D3.1 Protocol for Policy Experimentations

European Schoolnet

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RATIONALE OF THE DOCUMENT

This protocol provides a complete set of tools on how set up and run the tablet experimentations within the Creative Classrooms Lab (CCL) project, which runs from April 2013 to March 2015. It puts together several separate documents, which were provided to CCL partners (Ministries of Education and related organisations), and the 45 teachers participating in the project prior to the start of the first phase of school pilots in November 2013.

The protocol draws on existing experience of European Schoolnet in running ICT based pilots, especially on the the experience gained in the European Schoolnet- Acer Educational Netbook and Tablet pilot and the iTEC project. ¹

The document consists of two parts aimed at the two main target audiences of the policy experimentation, policy makers and teachers:

Part I: The policy protocol is aimed at the CCL partners, in particular the MoE and government related agencies, supporting the pilots at national level. It provides them with guidelines for the selection of classes ², the validation requirements and sample validation instruments and a complete set of procedures/tools for running the pilots in each country. The latter includes in particular the key terms used in the project, the timeline of activities and the roles of the main actors involved in the pilot experimentation.

Part II: The teachers’ guide is aimed at providing teachers with practical guidelines for the implementation of the pilots including the roles and tasks of the lead teachers and teachers. ³

This document will be updated in year 2 of the project.

¹Acer-European Schoolnet netbook study: http://files.eun.org/netbooks/Acer_Netbook_Study.pdf
iTEC project website: http://itec.eun.org

² Decided and agreed up during the first project partner meeting on 4 April 2013 in Brussels.
³ Circulated to teachers via email on 14 November 2013.
PART I: POLICY PROTOCOL

1. OBJECTIVES OF THE TABLET EXPERIMENTATIONS

The idea for the CCL policy experimentation stems from an increased interest of Ministries of Education to further explore new mobile devices (in particular tablets) as part of 1:1 computing strategies for schools. In a rapidly changing consumer market particularly given the speed with which tablets from different vendors are entering the market and beginning to impact on the classroom, over the next 2-3 years policy makers will need to tackle questions such as: How can policy makers invest most efficiently in national 1:1 computing programmes? What advice should be given to schools that are integrating tablets?

To address these challenges, the Creative Classrooms Lab project is carrying out a pan European policy experimentation involving 45 classrooms in 8 countries on the use of tablets in school education. The policy experimentation targets clear concrete policy concerns that MoE’s are facing on how tablets can be integrated in schools, but also on how tablets can be integrated with emerging technologies.

The specific objectives of the project are to:

1. Develop innovative teaching/learning scenarios involving the use of tablets in and out of school by focusing on what is possible using 1:1 computing paradigms that have the potential to be mainstreamed.
2. Develop a number of ‘leading-edge’ scenarios that can be validated in a smaller number of classrooms as a ‘proof of concept’ of how tablets can be integrated with emerging technologies that may be a number of years away from widespread adoption in Europe’s classrooms.
3. Design and run a number of classroom pilots in a controlled environment as “policy experimentations” based on these scenarios with a representative sample of teachers and students drawn from 45 classrooms in 8 countries.
4. Observe, document and report on innovative use of tablets by teachers and students involved in these policy experimentations, with a particular focus on how tablets support collaboration, personalisation and active learning in creative classrooms.
5. Draw lessons from the policy experimentation.
2. **DEFINITION OF KEY TERMS**

The following section outlines the shared understanding of key terms and definitions used during the project among partners and teachers to establish a common reference framework. These definitions will be applied throughout the entire project implementation and new definitions will be added as the project evolves. Some of the definitions below are derived from working definitions used in similar EUN pilot projects, mainly the iTEC project, which developed the scenario development methodology, partly applied in the CCL project or from the Survey of Schools: ICT in education carried out by European Schoolnet. They refer to aspects of the project implementation, the development of pedagogical scenarios and practice related aspects.

**CCL CLASSROOM:** is defined as a „learning group of students“ or “cohort”, which uses tablets to test the pilot scenarios **with the target teacher** (CCL teacher) selected by the project. The CCL classroom is characterised by a 1:1 learning environment, meaning that each student in the target classroom has access to a tablet. Altogether, 45 teachers were selected in the beginning of the project, that will test the scenarios with a target classroom. It is not excluded however, that the target teacher uses the scenarios with more than one classroom.  

**CCL TEACHER:** is the teacher appointed by the Ministry of Education or national agency to participate in the school pilot project based on the selection criteria set out in chapter 5. There are 45 CCL teachers in the project. The main tasks of a CCL teacher are outlined in the terms of reference for CCL teachers (see Annex III).

**CCL LEAD TEACHER:** is the teacher appointed by the Ministry of Education to participate in the school pilot project based on the selection criteria set out in chapter 5. There are 9 CCL lead teacher teachers in the project, one per country or region. The lead teachers have a specific role in the project. The main tasks of a CCL lead teacher are outlined in the terms of reference for CCL lead teachers (see Annex IV).

**CCL POLICY EXPERIMENTATION:** The CCL project is a policy experimentation under the 2012 LLL call Key Action 1. The term is used in the project to describe the entire process of the project: the objectives, the main approach, the implementation of national pilots, the observation and documentation of innovative practice and the mainstreaming and capacity building activities.

Policy experimentations as defined by the EC under the Erasmus plus programme are led by Ministries developing and implementing field trials in cooperation with evaluators and stakeholders. They are based on rigorous evaluation methods and aim at up-scaling through systemic (governmental) reform. Policy experimentation should support the implementation of existing policies and the development of new policies. Dissemination activities should be included throughout the experimentation process.

**CCL PILOT:** is the identified period of experimentation or activity of testing the use of tablets with a **specific set of teaching and learning scenarios** during an agreed period, the first cycle and the second cycle of the project/or policy experimentation.  

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4 Then counted as an additional CCL classroom, if taught by a CCL teacher.  
5 The first pilot runs from November 2013 to April 2014. The second pilot runs from October 2014 to January 2015.
CCL ASSOCIATED PARTNERS (AP): are ICT vendors and other interested stakeholders participating in the project at their own expense (unfunded partners). They can engage in the project in a number of ways, e.g., propose specific tablet scenarios, supply technology, content and services at their own expenses that can be used and validated by the schools participating in the project and participate in mainstreaming workshops. (See also CCL charter for associated partners for details: http://creative.eun.org/associate-partners)

CCL AP/INDUSTRY PILOT: Associated partners can run a customised pilot with CCL schools in parallel\(^6\) to the project. This means that industry partners suggest and draft a scenario to policy makers (proof of concept tablet scenarios) that will be further developed as a learning story with leadteachers and policy makers during the Pedagogical Scenario Development workshop following the CCL scenario development methodology. This usually comprises the availability/provision of the equipment/devices/software/service to be tested and a separate evaluation of the pilot implementation. Funding for this needs to be provided by the ICT supplier.

Associated partners can co design and run a joint MoE/industry pilot where there is a consensus on priorities with MoE’s within the running CCL project. In this case industry supports/supplements a MoE driven scenario outlining how the technology supports the scenario activity. This usually comprises availability/provision of the equipment/devices/software/service to be tested by industry during the pilot. If not specifically funded, this pilot will not be evaluated separately, but is subject of the general evaluation activities of the CCL project.

POLICY MAKER SCENARIOS: are developed by the CCL project partners (policy makers) based on a methodology developed in the iTEC project where future classroom scenarios provide a vision for innovation and advanced pedagogical practice. CCL partners use this approach in order to describe the types of learning and teaching activities and processes to be supported by the use of tablets during the national pilots. These scenarios serve as a reference framework for the learning stories (or pedagogical scenarios) to be developed by the lead teachers and the policy makers of the project.

LEARNING STORIES: are developed by lead teachers and CCL partners (policy makers) to inform teaching practices during the pilot. They are example narratives that present how a collection of learning activities could be performed with students. Learning Stories reflect key ideas of the policy maker scenarios.

LEARNING ACTIVITIES: are the detailed descriptions of novel teaching and learning in classrooms within the learning story. They suggest ways of expanding teaching practices with practical steps, motivational benefits and tips on technology. They can be selected, combined and adapted to personal learning contexts. The seven core activities in each learning story are: dream, explore, map, make, ask, remake and show.

\(^6\)Parallel meaning that some extra activities will be offered to those schools, e.g. training/a specific workshop/webinar/evaluation.
SCENARIO DEVELOPMENT PROCESS:

The structure of learning scenarios and activities were developed under the iTEC project (http://iTEC.eun.org).

LESSON PLANS: are the more detailed descriptions of the learning objectives, activities and timeline developed by each CCL teacher on the basis of the 'Learning Stories' and 'Learning Activities'. In the lesson plans, the teachers adapt the general topic to the specific context of the /country/school/own class.

