



Pan-European policy experimentations with tablets

<http://creative.eun.org>

D3.4 REPORT ON ORGANISATION OF THE PHASE II PILOTS

European Schoolnet

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1. INTRODUCTION

During the CCL policy experimentation, 45 teachers from 8 countries experimented the use of tablets to support new innovative learning approaches. This report focuses on the second pilot implementation phase from October 2014 until January 2015. During this phase, the 45 teachers used tablets in their lessons, on the basis of the three Learning Scenarios ‘Liberating learners (independent learners)’, ‘School-to-school collaboration’ and ‘iGroup (Collaboration & Assessment) (*available on the [website](#)*). This report focuses on the most important improvements in the organization of the phase 2 pilots in comparison to phase 1. In addition, it provides lessons learned and recommendations for how the process can be adapted and improved for possible ongoing tablet classroom experimentations after the end of the project. The information presented in this report was collected during online and face-to-face meetings and via an online questionnaire, which CCL partners filled in.

For information on how the scenarios were developed, see [D2.2 Report on Phase II Scenario Development](#). For more information on the objectives of the CCL policy experimentation, definition of key terms, roles and tasks of stakeholders involved and the pilot preparation (including the selection of pilot teachers), see [D3.1 Protocol for Policy Experimentations](#).

1.1. PROJECT CYCLE: TIMELINE OF ACTIVITIES

This report focuses on the second pilot implementation phase (October 2014 – January 2015). The Creative Classrooms Lab project had 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 developed 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, were tested by the 45 teachers in their respective classrooms. At the end of each cycle there was an evaluation of the pilots that involved classroom observations and a national focus group meeting, results of which were fed into next developments (capacity building).

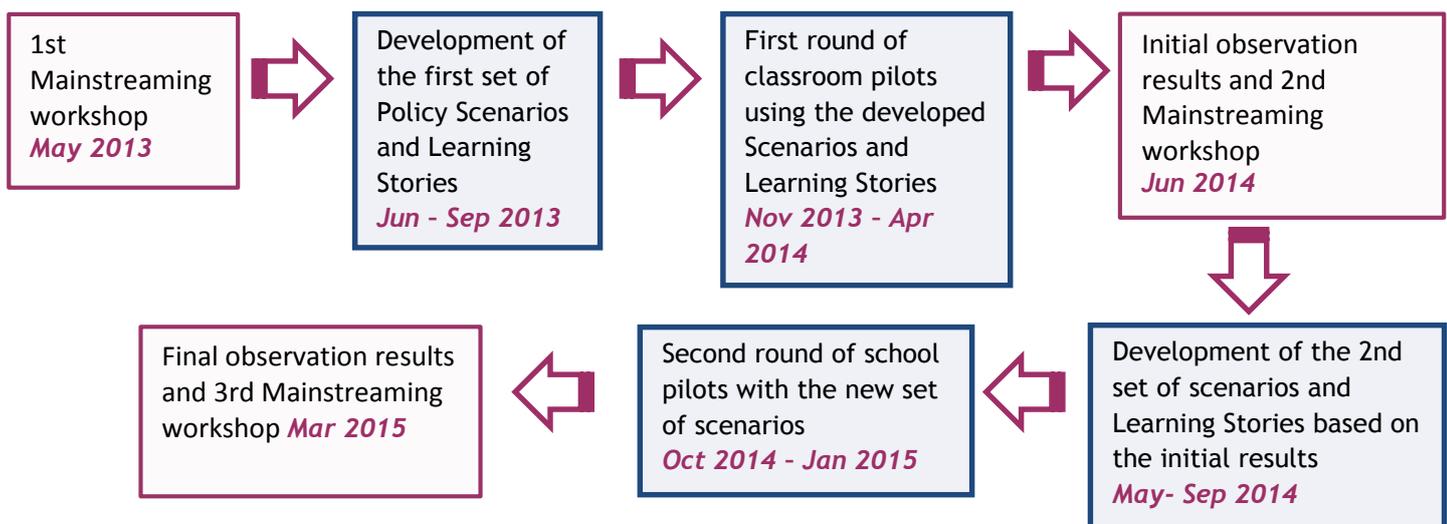


Image 1 – Project Cycle

1.2. OVERVIEW CCL PROJECT

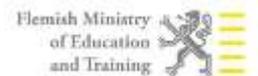
How can tablets support new ways of teaching and learning in schools?

The Creative Classrooms Lab (CCL) project developed **innovative teaching and learning scenarios** involving the use of **tablets in and out of school**.

It validated these in **policy experimentations** involving nine Ministries of Education in Europe and **45 classes** that are already making use of tablets from different suppliers.

Creative Classrooms Lab Partners

- European Schoolnet, BE
- University of Wolverhampton, UK
- Direção-Geral da Educação (DGE), PT
- Centre of Information Technologies in Education (CITE), LT
- National Education Institute, SL
- Bundesministerium für Unterricht, Kunst und Kultur (BMUKK), AT
- Dům zahraničních služeb, CZ
- Flemish Ministry of Education, BE
- Fédération Wallonie-Bruxelles, BE
- e-Learning Foundation, UK
- INDIRE, IT



Project facts

Start: April 2013

End: March 2015

Total budget: ca. 1 Million Euro

Coordinator: European Schoolnet

Partners: 10 partners from 8 countries

2. ORGANISATION OF PHASE II PILOTS

In pilot phase II (October 2014 – January 2015), 45 CCL teachers from 8 countries explored the innovative ways of using tablets in their classes. They experimented with the tablets on the basis of three Learning Scenarios (see *Image 2*) that had been developed during the second scenario development phase between May and September 2014 (see [D2.2 Report on Phase II Scenario Development](#)). 5 teachers per country piloted¹ the Learning Scenario that their national Ministry of Education/ related organization and the lead teacher jointly developed.

