▶ Learning Story documentation
- ▶ TeamUp documentation
- ▶ iTEC Teacher Community
- ▶ Local online communities

Learning Stories in Cycle 1

▶ Outdoor Study

- Learners collect data (scientific, multimedia) outside the classroom (including school grounds). Teams of learners plan project, collect and analyse data, document progress

▶ Bring in the Expert

- Teams of learners collaborate with outside experts via communication technologies. Teams plan task focus and interaction protocols, and responsibilities of experts. Experts may provide feedback to students or contribute to assessment.

Cycle 1 data

- ▶ 17 countries participated to different degrees
- ▶ 279 sets of questionnaires received
 - 182: Collecting data outside school
 - 24: Working with experts
 - 69: Both LS
 - 4: Not specified
- ▶ Some countries started the first cycle on a small scale (3-23 participants), Hungary and Lithuania had open calls resulting in 47 and 85 participants respectively

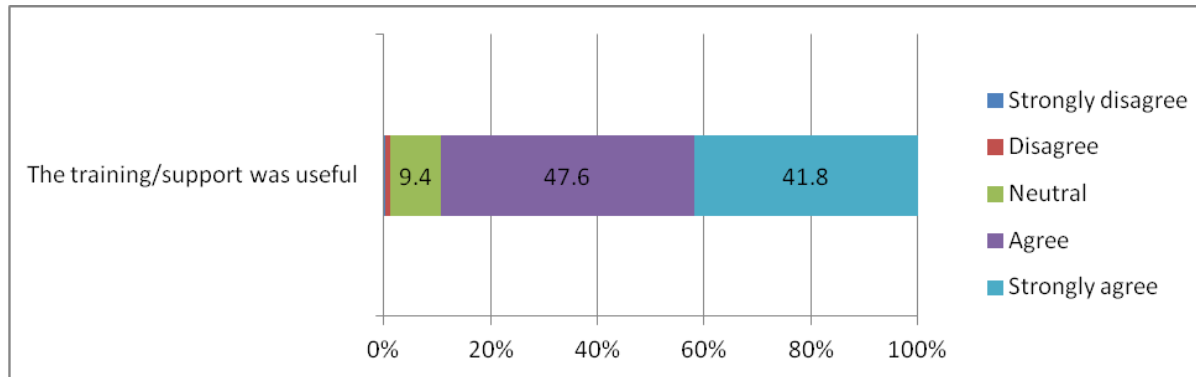
What are the Headline Findings?

- ▶ Experienced and ICT confident teachers have found the LSs innovative (either the main idea and/or the pedagogical strategies and/or the digital tools)
- ▶ The majority of teachers feel that the LSs have the potential to lead to innovation in the classroom, will use it again and would recommend it to other teachers
- ▶ The majority of teachers feel that the implementation led to new pedagogical practices (benefits)
- ▶ iTEC Teachers have been very positive about the experience and enjoyed the opportunity to experiment and take risks (benefits)
- ▶ Majority have suggested that they will or may use the LS again and would recommend it to other teachers
- ▶ Participation has had a positive impact on teachers' use and understanding of digital tools (benefits)

Findings: Support and training

- ▶ Teacher community was used by NPCs
- ▶ Little use by teachers but they recognised the potential
- ▶ Many countries provided local communities which were well received
- ▶ Localisation of resources involved selecting and presenting relevant material, translated into local language; largely not seen as onerous
- ▶ Training/support was seen as an enabler, particularly face-to-face meetings and e-learning resources in some countries