INNOVATION: is a change that creates positive value and is better or more effective than its predecessor [Kirkland and Such, 2009]. Significant educational innovation – or change in practice – must contain three elements:

- Use of new revised materials (curriculum materials or technologies)
- Use of new teaching approaches (teaching strategies or activities)
- Alteration of beliefs (pedagogical assumptions) [Fullan, 2007]

Innovation in the CCL project is defined as potentially scalable learning activities that provide beneficial pedagogical and technological responses to educational challenges and opportunities. 7

CREATIVITY: “is a process that shows balance of originality and value. It is a skill, an ability to make unforeseen connections and to generate new and appropriate ideas. Creative learning is therefore any learning which involves understanding and new awareness, which allows the learner to go beyond notional acquisition, and focuses on thinking skills. It is based on learner empowerment and centredness.” (Cachia, Ferrari & Punie, 2010)

CREATIVE CLASSROOMS: are innovative learning environments that fully embed the potential of ICT to innovate and modernise learning and teaching practices. The focus is on what is possible in today’s practices taking advantage of existing and emerging technologies.

- 'creative' refers to innovative practices, such as collaboration, personalisation, active learning and entrepreneurship, fostering creative learning,

7 iTEC revised school pilot protocol and support guidelines for national pedagogical coordinators Version 3, March 201
• 'classrooms' is considered in its largest sense as including all types of learning environments, in formal and informal settings. (Bocconi & Punie, 2012)

3. **PROJECT CYCLE: TIMELINE OF ACTIVITIES**

The Creative Classrooms Lab project has two main cycles, the first one from May 2013 to April 2014 and the second one from May 2014 to March 2015. In the beginning of each cycle, policy makers and lead teachers develop policy scenarios and learning stories. In the second phase of each cycle, the pilot implementation phase, the learning stories, which were further adapted as lesson plans by teachers, are tested by the 45 teachers in their respective classrooms. At the end of each cycle there is an evaluation of the pilots that involves classroom observations and a national focus group meeting, results of which are fed into next developments (new round of pilots or capacity building).

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1st Mainstreaming workshop *May 2013*

**Development of the first set of Policy Scenarios and Learning Stories**
*Jun - Sep 2013*

First round of classroom pilots using the developed Scenarios and Learning Stories
*Nov 2013 – Apr 2014*

Initial observation results and 2nd Mainstreaming workshop
*Jun 2014*

Final observation results and 3rd Mainstreaming workshop *Mar 2015*

**Second round of school pilots with the new set of scenarios**
*Oct 2014 – Jan 2015*

Development of the 2nd set of scenarios and Learning Stories based on the initial results
*May-Sep 2014*
4. **ROLES AND TASKS:**

The following chapter outlines the main roles of the partners in running the school pilots.

**EUN**

European Schoolnet coordinates and supports the school pilots at European level by:

- organising three Policy Maker workshops (mainstreaming workshops) for the CCL partners to define their priorities regarding tablet integration and the preparation of scenarios;
- providing regular information about the project and its implementation at European level to all teachers (including lead teachers);
- coordinating the network of lead teachers at European level;
- ensuring together with MoEs that lead teachers are trained and supported in setting up the pilots (via national trainings events, webinars);
- providing collaboration tools and a community of practice;
- organising two Peer Exchange workshops for teachers to exchange good practice, offering practical hands on sessions in the Future Classroom Lab and fostering community building;
- managing and supporting the process of scenario development by implementing two Pedagogical Scenario Development workshops for CCL lead teachers and associated partners;
- coordinating, together with the Czech partner DZS, the CCL pedagogical board and its feedback on the pedagogical scenarios and the validation instruments.

**MINISTRIES**

The CCL Partners (policy makers) support the pilots on a national level in line with the national/regional priorities for ICT in education by:

- selecting CCL teachers/ schools, classrooms according to criteria agreed by project partners (see chapter 5);
- setting up national training workshops, kick off meetings, online webinars and focus groups for teachers prior to the pilot implementation (providing translations of scenarios, methodologies for implementation);
- providing teachers with support and guidance throughout the project;
- support the Peer Exchange workshops organized at European level;

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8 For detail of these activities see Chapter 6.
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- giving input to the scenario development process at European level:
  - defining priorities, developing Policy Maker Scenarios during a Policy Maker workshop (mainstreaming workshop)
  - supporting the development of learning stories and activities in the two Pedagogical Scenario Development workshops prior to each pilot implementation phase.

**Lead Teachers**

The tasks of the lead teachers are set out in detail in Annex IV. The terms of reference was sent to lead teachers at the beginning of the project, in May 2013.

The 9 CCL lead teachers, one from each country/region (Austria, Belgium Flanders, Belgium Wallonia, the Czech Republic, Italy, Lithuania, Portugal, Slovenia and the UK have the following main tasks:

- form part a practitioner focus group;
- contribute to developing two sets of pedagogical scenarios that will be validated in two rounds of classroom pilots;
- help to lead the coordination of two sets of pilots with the other participating teachers in their respective country, with the support of the Ministry of Education and European Schoolnet;
- animate the teachers’ community set up by European Schoolnet and encourage teachers in the project to develop and share learning activities based on the project scenarios;
- fulfill all the tasks of the other pilot teachers.

**Teachers**

The tasks of the teachers are set out in detail in Annex III. The terms of reference was sent to all teachers at the beginning of the project in June 2013.

The 45 teachers, 5 per country or region, have the following tasks:

- participate in the two rounds of pilots (November 2013-April 2014/ October 2014-January 2015). They use tablets in an innovative way in their classes, on the basis of the pedagogical scenarios developed in the project prior to the two pilot implementation phases;
- develop their own lesson plan on the basis of the national CCL learning scenarios developed by the lead teachers and policy makers, localizing the scenario to their context;
- report back on their use of the tablets, in particular collaborate with the University of Wolverhampton during a possible link research visit and cooperate with their MoE in producing a case study on classroom practice;
- participate in meetings, online webinars and the online community in particular to exchange and share practices on their use of tablets based on the project scenarios.
write down their own online reflective blog after each webinar teachers. This will be structured in a template, but the teachers will also be encouraged to share their practice in an open forum as part of an online community of practice.

PEDAGOGICAL BOARD

As part of the quality assurance of the project, the aim of the Pedagogical Board during the whole project duration is to ensure that the CCL pedagogical scenarios are well aligned with requirements from participating MoEs. CCL partners suggested possible members at the beginning of the project, which were selected according to their relevant expertise. The experts provide input and feedback to the development of pedagogical scenarios in work package 2 and the validation process (project validation protocol/observation instruments) in work package 4. In addition, they ensure that feedback and recommendations made by teachers in work package 4 are reflected in the policy recommendations which are proposed at the end of Year 1 pilots and at the end of the project. Details of the members of the Pedagogical Board can be found in Annex V.

5. PILOT PREPARATION

SELECTION OF CLASSROOMS AND TEACHERS

The DoW sets out that the CCL classroom pilots should be designed and run in a controlled environment as “policy experimentations” with a representative sample of teachers and students with 45 classrooms in eight countries. A controlled environment will be created by creating explicit criteria for selection of schools/classrooms, such as:

- education level (secondary schools)
- target groups (1:1 learning environment)
- 1:1 learning goals (e.g. foster student engagement)
- 1:1 implementation processes (e.g. participation of parents, industry).

Most of the practitioners selected should represent classrooms that have a lot of common criteria. A smaller number of classrooms may also have more specific characteristics so that the project can investigate implementations such as BYOD.

The selection criteria were defined and agreed upon with project partners during the first project partner meeting on 4 April 2013. The aim was to establish as much as possible a homogeneous sample of schools by setting up selection criteria at school, classroom and teacher level:
• Teachers should teach a class where each student has 1:1 access to tablets in the classroom (iOS, Windows or Android). 
• Furthermore, the classroom should have the equipment, resources and connectivity levels to be able to test the scenarios.

Other criteria to be met were the following:

• The 5 classrooms selected should be situated in 5 different schools at national level;
• The classroom selected should be in an ICT advanced, innovative school;
• Classes for both lower and upper secondary education should be included;
• Teachers should teach STEM subjects with the target classroom.

Because of the difficulty for some countries to identify 5 1:1 tablet classes in different schools, as well as different priorities in the trialing of tablets in schools at national level, the last two criteria could be less controlled for. Therefore the focus on STEM teaching is desirable but not an exclusion criteria, nor the focus on lower and upper secondary education, as some policy makers expressed the wish that teachers trial the use of tablets in primary education or in other subjects than in STEM teaching.

The following criteria were outlined for lead teachers and teachers participating in the project (mainly with respect to their specific project tasks).

• Lead teacher should be experienced in the use of innovative approaches using ICT, preferably used to working in a European environment and should have good English language skills.
• Teachers should be motivated to experiment with the use of tablets and innovative pedagogical approaches and willing and prepared to commit to the project.

Given the numbers of classrooms participating in the project and the research objectives “to observe, document and report on the innovative use of tablets by teachers and students involved in the policy experimentation, with a particular focus on how tablets support collaboration, personalization and active learning in the classroom”, and the number of case studies to be produced (2 per country) it was agreed that it was not possible to establish a truly representative sample.

**PROFILING CLASSROOMS, TEACHERS AND SCHOOLS**

Collecting “a posteriori” data on the significant features of the target population (CCL classrooms) from the teachers will allow to demonstrate where the case study examples (as part of WP4 observation and

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9 Because of the low penetration of tablets in schools, for some countries it was difficult to identify 5 1:1 tablet classes in their country, which had further consequences on meeting additional criteria for the selection of classrooms. Prior to the project Ministries were already selected on the basis of being able to identify such classrooms. In some cases (e.g. Portugal) classrooms were equipped with tablets before the start of the first pilots to be able to meet the criteria.