CCL 2014 SCENARIOS

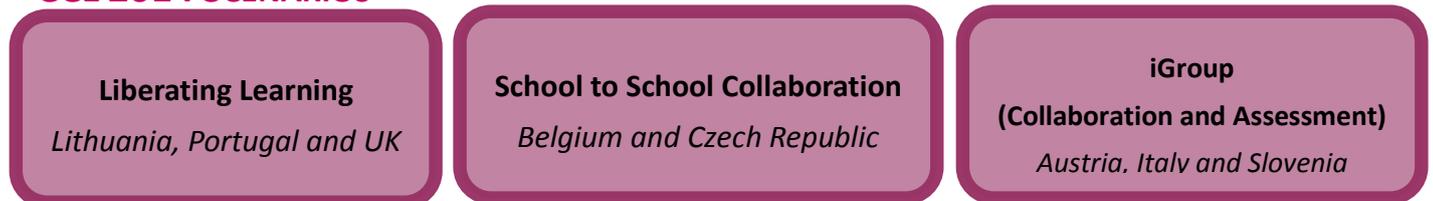


Image 2 – CCL Learning Scenarios (year 2)

The Learning Scenarios can be found on the CCL website: <http://creative.eun.org/scenarios>.

2.1. IMPROVEMENTS BASED ON LESSONS LEARNED FROM PILOT PHASE I

The [report on the organization of phase I pilots](#) put forward a number of recommendations on how to improve the phase II pilots, on the basis of lessons learned from year 1. Several recommendations have been taken up, both at European and national level for the second project year.

LEARNING SCENARIOS

The recommendation to improve the quality of the Learning Scenarios was implemented in several ways².

- **European Schoolnet** refined the Learning Scenario template to include an additional row with information on how tablets can support different learning activities.
- **European Schoolnet** adjusted the scenario development process during the second Scenario Development workshop: The process was more guided, splitting the development of the scenarios in shorter sequences, followed by feedback sessions that gave room for further reflection for teachers and policy makers.
- **European Schoolnet** involved the Pedagogical Board more often at different stages of the scenario development process itself. In year 2, the experts from the Pedagogical Board provided additional feedback on the Policy Maker Scenarios on the basis of which Learning Scenarios were developed, thus ensuring that before the development of the pedagogical scenarios important aspects for improvement were highlighted and could be taken into consideration. European Schoolnet provided a summary of the feedback of the pedagogical board to CCL partners after each feedback round.
- **CCL partners** took into account the feedback from year 1 (see D.2.2 report on phase II Scenario Development) when they developed the new set of Learning Scenarios.

¹ For more information on the role and tasks of CCL teachers, see [D3.3 Organisation of Phase I pilots](#).

² For more information on the scenario development process, see [D2.2 Report on Phase II Scenario Development](#).

ADDITIONAL SUPPORT FOR TEACHERS³

- **European Schoolnet** provided an additional [Guide on how to use the CCL Learning Scenarios](#).
- **European Schoolnet** organized, together with the University of Wolverhampton an ‘introductory webinar to the new CCL scenarios’ on 22 September 2015.
- **CCL partners** continued to be in frequent contact with CCL teachers or doubled their efforts, e.g. in Austria.
- **CCL partners** had an active role in explaining the Learning Scenarios to teachers and encouraged them to use the scenarios more.
 - Several CCL partners reported that teachers were more familiar with the Learning Scenarios in pilot phase II, e.g. Czech teachers found the ‘school-to-school’ collaboration scenario easier to implement than the ‘personalisation’ scenario, also in relation to the pedagogical approach. A general feedback after pilot phase II was that the personalization scenario is a difficult approach and probably easier to implement in a second phase once teachers are more familiar with the scenario process as such.

PEER EXCHANGE

- European Schoolnet and CCL partners continued to provide peer exchange opportunities online via the CCL Facebook group, online webinars and different national fora.
- **European Schoolnet and CCL partners** encouraged teachers to attend the 2nd Peer Exchange workshop on 14/15 November 2015 in Zürich. The workshop has again been very well received by teachers. This allowed teachers also to take part in some sessions of the conference and engage in networking activities with a wider audience. (For further information on the workshop, *see section 2.3*).
- **European Schoolnet** run the MOOC course ‘[Creative use of Tablets](#)’ in April/ May 2015 that provided CCL teachers with the possibility to exchange on their lessons learned with other teachers across Europe.
 - More than 1000 teachers participated, many engaged in very active exchange around the use of use of tablets (e.g. classroom management issues, useful apps to use) the Facebook group and other fora. Teachers gave excellent feedback on the course in the evaluation survey.

INVOLVEMENT CCL LEAD TEACHERS

- The 9 CCL lead teachers provided more active support in year 2.
- Lead teachers presented the scenarios they had developed to other CCL teachers during an ‘introductory webinar to Learning Scenarios’ organized by European Schoolnet and the University of Wolverhampton.
- Four lead teachers attended and supported the 2nd Peer Exchange Workshop in Zürich even though it was foreseen as part of the proposal that each teacher only participates in one peer exchange workshop. Their additional participation was encouraged at national and European level as they were excellent leaders to showcase and share with other teachers their innovative practices with tablets.
- Six lead teachers presented their results at the final conference on 25 March 2015 in Brussels.
- Six lead teachers actively supported the CCL MOOC course, with video tutorials on specific tools and language support to teachers from their country.
- In addition, CCL teachers gave specific advice and support to other teachers at national level.