Data: Support and training



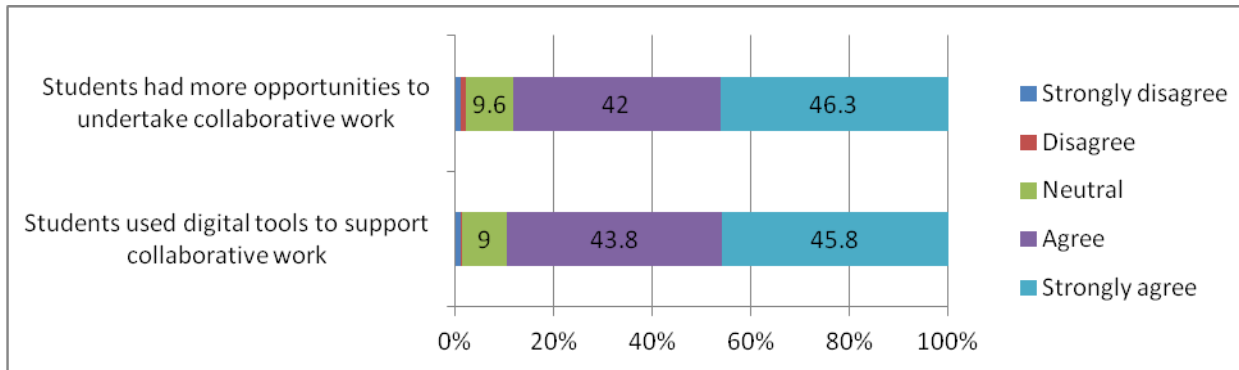
“I think [the Teacher Community] is a very nice idea; I really like the idea of interacting with teachers from Europe. But for the moment, I’ve had difficulty, myself, in getting onto a forum, and daring to get into discussions [...] But I really like the idea of seeing how things are done in other countries in Europe.”
France, T IV

“What was really good to see was of course the concrete example the teacher from Tromsø showed us, and how he planned iTEC at another school [...] It was useful, but that is how we teachers are; we like to be inspired from other teachers, and see concrete examples.” Norway, T IV

Benefits

- ▶ Changes to pedagogical strategies
 - Engagement outside school
 - Collaboration/teamwork
 - Creativity (creative teaching/creative learning/experimentation)
 - Student-centred (active, knowledge building, autonomy, choice, voice)
 - Communication
 - Assessment
 - Technology
- ▶ Positive impact on teachers' attitude to teaching; more enthusiastic about their jobs
- ▶ Teachers developed skills and understanding about ICT in teaching and learning
- ▶ Positive impact on student attitude to learning
- ▶ Positive impact on outcomes

Data: Benefits



“...despite all the obstacles, I don’t see myself getting stale, because I’ve tried and [...] I’m convinced there will be good results. I’m going to carry on experimenting to see, and I’m sure I will change my practice in that sense.”
Portugal, teacher interview

“The students that were interviewed explained that the commitment and motivation they felt was due to the fact that they were given much responsibility and freedom of choice and were dominant in the preparation of materials for the lessons.” Israel, case study report

Enablers

- ▶ Experienced, enthusiastic teachers
- ▶ Teacher collaboration and networking
- ▶ Training and support
- ▶ TeamUp
- ▶ Collaboration and communication tools
- ▶ LSs: exemplars and flexibility
- ▶ Intuitive technologies (iPad)
- ▶ Sufficient and reliable infrastructure
- ▶ School ethos and culture


Data: Enablers

“...they are really active in this respect [innovating in the classroom with ICT] and they are acting as the life and soul of this thing.” Hungary, head teacher interview

“The boys found that TeamUp was a very useful tool. TeamUp solves the problem of having to decide with whom to stay, ‘the software decides for you and we quarrel less.’” Italy, case study report

“The Learning Story fitted with the school policies and the curriculum. The head teacher said that the outdoor study is quite popular in the school. So it was easy to adapt the story. It wasn’t necessary to change anything.” Estonia, case study report

Barriers, Challenges and Drawbacks

- ▶ iTEC technologies (technical issues and concerns)
 - ▶ Other technical issues (infrastructure and access, compatibility)
 - ▶ Timelines (information, fitting into curriculum, length)
 - ▶ Level and type of initial training and support prior to implementation for a minority
 - ▶ Lack of perceived innovation
 - ▶ Students adjusting to new approaches, not wanting to work in the allocated teams
 - ▶ Parental concerns
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Data: Barriers

“Security was a significant problem of TeamUp. We could not put personal details, pictures or newsflashes on the site given that anyone can access it.” England, teacher evaluation

“Teachers in Norway, and probably elsewhere, are very much tied to their plans for each subject in a school year. Doing iTEC has to fit into these plans and this could be a factor which put brakes on truly innovative practice.” Norway, case study report

“To use mobiles at school that is not allowed, the school had to send a letter to the families and ask the parents for special permission to use the mobiles for this project.” Spain, case study report

Final thoughts

- ▶ Recommendations for project partners have been put forward – some were already in hand such as further developmental work on iTEC tools and support services
 - ▶ The key findings suggest that Cycle 1 was a positive experience for most teachers and that the ideas generated by the original scenarios were well-received
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