10 In Portugal, the Czech Republic, the UK, Belgium (Flanders), Austria fundamental and additional equipment and software was provided by associated partners in the project (NEC, Samsung).

11 Some of the data was partly also collected as part of the interviews with the Ministry Organizations– prior to the pilots.
documentation of innovative practice) represent a homogeneous sample or differ a lot from one to the other as regards certain variables.

First information provided by CCL teachers (via Excel and Google docs) in the beginning of the project which included information about the school, learners:

- type of school
- teachers’ length of experience with 1:1
- teachers’ role in the school
- the age group of students in the target class
- the subjects taught in the target class
- the level of access to tablets
- the length of experience (of teachers and students) with 1:1 devices

CCL teachers also had to register on the CCL website and provide basic information about their school to become part of the EUN teacher database.

At the end of year one in April 2014, the project will gather via an online questionnaire data on the controlled environment that was actually established and profile the CCL classrooms, teachers and schools participating in the project. The idea is to have a comprehensive view of the participating schools, teachers and their classrooms, in particular to identify the type of tablets used in all classrooms, the infrastructure environment at class and at school level, the profile of schools and teachers, e.g. the experience of teachers and students in using tablets (or other mobile devices), subject use of tablets and student information (age range) involved in the pilot. Additionally, this survey will be a tool for evaluation and identify the 1:1 learning environment (pedagogy, linking home school) established, aspects of innovation in the school, and to inform the project implementation at school level (inclusion of other teachers, sharing of practice, barriers, enablers) as well as receiving feedback on the scenario implementation.

The results of this questionnaire will inform the next pilot phase and outline some concrete recommendations for its successful implementation (in case changes are required, e.g. a decision has to be taken as regards the participating classrooms as there will be a new school year with the second pilot, necessary infrastructure requirements that need to be tackled by the schools or any other identified barriers). The questionnaire will be sent to all 45 teachers selected as CCL teachers for the project.

**DEVELOPING PEDAGOGICAL SCENARIOS**

Scenario development and implementing the scenarios as part of the pilots is a core objective of the CCL project in order to guide teachers in the innovative use of tablets and to foster new pedagogical practices by engaging students in collaborative, personalized and active learning activities. The scenario development process is based

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12 This is an additional questionnaire for evaluation purposes not foreseen in the original DoW. It is deemed important to have a clear picture of the main characteristics of the participating pilot classrooms and teachers as well as general data on the implementation process, which will be used to prepare the second round of pilots (in case changes are necessary). The results of the questionnaire will also gather valuable additional evidence on the overall cohort of teachers and their practices next to the observation visits (all countries, 2 schools per country visit, during cycle one and two).
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on a proven methodology developed in the iTEC project and involves the main project stakeholders, policy makers, lead teachers, the Pedagogical Board as well as associate partners.

THE PROCESS

During the 1st Mainstreaming workshop of the project in May 2013 in Brussels, CCL Partners (policy makers) developed four Policy Maker Scenarios on the topics personalisation, collaboration, content creation and Flipped Classroom. On the basis of the Policy Maker Scenarios, CCL Partners and lead teachers developed learning stories including learning activities together during a Pedagogical Scenario Development workshop in June 2013. The learning stories were finalised, taking into account the feedback of the experts of the Pedagogical Board. Finally, CCL teachers started implementing the CCL pilots by adapting these learning stories to their own school context in November 2013.

The scenario development process is documented in detail for each phase in D. 2.2. Report on Phase 1 Scenario Development. Teachers are informed about the use of the scenarios as part of the teachers’ guidelines in part II of this document.

The following material is provided to teachers in the beginning of each pilot phase to support their integration:

- CCL Teachers’ guide
- CCL Lesson Plan Template
- 4 Learning stories
- Summaries of each learning story
- Support document for each scenario + checklist for self-assessment
6. IMPLEMENTATION OF PILOT ACTIVITIES

FIRST PILOT CYCLE (MAY 2013- APRIL 2014)

PILOT SCENARIOS

The first cycle of the CCL project (May 2013-April 2014) focuses in particular on the following topics, which were identified as the top priorities by the CCL Partners during the first Mainstreaming workshop:

<table>
<thead>
<tr>
<th>SCENARIO</th>
<th>COUNTRIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration</td>
<td>Austria, Belgium Wallonia, Slovenia</td>
</tr>
<tr>
<td>Content Creation</td>
<td>Belgium Flanders, Italy</td>
</tr>
<tr>
<td>Flipped Classroom</td>
<td>Italy, Portugal</td>
</tr>
<tr>
<td>Personalisation</td>
<td>UK, Czech Republic, Lithuania</td>
</tr>
</tbody>
</table>

The Policy Maker Scenarios, Learning Stories and support documents for each of these topics are available on the website.

Between November 2013 and April 2014, CCL teachers run their own pilot on the basis of the learning story of his or her country. European Schoolnet, the CCL Partners and the lead teachers keep regular contact with the teachers to ensure that Learning Activities and Stories are implemented and in line with expectations, that progress is monitored and support is provided.

SUPPORT- AND FOLLOW UP

There are several support mechanisms\textsuperscript{13} for the teachers in place at European level. Teachers receive guidelines provided by European Schoolnet (part II of this document) to support their implementation. Other support tools include the webinars and the CCL community- the Facebook group and the provision of templates to receive feedback and monitor progress (e.g. for blog entries, lesson plans). Each teacher posts 6 blog entries over the lifetime of the project to give an insight in the pilot implementation based on a template provided by the University of Wolverhampton. EUN is in regular contact with lead teachers (via dedicated mailing lists) and responds to teachers’ requests on a weekly basis.

OVERVIEW OF WEBINARS

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>May/June 2013</td>
<td>Project expectations</td>
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<tr>
<td>September 2013</td>
<td>Project Ideas – Early achievements and goals</td>
</tr>
<tr>
<td>January 2014</td>
<td>Project challenges</td>
</tr>
<tr>
<td>May 2014</td>
<td>Working with others</td>
</tr>
<tr>
<td>October 2014</td>
<td>Sharing ideas</td>
</tr>
<tr>
<td>January 2015</td>
<td>Teacher Conclusions and recommendations</td>
</tr>
</tbody>
</table>

\textsuperscript{13} Support tools are explained in detail in the teachers’ guidelines (Part II) of this document.
PRACTITIONER LED WEBINARS

In addition to the webinars carried out by the University of Wolverhampton, EUN engages teachers in practitioner led webinars. The webinars are open to the CCL teachers and beyond (anyone interested in 1:1 pedagogy using tablets). They consist of providing background information (e.g. tablets in the school in general), focusing on a selected topic, and illustrating it with some practical examples followed by discussion among the participants (about 20-30 min presentation + 20-30 min discussion). Emphasis is on the practical examples and conversations that are encouraged among the participants.

ONLINE COMMUNITY

The CCL online community is a Facebook community as most CCL teachers and schools are already on Facebook which allows for more spontaneous and lively discussions than a forum set up as part of a website. Teachers, who do not wish to use their personal profile, can create an account only for the purpose of joining the CCL discussions and do not need to enter any personal information in this account. All pilot teachers are encouraged to use the community to seek/give peer advice and share their individual experiences regarding the use of tablets. Contributions can range from comments, sharing of apps and resources to more elaborated reflections on the four CCL learning stories and related concepts, such as BYOD, assessment and best practice examples or difficulties with the use of tablets. The nine CCL lead teachers have the special role of moderating the Facebook group and replying to questions. Later in the project, the community will be opened up to a wider community of stakeholders, which will give CCL teachers the possibility to exchange with more practitioners in a wider range of countries interested in the use of tablets and 1 :1 pedagogy.

CCL RESOURCES SECTION

EUN provides resources (e.g. studies, case studies, reports, articles) on the use of tablets in the resource section of the project website (http://creative.eun.org/resources). Partners and teachers are encouraged to submit additional resources on the use of tablets, 1:1 pedagogy and related topics in the CCL resources section such as Videos, Blogs and Apps in different languages.

PEER EXCHANGE WORKSHOP

Support for teachers in the pilots includes two Peer Exchange workshops organized by EUN with the University of Wolverhampton in which groups of 20/25 teachers are brought together in the Future Classroom Lab of EUN 14 to:

- report on their experiences in the experimentations
- share best practices identified during the observation visits
- explore different approaches adopted in the national implementations of the pilots
- explore the technologies and platforms available in European SchoolNet’s Future Classroom lab.
- foster community building

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14 The second Peer Exchange workshop will take place the 13 and 14 November in conjunction with EUN’s annual Eminent conference. This will allow an exchange between teachers, MoE and industry on the pilot implementation.
EUN encourages teachers to submit good practice examples arising from the workshops and publishes results of this (videos, presentations, documents) on the website and online community.

**NATIONAL SUPPORT**

At national level, MoEs together with the lead teachers support participants throughout the pilot via a variety of activities such as: webinars, training events, provision of a national online platform for the sharing of practices or school based seminars, and school visits. Partners organize a national workshop prior to the pilot implementation and introduce the pedagogical scenarios to teachers, adapt them to their national context, including translation if deemed necessary, and discuss the requirements for implementation (resources available, needed, support, communication). They are also encouraged to create support material or adapt/translate the support material provided at European level. The partners are in regular contact with their lead teachers and ensure that the learning stories are implemented. Partners exchange with and support teachers during the Pedagogical Scenario Development workshop and the Peer Exchange workshops (one during each pilot phase).