³ For more information on support during pilot phase II, *see section 2.3. and 2.4. Support at European level and support at national level.*

2.2. EXPECTATIONS FOR SECOND ROUND OF PILOTS

The general expectation of CCL partners was, as for the first pilot phase, to learn more about the innovative use of tablets. For some CCL partners, the specific focus remained the same for the second round of pilots. For instance, Austria was still interested in particular benefits of tablets in comparison to other devices. In the Czech Republic, the focus remained on both learning scenarios and the innovative use of tablets based on the scenarios.

Other CCL partners changed their focus for the second pilot round. For instance, the Flemish and UK CCL partners put a stronger emphasis on the use of the scenarios. In the UK, a more consistent approach to the iTEC model was adopted and teachers used all steps of the scenario instead of just selected elements. The CCL partner in Belgium Wallonia focused on the benefits of tablets in the first pilot round, and concentrated more on underlying innovation process by providing collaboration opportunities for teachers (via platforms, webinars, peer learning activities) to exchange and learn from each other about how to develop innovative teaching using tablets within the classroom.

Finally, a third group kept the same focus as in year 1 but put with a particular emphasis on the topic assessment. This was the case for Italy and Slovenia. The Slovenian CCL teachers were expected to explore more options to assess the processes at different stages of learning with tablets, individual contributions of each student and peer to peer evaluation. In addition, teachers provided input to a workshop on the topic ‘collaboration and assessment’ at the International [ICT Conference Sirikt](#).

2.3. SUPPORT AT EUROPEAN LEVEL

The support provided at European level was similar to pilot phase I (see [D3.3 Report on the organisation of the Phase I pilots](#)). Additional support material was, however, provided on how to use the Learning Scenarios – as the need for more guidance was expressed after the first pilot. In particular, teachers received a [Guide on how to use the Learning Scenarios](#).

European Schoolnet continued to offer the [CCL Facebook group](#) as a platform for exchange for CCL teachers. In the second year, the group was opened to teachers not involved in the CCL project in order to allow for a wider peer exchange beyond the project. During the second project year, the University of Wolverhampton moderated another three webinars to keep teachers up-to-date (June 2014, September 2014, February 2015). As a follow up, of each webinar, CCL teachers posted a reflective [blog entry](#) (For more information on webinars and blog entries, see [D.4.3 Final report](#)).

In addition, European Schoolnet offered a series of teacher for teacher webinars in April/ May 2015 in order to enable CCL teachers to share their lessons learned on the use of tablets on the basis of the Learning Scenarios, also beyond the project. A series of six one hour webinars were offered, each with the same format: 1 to 3 teachers presenting their experiences and replying to questions. The webinar “Special Needs Education and Tablets” was led by experts in the field, not teachers. The webinars were generally well attended and received very positive feedback, in particular the webinar “Parental involvement and Tablets” on 22 April 2015. All webinar presentations and recordings are available on the [website](#).

This series of webinar was embedded in the CCL MOOC course ,[Creative Use of Tablets in Schools](#)’ provided to teachers across Europe interested in the use of tablets in their classrooms. The MOOC course presented expertise gained during the project and lessons learned during 4 Modules:

1. Getting started with tablets at school
2. Using tablets for content creation
3. Using tablets for collaborative learning
4. Using tablets for personalised learning & flipping the classroom

While the course was mainly organized as a mainstreaming activity to deliver project results to other teachers in Europe, several CCL teachers took up the offer to participate in the course as a CPD opportunity. Some also actively contributed to the course with own videos and providing support in the discussion fora.

Finally, the second Peer Exchange workshop for the second half of CCL teachers was organized by European Schoolnet on 14 and 15 November in Zürich, in conjunction with European Schoolnet’s annual conference “[Eminent](#)”. The second workshop had the same structure as the first one in order to give all teachers the same support: Teachers had the opportunity exchange on tips and challenges related to the use of tablets in class. They also worked in groups to take ideas further concerning the Learning Scenarios they worked on. Lead teachers shared their teaching practise to provide guidance to other teachers. In addition, teachers exchanged with associated industry partners during a dedicated session and additionally took part in sessions of the “Eminent” conference. The second workshop was, as the first one, very well received by teachers, according to the results from the workshop evaluation survey.

2.4. SUPPORT AT NATIONAL LEVEL

The support provided by CCL partners was in principle the same as in the first pilot phase. Some support measures have, however, been improved or added in order to implement lessons learned from the first pilot phase. For instance, CCL partners continued to be in frequent contact with CCL teachers or doubled their efforts, e.g. in Austria and Italy. CCL partners also had a more active role in explaining the Learning Scenarios to teachers and encouraged them to use the scenarios more (see also previous section *Improvements based on Lessons learned from pilot phase I*). Before the start of the school pilots, all CCL partners organized again a face-to-face workshop for the teachers to prepare them for the second pilot phase. These workshops generally included a discussion on lessons learned from pilot phase I.

