

PERSONALISED SUPPORT IN ONLINE COURSES: THE WAY FORWARD FOR TEACHER TRAINING?

3/5/9/11 June 2020

Programme



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Teach-UP 2020 CONFERENCE

Personalised Support in Online Courses: the Way Forward for Teacher Training?

INTRODUCTION

It is widely recognised today that the role of schoolteachers is changing at rapid pace. From classic top-down instructors, teachers are now becoming learning designers and facilitators. Pupils change, too. From receivers of knowledge, they are increasingly becoming active learners in the classroom. Yet, successfully adapting to these new roles also requires developing new skills and competences. Teachers need to learn how to cater for different learning needs and preferences among pupils; how to provide the latter with feedback and support towards learning goals; and how to work in multidisciplinary teams to design active learning strategies.

However, education systems cannot cope with the massive number of schoolteachers that need to be trained in the new competences associated to this changing role. Massive Open Online Courses (MOOCs) may be a potential solution helping to overcome this challenge, but they usually suffer from high drop-out rates. Additionally, using experts or trainers to assess the learning outcomes of participants is hardly compatible with the scale of MOOCs. This means that new – peer-based – ways to assess learning are needed that are feasible, reliable, and well valued by participants.

Teach-UP (Teacher Upskilling) is a policy experimentation which tests two different instructional design approaches in Initial Teacher Education (ITE) and Continuous Professional Development (CPD) by delivering scalable online courses on new teacher competences in four areas: formative assessment, personalised learning, collaborative learning, and creative thinking.

The central aim of the experimentation is to measure the extent to which targeted personalised support impacts the participation and retention rates in online courses. It also looks at other dimensions pertaining to the challenge of training a massive number of teachers on their new competencies, such as a comparison between peer and expert assessments and their perceived value by online course participants.

After participating in the Teach-UP 2020 Conference, you will have a better understanding of how online teacher training can be effectively scaled up using personalised support schemes to drive participation and retention. We look forward to rich discussions with you and to drawing together lessons for the future from the experimentation results!

Attend the four webinars of the conference and earn a certificate of attendance!



SAVE THE DATES and REGISTER ONLINE



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14.30-14.35 Welcome and general introduction

Alex Kirchberger, TeachUP Project Manager, European Schoolnet

14.35-15.20 Keynote discussion

Is personalised support in online courses the way forward for scaling up teacher training? In this keynote discussion, the two speakers will examine how scalable online courses for teachers can achieve a degree of personalisation to ensure more teachers join and succeed in online training opportunities. The discussion will be followed by a Q&A with the audience.

Moderated by Benjamin Hertz, European Schoolnet

- **Professor Allison Littlejohn**, Director of the Knowledge Lab, University College London, UK
- **Professor Jo Tondeur**, Vrije Universiteit Brussel, Belgium

15.20-15.35 Q&A and discussion

15.35-15.45 An Introduction to the Teach-UP policy experimentation

How was the Teach-UP policy experimentation carried out? This session will provide participants with a brief overview of the Teach-UP policy experimentation, including the challenges it seeks to address and the set-up of the field trials.

- **Alex Kirchberger**, European Schoolnet

15.45-16.15 Results of the Teach-UP policy experimentation

Can personalised support improve the participation and retention of teachers in online courses? How does peer assessment compare to the assessment by an evaluator? Learn more on these issues with the presentation of the results of the Teach-UP experimentation, to be followed by a Q&A session.

Moderated by Alex Kirchberger, European Schoolnet

- **Katja Engelhardt**, European Schoolnet
- **Davide Azzolini & Sonia Marzadro**, FBK-IRVAPP, Italy

16.15-16.30 Q&A and discussion

16.30-16.50 Keynote speech: sustaining the dialogue in education

How can meaningful dialogue between education stakeholders be initiated and sustained? In this session, Professor Livingston will draw the lessons learned from the series of national dialogues that were part of the Teach-UP policy experimentation.

Moderated by Alex Kirchberger, European Schoolnet

- **Professor Kay Livingston**, University of Glasgow

16.50-17.00 Q&A and discussion

17.00-17.05 Conclusion and announcements

Introduction and announcement of the upcoming thematic webinars

- **Alex Kirchberger**, European Schoolnet

WEBINARS:

DAY TWO: 5 JUNE 2020

14.30-16.00 Increasing participation and completion in online courses for teachers

The webinar offers an interactive experience to understand and discuss how we can make online courses for teachers more effective and useful as a means of teacher training. We will share the results of a large-scale experiment of using personalised support in online courses for teachers and we will use this as a basis to discuss how teachers who are less likely to participate in, let alone complete, an online course can be effectively supported, while at the same time maintaining a level of scalability. The webinar will close with a discussion of the draft recommendations coming from the experiment, inviting you to comment and shape our final set of recommendations.

Moderated by Benjamin Hertz, European Schoolnet

DAY THREE: 9 JUNE 2020

14.30-16.00 Assessing the learning outcomes in online courses for teachers

The webinar offers an interactive experience to understand and discuss the potential of using peer assessment in scalable online courses. As part of the Teach-UP experiment, we compared peer and expert assessments and how both forms of assessment are valued by online course participants. We will present our main results and invite you to discuss with us the possible interpretations of those results. Finally, we will invite you comment on our draft recommendations, and thereby, help us to shape our final recommendations.