### 7. EVALUATION ACTIVITIES: VALIDATION REQUIREMENTS AND INSTRUMENTS (WP4)

WP 4 is led by the University of Wolverhampton (UoW) which leverages and adapts a validation methodology that has been successfully used in previous 1:1 computing action research projects including EUN/Acer netbook and tablet pilots.

One important aspect of the evaluation is to engage practitioners in the action research process and to use the findings to develop existing practice and innovative new teaching and learning approaches.

Validation requirements for CCL teachers:

- Scenario implementation using tablets in the two pilots;
- Participation in all 6 webinars given by the University of Wolverhampton;
- Contributions to the reflective blog after each webinar (six contributions);
- Participation in one of the two Peer Exchange workshops and preparation of material to exchange best practice;
- Giving feedback to two online evaluation questionnaires (April 2014 and December/January 2015);
- Availability to participate in the link observation visits:
  - At least two classrooms per country should take part in the observations
  - CCL teacher teaches a lesson demonstrating use of the tablets
  - Interview with headteacher/senior staff and teacher
D3.1 Protocol of experimentation for policy experimentations

- Interview with the CCL teacher

Validation requirements for MoEs/Partners

- Contribution to scenario development
- MoEs contribute to two rounds of interviews
- MoEs investigate the opportunity to link to other schools in the country and organise a focus group during the link research visit

WEBINARS

WP 4 will include the observation and documentation of teaching and learning practices that continue to develop the definition of the ‘Creative Classroom’. As part of this activity, the UoW will lead a series of webinars (see list of topics and dates on page 17) which enables teachers in the pilots to explore new practices based on the project scenarios. After each webinar teachers are asked to write their own reflective blog. The issues and topics addressed in the webinars will be further explored in the two Peer Exchange workshops.

INTERVIEWS

In Month 3 (June 2013) the UoW will conduct telephone/Skype interviews with MoE lead representatives from each country to document the overview and planned course of activity for the project at national level. This will help to provide initial information about the starting points for the schools involved in the study and to present the current national picture for the interim report. There will be a further interview in M22 (January 2015) of the project that will look at lessons learned. This will help to document the main achievements of the project and to look at the recommendations and next steps for each country within the final report.

LINK OBSERVATION VISITS

During the course of the Creative Classrooms Lab Project, each partner country will receive one Link Observation Visit from the University of Wolverhampton. It is the role of the Ministry Partner/Responsible Organisation to organise the visit liaising with the schools and the University. The aim of the observation is to capture the “real use” of the tablets.

In Year 1 (M8/9-13, April –June 2014) the UoW will visit 4 of the 8 countries (9 partners) running pilots to undertake Link Observation Visits. This will build upon the support of the webinars and will enable the teachers to demonstrate their practice. The remaining countries will participate in Link Observation Visits in M19/M22 - October 2014 - January 2015. Each two day Link Observation Visit should involve:

- Observations of classroom practice using the tablets
- Feedback to the practitioners who are implementing the tablets in the CCL Classrooms
- Opportunity to share practice from within and beyond the project (e.g. national focus group led by the University of Wolverhampton)
Each visit will give CCL Project Schools the opportunity to show how the use of the tablets is being implemented. The most important part to remember is that the purpose of the observation is to document innovative practice in schools; it is not about making judgments or an inspection. However, the intention is that we will be able to collate evidence which will help to inform future work.

**THE PURPOSE OF THE LINK OBSERVATION VISIT IS:**

- To look at classroom practice with the use of the tablets
- To observe the implementation of the learning stories
- To look at practice in at least two of the classrooms (this will depend upon the location of the schools)
- To help define exemplary practice for the project
- To consolidate leading examples
- To interview practitioners
- To share European practice at a national level
- To provide the teachers with the opportunity to share practice (opportunity for proposed National Focus Group).

To prepare for the Link Observation Visit, the Ministry Partner/Responsible Organisation has been provided with a Handbook. The materials also include a Whole School Visit Record and a Lesson Observation Record.  

**RESEARCH QUESTIONS**

During the Link Observation Visits, the interviews with the CCL teachers may address a range of questions and this will depend upon the experience of the individual teacher. However, the project will seek to address the following from all teachers:

1. In what ways have you been able to use the tablets within learning and teaching?
2. What are the benefits/challenges of implementing tablets?
3. What are the benefits/challenges of implementing the learning scenarios?
4. How has the role of the teacher/student changed?
5. What are the benefits of exchanging practice with teachers from other countries?

**ADDITIONAL EVALUATION ACTIVITIES**

The project will carry out additional evaluation activities by gathering quantitative data from all CCL teachers participating in the project via two online questionnaires.

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15 Lesson Observation Record (PDF) / Observation Visit Handbook (PDF) / Whole School Visit Record for the Schools and Teachers (PDF)
The first questionnaire will be circulated at the end of year one in April 2014, where the project will carry out a more in depth “post” evaluation of the controlled environment that was actually established and profile the classrooms/teachers and schools. Moreover, this questionnaire will investigate the type of tablets used in all classrooms, subject application and gather some student information (e.g. age range) involved in the pilot. It will identify the infrastructure environment at class and at school level, the 1:1 learning environment established (pedagogy, linking home school), aspects of innovation in the school, the experience of teachers and students in using tablets (or other mobile devices) prior to the pilot, and provide information about the project implementation at school level (inclusion of other teachers, sharing of practice, barriers, enablers) as well as collect feedback on the scenario implementation.

The questionnaire will be repeated at the end of the project to gather information about the implementation of the second pilot phase according to the issues stated above, but also evaluate the overall project implementation.
PART II: CCL TEACHER GUIDELINES

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

CREATIVE CLASSROOMS LAB

Teachers' guide

November 2013
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**ANNEX I LIST OF CONTACT INFORMATION**

**ANNEX II CCL LESSON PLAN TEMPLATE**

**ANNEX III TERMS OF REFERENCE FOR CCL TEACHERS**
**WELCOME TO THE PILOT KICK OFF**

We are very glad to give you some more guidance to start the pilots of the Creative Classrooms Lab project in November 2013 in your country. As you know 45 teachers in 8 countries (Austria, Belgium, Czech Republic, Italy, Lithuania, Portugal, Slovenia, UK) participate in the project. In each country 5 teachers participate; 10 teachers from Belgium take part in the project, 5 from Belgium Flanders, 5 from Belgium Wallonia. Our goal is to explore how tablets can be used in an innovative and creative way **in and outside of the classroom**. The project, which started in April 2013, has developed 4 pedagogical scenarios, which will be developed into lesson plans and implemented by teachers between now (November 2013) and April 2014.

We hope that the participation in the CCL project will provide all of us with an exciting opportunity to learn more about how the use of tablets can benefit teaching and learning. The success of these pilots and therefore the project depends on your engagement and creativity in putting the CCL learning stories/activities into practice. This teachers’ guide is designed to support you in this challenging task. If you have any comments, please just contact me. ([katja.engelhardt@eun.org](mailto:katja.engelhardt@eun.org))

Katja Engelhardt
1. **YOUR MAIN CONTACTS IN THE PROJECT**

Below you find **Who** can support you in implementing your pilot. Annex I provides a list with contact details of the CCL Partners, lead teachers and teachers.

### 1.1 EUROPEAN SCHOOLNET

**Katja Engelhardt**

European Schoolnet

[katja.engelhardt@eun.org](mailto:katja.engelhardt@eun.org)

Main contact for the Organisation and Support of School Pilots

European Schoolnet is the coordinator of the CCL project. My role is in particular to organise and support the school pilots on a European level. Please contact me with any questions related to the CCL Webinars, the blog entries, your contracts, the sharing of resources, the CCL Facebook group and your tasks in the project. European Schoolnet uses CCL mailing lists for teachers and lead teachers to keep you informed.

### 1.2 THE CCL PARTNER IN YOUR COUNTRY

The CCL Partners (policy makers) support the pilots on a national level in line with the national/regional priorities for ICT in education by giving input to the scenario development process at European level. They set up national workshops prior to the pilot implementation and provide you with support throughout the project.

### 1.3 THE LEAD TEACHER OF YOUR COUNTRY

The 9 lead teachers help to coordinate the pilots by supporting the teachers in their country, in coordination with the national ministry/partner organisation and European Schoolnet. Please contact your lead teacher in particular with questions regarding the implementation of the pilot, pedagogical issues, language/translation issues and questions regarding the specific context of your country/school. The lead teacher will also help you to facilitate the exchange with the other CCL teachers, your national CCL partner and European Schoolnet.
1.4 UNIVERSITY OF WOLVERHAMPTON

Diana Bannister

dianabannister@wlv.ac.uk

@DianaBannister

University of Wolverhampton

Development Director for Learning Technologies

Diana Bannister is responsible for the observation and documentation of innovative practice in the CCL project. She will support you with webinars throughout the pilot implementation. You are expected to collaborate with her during a possible research visit and telephone interviews. Please contact Dianna Bannister if you have questions regarding the content of the CCL webinars, European exchange of practices and the observation and documentation of innovative practice in the CCL project, in particular the research visits.