Other support measures that CCL partners provided were online meetings, phone calls, emails and online communities/ environments. In Austria, the face-to-face meeting took into account teachers needs and had a strong focus on the assessment aspect. In Italy, online meetings, webinars and the use of an online environment for synchronous and asynchronous communication (forum, file sharing, notice board, etc.) were again used for phase II. The Slovenian partner was again very active in providing support to teachers, including workshops on pedagogical issues like assessment in general and assessment of project work. The national partner and lead teacher reviewed again the learning scenarios. In this cycle, only three face-to-face meetings were organized and more frequent use was made of online meetings via the VOX conference system. The UK partner reported that generally less support (regular email updates, tele-conferences) was necessary during the pilot phase, as teachers were more confident in what they had to do.

The content of support remained unchanged in Austria, Portugal and Slovenia that continued to focus their support on pedagogical aspects, including the Learning Scenarios. In Belgium Flanders and the Czech Republic, a stronger focus was put on explaining the use and benefits of the CCL Learning Scenarios. In Belgium Wallonia, the focus of support changed – from pedagogical in the first pilot phase to organisational aspects. The focus of support on the UK in the second year was on training for the application of the ePace assessments that was provided as part of the national workshop held in September 2014. In most countries, schools did not need any support with equipment or infrastructure.

The 9 CCL lead teachers continued to help to coordinate the pilots by supporting the teachers in their country, in cooperation with the national CCL partners and European Schoolnet. The lead teachers were again the contact point for the four other CCL teachers in their country in particular for questions regarding the implementation of the pilot, pedagogical issues, language/translation issues and questions regarding the specific context of their country/school. In addition, they performed different tasks e.g. the Slovenian lead teacher reviewed her colleague's Learning Scenarios.

In Austria the production of the official CCL video and related discussions were regarded as particularly useful. In Belgium Wallonia, regular contact with the teachers via phone proved again to be an efficient tool. In Italy and Portugal, face-to-face meetings were emphasized as crucial support. In addition, the school observation visits and support of the lead teachers to reassure teachers and provide on demand advice were crucial in Italy and Belgium Flanders.

3. MONITORING OF THE SCHOOL PILOTS

CCL partners were in regular contact with project teachers via email, phone, face-to-face and online meetings in order to support them but also to monitor their work. Some partners like Italy also used online environments to monitor teacher's work. The Flemish CCL partner identified regular school visits as key to understanding better some considerations on tablet use, as they provide the possibility to discuss with ICT-coordinators, teachers and headmasters.

As in pilot Phase I, it was up to each partner to decide on how closely they monitored the teachers' pilot implementation and which tools of communication they used. Most partners had already been in frequent contact with their teachers during pilot phase I and continued this approach, e.g. Czech Republic, Belgium Wallonia, Portugal and Slovenia. For instance, the Czech Partner was in constant contact with the lead teacher, Pedagogical Board Member and teachers – which ensured that good results were achieved in phase II. In Slovenia, three face-to-face meetings were organized. Other partners like the national partner in Austria doubled their efforts to stay in regular contact with the project teachers. In order to better capture the pilot's results, the Italian partner asked their teachers to share a video documenting their own experience at the end of pilot phase II. The CCL partner in Belgium Wallonia prepared an internal report, with the support of the lead teacher, on year 2 of the project (experiences, good practices, organizational aspects).

At European level, European Schoolnet collected feedback from teachers on both pilot phases and lessons learned on the use of tablets in the classroom during two webinars ("Project challenges" on 8 January 2014, "Teacher conclusions and recommendations" on 3 February 2015) and during both Peer Exchange workshops.

In addition, CCL teachers filled in a final evaluation questionnaire⁴. Feedback from partners was regularly gathered during project partner meetings, peer exchange workshops, where some of the partners were likewise present and questionnaires.

3.1. DEBRIEFING SESSIONS

CCL partners generally did not organize a dedicated debriefing meeting at national level, as this activity was not foreseen in the project, but found different formats to debrief on the second round of pilots. In **Austria** for example, a debriefing took place during a wider network meeting in March 2015. The CCL partner in **Belgium Wallonia** tried to organize a national workshop in March 2015 to debrief on the project, with the participation of an expert on ICT in Education from the University of Mons. The workshop did not take place, however, since it was not possible to find a date that was convenient for most teachers. The **Czech** Partner organized one national meeting in Ostrava. In addition, Diana Bannister from the University of Wolverhampton discussed with Czech teachers and Czech Authorities during her school observation visit. In **Portugal**, lessons learned on the new scenario were discussed during a national focus group meeting. The **UK** and **Flemish** project partner involved several teachers in the final CCL conference on 25 March in Brussels instead, to allow their teachers to get an overview about how teachers in other countries were dealing with the same issues.

4. CHALLENGES DURING PILOT IMPLEMENTATION

In year 2 pilots, half of the partners (Austria, Italy, Slovenia, UK) reported that they did not encounter specific challenges – which indicates that lessons learned from the first pilot phase have successfully been implemented during the second pilot round. Challenges reported from other partners varied across countries. While the Czech partner reported difficulties with technical support and the internet connection within schools, CCL partners in Belgium Wallonia and Portugal still had problems with late delivery of new tablets for one school. In addition, the MoE in Belgium Wallonia encountered problems with pilot teachers: 3 teachers were not fully engaged in the project, because of lack of time, lack of support from the headteacher and health reasons. One teacher changed the school in September 2014 and the new classroom was not equipped with tablets, which hindered the pilot implementation. These issues only became apparent during the second series of school observation visits in November 2014 with the University of Wolverhampton and a representative of European Schoolnet, which joined the visits as they took place in Belgium. After the visits these issues were discussed with the Belgian Wallonia partner and EUN in order to find solutions to further engage the teachers. A face to face meeting of teachers in the Future Classroom Lab of European Schoolnet was suggested, but did not take place as no common agreement about the date could be found among the teachers. The leadteacher who was fully engaged in the project had problems to find schools to collaborate with on the ‘school-to-school collaboration’ scenario. *For more information, see Annex II.*

