Pan-European policy experimentations with tablets
http://creative.eun.org

PROJECT PRESENTATION

June 2013
INTRODUCTION

• Co-ordinated by European Schoolnet (EUN)
• 11 partners including 9 Ministries of Education
• Supported by the European Commission’s Lifelong Learning Programme
• Budget ca. €1.000.000 / EC funding 80%
• A two-year project started in April 2013
How can tablets support new ways of teaching and learning in schools?

- Developing 1:1 tablet scenarios that have the potential to be mainstreamed during the project timeframe.
- Developing some more advanced scenarios that can be validated in a smaller number of classrooms as a ‘proof of concept’
- Organising and supporting school pilots in 45 classrooms in nine countries (5 per country)
- Observing, documenting and reporting on innovative use of tablets
- Involving industry partners as Associate Partners in action research pilots
**Context of the Project and Rationale**

- Tablets begin to impact classroom
- Increased interest of MoE in 1:1 Initiatives
- Understanding the 1:1 paradigm
- Collaboration with a variety of stakeholders
- Evidence on implementation, impact and up-scaling
1:1 COMPUTING INITIATIVES IN EUROPE: PREVIOUS STUDIES AND PILOTS BY EUN

• Overview and analysis of 1:1 computing initiatives for Education and Training in Europe (2012-2013; European Commission – IPTS)

• Microsoft Shape the Future Study: Six case studies on 1:1 initiatives in Europe (2012-2013)

• Acer-European Schoolnet pilots:
  • Introducing netbook pedagogies in schools: Educational Netbook Pilot (2010-2011)
  • Introducing tablets in teaching: Tablet Pilot (2012)
**PROJECT CYCLE**

**Phase 1: June - September 2013**
- Literature review
- 1st mainstreaming workshop
- Development of the 1st set of pedagogical scenarios

**Phase 2: November 2013 - April 2014**
- 1st round of classroom pilots in 45 classrooms in 9 countries using the developed scenarios

**Phase 3: May - September 2014**
- Development of the 2nd set of pedagogical scenarios

**Phase 4: October 2014 - January 2015**
- 2nd round of classroom pilots

**Phase 5: February - March 2015**
- Final reports
- CCL course for teachers’ CPD

Initial observation results and 2nd Capacity Development workshop *June 2014*

Final observation results and 3rd Capacity Development workshop *March 2015*
**Pedagogical Scenarios**

What kind of scenarios?
- Pedagogically driven (collaboration, inquiry based learning, new learning environments, STEM)
- Teaching and learning focused (1:1 learning paradigm)
- Inspiring, leading edge, innovative

How they are developed?
- Building on the expertise of the iTEC project and its Future Classroom Scenarios Toolkit, which will be used to develop CCL scenarios.
- In each cycle: a mainstreaming workshop with policy makers feeds into a scenario development workshop with focus group teachers.

How does it work in practice?
- From the CCL pedagogical scenarios the teachers can derive learning activities for their classes that incorporate the use of tablets.
- The aim is that these scenarios engage teachers, learners and stakeholders both inside and outside the school.
THEME PRIORITIES

• MoE have identified key themes around which they wish to develop the pedagogical scenarios:
  
  • Content Creation (Belgium Flanders, Italy)
  • Collaboration (Austria, Belgium Wallonia, Slovenia)
  • Personalisation (UK, Lithuania, Czech Republic,)
  • Flipped classroom (Italy, Portugal)
School pilots

- In total 45 classrooms in 9 countries/regions (5 in each)
- Lower and upper secondary level schools
- Schools that have already made an investment in/deployed tablets
- One lead teacher in every country (they form the practitioner focus group)
- Training workshop by MoE before each round
- Two rounds:
  - 1st round of classroom pilots using the developed scenarios (Nov 2013 – Apr 2014)
- Some additional pilots supported by industry (Associate Partners) could run in parallel to the project (to test some ‘proof of concept’ tablet scenarios with a small number of schools only)
Observation and Documentation

- Led by the University of Wolverhampton
- Validation methodology based on previous 1:1 computing action research projects (e.g. Acer-EUN netbook and tablet pilots)
- Engaging practitioners in the action research process and using the findings to develop existing and innovative practices

Includes:
- Telephone interviews
- Link observation visits to schools
- Webinars
PROJECT EXPECTED OUTCOMES

FOR POLICY MAKERS

• Give support to capacity building within the MoE to mainstream and foster large-scale implementation of the identified innovative practices.
• Enable policy makers to make more informed policy decisions related to the procurement and implementation of tablets as part of their 1:1 computing strategies.

FOR TEACHERS

• A Creative Classrooms Lab Course for teachers.
• Guidelines for successful classroom integration of tablets.
• Examples of good practice.

FOR ICT VENDORS

• Better understanding the priorities of policy makers and the challenges faced by schools wishing to deploy tablets.
• Ability to assess the potential impact of tablets in a fast moving market and how these fit into a 1:1 computing paradigm.
SYNERGY WITH OTHER EUN PROJECTS

• Future Classroom Lab http://fcl.eun.org

• CPDLab project http://cpdlab.eun.org – three modular courses for continuing professional development

• Living Schools Lab project http://lsl.eun.org – developing a network of schools for scaling up best practice and to support action-based research

• iTEC project http://itec.eun.org – developing and validating future classroom scenarios
THANK YOU!

Read more: http://creative.eun.org
Contact us: creativeclassroom@eun.org

The work presented on this document is supported by the European Commission’s Lifelong Learning Programme – project Creative Classrooms Lab (Grant agreement 2012–5124/005-001). The content of this document is the sole responsibility of the consortium members and it does not represent the opinion of the European Commission and the Commission is not responsible for any use that might be made of information contained herein.