1.5 INDUSTRY SUPPLIERS

Different industry suppliers will provide software licenses and in a few cases also hardware to the CCL schools. Any offer can only be made to teachers who will use this software/hardware for the pilot implementation. Your national CCL partner will inform you about any industry offers and any support which industry will provide in case you receive equipment or software.
2. **SCENARIO DEVELOPMENT PROCESS**

Overview of the first CCL scenario development process (May-September 2013):

During the 1st Mainstreaming workshop of the project in May 2013 in Brussels, CCL Partners (policy makers) developed four **Policy Maker Scenarios** on the topics personalisation, collaboration, content creation and Flipped Classroom. These Policy Maker Scenarios give a general outline of the type of learning and teaching processes to be supported by the use of tablets during the policy experimentation in their country. They serve as a reference framework for the learning stories/activities.

On the basis of the Policy Maker Scenarios, CCL Partners and lead teachers developed **learning stories** together during a Pedagogical Scenario Development workshop in June 2013. The purpose of the learning stories is to inform teaching practices during the pilot. They are example narratives that present how a collection of learning activities could be performed with students. Over the summer, the experts of our Pedagogical Board gave their feedback on these learning stories. You can find their contact details in Annex I.

Finally, you were asked to develop your individual lesson plan on the basis of these learning stories. You should develop your plans under the scenario assigned for your country (see table below). In Annex I, you find a list of the teachers working on each scenario. These lesson plans are the more detailed descriptions of the learning objectives, activities and timeline developed by each CCL teacher on the basis of the 'Learning Stories'. In lesson plans, teachers adapt the general topic to the specific context of their country/school/class. Your lesson plan will guide you in the use of the tablets during the first round of pilots starting in November 2013. Please use the template in Annex 2 and send us your project ideas (contact: katja.engelhardt@eun.org). The CCL lesson plans will then also be published on the website. You will be provided with supporting documents giving you further explanation on how to best work with the scenarios shortly.

<table>
<thead>
<tr>
<th><strong>SCENARIO</strong></th>
<th><strong>COUNTRIES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration</td>
<td>Austria, Belgium Wallonia, Slovenia</td>
</tr>
<tr>
<td>Content Creation</td>
<td>Belgium Flanders, Italy</td>
</tr>
<tr>
<td>Flipped Classroom</td>
<td>Italy, Portugal</td>
</tr>
<tr>
<td>Personalisation</td>
<td>UK, Czech Republic, Lithuania</td>
</tr>
</tbody>
</table>

At some of the pilot schools, more than one teacher is involved in the CCL project. The more teachers are involved in our project, the better! Please send names and contact details of colleagues involved to: katja.engelhardt@eun.org. These colleagues will then be invited to the CCL Dropbox folder and the CCL Facebook group and be put on the CCL mailing list.
3. COMMUNICATION AND COLLABORATION

3.1 CCL ONLINE COMMUNITY

In their first blog entry, most teachers stated that one of their aims for the CCL project was to exchange practices/ ideas with other teachers in Europe. The place to do this is our Facebook group called Creative Classrooms Lab. This is your space to exchange, so join the Facebook group and let us know how we can still improve it. Possible topics to be discussed in the group are the four CCL learning stories of this year and related concepts, related topics such as BYOD and assessment and best practice examples or difficulties with the use of tablets.

We decided to use Facebook for the CCL online community, as most CCL teachers and schools are already on Facebook and Facebook allows for more spontaneous and lively discussions than a forum set up as part of a website. If you are not yet member of Facebook and do not feel comfortable sharing personal information on Facebook, you can create an account only for the purpose of joining the CCL discussions and not enter any personal information in this account. The 9 CCL lead teachers have the special role to moderate the Facebook group. They will use this space to reply to your questions. At a later stage, the community will also be opened up to a wider community of stakeholders, which will give you the possibility to exchange with more teachers and others interested in the use of tablets and 1:1 pedagogy.

3.2 CCL RESOURCES SECTION

You have the possibility to share interesting resources on the use of tablets, 1:1 pedagogy and related topics in our CCL resources section (http://creative.eun.org/resources), e.g. studies, Case Studies, Reports, Articles, Videos, Blogs and Apps in different languages. You have 3 options:

- Log in to the CCL website and post a new blog entry in the CCL resources section, following the same template used for all entries in this section (which is different only for apps). The entries will also be edited afterwards to guarantee the conformity of all entries in the section.
- You can send the link/resource to katja.engelhardt@eun.org.
- You can share the link/ resource in the CCL Facebook group.

3.3 MEETINGS AND WEBINARS

You are expected to attend several meetings and webinars during the project (see Annex 3). Diana Bannister will animate 6 CCL webinars after which you are expected to post your own reflective blog entry, using the general template that will be provided after each webinar. (http://creative.eun.org/teachers-blog). You will receive detailed information about the webinars and meetings well in advance via email.
ANNEX I: LIST OF CONTACT INFORMATION

CONTACT INFORMATION LEAD TEACHER

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>LEAD TEACHER</th>
<th>EMAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austria</td>
<td>Dr. Petra Traxler</td>
<td></td>
</tr>
<tr>
<td>Belgium/ Flanders</td>
<td>Kurt Klynen</td>
<td></td>
</tr>
<tr>
<td>Belgium/ Wallonia</td>
<td>Sandrine Geuquet</td>
<td></td>
</tr>
<tr>
<td>Czech Republic</td>
<td>Petra Boháčková</td>
<td></td>
</tr>
<tr>
<td>Italy</td>
<td>Daniela Cuccurullo</td>
<td></td>
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<tr>
<td>Lithuania</td>
<td>Virginija Bireniene</td>
<td></td>
</tr>
<tr>
<td>Portugal</td>
<td>Rui Lima</td>
<td></td>
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<tr>
<td>Slovenia</td>
<td>Simona Granfol</td>
<td></td>
</tr>
<tr>
<td>UK</td>
<td>Phil Spoors</td>
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</table>

CONTACT INFORMATION CCL PARTNER

<table>
<thead>
<tr>
<th>COUNTRY</th>
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<tbody>
<tr>
<td>Austria</td>
<td>Bernhard Racz</td>
<td></td>
</tr>
<tr>
<td>Belgium Flanders</td>
<td>Jan de Craemer</td>
<td></td>
</tr>
<tr>
<td>Belgium Wallonia</td>
<td>Nisdi Ouadhi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Marie Chantal Schmitz</td>
<td></td>
</tr>
<tr>
<td>Czech Republic</td>
<td>Pavla Sabatková</td>
<td></td>
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<tr>
<td></td>
<td>Barbora Grecnerova</td>
<td></td>
</tr>
<tr>
<td>Italy</td>
<td>Silvia Panzavolta</td>
<td></td>
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<tr>
<td></td>
<td>Elena Mosa</td>
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</tr>
<tr>
<td>Lithuania</td>
<td>Euginijus Kurilovas</td>
<td></td>
</tr>
<tr>
<td>Portugal</td>
<td>Fernando Franco</td>
<td></td>
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<tr>
<td>Slovenia</td>
<td>Anita Poberznik</td>
<td></td>
</tr>
<tr>
<td>UK</td>
<td>Valerie Thompson</td>
<td></td>
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</table>
**Teacher working on the four Scenarios during the 1st cycle**

<table>
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<tr>
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<tbody>
<tr>
<td><strong>Austria</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Petra Traxler (lead teacher)/Michael Atzwanger</td>
<td>Private Pädagogische Hochschule der Diözese Linz</td>
<td></td>
</tr>
<tr>
<td>Gabi Jauck</td>
<td>BG Zell am See</td>
<td></td>
</tr>
<tr>
<td>Wolfgang Ölzant</td>
<td>Schihandesakademie und Schihadelsschule Schladming</td>
<td></td>
</tr>
<tr>
<td>Peter Stöckelmaier</td>
<td>Neue Informatik Mittelschule Stockerau Os</td>
<td></td>
</tr>
<tr>
<td>Hannes Thomas/Sigrid Müller/Erhard Schwarzl</td>
<td>Informatikhauptschule Jennersdorf</td>
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<tr>
<td><strong>Belgium Wallonia</strong></td>
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<td></td>
</tr>
<tr>
<td>Sandrine Geuquet (lead teacher)</td>
<td>Athénée royal d’Ans</td>
<td></td>
</tr>
<tr>
<td>Gregory Cromphout</td>
<td>Athénée Léon Lepage</td>
<td></td>
</tr>
<tr>
<td>Alain Evers</td>
<td>Collège Saint-Joseph de Chênée</td>
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</tr>
<tr>
<td>Ludovic Roche</td>
<td>I.E.T. Notre-Dame de Charleroi</td>
<td></td>
</tr>
<tr>
<td>Luc Viatour</td>
<td>Institut Saint-Joseph</td>
<td></td>
</tr>
<tr>
<td><strong>Slovenia</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simona Granfol (lead teacher)</td>
<td>Highschool Gimazija Jožeta Plečnika Ljubljana</td>
<td></td>
</tr>
<tr>
<td>Jerica Glavan</td>
<td>Srednja vzgojiteljska sola in gimnazija Ljubljana</td>
<td></td>
</tr>
<tr>
<td>Maja Vičič Krabonja</td>
<td>Srednja ekonomska šola Maribor</td>
<td></td>
</tr>
<tr>
<td>Andreja Pečovnik Mencinger</td>
<td>Secondary School of Hotel Management and Tourism</td>
<td></td>
</tr>
<tr>
<td>Bernardka Radej</td>
<td>Zavod Antona Martina Slomška</td>
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<tr>
<td><strong>Content Creation</strong></td>
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<tr>
<td><strong>Belgium Flanders</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kurt Klynen (lead teacher)</td>
<td>PTS Maasmechelen</td>
<td></td>
</tr>
<tr>
<td>Robert Conings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marc Deldime</td>
<td>TechnOV Vilvoorde</td>
<td></td>
</tr>
<tr>
<td>Philip Everaerts</td>
<td>Middenschool van het GO! Ieper</td>
<td></td>
</tr>
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</table>
### D3.1 Protocol of experimentation for policy experimentations