Most countries did not report any changes in the selection of teachers after pilot phase I. The same teachers continued in phase II of the pilot.⁵ In **Belgium Flanders, Italy** and **Portugal**, one teacher was replaced because

⁴ <https://www.surveymonkey.com/r/BBZQ75S>

⁵ More information on the initial teacher selection in the first project year, see [D3.3 Report on organization of phase I pilots](#).

the teachers moved to different positions (as head master, in the Ministry). At least for the Flemish teacher it was difficult to implement the pilot as she was not familiar with the Learning Scenarios nor with tablets. Another Flemish school moved into a new school building just before the second pilot phase. Both schools were less involved in the second pilot phase. In the **UK**, teachers remained unchanged but some teachers changed their classroom due to timetable issues. In the **Czech Republic**, the project schools also remained unchanged but the CCL partner did not continue the work with Associate schools as many schools joined other national activities aiming at using tablets in education. In **Italy**, two associate schools came on board as for phase 2.

5. LESSONS LEARNED FROM PHASE 2

After Phase 2 of the pilot, many teachers appreciated the Learning Scenario approach as very useful (e.g. in Belgium Flanders, Czech Republic, Italy). After the first pilot phase, one conclusion had been that the Learning Scenarios were not user friendly enough, required more explanation and had not been followed by all teachers. For the second phase, the Learning Scenarios were improved and additional support provided (*see previous section: Improvements based on lessons learned from Pilot Phase I*). The feedback at the end of year 2 suggests that the implemented changes increased the quality of the Learning Scenarios and the support.

Lessons learned on success factors confirm those from phase I: Providing sufficient support to teachers and enabling peer exchange are crucial for successful school pilots. In addition, the feedback provided during the school observation visits was again rated as very valuable for teachers. School visits and the general exchange between different stakeholders within the project have also been proven helpful for policy makers to get a better overview of the benefits of tablets and related challenges.

Several partners also suggested that a longer pilot experimentation for 3 school years could have been beneficial, to give teachers enough time to get used to the devices and the scenarios and extend their learning to more innovative approaches in the third year.

Three partners also mentioned concrete additional outcomes/side products of the project: In Slovenia, teachers developed a pedagogical game for the Project collaboration with focus on assessment. The Austrian CCL partner will implement lessons learned in a national project on tablets, involving 35 advanced schools supporting 75 classes, as a follow-up of the CCL project. In this national project, the Ministry will fund the tablets for 75 classes. Finally, the Flemish CCL partner will organize teacher training sessions on using and creating scenarios, starting in October 2015. For more information *see Annex III*.

Most useful support for policy project partners during the project refer to the **School observation visits** which allowed a better insight on how to integrate the tablets in classroom practice. The **general exchange enabled within** the project, e.g. discussions with experts, colleagues, lead teachers and participants of the CCL MOOC, was mentioned likewise as an important added value. Most successful support for teachers is summarized in the following table:

MOST USEFUL SUPPORT FOR TEACHERS

1. LEARNING SCENARIOS

Generally good feedback from teachers, e.g. in Belgium Flanders, Czech Republic, Italy

- Working with pedagogical scenarios is something teachers are not always familiar with but they can be very helpful to structure and review tablet-practice. Teachers need to be convinced that a scenario is not something that comes on top of all the rest but is in fact a guideline or a tool that can help them shaping their lessons with technology. The different steps (Dream – Make – Evaluate - ...) are well thought out. *(Belgium Flanders)*
- Lesson plans encourage them to use tablets and helps them avoid “copy and paste “ lessons.” *(Czech Republic)*
- The scenario methodology proved to be flexible and well accepted by teacher: far from a bureaucratic tool, it turned out to be very handy and linked to the school culture thanks to its narrative form. *(Italy)*
- The new methodologies implemented were praised by teachers, students and even some parents, that in the first phase had shown some fear, were now more open to the project. *(Portugal)*

2. GENERAL EXCHANGE ENABLED WITHIN THE PROJECT

Exchange with other teachers with the same interest in innovative teaching methods

- Possibly more efficient to involve only teachers of the same subject *(Belgium Wallonia)*
- Allocate resources for having two face-to-face meetings, one for each phase *(Italy)*

3. REGULAR SUPPORT FROM THE NATIONAL PROJECT COORDINATOR

- via different means like face-to face meetings, online meetings, telephone, chats, email, online community
- In particular face-to-face meetings are important. *(Portugal)*

4. SCHOOL VISITS, BOTH BY UNIVERSITY OF WOLVERHAMPTON AND CCL PARTNERS

To receive guidance on their use of tablets

- MoE could visit schools more frequently or give to the teacher a tailor-made coaching from an expert. *(Belgium Wallonia)*

5. MORE TIME FOR EXPERIMENTATIONS

Experiment with tablets for a third year

- According to the teachers, after the second phase they are really ready to use tablets, they understood the main goals of the project and the third phase would be really helpful for them and their students. *(Czech Republic)*
- Recommend to have a three year project next time as by the time we got to the end of the second year the teachers were feeling very confident and keen to maintain their involvement. *(UK)*

6. RECOMMENDATIONS

These recommendations provide some suggestions on how to organise the process of a tablet experimentation, based on the lessons learned from the CCL project. For all recommendations by country, *see Annex IX*.