Moderated by Katja Engelhardt, European Schoolnet

DAY FOUR: 11 JUNE 2020

14.30-16.00 Developing new competences for teachers through online courses

In this interactive webinar, we will introduce the four courses developed in the Teach-UP project which address competences essential for the changing role of teachers. We will also explain how these courses can be easily reused and repurposed by teacher training organisations and schools. Finally, we will also invite you to discuss further recommendations for online courses on these four key competences and online training content for initial teacher education and continuous professional development in general.

Moderated by Antoine Bilgin, European Schoolnet

SPEAKERS AND MODERATORS



Professor Allison Littlejohn is Director of the Knowledge Lab at University College London (UK). She is a learning scientist specialising in professional learning with technology. Her expertise is in applying learning theories to complex interventions for professional learning and development that capitalise on digital technologies. Her work has made contributions to the understanding of how people learn for work and how technology supports learning. She previously was Academic Director for Digital Innovation at The Open University, providing strategic leadership across the university; Founding Director of the Caledonian Academy at Glasgow Caledonian University; and Chair of Learning Technology at the University of Dundee.



Jo Tondeur is currently working as an assistant professor at the Vrije Universiteit Brussel (Belgium). Prior to academia, he was a teacher across various levels of schooling. His research interests are in the field of instructional design and educational innovation. Most of his work focuses on ICT integration in teaching and learning processes.



Davide Azzolini is a research fellow at the Research Institute for the Evaluation of Public Policies of the Bruno Kessler Foundation (Italy) and an affiliated scholar at the Urban Institute (Washington DC, USA). Davide is interested in public policy analysis and evaluation related to student achievement, education technology and immigrant integration. He holds a Ph.D. in Sociology and Social Research from the University of Trento (Italy) and a Master Degree in Public Policy Analysis from COREP, Turin (Italy).



Sonia Marzadro is a research fellow at the Research Institute for the Evaluation of Public Policies of the Bruno Kessler Foundation (Italy). She holds a Ph.D. in Sociology and Social Research at the University of Trento. Her research interests focus on social inequality, social mobility, public policy analysis and evaluation in the field of labour market and education.



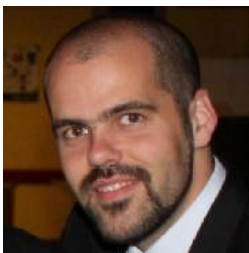
Dr. Kay Livingston is a Professor in Educational Research, Policy and Practice at the School of Education, University of Glasgow, Scotland. She has worked in the field of teacher education for over 25 years. She works closely with policymakers, teachers and key educational stakeholders at international, national and local levels to improve the quality of education. Her research interests include career-long teacher education; leadership and mentoring; interaction between curriculum, assessment and pedagogy; international and intercultural education; and digital literacies. Central to her work is the development of learning and teaching strategies to encourage learners (students and teachers) to take an active role in the learning process and prepare them for life and work in a globalised society.



Alex Kirchberger is the Project Manager of Teach-UP and has been working with EUN since 2017. He also currently works on evaluating a major science education programme in France. Prior to this, Alex worked with not-for-profit organisations and public institutions in the fields of immigrant integration and active citizenship. Alex holds a Master degree in International Relations from the University of Sussex (UK).



Katja Engelhardt, Education Analyst, has joined European Schoolnet in September 2012. She was involved in the design and implementation of all research aspects of the TeachUP policy experimentation and designed two of the TeachUP courses on the topics collaborative learning and creative thinking. Currently, she is also working on the policy experimentation Assess@Learning (previously MENTEP). Moreover, she regularly prepares reports, studies and briefing papers on topics relevant to school education, e.g. collaborative learning, computational thinking. Previously, Katja completed traineeships at the unit “Education, Youth, Culture, Audiovisual and Sport” of the Council of the European Union and the Pestalozzi Programme of the Council of Europe. She has teaching experience in France (Reunion Island). Katja holds a LL.M degree in International Laws and a BA degree in Social and Cultural Studies.



Benjamin Hertz is Pedagogical Manager of the European Schoolnet Academy, the first European MOOC platform dedicated to school education professionals. He is also responsible for the Teacher Academy on the School Education Gateway, the European Commission’s website for the school education community. Benjamin has a background in educational technology with a particular focus on e-learning strategies for teacher professional development. He holds an MPhil degree in European Politics as well as a teacher qualification from the University of Oxford.



Antoine Selim Bilgin works as a pedagogical and research officer at European Schoolnet (EUN). He initially joined EUN’s Science Education Department as a web editor and project officer. He now works for the policy experimentation projects Teach-UP and Assess@Learning. He is also responsible for the statistics and evaluation of EUN Academy online courses. Antoine has a Research M.Sc. in Psychology from the University of Amsterdam and an Applied (Clinical) Psychology M.Sc. from Ege University, with a specialization in the Psychology of Learning and Cognitive Psychology.

PROJECT COORDINATOR



RESEARCH ORGANISATION



PARTNERS



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