<table>
<thead>
<tr>
<th>ITALY16</th>
<th></th>
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<tbody>
<tr>
<td>Daniela Cuccurullo</td>
<td>school 1: IIT Porzio Striano school 2 (as of 09/2013): IIT Giordani Striano</td>
</tr>
<tr>
<td>Daniela Gruber</td>
<td>Istituto Tecnico Tecnologico Michelangelo Buonarroti</td>
</tr>
<tr>
<td>Rosa Maria Palmizio</td>
<td>ITIS Majorana Brindisi</td>
</tr>
<tr>
<td>Daniela Porro/ Manuela Borsani</td>
<td>IC Cadeo e Pontenure</td>
</tr>
<tr>
<td>Stefano Rento</td>
<td>IC Merano 2 - Scuola secondaria di I°</td>
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### FLIPPED CLASSROOM

<table>
<thead>
<tr>
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<tr>
<td>see contact information above</td>
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### PORTUGAL

<table>
<thead>
<tr>
<th>Rui Lima (lead teacher)</th>
<th>Colégio Monte Flor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carolina Beja Neves</td>
<td>Colégio Monte Flor</td>
</tr>
<tr>
<td>António Mário Gomes Gonçalves</td>
<td>Escola Secundária Quinta do Marquês</td>
</tr>
<tr>
<td>Pedro Jorge Nogueira Correia</td>
<td>Agrupamento de Escolas do Freixo</td>
</tr>
<tr>
<td>João Carlos Martins Sousa</td>
<td>Escola Secundária de Santa Maria</td>
</tr>
</tbody>
</table>

### PERSONALISATION

<table>
<thead>
<tr>
<th>CZECH REPUBLIC</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Petra Boháčková (lead teacher)</td>
<td>ZŠ Dr. E. Beneše</td>
</tr>
<tr>
<td>Ondřej Jeřábek</td>
<td>Střední průmyslová škola a Obchodní akademie Uherský Brod</td>
</tr>
<tr>
<td>Květa Klímová</td>
<td>Obchodní akademie a Hotelová škola Havlíčkův Brod</td>
</tr>
<tr>
<td>Iva Skybová</td>
<td>Gymnázium Hladnov a JŠ s právem SJZ</td>
</tr>
<tr>
<td>Daniel Tocháček</td>
<td>Základní škola Hanspaulka a Mateřská škola Kohoutek</td>
</tr>
</tbody>
</table>

### LITHUANIA

---

16 The teachers in Italy work either on the Flipped Classroom, the Content Creation scenario or both scenarios.
### D3.1 Protocol of experimentation for policy experimentations

<table>
<thead>
<tr>
<th>Name</th>
<th>School/Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virginija Bireniene (lead teacher)</td>
<td>Klaipeda Simono Dacho progymnasium</td>
</tr>
<tr>
<td>Daiva Bukelytė</td>
<td>Siauliai Didzdvario gymnasium</td>
</tr>
<tr>
<td>Antanas Dzimidavicius</td>
<td>Vilnius Jezuit gymnasium</td>
</tr>
<tr>
<td>Ingrida Kupčiuniene</td>
<td>Kaišiadorys A. Brazauskas gymnasium</td>
</tr>
<tr>
<td>Daiva Miciene</td>
<td>Kaunas J. and P. Vileisiu basic school</td>
</tr>
<tr>
<td><strong>UK</strong></td>
<td></td>
</tr>
<tr>
<td>Phil Spoors (lead teacher)</td>
<td>Cramlington Learning Village</td>
</tr>
<tr>
<td>Craig Bull</td>
<td>The Skinners’ Kent Academy</td>
</tr>
<tr>
<td>Lisa Cowell</td>
<td>Penwortham Priory Academy</td>
</tr>
<tr>
<td>Jonathan Else</td>
<td>Gracemount High School</td>
</tr>
<tr>
<td>Stephen Lea</td>
<td>The Williamson Trust- The Hundred of Hoo Academy</td>
</tr>
</tbody>
</table>

### CONTACT INFORMATION CCL PEDAGOGICAL BOARD

<table>
<thead>
<tr>
<th>Country</th>
<th>Pedagogical Expert</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austria</td>
<td>Erich Herber&lt;br&gt;Head of the Educational Technology Research Centre (Department of interactive Media and Educational Technology) at the Danube University Krems, Austria</td>
<td></td>
</tr>
<tr>
<td>Belgium/ Flanders</td>
<td>Fernand Mesdom&lt;br&gt;Lecturer at HUB teacher Training College in Brussels, Belgium</td>
<td></td>
</tr>
<tr>
<td>Czech Republic</td>
<td>Martina Baseggio&lt;br&gt;Head of a language school in Ostrava, Czech Republic</td>
<td></td>
</tr>
<tr>
<td>Lithuania</td>
<td>Alvida Lozdienë&lt;br&gt;Supervisor at the Education Development Centre</td>
<td></td>
</tr>
<tr>
<td>Slovenia</td>
<td>Nives Kreuh&lt;br&gt;Senior Consultant for E-learning at National Education Institute Slovenia</td>
<td></td>
</tr>
<tr>
<td>UK</td>
<td>Jeanette Harrison&lt;br&gt;Professional Officer at Naace, United Kingdom</td>
<td></td>
</tr>
</tbody>
</table>
**ANNEX II: CCL LESSON PLAN TEMPLATE**

Creative Classrooms Lab Lesson Plan Template for Teachers

<table>
<thead>
<tr>
<th>Name of Teacher:</th>
<th>Country:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject:</td>
<td></td>
</tr>
<tr>
<td>Length of Lesson:</td>
<td></td>
</tr>
<tr>
<td>Previous Experiences: (If relevant)</td>
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<tr>
<td>Lesson Title:</td>
<td></td>
</tr>
<tr>
<td>Lesson Objectives:</td>
<td></td>
</tr>
<tr>
<td>Key Competences:</td>
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</tr>
<tr>
<td>Resources Needed:</td>
<td></td>
</tr>
<tr>
<td><strong>Starter Activity:</strong></td>
<td><strong>Teacher:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Students:</strong></td>
</tr>
<tr>
<td><strong>Main Activities:</strong></td>
<td><strong>Teacher:</strong></td>
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<tr>
<td></td>
<td><strong>Students:</strong></td>
</tr>
<tr>
<td>Collaborative Work</td>
<td>Individual Work</td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td></td>
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</tr>
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</table>

<table>
<thead>
<tr>
<th>Plenary:</th>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Students:</th>
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</tr>
</thead>
<tbody>
<tr>
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<td></td>
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</table>

<table>
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<tr>
<th>On-Line Activities</th>
<th>Off-Line Activities</th>
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<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflection:</th>
<th>(How will students keep track and report their progress with the teacher?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessments:</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Other information:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ANNEX III: Terms of Reference for teachers

Creative Classrooms Lab:
Terms of reference for teachers

1. Background

The Creative Classrooms Lab (CCL) project is developing innovative teaching and learning scenarios involving the use of tablets in and out of school. It will validate these in policy experimentations involving nine Ministries of Education in Europe and 45 classes that are already making use of tablets from different suppliers. Ministries of Education will also seek to co-design action research pilots with industry partners that will be project Associate Partners. European Schoolnet is coordinating this 2-years project funded by the European Commission. As part of work package 3 (Organisation and Support of the School Pilots), teachers will implement the pedagogical scenarios developed under work package 2 during classroom pilots in their classrooms (November 2013 - April 2014/ October 2014 – January 2015).

CCL Project Lifecycle

Phase 1: Policy makers, teachers and ICT vendors will develop a first set of pedagogical scenarios. **May - September 2013**

Phase 2: Pedagogical scenarios will be tested during an initial round of classroom pilots in 45 classrooms in 8 countries. **November 2013 - April 2014**

Phase 3: Based on the results from the first round of classroom pilots, project partners will develop together a second set of pedagogical scenarios. **May - September 2014**

Phase 4: During a second round of classroom pilots, the new set of pedagogical scenarios will be tested. **October 2014 - January 2015**

1st Peer exchange workshop **February 2014**

2nd peer exchange workshop **December 2014**
D3.1 Protocol of experimentation for policy experimentations
2. Role of the teachers

Teachers will participate in the first round of classroom pilots (November 2013-April 2014) and in the second round of pilots (October 2014-January 2015):

- Use tablets in an innovative way in their classes, on the basis of the pedagogical scenarios developed in Phase 1 and 3 of the project.