ORGANISATION

- **Extend the tablet experimentation to 3 school terms** – this will allow teachers to take time to get used to the device and new methodologies in the first year and to include more advanced innovative approaches in the third year.
- **Consider for the teachers selected to participate**, whether a homogenous group (e.g. same subject) or a heterogenous group better serves the purpose of the experimentation.
- **Suggest the Learning Scenarios approach** as a methodology to support teachers to experiment with innovative teaching methods.
- **Encourage** the school management to consider to **free up some hours for each teacher** participating in the project to allow them to spend time on the project every week. Obligations of teachers (exam periods, timetables of their own courses) need to be taken into account.

SUPPORT FOR TEACHERS

- **Provide for sufficient opportunities for peer exchange**, in particular face-to-face in the beginning of the project.
- Provide for the possibility of **schools visits by a University, expert or Policy Makers**. School visits are useful for Policy Makers to get an overview of tablet related challenges and for teachers to get feedback on their teaching and the possibility to exchange.
- **Appoint advanced, experienced teachers to provide advice** to their colleagues.
- **Be in regular contact** with project teachers, via national face-to-face meetings, chat, community of practice, monthly Skype calls.
- **Provide teachers with access to recent research results** on relevant topics, to ensure a link between theory and practise.
- For European projects: **Provide translations for some project materials** or teachers' own contributions (e.g. articles) to include teachers that are less confident in English.
- **Organising a MOOC course** with contents developed in the project gives project teachers a valuable possibility to review their work and exchange.

INVOLVEMENT OF OTHER STAKEHOLDERS

- **Embed the tablet experimentation in existing networks of schools**, to provide for exchange.
- If industry partners provide hardware or software to project schools, think carefully about a **fair way of selecting schools** – or provide the same offer to all schools involved.
- Ensure **that parents are involved** in the process from the beginning.

MAINSTREAMING

- Organize a follow-up project with more schools, including teacher training.
- Organize a wider network of schools for which the initial project schools act as experts that help to spread the project results on innovative teaching with tablets to other schools.
- Organize training sessions for teachers on expertise developed in the project.
- Promote and enlarge the community of teachers for sharing practices and ideas at a pan-European level, also making the most from the opportunity given by MOOC courses.

ANNEX I: NATIONAL SUPPORT

COUNTRY	SUPPORT PROVIDED
AUSTRIA	<ul style="list-style-type: none"> • again face to face meeting, but better preparation especially in the assessment part • focus on pedagogical support – more discussion about the CCL video (pedagogical output!) <ul style="list-style-type: none"> ○ very useful support
BELGIUM FLANDERS	<ul style="list-style-type: none"> • for MoE to explain what the scenarios were and they could be used. In the first round they were less used in CCL schools. Therefore, the MoE decided to emphasize this more in the 2nd round of the project. • support was limited to support (advise) from lead teacher.
BELGIUM WALLONIA	<ul style="list-style-type: none"> • No specific support necessary for equipment/ infrastructure • National Workshop in the beginning of school year 2014-2015 to motivate teachers again • School observation visit by the University of Wolverhampton • Most important support: As for the first phase, the phone contacts to guide and motivate teachers through the remaining months of the project
CZECH REPUBLIC	<ul style="list-style-type: none"> • focus of support on helping teachers to deal with phase 2 scenarios • organisation of national meeting in Ostrava (lead teachers, DZS, pedagogical board) • observation visit of University of Wolverhampton: meeting with teachers and Czech Authorities <ul style="list-style-type: none"> ○ all scenarios and lessons were presented, weaker teachers were encouraged and supported
ITALY	<ul style="list-style-type: none"> • No support was needed as for equipment or infrastructure. • As in phase 1, in phase 2 online meetings, webinars and use of an online environment for synchronous and asynchronous communication (forum, file sharing, notice board, etc.). • Just before phase 2, organization of national face-to-face meeting, which was crucial. <ul style="list-style-type: none"> ○ Provided teachers with opportunity to present what they did and to discuss similar strategies or problems occurred • lead teacher, also, has been crucial to reassure them and provide on-demand assistance.
PORTUGAL	<ul style="list-style-type: none"> • No support was needed as for equipment or infrastructure. • face to face meetings, online meetings and a community of practice • Focus of support: how to apply the stories and learning activities • Face-to-face national workshop in September during which teachers had to work in groups to submit forms to apply 'Liberating Learner' scenario (very well received by teachers) • School observation visits also very well received by teachers (gave teachers the feeling not to be alone) • One session with FCL ambassadors where Learning Stories and the ways they can be applied in the classroom were discussed. The ambassador also spoke about some of the web 2.0 tools, which was much appreciated by the teachers.
SLOVENIA	<ul style="list-style-type: none"> • No support was needed as for equipment or infrastructure. • CCL team started again with face to face meetings already in August before school begin. In the following year, less face-to-face sessions were organized and more collaboration online via Vox conference system.

