Pan-European policy experimentations with tablets
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CREATIVE CLASSROOMS LAB (CCL)

POLICY EXPERIMENTATION ON THE USE OF TABLETS IN SCHOOLS

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Piloting the use and benefits of tablets in schools

Creative: develop innovative pedagogical scenarios, focus on how practice is changing as a result of tablets being used for collaboration, personalisation and active learning.

Classrooms: carry out pilots (controlled experimentations) in 45 classrooms in 8 countries: Austria, Belgium, Czech Republic, Italy, Lithuania, Portugal, Slovenia, UK

Lab: Act as an ideas lab bringing together policy makers, innovative teachers and industry suppliers

Originality, value, new ideas and awareness, thinking skills, learner empowerment
Project Partners

- e-learning foundation
- UNIVERSITY OF WOLVERHAMPTON
- GOVERNO DE PORTUGAL
- MINISTÉRIO DA EDUCAÇÃO E CIÊNCIA
- bm:uk Bundesministerium für Unterricht, Kunst und Kultur
- European Schoolnet
- FÉDÉRATION WALLONIE-BRUXELLES
- Zavod Republike Slovenije za šolstvo
- DÚM zahraničních služeb
- Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa
- Education in Flanders
- English language information
Associated Industry Project Partners

Adobe  corinth  iris

NEC  Promethean

Samsung  SMART

Inspired Collaboration™

Creative Classrooms Lab
Project Actors experimenting at all levels...

- **Teachers**: Piloting, webinars, ambassadors
- **Lead Teachers**: Coordination of pilots, scenarios, community
- **Industry**: Free software, equipment, leading-edge scenarios
- **University**: Observation visits, webinars, peer-exchange workshop
- **Policy makers**: Priority setting, support, mainstreaming
- **Pedagogical Board**: Quality of scenarios, recommendations

**EUN Coordination**
« If you want to make a difference, don't just give you students tablets... give your students challenges » Rui Lima, CCL lead teacher, Portugal
Learning stories

CCL SCENARIOS 2013

- **Flipped Classroom**
  - Italy - Portugal
- **Collaboration**
  - Austria - Belgium Wallonia - Slovenia
- **Personalisation**
  - Czech Republic - Lithuania - UK
- **Content creation**
  - Belgium Flanders - Italy

CCL SCENARIOS 2014

- **Collaboration and Assessment** (iGroup)
  - Austria - Italy - Slovenia
- **School to School Collaboration**
  - Belgium - Czech Republic
- **Liberating Learning**
  - Lithuania - Portugal - UK

Scenarios for pedagogical change?
Scenario Building Process

- Pedagogical Board (Quality control)
- Associate Partners
- Policy Maker
  Scenarios
- Lead teachers and policy makers
  Learning Stories + Learning Activities
- Teachers
  Lesson Plans

- Detail / Context
It’s not the destination…but the journey?

- 9 Observation Visits
- 22 schools
- 22 CCL Lesson Observations
- 11 other lesson observations
- 5 National Focus Groups
- Look at classroom practice with the use of the tablets
- Observe the implementation of the scenarios
- Look at practice in at least two of the classrooms

UoW, Diana Bannister; http://creative.eun.org/observation
Key results and recommendations

1. Implementation of Devices and Connectivity
2. Pedagogy
3. Whole School Issues
4. Resources and Content
Access to devices and connectivity

Access and Ownership
- Teachers and students
- Ad hoc/distributed/assigned/ financed/ BYOD/ home use

Connectivity - Reliability and Stability
- teaching spaces
- whole school
- home access

Technical Support

"Tablets are personal devices and it is not good when students share one device or have to share applications/log-ins. The devices currently belong to the classroom not students and this is problematic." Eugenijus Kurilovas, Lithuania
Teaching and Learning

Pedagogical approaches
- Flipped classroom, personalization, collaboration: *How?*
- Content Creation: *Outcome vs Output*
- Student reflection: *More is needed*

Assessment
- Real-time, summative/ formative with the tablet

Timetables/lesson time
- Flexible

Sharing of practice and professional development
- Examples of team teaching, IRIS connect, self-directed

Scenario implementation
- Relation to the curriculum, supported integration
Resources, Applications and Content

Apps
- Refine the number, define their use, guidance on licensing

Learning platform
- Access to a consistent learning platform

Digital versions of textbooks
- Interactive and challenging?

Creation of digital resources
- “Traditional is more convenient?”

Sharing of resources
- Languages, not common, paperless classrooms
- E-Safety and Data Privacy

“We need to see the school’s commitment to general access is something they take seriously. Students need universal, ubiquitous resources for learning in school and at home, too.” Valerie Thompson, e-learning foundation, UK
Whole School Issues

- Vision and Purpose
- Professional Development
- Learning Spaces
- Parental Involvement
Governments have a key role in further investing in the ICT infrastructure at school to allow for the deployment of mobile devices such as tablets across the whole school.

- Reliable wireless connectivity is key

Schools need information, advice and guidance at a regional and national level to provide ongoing support with the implementation of tablets and mobile devices in the classroom.

- Technical requirements (upgrade connectivity, cloud based solutions), technical support (new applications, health issues)
Pedagogy

Start from the pedagogy- NOT the technology

- Tablets can support **personalised, collaborative and active learning approaches**. Tablets should be used to differentiate learning for students rather than deliver the same lesson with the tablet.

- Make most of the **added value of tablets**: multimedia, mobile learning, special needs

Advocate the pedagogical changes needed

- Build up capacity of **teachers in pedagogical approaches** and their **digital competence**

- **formal and informal CPD**, encourage teachers to innovate, give recognition and support peer learning,

- Engage in scenario development

- „What works“ network
Resources and Content

At a national/regional level, schools need access to repositories of content that is appropriate for use with tablets and mobile devices. This should prioritise native language resources.

- Approved, reviewed and quality controlled content
- Open educational resources and localised content

Encourage teachers in the creation of content and the critical selection of apps for educational purposes.

- Schools should provide access to apps/tools that can be used by different subjects to enable both teachers and students to become familiar with how they work.
- Apps mapped against the curriculum (library)
Whole school

Schools need a vision strategy for the implementation of devices. Schools should consult with their teachers, and share the thinking behind their strategy, prior to implementation.

- Beyond lesson time vs. timetabled use
- Beyond the school day
- Learning spaces- how to change the space to suit the learning activity
Conclusions

Develop a coherent approach to the integration of mobile devices including tablets in schools, which needs a vision and the design of good implementation strategies.
What’s next?

1:2

1:1

BYOD

CCL Phase Two?

“I feel that our biggest challenge maybe the changing of the practices of teaching staff. They have been used to having control of technology and the use of this type of technology is meaning students have the power to learn more independently and I think that's great.

Lisa Cowell, CCL project teacher (UK)

“I am not convinced with changing technology into tablets. Some schools still need PC’s and laptops, and schools should think about what they want to do and what they want to achieve with it.”

Jan de Craemer, Policy Partner, Belgium Flanders
Project Outcomes: examples of the creative classroom

- Scenarios and learning stories
- Support material
- Resources
- Video case studies
- MOOC and related training material

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Phil Spoors, UK
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- Literature review
- Brochure on pedagogical scenarios
- Final observation visit report
- Recommendations

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Read more:
http://creative.eun.org

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