Teachers will report back on their use of the tablets, in particular:

- collaborate with the University of Wolverhampton during a possible link research visit and phone interviews,
- possibly cooperate with their Ministry of Education in producing a case study on classroom practice.

Teachers will participate in meetings, online webinars and the online community in particular:

- to exchange and share practices on their use of tablets based on the project scenarios.
- After each webinar teachers are asked to write down their own online reflective blog. This will be structured in a template, but the teachers will also be encouraged to share their practice in an open forum as part of an online community of practice.

Meetings of the teachers (as set out in the project plan)

<table>
<thead>
<tr>
<th>Meeting date</th>
<th>Meeting</th>
<th>Location</th>
<th>Participants</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>September/</td>
<td>National training workshop</td>
<td>In the respective</td>
<td>Staff of the Ministry of education, 5 teachers</td>
<td>to prepare the first round of pilots</td>
</tr>
<tr>
<td>October 2013</td>
<td></td>
<td>countries</td>
<td>in each country</td>
<td></td>
</tr>
<tr>
<td>February 2014</td>
<td>Peer Exchange workshop</td>
<td>Brussels</td>
<td>20-25 teachers</td>
<td>teachers report on their experiences in the</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>experimentations and share best practice</td>
</tr>
<tr>
<td>September</td>
<td>National training workshop</td>
<td>In the respective</td>
<td>Staff of the Ministry of education, 5 teachers</td>
<td>To prepare the second round of pilots</td>
</tr>
<tr>
<td>2014</td>
<td></td>
<td>countries</td>
<td>in each country</td>
<td></td>
</tr>
<tr>
<td>December 2014</td>
<td>Peer Exchange workshop</td>
<td>Brussels</td>
<td>20-25 teachers</td>
<td>teachers report on their experiences in the</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>experimentations and share best practice</td>
</tr>
</tbody>
</table>

17 Each teacher will participate in only one of the two Peer Exchange workshops during the project lifetime.
**Webinars for the teachers**

<table>
<thead>
<tr>
<th>Date</th>
<th>Provisional Programme</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>May/June 2013</td>
<td>Project expectations</td>
<td>Diana Bannister (University of Wolverhampton, European Schoolnet staff, lead teachers, teachers)</td>
</tr>
<tr>
<td>September 2013</td>
<td>Project Ideas – Early achievements and goals</td>
<td>Diana Bannister (University of Wolverhampton, European Schoolnet staff, lead teachers, teachers)</td>
</tr>
<tr>
<td>January 2014</td>
<td>Project challenges</td>
<td>Diana Bannister (University of Wolverhampton, European Schoolnet staff, lead teachers, teachers)</td>
</tr>
<tr>
<td>May 2014</td>
<td>Working with others</td>
<td>Diana Bannister (University of Wolverhampton, European Schoolnet staff, lead teachers, teachers)</td>
</tr>
<tr>
<td>October 2014</td>
<td>Sharing ideas</td>
<td>Diana Bannister (University of Wolverhampton, European Schoolnet staff, lead teachers, teachers)</td>
</tr>
<tr>
<td>January 2015</td>
<td>Teacher Conclusions and recommendations</td>
<td>Diana Bannister (University of Wolverhampton, European Schoolnet staff, lead teachers, teachers)</td>
</tr>
</tbody>
</table>

**Organisation of work**

Each teacher will receive a lump sum for their participation in the project. In addition, European Schoolnet provides a travel budget for the participation of the teachers in one of the Peer Exchange workshops and organizes the teachers’ travel and accommodation for each meeting.

Prior to the peer exchange workshops, teachers will be emailed an agenda and materials at least a week in advance to allow sufficient time for review. During their participation in the CCL project, teachers will be supported centrally via two Peer Exchange workshops (February and December 2014), emails, webinars, an online community (at a later stage) and the Creative Classrooms Lab website [http://creative.eun.org/](http://creative.eun.org/).
3. List of teachers in the Creative Classrooms Lab project

Austria
- Mag. Gabi Jauk, BG Zell am See
- Mag. Wolfgang Ölzant, Schihandesakademie und Schihadelsschule Schladming
- Peter Stöckelmaier, Neue Informatik Mittelschule Stockerau Os
- MSc, Dir. Hannes Thomas, Informatikhauptschule Jennersdorf
- Dr. Petra Traxler, Praxishauptschule der Diözese Linz

Belgium/Flanders
- Robert Conings, PTS Maasmechelen
- Marc Deldime, TechnOV Vilvoorde
- Philip Everaerts, Middenschool van het GO! Ieper
- Kris Motmans, Lucerna college
- Jan Thoelen, Sint-Augustinusinstituut Bree

Belgium Wallonia
- Gregory Cromphout, Athénée Léon Lepage
- Alain Evers, Collège Saint-Joseph de Chênée
- Sandrine Geuquet, Athénée royal d’Ans
- Ludovic Roche, I.E.T. Notre-Dame de Charleroi
- Luc Viatour, Institut Saint-Joseph

Czech Republic
- Petra Boháčková, ZŠ Dr. E. Beneše
- Ondřej Jeřábek, Střední průmyslová škola
- Květa Klímová, Obchodní akademie a Hotelová škola Havlíčkův Brod
- Iva Skybová, Gymnázium Hladnov a JŠ s právem SJZ
- Daniel Tocháček, Základní škola Hanspaulka a Mateřská škola Kohoutek

Italy
- Daniela Cuccurullo, IIT Porzio (at present)/ IIT Giordani (as of September 2013)
- Daniela Gruber, Istituto Tecnico Tecnologico Michelangelo Buonarroti
- Maria Rosa Palmizio, ITIS Majorana Brindisi
- Daniela Porro/ Manuela Borsani, IC Cadeo e Pontenure,
- Stefano Rento, IC Merano 2 - Scuola secondaria di I° "Luigi Negrelli"
Lithuania
- Virginija Birenienė, Klaipeda Simono Dacho pro-gymnasium
- Daiva Bukelytė, Siaulai Daizdvario gymnasium
- Antanas Dzimidavičius, Vilnius Jezuit gymnasium
- Ingrida Kupčiuniene, Kaišiadorys A. Brazauskas gymnasium
- Daiva Miciene, Kaunas J. and P. Vileisiu basic school

Portugal
- Carolina Beja Neves, Colégio Monte Flor
- António Mário Gomes Gonçalves, Escola Secundária Quinta do Marquês
- Rui Lima, Colégio Monte Flor
- Pedro Jorge Nogueira Correia, Agrupamento de Escolas do Freixo
- João Carlos Sousa, scola Secundária Santa Maria

Slovenia
- Jerica Glavan, Srednja vzgojiteljska sola in gimnazija Ljubljana
- Simona Granfol, Highschool Gimazija Jožeta
- Maja Vičič Krabonja, Srednja ekonomska šola Maribor
- Andreja Pečovnik Mencinger, Secondary School of Hotel Management and Tourism
  Contact
- Bernardka Radej, Zavod Antona Martina Slomška

UK
- Craig Bull, The Skinners’ Kent Academy
- Lisa Cowell, Penwortham Priory Academy
- Jonathan Else, Gracemount High School
- Stephen Lea, The Williamson Trust- The Hundred of Hoo Academy, Sir Joseph
  Williamson Mathematical School
- Phil Spoors, Cramlington Learning Village
ANNEX IV: TERMS OF REFERENCE FOR LEAD TEACHERS

Creative Classrooms Lab:
Terms of reference for the CCL lead teachers

4. Background

The Creative Classrooms Lab (CCL) project is developing innovative teaching and learning scenarios involving the use of tablets in and out of school. It will validate these in policy experimentations involving nine Ministries of Education in Europe and 45 classes that are already making use of tablets from different suppliers. Ministries of Education will also seek to co-design action research pilots with industry partners that will be project Associate Partners. European Schoolnet is coordinating this 2-years project (April 2013- March 2015) funded by the European Commission. As part of work package 2 (Pedagogical Scenario Development) and work package 3 (Organisation and Support of School Pilots), the CCL project partner have appointed each one lead teacher.

CCL Project Lifecycle

1st Scenario development workshop
June 2013

Phase 1: Policy makers, teachers and ICT vendors will develop a first set of pedagogical scenarios. June - September 2013

Phase 2: Pedagogical scenarios will be tested during an initial round of classroom pilots in 45 classrooms in 8 countries. November 2013 - April 2014

2nd Scenario development workshop
March 2014

Phase 3: Based on the results from the first round of classroom pilots, project partners will develop together a second set of pedagogical scenarios. May- September 2014

Phase 4: During a second round of classroom pilots, the new set of pedagogical scenarios will be tested. October 2014 - January 2015
5. Role of the lead teachers

Lead teachers will form a **practitioner focus group** for pedagogical scenario development and will:

- contribute to developing two sets of pedagogical scenarios (by September 2013, September 2014) that can be validated in two rounds of classrooms pilots (starting in November 2013, October 2014)

Lead teachers will act as Creative Classrooms Lab ‘**ambassadors**’ and will:

- help to lead the coordination of two sets of pilots/ the other participating teachers in their respective country, with the support of the Ministry of Education and European Schoolnet
- animate the teachers’ community set up by European Schoolnet and encourage teachers in the project to develop and share learning activities based on the project scenarios
- help to open up the online community (via webinars, online events, competitions) to teachers across Europe during Year 2 as part of the project’s dissemination strategy.