	<ul style="list-style-type: none"> • Organisation of workshops with focus on pedagogy (assessment in general and after that assessment in project collaboration). • The support was focused on pedagogical themes. • National partner and lead teacher reviewed again the pedagogical scenarios from other teachers. • From September till December 2 live meetings took place and 1 in the 2nd half of the school year.
UK	<ul style="list-style-type: none"> • No support was needed as for equipment or infrastructure. • A pre-summer holiday tele-conference to prepare the way for an early start in September • A national workshop was held on September 18th 2014 • A conference call to review the first term of the Phase 2 element on 15th December • Again some of the teachers chose to involve colleagues in their projects. This was particularly important for Phil Spoons at Cramlington where he taught a very large class. • meeting with the Head at Skinners Kent Academy who has a specific interest in developing independent learning and was very supportive of the project, and her teacher, Craig Bull. • Focus of the support: Training for the application of the ePace assessments was provided as part of the national workshop held in September 2014. • The second year was a relatively short period due to the timing of the end of the classroom work in January, and the teachers were more confident in what they had to do, so the tele-conferences and regular e-mail updates were all that was necessary

ANNEX II: CHALLENGES DURING PILOT IMPLEMENTATION

COUNTRY	CHALLENGES
AUSTRIA	<ul style="list-style-type: none"> • None
BELGIUM FLANDERS	<ul style="list-style-type: none"> • Changes in personnel made it difficult in one school. The teacher involved became headmaster and the new coordinator had difficulties working herself into the project (although we offered extra support from lead teacher).
BELGIUM WALLONIA	<ul style="list-style-type: none"> • delay of the reception of the equipment for one of our school <ul style="list-style-type: none"> ○ no solution from the Ministry • the withdrawal of one teacher <ul style="list-style-type: none"> ○ MoE tried to convince the headmaster to stay in the project, without success • the absence of one other teacher for sickness <ul style="list-style-type: none"> ○ no solution • regarding the school-to-school collaboration, it was really difficult to find teachers giving the same subject at the same level of education <ul style="list-style-type: none"> ○ MoE proposed to two of our teachers giving the same subject to collaborate • teachers felt that the framework of the scenario was too elaborated for a practical use within their own course <ul style="list-style-type: none"> ○ MoE advised them to adapt the scenario as wisely as possible
CZECH REPUBLIC	<ul style="list-style-type: none"> • the biggest difficulty was technical support and environment within schools (connectivity, wi fi net....)
ITALY	<ul style="list-style-type: none"> • No relevant issues were raised, as the project ran smoothly.
PORTUGAL	<ul style="list-style-type: none"> • one school left the project and another one entered (the number of schools stayed the same). All teachers maintained a high degree of motivation, and implemented the new scenario – Liberating Learners. • Santa Maria school only had Tablets during the first year of the project, and the Tablets were only delivered to students and teachers in November. The partner who was supposed to deliver the tablets had a problem with the supplier. MoE contacted Apple which provided tablets during the 2nd and 3rd terms of that school year.
SLOVENIA	<ul style="list-style-type: none"> • No special problems
UK	<ul style="list-style-type: none"> • The second year went off without any major difficulties.

ANNEX III: LESSONS LEARNED FROM PILOT PHASE II

COUNTRY	LESSONS LEARNED
AUSTRIA	<ul style="list-style-type: none"> one of the outputs is a national project from the Ministry, involving 35 advanced schools supporting 75 classes, where the Ministry funds the tablets for the 75 classes (25pcs./class including a LTE box where necessary)
BELGIUM FLANDERS	<ul style="list-style-type: none"> School visits were an important part of the CCL project. The discussions with experts, colleagues, lead teachers and participants of the CCL MOOC were equally important. They have pointed the national partner to valuable documents such as the m learning policy handbook, the BYOD school guidelines from Kennisnet, and to a lot of research and interesting blogposts. MoE will organize training sessions on using and creating scenarios. The first one in October 2015. Study days were and will be set up around tablet use based on CCL and other experiences. One study day on tablets and special needs (RECOMM. 4.3) already took place. Another study day on pedagogical scenarios is planned (RECOMM 2.1) All ICT-coordinators provide in house in-service training and lots of support themselves. This system seems to be far more effective than large scale general ICT-courses. But this approach requires a lot of time and effort from the ICT-co-ordinator. Most of the schools had a system where the ICT-co-ordination is divided between a technical and a pedagogical co-ordinator. This has obvious advantages but also risks. In one of the schools the self-reliance of some teachers seemed rather low because the ICT-co-ordinator was constantly available to help them with small technical problems.
BELGIUM WALLONIA	<ul style="list-style-type: none"> The collaboration between teachers that share the same preoccupations and the same desires of innovation in education. MoE would eventually choose 5 teachers giving the same subject to facilitate the collaboration. MoE would go more frequently into the schools, to give to the teachers a tailor-made coaching from an expert.
CZECH REPUBLIC	<ul style="list-style-type: none"> Scenarios were chosen correctly they may be a guide for teachers who want to implement tablets in their lessons. There are many schools equipped with tablets but teachers need help with methodology and correct use in lesson. Lesson plans encourage them to use tablets and helps them avoid “copy and paste “ lessons.” According to teachers after the second phase they are really ready to use tablets, they understood the main goals of the project and the third phase would be really helpful for them and their students.
ITALY	<ul style="list-style-type: none"> The scenario methodology proved to be a flexible and well accepted by teacher: far from a bureaucratic tool, it turned out to be very handy and linked to the school culture thanks to its narrative form. suggest to allocate resources for having two face-to-face meetings, one for each phase.
PORTUGAL	<ul style="list-style-type: none"> The use of tablets in pilot phase II was easier, since the use of tablets has become more natural. The implementation of the scenario was also easier. The National Meeting with workshops was an important input into the success of this project. The new methodologies implemented were praised by teachers, students and even some parents, that in the first phase had shown any fear, were now more open to the project. One added value of the project: implementation of the Scenarios and Learning Stories, which had previously been applied in the ITEC project, only now using mobile devices, tablets and hybrid PCs.