Lead teachers will also participate in meetings and online webinars.

**Meetings of the lead teachers (as set out in the project plan)**

<table>
<thead>
<tr>
<th>Meeting date</th>
<th>Meeting</th>
<th>Location</th>
<th>Participants</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2013</td>
<td>Pedagogical Scenario development workshop</td>
<td>Brussels</td>
<td>lead teachers, project partners and European Schoolnet staff</td>
<td>to develop learning stories and activities</td>
</tr>
<tr>
<td>September/October 2013</td>
<td>National training workshop</td>
<td>In the respective countries</td>
<td>Staff of the Ministry of education, 5 teachers in each country</td>
<td>to prepare the first round of pilots</td>
</tr>
<tr>
<td>February 2014</td>
<td>Peer exchange workshop(^\text{18})</td>
<td>To be defined</td>
<td>20-25 teachers</td>
<td>teachers report on their experiences in the experimentations and share best practice</td>
</tr>
<tr>
<td>May 2014</td>
<td>Pedagogical Scenario development workshop</td>
<td>To be defined</td>
<td>lead teachers, project partners and European Schoolnet staff</td>
<td>to develop learning stories and activities</td>
</tr>
</tbody>
</table>

\(^{18}\) Each teacher (including lead teacher) will participate at one of the two Peer Exchange workshops during the project lifetime.
## D3.1 Protocol of experimentation for policy experimentations

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Target Audience</th>
<th>Task</th>
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<tbody>
<tr>
<td>September 2014</td>
<td>National training workshop</td>
<td>In the respective countries</td>
<td>Staff of the Ministry of education, 5 teachers in each country</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>To prepare the second round of pilots</td>
</tr>
<tr>
<td>December 2014</td>
<td>Peer Exchange workshop</td>
<td>To be defined</td>
<td>20-25 teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>teachers report on their experiences in the experimentations and share best practice</td>
</tr>
</tbody>
</table>

### Webinars for the lead teachers

<table>
<thead>
<tr>
<th>Date</th>
<th>Provisional Programme (topics to be defined)</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>May/June 2013</td>
<td>Project expectations</td>
<td>Diana Bannister (University of Wolverhampton, European Schoolnet staff, lead teachers, teachers)</td>
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<tr>
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<td>Working with others</td>
<td>Diana Bannister (University of Wolverhampton, European Schoolnet staff, lead teachers, teachers)</td>
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</tr>
<tr>
<td>January 2015</td>
<td>Teacher Conclusions and recommendations</td>
<td>Diana Bannister (University of Wolverhampton, European Schoolnet staff, lead teachers, teachers)</td>
</tr>
</tbody>
</table>

### Organisation of work

European Schoolnet will closely work with Ministries of Education to ensure that lead teachers are trained and supported in setting up pilots. Prior to the Pedagogical Scenario Development workshops, lead teachers will be emailed agenda and materials at least a week in advance to allow sufficient time for review. During the lifetime of the project, lead teachers will be informed of progress via emails, an online community (at a later stage) and the Creative Classrooms Lab website [http://creative.eun.org/](http://creative.eun.org/).

Each lead teacher will receive a lump sum for their contribution during the project. In addition, European Schoolnet provides a travel budget for the participation of the lead teachers in the
Pedagogical Scenario Development workshops and organises the lead teachers’ travel and accommodation for each meeting.

6. List of lead teachers participating in the Creative Classrooms Lab project

- Dr. Petra Traxler, Private Pädagogische Hochschule der Diözese Linz, Austria
- Kurt Klynen, ICT Atelier, Belgium/Flanders
- Sandrine Geuquet, Athénée royal d’Ans, Belgium/ Wallonia
- Petra Boháčková, ZŠ Dr. E. Beneše, Czech Republic
- Daniela Cuccurullo, IIT Porzio (at present)/ IIT Giordani (as of September 2013), Italy
- Virginija Bireniene, Klaipeda Simono Dacho pro-gymnasium, Lithuania
- Rui Lima, Monte Flor, Portugal
- Simona Granfol, Highschool Gimazija Jožeta, Slovenia
- Phil Spoors, Cramlington Learning Village, UK
ANNEX V: TERMS OF REFERENCE FOR THE PEDAGOGICAL BOARD

Creative Classrooms Lab:
Terms of reference for the Pedagogical Board

7. Background

The Creative Classrooms Lab (CCL) project is developing innovative teaching and learning scenarios involving the use of tablets in and out of school. It will validate these in policy experimentations involving nine Ministries of Education in Europe and 45 classes that are already making use of tablets from different suppliers. Ministries of Education will also seek to co-design action research pilots with industry partners that will be project Associate Partners. European Schoolnet is coordinating this two-year project funded by the European Commission. As part of the quality assurance carried out under Work package 5, the CCL project will set up a Pedagogical Board to help steer the scenario development process.

8. Objectives of the Pedagogical Board

As part of the quality assurance of the project outlined, the aim of the Pedagogical Board during the whole project duration (April 2013 to March 2015) is to:

- Ensure that the CCL pedagogical scenarios are well aligned with requirements from the education ministries involved in the project.
- Provide input and feedback to the development of pedagogical scenarios in Work package 2 and the validation process (project validation protocol/ observation instruments) in Work package 4:
- Ensure that feedback and recommendations made by teachers in Work package 4 are reflected in the policy recommendations which are proposed at the end of Year 1 pilots and at the end of the project.
**Project Lifecycle**

**Phase 1:** Policy makers, teachers and ICT vendors will develop a first set of pedagogical scenarios. *June - September 2013*

**Phase 2:** Pedagogical scenarios will be tested during an initial round of classroom pilots in 45 classrooms in 8 countries. *November 2013 - April 2014*

**Phase 3:** Based on the results from the first round of classroom pilots, project partners will develop together a second set of pedagogical scenarios. *May - September 2014*

**Phase 4:** During a second round of classroom pilots, the new set of pedagogical scenarios will be tested. *October 2014 - January 2015*

**Overview of CCL work packages**

| Work package 1 | Project management |
| Work package 2 | Pedagogical Scenario Development |
| Work package 3 | Organisation and Support of School Pilots |
| Work package 4 | Observation and documentation of innovative practice |
| Work package 5 | Quality Assurance |
| Work package 6 | Dissemination |
| Work package 7 | Mainstreaming and Capacity Development |

**Pedagogical Board meetings**

<table>
<thead>
<tr>
<th>Meeting date</th>
<th>Meeting</th>
<th>Location</th>
<th>Participants</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 2014</td>
<td>Face-to-face meeting</td>
<td><em>To be defined</em></td>
<td>Members of the Pedagogical Board, DZS (leader of Work package 5), 1 staff from European Schoolnet</td>
<td><em>To be defined</em></td>
</tr>
<tr>
<td>May 2014</td>
<td>Online meeting</td>
<td>Online</td>
<td>Members of the Pedagogical Board, DZS (leader of Work package 5), 1 staff from European Schoolnet</td>
<td><em>To be defined</em></td>
</tr>
</tbody>
</table>
D3.1 Protocol of experimentation for policy experimentations

| December 2014 | Face-to-face meeting | To be defined | Members of the Pedagogical Board, DZS (leader of Work package 5), 1 staff from European Schoolnet | To be defined |

**Organisation of work**

The Quality Assurance Plan due in June 2013 will outline the quality assurance procedures in the project, including how the Pedagogical Board will operate and provide input to the development of pedagogical scenarios in Work package 2 and the validation process in Work package 4.

Each member of the Pedagogical Board will receive a lump sum as a compensation for their work during the project. In addition, European Schoolnet provides a travel budget for the participation of the Pedagogical Board members in the two face-to-face meetings and will organize the travels and hotels for the members of the board.

Prior to the Board meetings, members will be emailed agenda and materials at least a week in advance to allow sufficient time for review. In between board meetings, members will be kept informed of progress via project updates available via the Creative Classrooms Lab website [http://creative.eun.org/](http://creative.eun.org/).

An initial report and a final report from an independent evaluator in March 2014 and 2015 will in particular focus on the extent to which feedback and recommendations from the independent experts in the Pedagogical Board and focus group teachers have impacted upon and influenced the scenario development process.

**9. Members of the Pedagogical Board**

The Pedagogical Board consists of six independent experts, which were nominated by the project partners.

- **Erich Herber**, Head of the Educational Technology Research Centre (Department of interactive Media and Educational Technology) at the Danube University Krems, Austria
- **Fernand Mesdom**, Lecturer at HUB teacher Training College in Brussels, Belgium
- **Martina Baseggio**, Head of a language school in Ostrava, Czech Republic
- **Alvida Lozdienė**, Supervisor at the Education Development Centre, Lithuania
- **Nives Kreuh**, Senior Consultant for E-learning at National Education Institute Slovenia
- **Jeanette Harrison**, Professional Officer at Naace, United Kingdom

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.