	<ul style="list-style-type: none"> • Thus, Learning Stories, applied in the classroom, with the Tablets as a working tool, allowed the teachers to apply these new methodologies. It was a new paradigm, with new classroom layouts and new tools. The mobility of Tablets allowed testing these scenarios in several different stories, such as Customization, Collaboration or Flipped Classroom. • The generalization of these new methodologies enabled a new way of learning more motivating for students and teachers, so they can improve educational outcomes and reduce school drop-out. • The project allowed to include 21st century skills in teaching and learning. • The educational achievement of students involved, were always the same or better than the students who had a "more traditional teaching." • In one of the schools involved, at the beginning of phase 2, some parents were asking the teacher, if students would continue to have tablets in the classroom.
SLOVENIA	<ul style="list-style-type: none"> • developed a pedagogical game for the Project collaboration with focus on assessment. The idea is a board game with 4 players and students throw the dice and answer the questions to get forward on the field. The questions to be answered are written from students as part of their project work. Each group creates a set of questions about the theme they are working on and should test the learning output. The teacher just collect the questions and incorporate them into the game and students can start to play a test what did they learn. • The pedagogical game is the result from the cooperation with dr. Saša Divjak, University professor at Faculty of Computer and Information Science in Ljubljana.
UK	<ul style="list-style-type: none"> • Holding the second National Workshop was an important opportunity for the teachers to share their experience and support each other. • recommend to have a three year project next time as by the time we got to the end of the second year the teachers were feeling very confident and keen to maintain their involvement.

ANNEX IV: FINAL RECOMMENDATIONS BY COUNTRY

COUNTRY	RECOMMENDATIONS
AUSTRIA	<ul style="list-style-type: none"> Use at least 12" tablet with a keyboard in secondary II (whereas a 10" tablet is fine for primary schools and secondary I schools) Organise a follow-up of the CCL project with more classes and teachers to be trained
BELGIUM FLANDERS	<ul style="list-style-type: none"> Provide for the possibility of schools visits <ul style="list-style-type: none"> Useful for Policy Makers to get an overview of tablet related challenges Useful for teachers to get feedback on their teaching, possibility to exchange In Flanders, CCL project was embedded into wider network of schools. This created a particular dynamics: CCL schools demonstrated their work to a wider group, and on the other hand, the whole network was involved in some project work on content creation, e.g. we made collection of favourite apps documented in a guide (ebook and pdf) for primary schools and one for secondary schools. Industry support was beneficial to some schools and to the MoE, to learn about new products and understand how they work in schools.
BELGIUM WALLONIA	<ul style="list-style-type: none"> propose several frameworks of scenarios adaptable to different subjects and levels of education give the possibility to the teachers to write articles in their own language for the blog and consider the translation as an administrative work. insist that every school of every country should receive the same hardware or software offers without the principle "first arrived, first served". In addition of a financial contribution, free up some hours to each teacher participating to allow them to spend time on the project every week. Obligations of teachers (exam periods, timetable of their own courses) need to be taken into account. Provide some equipment to participating schools, in order to increase the involvement of head teachers. During the project, teachers received a lot of information that they cannot easily follow (mainly as it is not in their native language).
CZECH REPUBLIC	<ul style="list-style-type: none"> the following phase of the project should be aimed at spreading out scenarios into higher number of schools. The pilot teachers and schools can serve as the support centres in their regions. New scenarios should concentrate more in education of different groups of children (special needs, kindergartens).
ITALY	<ul style="list-style-type: none"> promote and enlarge the community of teachers for sharing practices and ideas at a pan-European level, also making the most from the opportunity given by the MOOC course. consider how to scale-up the process from the class level to the whole school level for a more systematic approach
PORTUGAL	<ul style="list-style-type: none"> Important success factors: working close with teachers, support via national face-to-face meetings, chat, community of practice, monthly Skype calls Parents have to be involved in the process since the beginning. The meetings that were made early in the project with parents of the students involved, were fundamental for good outcomes.

SLOVENIA	<ul style="list-style-type: none"> • The template for the planning of the project collaboration with all the steps is very helpful and will be used further also with other teachers. • Materials from workshops are very enlightening and can show and allow the teacher how to be creative. • The Orange-model with software/apps according to specific step are more than helpful and can be developed further. • It was helpful to receive professional articles, because it is true, that theory without practice is empty, but it is also true, that practice without theory is blind. • The MOOC in the finishing phase of the project as possibility for teachers to review the work or to disseminate the project for other teachers and show the materials is very valuable. • Pilots were very useful: Useful to first implement schools pilots with a small number of schools but after phase I (2 years), there should be a wider implementaiton on the basis of results from the school pilots with more school for at least 3 years. Schools should have to apply in order to express interest to participate. After 5 years in schools, a difference can be noticed.
UK	<ul style="list-style-type: none"> • Perhaps a short Phase 1 where all the teachers get familiar with the ideas, objectives of the project, and get to put them into practice. This would also flush out any technical problems that could either be resolved or the participants changed. Then follow up with two full school years of experimentation with confident and fully-engaged teachers.